



ARKANSAS STATE UNIVERSITY
English Learning Academy

Student Handbook

2020-2021

The English Learning Academy
English as a Second Language Program

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LETTER FROM PROGRAM ADMINISTRATOR



ARKANSAS STATE UNIVERSITY
English Learning Academy

Dear New Student,

Welcome to the English Learning Academy (ELA) at Arkansas State University, and welcome to the U.S. New student orientation and this student handbook are intended to support you in your transition to the ESL program, college life and your new home. The courses offered by the English Learning Academy are designed to prepare international students with limited English proficiency for academic studies at Arkansas State University by providing quality instruction in English as a second language.

This handbook is filled with valuable information for you and is created to serve as a resource for students in the English Learning Academy. In this handbook, you can find information about our intensive English courses, program rules, student counseling, activities and more. Please read this book carefully and feel free to contact us for further information. We are pleased you chose the English Learning Academy at Arkansas State University and we look forward to sharing with you the programs and services offered by the university.

If you have any questions or concerns about the information in this handbook, please feel free to contact me or the office staff in the International Programs building, room S301.

Sincerely,

A handwritten signature in cursive script that reads "Kristen Sumler".

K. Renee Sumler
Assistant Director for the ELA
English Learning Academy
ksumler@astate.edu

ELA MISSION STATEMENT

It is the vision of the English Learning Academy (ELA) that all students completing the program will be linguistically, culturally, and academically prepared to succeed in university courses taught in English.

To achieve this vision, the program seeks to develop students' linguistic competency, cultural awareness, and critical thinking skills to enable them to experience academic success and to have positive intercultural experiences when enrolled in university-level courses.

ARKANSAS STATE UNIVERSITY'S MISSION AND VISION

Mission Statement: Arkansas State University *educates* leaders, *enhances* intellectual growth, and *enriches* lives. (A-State=e3).

Core Values

Arkansas State University values the following as central to our success:

- **Student-Centered:** We are committed to education, inquiry and service in order to meet students' changing needs. We foster lifelong learning, civic and social responsibility, leadership, and individual and career growth.
- **Learning-Centered:** We nurture intellectual flexibility, knowledge and skills by integrating teaching, research, assessment and learning to promote continuous improvement of our scholarly community.
- **Excellence:** We pursue excellence within the campus community through opportunities for achievement in teaching, research, scholarship, creative activity and service.
- **Diversity:** We embrace diversity in all of its dimensions realizing that mutual respect for individuality and the inclusion of all are vital for both personal and institutional success.
- **Service:** We support and recognize service at all levels of the university. We strive to contribute to the benefit of the university, the delta, the state, the nation, and the world.
- **Integrity:** We hold high standards of character and integrity as the foundations upon which the university is built.

Vision Statement for Arkansas State University:

Arkansas State University aspires to be an academic leader recognized for innovation and quality in teaching and learning, international standing in strategic research areas, and commitment to outreach and service to the delta and beyond.

ACRONYMS AND TERMS USED IN THIS HANDBOOK

Below is a list of acronyms and terms commonly used in this handbook with definitions as they relate to Arkansas State University and the English Learning Academy program you are enrolled in.

“A-State” is an abbreviation for “Arkansas State University”.

“Course” and “class” are both used to mean a series of meetings where you engage in language training i.e. “grammar class” or “reading and vocabulary course”.

“ELA” stands for the English Learning Academy. This is A-State’s intensive English program that you are enrolled in.

“ESL” stands for English as a Second Language which is your current student type.

“IP” stands for International Programs; this is a branch of Global Engagement and Outreach, the department that the ELA is located in that also includes International Student Services, International Admissions and Study Abroad.

“ISS” stands for International Student Services which is a unit of International Programs that is in charge of services such as activities, advising, insurance, immigration, etc.

“Level” in our program refers to both your current amount of English proficiency and to your current position in the program’s overall scale from 1 to 5.

“Semester” stands for the period that university courses typically last. This is 15 weeks in fall and spring and 5 weeks in summer terms.

“Session” and “term” are used to mean the period that ELA courses run. They are also called a “half-semester” sometimes.

ELA PROGRAM GOALS AND OBJECTIVES

The main goal of the English Learning Academy (ELA) at Arkansas State University is the development and improvement of the English abilities of international students with limited English proficiency. The average student in the ELA program is a student who desires to pursue an undergraduate or graduate degree in an American college or university. The ELA program provides quality instruction and coursework that engages students in using language skills that are necessary for success in university courses. The ELA program also utilizes methods of instruction that prepare students both academically and culturally for everyday life experiences in the American classroom. It also provides assistance in helping students become accustomed to a variety of teaching styles, suggests ways to participate in class and exposes students to various instructional methods. Upon completion of the ELA program, students will have actively engaged in coursework and studies that prepare them to be successful in achieving their goal of completing a degree at Arkansas State University.

Our program consists of five levels plus a Foundations level, which is for students with minimal exposure to English language instruction. Students are placed in the appropriate level by the ELA's placement exam that consists of, grammar, listening, reading and writing assessments.

ENGLISH AS A SECOND LANGUAGE PROGRAM OVERVIEW

The English Learning Academy at Arkansas State University is a dynamic and progressive English as a Second Language (ESL) program that actively serves students in obtaining English proficiency for undergraduate and graduate study.

The ELA program is comprehensive in design and structure, implementing a multi-pronged approach focusing on communicative language instruction. Classroom instruction, along with structured, practical activities, promote and reinforce students' fluency. Instruction is implemented through methods similar to those experienced in the university classroom.

Courses meet for approximately 5 hours a day (30 total hours a week) and include instruction in the skills of reading, writing, listening and speaking along with grammar and vocabulary instruction throughout all the content-based modules and courses utilizing texts, a wide variety of materials, activities and student-centered instruction. The program interweaves all basic language skills to further emulate real-life language usage, as well as experiences students will have while in a university setting. Students enrolled in the program can expect to be engaged in learning that facilitates language acquisition and provides a solid foundation in skills necessary for successful study at the university level. These skills include language-based technology skills, note taking, critical thinking and analysis, preparing and delivering oral presentations, working in groups and producing academic writing.

Additional Program Information

The ELA offers college preparatory language courses to international students who wish to pursue undergraduate or graduate studies at A-State but do not meet the English language proficiency requirement for admission. Students who successfully complete Level 5 are eligible to enter undergraduate or graduate studies with no further need for a language proficiency examination, such as the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS).

All students begin the program by taking a language placement test and are assigned to a level in the program corresponding to their proficiency level in English. Students must complete all course work with a grade of B (80% overall) or higher for all ELA courses from Foundations of English through Level 3. They must also demonstrate on a standardized English proficiency exam that they have achieved an appropriate level of English at that level. In Levels 4-5 students must maintain a B average (80%) in all courses to progress to undergraduate studies. All students who are candidates for graduate studies must maintain an A average (90%) in all courses in Levels 4-5. At the end of each session, students take a standardized language proficiency exam to determine if they have achieved an appropriate level of English proficiency to advance to the next level. If a student falls below the appropriate level on the standardized exam in all levels, tutoring will be required for the following session. Students may repeat a level twice after initial enrollment in a level.

At the beginning of each session, all students will be assessed informally by the instructor of the course to determine the need for specialized tutoring in skills such as pronunciation, grammar, or reading. If a student is directed to participate in additional tutoring sessions, the student must

attend the assigned sessions. The instructor may ask a student to attend a tutoring session in the tutoring lab when a student's need demands extra attention. Any absence from any assigned tutoring will be reflected in the absences of the course in which the tutoring was assigned.

ELA Level 5+

Level 5+ of the ELA program is a course designed for graduate students who complete the ELA in the middle of a semester since there are no mid-semester graduate courses offered and students must be enrolled in a certain number of hours to maintain their immigration status.

Undergraduate students who desire to strengthen a weaker skill before entering the university at the beginning of a semester may also enroll in level 5+ if they wish. Level 5+ is only offered in the second half of the semester – Fall 2, Spring 2, and Summer 2. The Assistant Director of the ELA and level 5 instructors will advise the student with the courses to take that session as a part of their individual level 5+ coursework.

GENERAL PROGRAM INFORMATION

The intensive English coursework and activities in the ELA are designed to prepare you as quickly as possible for university and college work. Our classes focus on addressing student needs through the guidance of expert instructors. Students will quickly gain skills in reading, writing, speaking and listening, as well as increased confidence and knowledge about American culture and critical thinking skills.

Placement Testing Procedures

The ELA program uses the computer-based ACCUPLACER LOEP (Levels of English Proficiency) test, for initial placement into a level in our program. Students can read more about this test and find sample questions at this website:

<https://accuplacer.collegeboard.org/accuplacer/pdf/accuplacer-sample-questions-for-students.pdf> (page 14-16).

The placement test includes the following sections:

- Listening
- Reading Comprehension
- Grammar
- Written essay

Students will be placed in the appropriate level in the ELA ESL program based on their performance on this test.

NOTE: Students should be in Jonesboro at least 24 hours, and preferably 48 hours, before taking the placement test. Anyone who has not had one night of sleep before the test should let the test administrator know and the test may be rescheduled.

Levels

The ELA program consists of five levels, with a foundation level for students with little English experience. Based on placement test results, students will be placed in one of the following levels:

Level	Ability
Foundations	Low Beginner
Level 1	High Beginner
Level 2	Low Intermediate
Level 3	Intermediate
Level 4	High Intermediate
Level 5	Advanced

Each level focuses on the four skills of reading, writing, speaking and listening, as well as vocabulary, pronunciation and grammar. All classes in these levels integrate two or more of these skills.

Students who feel they have been placed in the wrong level and wish to be allowed to change to another must speak with their instructor and follow the ELA Level Change Policy (see / refer to page 13) described in this handbook.

Level Descriptions

Note: Please see your course syllabus for each level's specific learner outcomes that will be assessed for your grade in that course.

Foundations 1

This is a low beginner integrated skills course targeting students with little English language learning experience. Students will engage in activities that will develop their pronunciation, vocabulary comprehension, conversational skills and expose them to basic English grammar. It builds from the alphabet and simple introductions to complete conversations using simple present and present progressive tenses. Each learning unit is centered on a single topic. Students fully experience each topic by practicing controlled listening, and speaking on that topic. Classroom learning is reinforced with multimedia programs that coincide with texts. The development of a solid base of listening and speaking skills is an important focus of the foundations class. They work on basic writing skills using elementary-level grammatical structures.

Level 1

This is a beginner-level English course that focuses on building basic English language skills while also introducing students to academic skills. In addition to exploring previously learned grammatical structures—such as present and past simple and present progressive—in more depth, students are exposed to new grammatical concepts such as count and non-count nouns and basic sentence structures (e.g., statements versus questions). At this level, students solidify their base of listening and speaking abilities and accumulate abundant vocabulary that will support their reading and writing skills development in subsequent levels. Reading skills (scanning, skimming, inference, main idea/details, predicting and sequencing) are a major component of Level 1 and students are expected to apply these skills to new reading materials. They develop basic writing skills using beginner-level grammatical structures.

Level 2

This is a low intermediate English course that develops a student's reading, writing, listening and speaking skills beyond the basic level. Assigned readings expose students to aspects of American culture and allow them to develop their reading fluency, vocabulary comprehension and critical thinking skills. During this course, students will progress from learning to write simple and complex sentence structures to paragraphs, including writing a title, a topic sentence, supporting sentences and writing different types of paragraphs (e.g., narrative, cause and effect, etc.). Students are also introduced to a variety of writing modes—such as technical, descriptive, and informative writing—and are expected to pay more attention to writing mechanics (i.e. punctuation, capitalization, subject verb agreement, etc.). Students engage in listening activities that enhance their abilities to recall the main idea and most of the details of a conversation. Speaking activities help students practice pronunciation features such as linking, word and sentence stress, and intonation.

Level 3

Level 3 is an intermediate English course that transitions from a social English focus into an academic English focus. Instruction develops students' academic reading, writing, listening, and speaking skills. The reading and listening strands of the class are content-based courses which allow students to read academic passages and listen to academic lectures on academic topics. While reading about and listening to this content, students enhance their understanding of American culture and develop study skills that are essential for success at American universities. Furthermore, the course develops listening, speaking and basic presentation skills, and exposes them to different accents and speaking styles.

Students practice writing outlines of assigned readings, taking effective notes on short academic lectures and using academic vocabulary in context. Students are also expected to write well-structured essays.

Level 4

This is a high intermediate English course that emphasizes academic skills that students need to succeed in an American university setting. The reading and listening components of the class are content-based courses which allow students to develop their English language skills while reading academic passages and listening to academic lectures. While reading about and listening to this content, students enhance their understanding of American culture and develop study skills such as writing outlines of assigned readings, taking effective notes on short academic lectures, and using academic vocabulary in context. The grammar and writing components of the course aim at developing different types of well-structured essays and improving writing through editing skills. The oral communication component is designed to improve public speaking skills such as delivery, pronunciation, organization and practice.

Level 5

This is a low advanced English course that allows students to practice the academic skills they have been acquiring throughout the program and to demonstrate readiness for university classes at the graduate and undergraduate levels. In the reading and listening strands of the course, students practice higher-level skills such as critical thinking and inferring from context while using high frequency academic vocabulary in the context of academic readings and lectures on a variety of topics. The writing and speaking components aim at enhancing students' research writing and academic presentation skills. Students learn about the rhetorical structures of different types of essays, write outlines and multiple drafts of each essay, and practice citing sources using APA or MLA citation styles. In addition, students are expected to give presentations or take part in class debates related to the topics of their written assignments.

Level Change Policy

Occasionally, students feel they have been placed in the wrong level after taking the placement test and want to change levels. When this happens, students must:

- Attend class at their current level for the entire class time. If they do not go to class, they will be counted absent.
- Complete any diagnostic tests that teachers give.
- Write assignments on paper, not in the textbook, until their placement has been established.

- Complete a “Level Change” form and turn it in to an instructor or the ELA office. The form is included in the appendix of this handbook.
 - note : This request must be made within the first week of classes. Any requests to change levels after the first week of class has passed will not be accepted due to the fast-paced, intensive nature of the program.

Until students are given an answer on their request to change levels, they must:

- Go to class, fully participate, and do all normal work.
- Do any extra assessment your instructor gives.

Instructors will assess the student’s level of proficiency based on the results of any diagnostic test scores and make a suggestion to the Assistant Director for the ELA about whether a change in levels should happen. The assistant director will take into consideration placement results, diagnostic results and instructor recommendations, and make the final decision.

Passing a level

In order to pass from a level to the subsequent higher level in the ELA program students must meet the following requirement:

- Complete their current level with a minimum grade of 80% in every course (90% for level 4-5 if students intend to pursue graduate level studies)

iTEP requirements for ELA and A-STATE:

1. Level to Level iTEP Exams

- The exam will be used as a diagnostic to determine strengths and weaknesses of the student.
- Meeting or not meeting the level-appropriate iTEP score does not determine if a student passes or fails.
- If a student does not meet the level appropriate iTEP score, mandatory extra tutoring is required.
- Attendance will be taken to ensure compliance to the required tutoring. Students are allowed to miss one of these required tutoring sessions only.

2. Level 5 iTEP Exam

- The iTEP exam does not determine if a student graduates from ELA.
- An 80% for undergraduate students / 90% for graduate students’ grades in all subjects in Level 5 is the mark needed to graduate from the ELA.
- A-STATE will accept an ELA graduate if that student scores 80% for undergraduate students / 90% for graduate students in all subjects in Level 5.
- If a student does not meet the level appropriate iTEP score (4.0 / range 3.8-4.0 for undergraduates and 4.5 / range 4.3-4.5 for graduate-level students), extra tutoring is required for the first semester. A note will be placed on the student’s I-20 to ensure compliance to the required tutoring.

LEVEL	LEVEL EXIT SCORE	No Tutoring	Tutoring
Foundations	0.5	---	---
1	1.2	1.0 – 1.2	<1.0
2	1.9	1.7 – 1.9	<1.7
3	2.6	2.4 – 2.6	<2.4
4	3.3	3.1 – 3.3	<3.1
	PROGRAM EXIT SCORE	NO TUTORING	TUTORING
5U	4.0 for Undergraduate studies	3.8 – 4.0	<3.8
5G	4.5 for Graduate studies	4.3 – 4.5	<4.3

ELA iTEP Progression Chart: 2017-09

Note : The highest iTEP score *attained within the last six months* will be noted on the student’s final grade report and used for assessing tutoring requirements.

Attending the iTEP exam session at the end of each term is mandatory for all ELA students. If a student does not attend the iTEP exam session, they will be required to attend the iTEP tutoring sessions in the following term if their most recent iTEP score is lower than the score required for their current level should they pass that level.

Skipping a Level

In the event that a student's most recent ITEP score is equal to or exceeds the required ITEP exit score for the next level the student will be progressing into, the student will **not** be allowed to skip that next level due to the importance of each level's individual learning outcomes. For example, if a student in level 3 scores a 3.3 on the iTEP exam (the score needed in level 4), that student will not be able to skip from level 3 to level 5.

Students Requesting Additional Placement Exam

If students wish to challenge their grade of “Needs More Time” in a level instead of “Pass”, these students may make a formal appeal and they can find the procedures for doing so by consulting page 34 of this student handbook, by talking with their instructor or by coming to the IP office in S301. After the appeals procedures have been followed, the student may be allowed to take the ACCUPLACER placement test by approval of the Assistant Director of the ELA and the appeals committee. The Assistant Director of the ELA and appeals committee will revisit the student’s appeal after their placement exam scores have been calculated. If the new placement exam scores are high enough to place the student into the next level according to the ELA’s placement scoring chart, then that would show achievement of the student learning outcomes because the ACCUPLACER cut scores are based off the MTELP which has score comparisons with CEFR which can be compared to the needed ITEP scores at each ELA level. If the necessary scores are earned, then the student may move into the next level.

Any student returning to the ELA after suspension will be required to retake the placement exam upon returning to the program.

Students who return from academic suspension and are suspended again will be terminated from the program. They may not return to enroll at the ELA or at Arkansas State University.

Progressing through the Program Levels

Undergraduate: Undergraduate students must achieve a B (at least 80%) average in each individual subject within the level in all levels from Foundations through Level 5. If a student does not achieve the minimum score for the current level on the ITEP (see list above) tutoring will be required.

Graduate: Graduate students are under the same policy as undergraduates in all levels except for Level 4-5. Level 4-5 graduate students must **complete all subject areas/coursework in Level- 5 with a grade of A (at least 90%) in each class.** If a student does not achieve the minimum score for the current level on the ITEP (see list above) tutoring will be required. Graduate students who meet this requirement are eligible to apply for admission to graduate studies at A-STATE.

Fail Level First Time

If a student fails to pass the level, they will be notified by email and printed letter and required to complete two hours of **mandatory tutoring** per week during the following session in which they are enrolled in ELA classes. They will also be required to check in with the Assistant Director of the ELA every week for encouragement and counsel after the first week of classes. The time will be announced via email.

Fail Level Second Time-Academic Probation/Mandatory Tutoring

If a student fails to pass the same level **two times**, they will be notified by email and printed letter that they will be placed on **academic probation** and required to complete three hours of **mandatory tutoring** per week during the following session in which they are enrolled in ELA classes. If they do not attend the required tutoring sessions during academic probation, they will be marked absent for that hour and any appeal of further disciplinary action may be denied.

Fail Level Third Time-Academic Suspension

Students who **fail the same level three times will be suspended** from the program. They will be notified by email and printed letter if possible that they are suspended and will not be allowed to attend ELA classes for one semester. Their I-20 will be terminated. Students who have been suspended from ELA may re-enroll after one semester but must take the placement exam for level placement upon returning to the program. Students may appeal this disciplinary action by following the procedures laid out in this handbook (page 34).

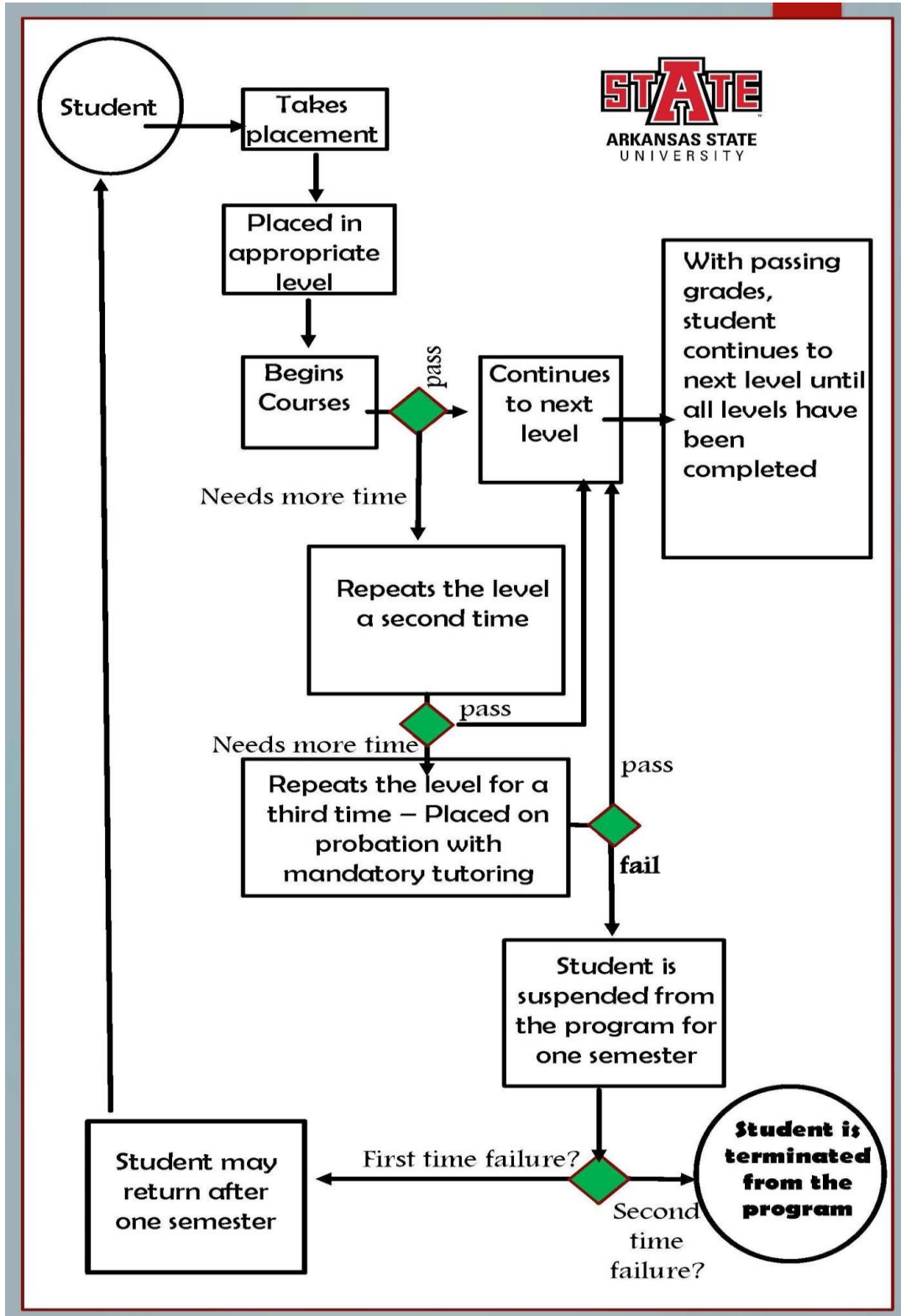
Termination

Students who return from academic suspension and are suspended again are terminated from the program. They may not return to enroll at ELA or at Arkansas State University.

ELA Academic Progress Quick Reference Chart

Fail Level (number of times)	Consequences
Once	Repeat level - Must attend mandatory tutoring (2 hours per week) and meet with advisor weekly
Twice	Must attend mandatory tutoring (3 hours per week) and meet with advisor weekly
Three times	Academic suspension (may not attend ELA classes for one semester, I20 may be terminated)

Progression Flow Chart



Courses

The courses in our program embed the necessary language skills of listening, speaking, reading, vocabulary, writing and grammar. Students may have different instructors for each class.

All levels include an activity requirement that counts as a grade in the “Other” category of the Listening/Speaking course. (See page 29.)

Course Schedule

ELA classes are held between 8 a.m. and 5 p.m., Monday through Friday, for approximately 30 hours a week. Morning, afternoon and lunch breaks are included in the schedule.

Class Hours Per Day	Class Hours Per WEEK	ELA CLASSES + SELF-STUDY 6 hours a day / 30 hours a week / 7 weeks Approx. 210 hours	L i s t e n i n g	S p e a k i n g	R e a d i n g	V o c a b u l a r y	G r a m m a r	W r i t i n g
FOUNDATIONS/1 TOTAL HOURS/DAY = 6			.875	.875	.875	.875	.875	.875
1.75	8.75	Listening and Speaking Foundations	.875	.875				
1.75	8.75	Reading and Vocabulary Foundations			.875	.875		
1.75	8.75	Grammar and Writing Foundations					.875	.875
1	4	Self-Study						
Level 1 TOTAL HOURS/DAY = 6								
1.75	8.75	Listening and Speaking Level 1	.875	.875				
1.75	8.75	Reading and Vocabulary Level 1			.875	.875		
1.75	8.75	Grammar and Writing Level 1					.875	.875
1	4	Self-Study						
Level 2 TOTAL HOURS/DAY = 6								
1.75	8.75	Listening and Speaking Level 2	.875	.875				
1.75	8.75	Reading and Vocabulary Level 2			.875	.875		
1.75	8.75	Grammar and Writing Level 2					.875	.875
1	4	Self-Study						
Level 3 TOTAL HOURS/DAY = 6								
1.75	8.75	Listening and Speaking Level 3	.875	.875				
1.75	8.75	Reading and Vocabulary Level 3			.875	.875		
1.75	8.75	Grammar and Writing Level 3					.875	.875
1	4	Self-Study						
Level 4 TOTAL HOURS/DAY = 6								
1.75	8.75	Listening and Speaking Level 4	.875	.875				
1.75	8.75	Reading and Vocabulary Level 4			.875	.875		
1.75	8.75	Grammar and Writing Level 4					.875	.875
1	4	Self-Study						
Level 5 TOTAL HOURS/DAY = 6								
1.75	8.75	Listening and Speaking Level 5	.875	.875				
1.75	8.75	Reading and Vocabulary Level 5			.875	.875		
1.75	8.75	Grammar and Writing Level 5					.875	.875
1	4	Self-Study						

ACADEMIC STANDING/SATISFACTORY PROGRESS

Satisfactory Progress

In order to remain enrolled in the ELA, students must show satisfactory progress throughout the program. In general, the grading policy (80/90% final grade in every class) describes what “satisfactory progress” means. While taking into consideration the individual differences in length of study time needed by students to achieve each level’s language proficiency outcomes, the ELA must also ensure that students are working toward and have reasonable expectations to achieve success in completing the ESL program. Students who do not meet the minimum requirements for passing a level are considered at risk for failure to complete the program and are subject to the following requirements in addition to their regular class work.

Academic Assistance

Academic Advisor

As students enter the ELA program, they are informed of and introduced to their academic advisor : the Assistant Director of the ELA. Students will keep this one advisor throughout their stay in the program. Academic advisors provide students with counseling regarding their classes, and their adjustment to the academic and social community at A-State. Additionally, advisors help students to understand program policies and procedures. Students are introduced to their advisor at the beginning of the session, and given 3 methods by which they can contact their advisor: by email, phone or office visit. Students are responsible for contacting their advisor when they have questions, comments, or problems. For more information, students can speak with their instructor.

Tutoring/Help Sessions

The ELA program offers free academic assistance in the form of tutoring sessions to all its students. Tutoring sessions are offered throughout the week and are staffed by qualified ESL instructors. All students are welcome to come. At the beginning for each session, all students will be assessed by the instructor of the course to determine the need for specialized tutoring such as reading, pronunciation, and reading. If a student is directed to participate in the tutoring sessions, the student must attend the course. Additionally, if you are having trouble in class, your teacher may require you to attend tutoring. In this case, your attendance is **mandatory** and you **must** attend **all sessions** that your teacher requests. Any student that does not follow this rule may face disciplinary action or a reduction in grades in the class and will be counted as an absence from the course in which the tutoring was assigned.

Office Hours

The instructor of your ELA course is available to assist you during their office hours. On the first day of class, your instructor will tell you where his/her office is located and what time he/she will be in his/her office. You will also find this information on your course syllabus. In the event of online or remote learning, please contact your instructor to learn what their office hours will be and to get the Zoom meeting link from them.

Counseling Services

The Counseling Center of Arkansas State University provides free, confidential counseling services to students enrolled at A-State including ESL students. The Center has professional staff

members who are ready to assist with various issues such as stress management, test anxiety, depression/adjustment concerns, culture shock, social anxieties, healthy eating concerns, relationship issues and many other concerns.

The location, hours of operation and contact information for the Counseling Center are:

The Counseling Center
Suite 2203 Reng Student Union
Telephone (870) 972-2318 • Fax (870) 972-3375
Monday – Friday: 8 a.m. - 5 p.m.
Counseling.AState.edu

COMPLETION OF ELA PROGRAM FOR UNIVERSITY ADMISSION

There are two categories of students wishing to complete the ELA program for university admission: students who are seeking undergraduate admission and students who are seeking graduate admission.

- **Undergraduate**

Students seeking undergraduate admission to Arkansas State University can meet the English proficiency requirement of the university through one of the following options:

- **Meeting the requirement with a test score:**
 - Achieving a score of 500 or more on the TOEFL exam
 - Achieving a score of 61 or higher on the iBT TOEFL exam
 - Achieving a score of 5.5 or higher on the IELTS exam
 - Achieving a score of 4.0 or above on the ITEP-Academic Plus exam
 - Any other applicable score listed [here](#)
- **Meeting the requirement by completing the ESL program:**
 - Completing the ESL program by successfully meeting the ELA academic progress requirements for undergraduate students through level 5. Upon successfully completing level 5 with grades of at least 80% in all courses, students will receive a certificate of completion and may apply to enroll in undergraduate classes. If the students' highest iTEP score is less than 4.0, students can apply to enroll in undergraduate classes but must sign a conditional admission letter that states the students must attend 2 hours of tutoring/self-study class 4 days/week for half a semester.
 - Testing out of the ELA program by scoring out of level 5 on the ELA English Placement Test. Students who test out of ELA will receive a letter certifying passage of the ELA English Placement Test with a score of fluent, and may apply to enroll in undergraduate classes at Arkansas State University.
 - Testing out of the ELA program by achieving a score of 4.0 or above on the ITEP. Students who test out of ELA may apply to enroll in undergraduate classes at Arkansas State University.

- **Graduate**

Students currently enrolled in the ESL program seeking graduate admission to Arkansas State University can meet the English proficiency requirement through one of the following options:

- **Meeting the requirement with a test score:**
 - Achieving a score of 550 or more on the TOEFL exam
 - Achieving a score of 79 or higher on the iBT TOEFL exam
 - Achieving a score of 6 or higher on the IELTS exam
 - Achieving a score of 4.5 or above on the ITEP.

- Any other applicable score listed [here](#)
- **Meeting the requirement by completing the ESL program:**
 - Completing the ESL program by successfully meeting the ELA academic progress requirements for graduate students through level 5. Upon successfully completing level 5 with grades of at least 90% in all courses, students will receive a certificate of completion and may apply to enroll in graduate classes. If the students' highest iTEP score is less than 4.5, students can apply to enroll in graduate classes but must sign a conditional admission letter that states the students must attend 2 hours of tutoring/self-study class 4 days/week for half a semester.
 - Testing out of the ESL program by scoring out of level 5 on the ELA English Placement Test. Students who test out of ELA will receive a letter certifying passage of ELA English Placement Test with a score of fluent, and may apply to enroll in graduate classes at Arkansas State University.
 - Achieving a score of 4.5 or above on the ITEP. Students who test out of ESL may apply to enroll in undergraduate classes at Arkansas State University.

Completion of ESL for English Certificate Only

Another category of students who enroll in ELA are non-degree seeking students who do not plan to apply for admission into an undergraduate or graduate program in the university. Those students must meet the following criteria:

- Successfully meet the progress requirements in all levels through level 5 which means final grades of 80% in all courses in all levels

Upon meeting the above criteria, students will receive a certificate of completion.

ELA PROGRAM POLICIES

The following pages contain important policies of the English Learning Academy (ELA). Students enrolled in the ELA program are required to follow the rules contained in these policies at all times. Any student who violates these rules may be subject to disciplinary action, including possible suspension from class, suspension from the ESL program or termination from the program and of visa status. **Please be sure to read these policies carefully and abide by them fully. If you do not understand, or if you have any questions, please see the Assistant Director of the ELA, or any faculty or staff member so that we may answer your questions.**

In addition to the policies of the ELA program, all ELA students are responsible for following the rules of the Office of International Programs and Arkansas State University. You will find these rules in the student handbooks we have provided you in your orientation packet and/or on the A-State website at www.astate.edu/a/student-conduct/student-standards/handbook-home.dot.

ADDITIONAL ONLINE COURSE POLICIES AND PROCEDURES

In the event that ELA classes must change to be delivered fully remotely/online, we will observe the following additional policies / procedures :

Course Delivery

Classes will be taught live on Zoom at the same times per the schedule synchronously. This means that you will meet your instructor online in a web conferencing meeting at the regular class times. In this online meeting, you can see and hear your instructor plus see their computer screen and they can also see and hear you.

Teachers will notify students about which online resources will be used for sharing class documents such as Blackboard, Google Drive, email, etc.

Technical Requirements

A computer or laptop with a microphone and camera is required for full participation in online synchronous class meetings. If a student does not have a personal laptop or computer, they may borrow a laptop from the ELA. Contact Ms. Renee ksumler@astate.edu to do so.

Course Assessments

Assessments will be administered securely through electronic means chosen by the instructor.

Students will be given directions by their instructor on how to get and use any applicable security features or software such as Respondus Lockdown Browser, Quilgo for use with Google Forms, etc.

Attendance

The ELA's same attendance policy (see page 29 of this handbook) will continue to apply in synchronous online courses. You should notify your instructor if you must be late to class or absent and provide any necessary documentation for the absence to be excused.

Mid-Term and Final Grade Reports

All grade reports will be shared as a pdf and emailed directly to students instead of printed. In the email, the teacher will ask you to look over the grade report and to schedule a Zoom meeting with that instructor or any of the other instructors in the level if you have questions about a particular grade or class assignment.

Final Grade Conferences

When a student's final grade report is sent as a pdf via email, a Zoom meeting link and time that the student can attend to ask questions live will be also included in that same email.

ELA POLICIES

FOUNDATIONS – GRADE BREAKDOWN

Note: Participation may not count for more than 10% of the total grade.

Listening/Speaking

Activity	Details	%
Final	Listening Final Exam, Speaking Final Exam	30%
Tests and Quizzes	Listening Skill Tests / Speaking Skills Test	30%
Communicative Activities	In-class speaking activities; group work; out of class speaking activities; recordings	30%
Other	Classwork, homework, participation	10%

Reading/Vocabulary

Activity	Details	%
Final	Reading / Vocabulary Final Exams	30%
Tests and Quizzes	Reading Tests & Quizzes	30%
Tests and Quizzes	Vocabulary Tests & Quizzes	30%
Other	Classwork, homework, participation	10%

Grammar/Writing

Activity	Details	%
Final	Integrated Skills Final Exam	30%
Tests and Quizzes	Grammar Tests and Quizzes	30%
Tests and Quizzes	Writing Tests and Quizzes	30%
Other	Classwork, homework, participation	10%

LEVEL 1 – GRADE BREAKDOWN

Note: Participation may not count for more than 10% of the total grade.

Listening/Speaking

Activity	Details	%
Final	Listening Final Exam, Speaking Final Exam	30%
Tests and Quizzes	Listening Skill Tests / Speaking Skills Test	30%
Communicative Activities	In-class speaking activities; group work; out of class speaking activities; recordings	30%
Other	Classwork, homework, participation	10%

Grammar/ Writing

Activity	Details	%
Final	Integrated Skills Final Exam	30%
Tests and Quizzes	Grammar Tests and Quizzes	30%
Tests and Quizzes	Writing Tests and Quizzes	30%
Other	Classwork, homework, participation	10%

Reading/ Vocabulary

Activity	Details	%
Final	Reading / Vocabulary Final Exams	30%
Tests and Quizzes	Reading Tests & Quizzes	30%
Tests and Quizzes	Vocabulary Tests & Quizzes	30%
Other	Classwork, homework, participation	10%

LEVEL 2 – GRADE BREAKDOWN

Note: Participation may not count for more than 10% of the total grade.

Listening/Speaking

Activity	Details	%
Tests and Quizzes	Unit Quizzes from textbooks	30
Speaking Activities	In-class speaking activities, group work, presentations, special projects	30
Other	Written classwork, homework, participation	10
Final	Comprehensive Listening Final, Comprehensive Speaking Final	30

Grammar/ Writing

Activity	Details	%
Tests and Quizzes	6 grammar tests	30%
Writing	All writing assignments	20%
Final Exam	Comprehensive Final Exam – ½ writing and ½ grammar	30%
Other	Quizzes, Homework, in-class work, labs, Typing, Journal	20%

Reading/ Vocabulary

Activity	Details	%
Tests	Reading tests from textbook	30 %
Quizzes	Teacher-made vocabulary and spelling quizzes	20%
Other	Classwork, homework, comprehension checks, participation (should count for no more than half of this category) Extensive Reading (10 %)	20%
Final	Comprehensive reading final, comprehensive Vocabulary Final	30%

LEVEL 3 – GRADE BREAKDOWN

Note: “*Teacher Observation*” is included in the “Other” category but may not count for more than half of that grade. In other words, teacher observation may not count for more than 10% of the total grade.

Listening / Speaking

Activity	Details	%
Speaking	Unit Assignments, Speaking Activities	20%
Other	Skills Quizzes, Teacher Observation, Classwork, Homework, Activities	20%
Tests	Unit Tests (Note-Taking, Listening, Vocabulary)	30%
Final	Comprehensive Final	30%

Reading / Vocabulary

Activity	Details	%
Other	Vocabulary Notebook, Assignments, Participation, Extensive Reading, Self-Study	20%
Quizzes	Vocab Quizzes	20%
Tests	Reading Skills Tests	30%
Final	Comprehensive Final	30%

Grammar / Writing

Activity	Details	%
Tests and Quizzes	Grammar Skills Tests (2); Grammar Quizzes; Spelling Quizzes (6)	30%
Writing Assignments	Process writing; Timed writing	20%
Other	Grammar Pop Quizzes; Classwork; Homework; Typing.com	20%
Final	Grammar Final Exam; Writing Final Exam	30%

LEVEL 4 – GRADE BREAKDOWN

Note: “Participation” may be included in the “Other” category but may not count for more than half of that grade. In other words, participation may not count for more than 10% of the total grade.

Listening/Speaking

Activity	Details	%
Presentations	Oral presentations including 1 group presentation	30%
Tests	Listening Tests (Skills based with note-taking, listening comprehensions, and vocabulary sections)	20%
Other	Students will complete various homework assignments that could include recordings, note taking, and outlining.	20%
Final	Comprehensive assessment of learning outcomes: Listening Final with Vocabulary; Speaking Final (Presentation)	30%

Grammar/Writing

Activity	Details	%
Essays	Multi-draft essays – 2, In-class essay - 1	20%
Other	Quizzes, journals, typing, participation	20%
Tests	Grammar Tests - 3	30%
Final	Comprehensive Final	30%

Reading/Vocabulary

Activity	Details	%
Quizzes	Prefix/suffix/root Quizzes, Reading skills quizzes, pop quizzes	20%
Other	Extensive Reading, homework, participation, self-study	20%
Tests	Reading / Vocab Tests (3)	30%
Final	Reading and Vocabulary Final	30%

LEVEL 5 – GRADE BREAKDOWN

Note: Participation may not count for more than 10% of the total grade.

Listening/Speaking

Activity	Details	%
Speaking	Presentations (3)	20%
Other	Teacher Observation, Recordings, Notebook checks, Discussions	20%
Tests	Listening / Note-Taking Tests/Unit Tests	30%
Final	Comprehensive Final	30%

Grammar/Writing

Activity	Details	%
Tests	Final Drafts of Writing Activities, Chapter Tests, etc	30 %
Quizzes	Rough Drafts of Writing Activities, Pop Quizzes, comprehension Checks, etc	20 %
Other	Classwork, Homework, Plagiarism Scans, Participation-(no more than half this category)	20 %
Final	Final Draft of Response/Reaction Essay, Final Exam	30 %

Reading/Vocabulary

Activity	Details	%
Quizzes	Vocab quizzes, pop quizzes	20%
Tests	Unit reading skills tests	30%
Other	Extensive reading, in-class discussions, and participation	20%
Final	Comprehensive assessment of learning outcomes	30%

Homework/Participation Grades

Homework grading is only done to check for accuracy, not completion. Most writing assignments that receive a grade should be done in class. However, upper level writing exercises, such as an essay or research paper, can be done outside of class and graded in the writing section of the grade report. Most writing assignments done outside of class should be recorded in the Other section of the grade report. Participation in class cannot exceed 10% of the Other grade. Participation grades must be graded using a Participation Rubric.

Campus Involvement Policy

Students' participation in ELA, IP or campus-related activities will count as a grade at each level.

EXPECTATION:

Fall and Spring Semesters: Students will participate in a minimum of 12 activities (6 per seven-week term).

Fall and Spring Policy : Four events may be any type of campus-related event but two must be IP events. Students must attend a variety of events. Students may not attend more than 2 events of the same type excluding events that are purely for the purpose of social language use such as conversation clubs. For example, a student may not attend three basketball games to be counted as credit for this grade. If a student is unsure about the nature/purpose of an event they plan to use to count for this requirement, they should consult with their instructor or the Assistant Director of the ELA.

Summer Semester: Students will participate in a minimum of 4 campus-related activities per summer term.

Summer Policy : Students must attend a variety of events. Students may not attend more than 2 events of the same type.

GRADE PERCENT:

Students who fully meet the activities/involvement expectation will receive one score of 100% in the "Other" category of the Listening/Speaking course. Points awarded for students not meeting the expectation will be calculated proportionally to the percentage of the expectation met. For example, if a student attends three events in a fall term when they should have attended six events, their grade for this requirement will be 50%.

ELA Attendance Policy

Attendance – Spring & Fall Sessions

If absent	Consequences
8 % of classes 3 classes	<ul style="list-style-type: none">○ Student is given Attendance Warning○ Attendance Warning Letter is sent to student
10 % of classes 4 classes	<ul style="list-style-type: none">○ Student fails the class○ Student must continue to attend class to stay in the program.

Attendance – Summer Sessions

If absent	Consequences
8 % of classes 2 classes	<ul style="list-style-type: none">○ Student is given Attendance Warning○ Attendance Warning Letter is sent to student
10 % of classes 3 classes	<ul style="list-style-type: none">○ Student fails the class○ Student must continue to attend class to stay in the program.

Tardy

- Class begins at the scheduled hour. If a student arrives after the instructor begins teaching, the student is tardy.
- Three tardies equal one absence.

Absent

- Class begins at the scheduled hour. If a student arrives 10 minutes after class begins, the student is absent. If a student sleeps in class, they will be counted absent.
- Any absence from any assigned tutoring will be reflected in the absences of the course in which the tutoring was assigned.
- Being absent (or more than ten minutes tardy) three times in self-study class is equal to one absence in each of the three other classes. For example, if you are absent (or more than ten minutes late) to self-study class six times, that is the same as two absences in grammar/writing class, listening/speaking class and reading/vocab class.

Probation

- A student is placed on probation when he/she has absences totaling 10% of total session hours.
- If a student has two more absences after being placed on probation, the student is suspended from the program.

Class Attendance with Children Policy

The children of students in the ELA program are prohibited from attending regular class hours. Children may distract from or disrupt class time which is detrimental to the language learning process for both the child's parent and the other students in that intensive language course.

Parents who are students in the ELA program should make other arrangements for child care in the event that a child becomes ill or is required to be with the parent during class hours due to other circumstances. If a student in the ELA program must miss class due to their child's illness or other circumstance, all tests and quizzes may be made-up with a doctor's note or other documentation. Additionally, the student should contact their instructor to receive the materials and instruction they missed from the instructor personally.

Communication Policy

It is A-State and ELA policy that students use A-State email as the official method of contact between themselves and the university or ELA program. This means that ELA and A-State will send important messages directly to students' A-State email. Instructors and students must communicate through A-State e-mail, not personal email accounts like Gmail, Yahoo, or similar personal accounts. You are responsible for checking your email account regularly for important

communication from ELA or A-State. Reminders for upcoming events or news in the ELA will be sent through the Remind app which students sign up for in the first week of classes.

To set up your student email account, visit My.AState.edu. You may also ask an instructor in the International Student Tutoring Lab for help or contact the ITS Helpdesk (ITSHelpDesk@AState.edu; (870) 972-3933) from 8 a.m. to 10 p.m., Monday - Friday.

Student Conduct Policy

Students enrolled in the English Learning Academy at Arkansas State University are subject to the rules of conduct as stated in the A-State Student Handbook provided during International Student orientation. Students are required to review these rules and are responsible for following them completely.

In addition to the conduct guidelines stated in the [A-State Student Handbook](#) (page 62-65), the English Learning Academy has guidelines for student conduct and behavior consistent with its mission. These guidelines are to be followed by all students. Failure to comply with the rules of conduct and behavior may result in warning, suspension from class, or dismissal from the ELA program.

In the event that ELA courses must move to online delivery, all ELA conduct policies stated below concerning civility, respect, etc. will still apply in the online classroom and in online assignments.

Some of these guidelines include, but are not limited to:

Civility — Members of a learning environment interact with others in a courteous and respectful manner. Members of the community are expected to respect the values, opinions or feelings of others. Examples of uncivil conduct include speaking harshly or using profanity to others while in class or during break time; verbal or physical altercations, e.g. arguing or fighting; any behavior in class that is considered disruptive by the instructor, fellow students or Assistant Director of the English Learning Academy.

Ethical Behavior — the pursuit of a higher education is a privilege. Associated with that privilege is an obligation to aspire to a set of principles and values that demonstrate a commitment to fairness, honesty, empathy and achievement. Examples of unethical behavior include plagiarism, cheating, copying homework, etc.

Morality — Members of a learning community commit to the ideals of appropriate human conduct. This lifestyle seeks to harm no one and attempts to be a positive contributor in every interaction.

Respect — every member of this community should seek to gain and demonstrate respect. Members should hold one another in high regard. Each individual should conduct him or herself in a manner worthy of that regard, which is gained by decent and correct behavior. Examples of disrespectful behavior include demeaning comments regarding the culture, background, gender or nationality of others

Students found in violation of the Conduct Policy may be given a warning, suspended from class, or suspended or dismissed from the ELA program based on the severity and number of violations and as decided by the Assistant Director of the English Learning Academy, Director of International Programs and GEO Executive Director. Students will be notified by email and, if present in class, by printed letter of the policy violation and the disciplinary action to be taken. The Office of Student Conduct will also be notified in the event of a disciplinary infraction. If students wish to appeal this decision, they must follow the ELA appeals procedure. Please see the ELA Appeals Procedure document in this handbook for details.

In the event of a student conduct offense:

- The ELA leadership will ask the following questions to determine the severity: What is the disruptive behavior, who is it affecting and how, and what has been done so far about it? This will be determined in accordance with the ELA’s policies as stated in this student handbook.
- Once the ELA leadership has determined what the disruptive behavior is, the ELA will report the incident to Student Conduct.
- The Student Conduct Offices will determine the severity of the behavior in accordance to the Student Conduct policies set forth at A-State.
- If the participant is decided to be a threat to themselves or others, the Counseling Center will be involved.

ELA Student Conduct Policy Reference Chart	
<u># of offense</u>	<u>Consequences</u>
Once	Warning letter
Twice	Second warning letter, fail the class/level, and suspended from attending all classes for 3 days
Three times	Suspended from the ELA program

Student Complaint Policy

The English Learning Academy aims to provide quality instruction for students' academic and social achievement at Arkansas State University. The Global Engagement and Outreach Executive Director, Director of International Programs, Assistant Director for the ELA, faculty, and staff want students to be comfortable and confident that they are being provided the best experience in a fair and caring environment. If students feel they are not being treated fairly or they are unable to resolve any problem they have with ELA program procedures or personnel, they may file a complaint.

Informal Complaint

To speak with someone informally about your complaint, you may speak with:

- Your instructor
- Assistant Director of the ELA
- Director of International Programs

Formal Complaint

To make a formal complaint, please complete the Formal Complaint form. You may get a copy from one of three locations.

1. Print one from the ELA website:
<http://www.astate.edu/a/global-initiatives/english-learning-academy/program-overview/program-policies/>
2. The International Programs and ELA Administrative Office: room S301, International Programs / English Learning Academy (IP/ELA) building
3. In the appendix of this Student Handbook given to you during orientation (page 46)

If you need help with completing the form or an interpreter, please check with the staff in IP/ELA S301 and help will be provided.

Return your completed formal complaint form to:

1. Assistant Director of the ELA
2. The International Programs and ELA Administrative Office: room S301, International Programs / English Learning Academy (IP/ELA) building

The Assistant Director of the ELA will read your complaint. A formal written reply will be given to you within 10 business days. If the Assistant Director of the ELA decides a meeting is necessary, you will be contacted within 10 business days to set up an appointment to resolve the issue. If you wish to meet with the Assistant Director of the ELA to discuss the issue further, you may make an appointment in the office at IES S301.

ELA Student Appeal Procedures

ELA has an appeals procedure in place for students who wish to appeal any disciplinary action imposed by the ELA for academic progress failure or violations of ELA academic, conduct or attendance policies. If disciplinary action such as probation, suspension or termination is warranted, ELA will notify the student by email, and as a courtesy when feasible, by printed letter. A-State email is considered the official and only allowable means of notification. Once the student has been officially notified of the policy violation and disciplinary action taken by ELA, the student has the right to appeal this action by asking for an appeal meeting. A student should bring any documentation such as medical excuses or written proof of extenuating circumstances to the appeal meeting. To appeal ELA disciplinary action, students should follow these steps:

1. Complete and submit an “Appeal Form” to the International Programs and ELA Administrative Office **within two (2) official university business days (48 hours) after** receiving official notification (email) of the action you wish to appeal. Appeal forms can be obtained from this handbook, the International Programs and ELA Administrative Office, the ELA website, or by contacting the Assistant Director of the ELA. You may request assistance in completing the form or a translator from the IP Staff. The Assistant Director of the ELA will read your appeal form and *decide* if the appeal is legitimate and necessitates convening a committee to hear the student’s appeal at a formal appeals meeting. For example, if you failed a level due to attendance because you stayed up too late every night, always overslept and were late to your first class, that is not a legitimate appeal.
2. If the Assistant Director of the ELA decides your appeal is legitimate and should be considered by an appeals committee, a committee will be formed and a meeting will be arranged with the chosen committee **within two (2) business days of the submitted appeal petition**. The committee will consist of three members. Your current instructors and the Assistant Director of the ELA will not serve on the committee when possible. You will be informed by email and/or phone call of the time of your meeting. The decision of the Assistant Director of the ELA is final at this stage so a second appeal for the same reason will not be granted.
3. Your instructors will be asked to submit a teacher’s Statement of Appeal to the appeal committee.
4. You will have no more than **one (1) business day from the day of notification** of meeting time to respond indicating if a change in meeting time/date is needed. If you do not respond within one business day indicating a need to reschedule the meeting and/or miss the meeting you will forfeit the right to appeal.
5. You should arrive at the meeting on time and bring any documentation you have with you to support your appeal. If you are more than ten minutes late to the appeal meeting without notifying the Assistant Director of the ELA, you forfeit the right to appeal.

6. You will receive a letter from the appeal committee within **two (2) business days** stating the decision of the committee and conditions, if any, for your continued enrollment in ELA. The decision of the appeals committee is final so a second appeal for the same reason will not be granted. You must agree with any conditions and sign this letter in order to remain a student in the ELA. A copy of this letter will be kept in your file.
7. If your appeal is accepted, you should return to class immediately if class is in session, or the first day of class for the following session.
8. If your appeal is denied, you will remain under the disciplinary action imposed; failure/probation/suspension/termination.
9. If you are suspended, you will not be allowed to take classes for one academic semester. You may reapply for admission to ELA after one semester. If you are suspended for violation of attendance policy, your I20 will be terminated.
10. If you are being suspended for a second time, you will be terminated and will not be eligible to reapply for admission to the ELA program or to A-State.

Please note:

1. Not following the proper procedures, as outlined above, may result in a forfeit of your right to appeal.
2. Business days are any days that A-State is open for normal business operations.
3. **You must check your email daily for official communication from ELA or A-State.**

ADMISSION/TUITION/STUDENT RECORDS

Tuition

Tuition is due by the fifth day of enrollment into the ELA program. Students are officially enrolled into ELA courses during orientation week and/or on the last day of class for the next level. Once enrolled, students are responsible for full payment of their tuition.

Students may check the balance of their tuition in two ways. They may visit the Cashier's Window on the 2nd floor of Reng Student Union and inquire about the balance of their account. Students may also visit My.AState.edu and view their balance online. Follow the links in this order: My.AState.edu □ Banner Self-Service □ Student □ View Account Balance. Students may pay for their tuition and fees by cash, check, card or through [Flywire](#), which is a money transfer service utilized by the university.

Payment Plans

Payment plans are available to those who qualify. Please see the A-State Treasurer's Office in the Student Union to apply for a payment plan if you cannot pay the full tuition amount by **the 5th day of class.**

Refund Policy

ELA students may receive a reimbursement of tuition and fees paid for the ESL program if they withdraw from the program by the fifth day of class in the first session after the initial date of enrollment and/or registration. **After the fifth day of initial enrollment and/or registration, students will not receive full reimbursement for tuition and fees paid for the ELA program. If you decide not to attend the second session of a semester, you will still be responsible for the complete tuition.** The refund percentage given is based on the time that has passed since the initial date of enrollment, as follows:

Day of withdrawal-Full Term Courses	Percentage of tuition and fees to be refunded
Days 1-5	100%
Days 6-10	75%
Day of withdrawal-Summer I and II	Percentage of tuition and fees to be refunded
Days 1-2	100%
Days 3-4	75%

Enrollment Letters

Students must complete a "Request for Letter of Enrollment Form" from the International Programs and ELA Administrative Office or by emailing the Assistant Director of the ELA to request a letter of enrollment. Students' tuition balance must be paid in full for a letter of enrollment to be issued. The request will be processed within two business days.

Transcripts

Students may get a copy of their transcript by completing a “Transcript Request Form” from the International Programs and ELA Administrative Office or by emailing the Assistant Director of the ELA. The request will be processed within two business days. If a student’s account has a hold, a transcript will not be given until the hold is removed.

Transferring Schools

Students who wish to transfer schools must go online and get a “Transfer Out Form.” This form can be found by searching the A-State website using the search term “Transfer Out Form.” After completing the form, follow the directions listed on the form, including bringing the form and letter of acceptance from their new school to S301 for the Immigration Adviser.

While students are waiting to transfer, they must maintain their visa status up to the date of transfer, i.e. they must continue school until the date of the transfer. They are required to attend and participate in class as normal. Students who cease to attend and/or participate in class are in violation of visa regulations and the ELA Student Conduct Policy and are subject to suspension and/or termination from the ELA program.

STUDENT ACTIVITIES

Student activities are planned throughout each semester to give students an opportunity to socialize, practice English and learn about local, regional and U.S. culture and history. For more information on planned activities or a copy of the Activities Calendar, please contact the International Engagement Specialist or Assistant Director for International Student Services, Leah Lewert-Taylor llewerttaylor@astate.edu.

Examples of in-town activities include bowling night, movie night, game night, and picnics. Out-of-town activities include day and overnight trips to locations such as St. Louis, Memphis, Little Rock, Hot Springs, Blanchard Springs and Branson. Suggestions for student trips/activities can be made by contacting the International Engagement Specialist, Assistant Director for International Student Services, Leah Lewert-Taylor, or by submitting a suggestion through the ELA suggestion box in S301 of the International Programs and English Learning Academy building.

For trips that require reservations, students must pay all fees at the time they sign up. All payments will be made through the A-State treasurer's office in the Student Union unless otherwise specified in the trip information. No refunds will be given for any reason after students have paid unless a trip is cancelled. On trips, students must follow all safety and emergency rules of A-State and the ELA.

Remember that participation in campus activities counts as a grade in the "Other" category of your listening/speaking final class grade each term.

Conversation Club

As part of program activities in partnership with International Student Services, the ELA acknowledges the necessity and benefits of having conversational practice. All ELA students are eligible to participate. Conversation club meets on Tuesdays each term.

Community Friends

The Office of International Programs is in charge of the International Community Friends program, which gives students opportunities to communicate and participate with interested local Jonesboro community members. For more information about this, contact International Programs at OIPS@AState.edu or visit www.AState.edu/a/international/community-friends/

ELA Tips

How to Succeed In Your Classes

These are general tips that will help you learn as much as you can during your time in the ELA program. Your instructor is also a source for tips and suggestions. Please always ask your instructor for help if you have trouble understanding anything.

- Attend class every day.
- Be on time for every class.
- Pay attention.
- Have a positive attitude.
- Work hard.
- Participate actively in class and group discussions.
- Do the homework and hand it in on time.
- Ask your teacher questions when you are confused or don't understand.
- Take notes in class.
- Study every day—don't wait until the last minute to study for a test.

If you are having problems or difficulty, get help early. Speak to your instructor or ELA administration (Ms. Renee Sumler ksumler@astate.edu or Ms. Mallory Yarbrough mssluder@astate.edu) immediately to help resolve the problem. Please review the services listed in this handbook that A-State and the ELA offer as support for students who are experiencing difficulty.

CULTURAL AND COMMUNITY SAFETY

Keeping Safe: Ways to Protect Yourself from Crime

While Jonesboro is a very safe city, it is always best to be aware of safety procedures. Important information for on campus and off campus is included in this section. Please read it carefully. **If you do not understand, please ask your teacher to explain or ask someone at the ELA to help you find someone to translate for you.**

*** The best way to protect yourself from crime is by being aware of your surroundings.***

1. Keep your residence hall and vehicle doors locked at all times. Do not prop residence hall doors or doors to your room open. This practice allows unwanted persons access to your living areas and invites criminal activity.
2. Do not use earphones or text while walking. This distracts your attention and makes you less aware of your surroundings, which makes you an easier victim of crime.
3. At night, walk in well-lighted areas and with others if possible. **Call the University Police for a safety escort at 870-972-2093** if you are concerned about your safety while crossing campus.
4. Keep your cell phone with you at all times, and have it ready to dial the police. **Program the University Police Department (870-972-2093) and Jonesboro Police Department (870-935-5553) phone numbers into your phone for quick reference.** Remember, you can always dial **911** to get emergency assistance.
5. Familiarize yourself with the Emergency Phones throughout campus. Know where the nearest phone is located. Plan your routes on campus to be near the Emergency Phones as you travel.
6. Individuals living in campus residential housing or off campus should turn on outdoor lighting and keep window blinds closed. Park your vehicle in a position of easy access, and have your keys ready when you exit your vehicle or home. Keep your cell phone in your hand and ready to dial the police if needed.
7. Report any suspicious activity or persons to the police.

If you have questions or concerns about your safety, please contact the **University Police at 870-972-2093**. You may also email your concerns to: Safe@AState.edu.

*This information was taken from a letter to the campus by University Police Chief Randy Martin.

Emergency Preparedness

Arkansas State University Police: **870-972-2093**

ELA: **870-972-2329**

Any emergency: **911**

A-State Website: **www.AState.edu**

In case of a weather emergency or other event that causes loss of electrical power, here are some things you will need. Preparing an emergency kit containing these items and keeping it in an easily accessible place could benefit you greatly in case of an emergency.

1. Flashlight
2. Extra batteries
3. First-aid kit
4. Food that you don't have to cook (enough for a few days)
5. Containers (bottles/gallons) of water (If it is very cold and there is no electricity for heat, the water lines may freeze.)
6. Candles/matches
7. Battery-powered radio to listen to weather/news
8. Extra clothing (For cold weather emergencies, hats, gloves, warm coats)
9. Blankets/sleeping bags (For cold weather emergencies)
10. Books to read/your English textbooks ☺

APPENDICES

Appendix A: Important Contact Information

IF YOU HAVE QUESTIONS ABOUT	TALK TO	
International Programs		
Your Visa	Assistant Director of International Student Services	Ms. Leah Lewert-Taylor LLewerttaylor@AState.edu
Leaving the Country	Assistant Director of International Student Services	Ms. Leah Lewert-Taylor LLewerttaylor@AState.edu
Applying to A-State	Assistant Director of Admissions and Recruitment	Ms. Akuri Lingenfelter alingenfelter@astate.edu
Health Insurance	Sponsored Student Specialist	Ms. Kimberly Winters KWinters@AState.edu
Sponsored Students	Sponsored Student Specialist	Ms. Kimberly Winters KWinters@AState.edu
Payment Plan	Treasurer's Office	2nd Floor of the Student Union
The English Learning Academy		
Dropping a Class	Assistant Director of the ELA	Ms. Renee Sumler ksumler@astate.edu
Level Changes	Assistant Director of the ELA	Ms. Renee Sumler ksumler@astate.edu
Student Activities	Student Engagement Specialist	Ms. Leah Lewert-Taylor LLewerttaylor@AState.edu
Conversation and Cultural Exchange Program (Conversation Partners)	Student Engagement Specialist	Ms. Leah Lewert-Taylor LLewerttaylor@AState.edu
Enrollment Letters	Assistant Director of the ELA Office S301	Ms. Renee Sumler ksumler@astate.edu
Transcripts	Assistant Director of the ELA	Ms. Renee Sumler ksumler@astate.edu

	Office S301	
Tutoring	Your ESL Instructor	
Advising	Assistant Director of the ELA	Ms. Renee Sumler ksumler@astate.edu
Any other questions/concerns?	Your ESL Instructor, Assistant Director of the ELA	Ms. Renee Sumler ksumler@astate.edu

Appendix B: Forms

Sample Grade Report

English Learning Academy

End-Session Review/ Grades Fall II 2019

October 10 – December 5

Intensive English Programs End-Session Review/Grades

Student ID:	Date :
Name:	Classification :
Current Level:	Pass or More Time (DELETE ONE)

Class/Teacher	Grade Breakdowns	Comments	GRADE
Listening / Speaking Instructor Name Absences :	30% Final Exam : 30% Tests and Quizzes : 30% Communicative Activities : 10% Other :		
Grammar / Writing Instructor Name Absences :	30% Final Exam : 30% Tests and Quizzes : 30% Tests and Quizzes : 10% Other :		
Reading / Vocabulary Instructor Name Absences :	30% Final Exam : 30% Tests and Quizzes : 30% Tests and Quizzes : 10% Other :		
ITEP			___ / ___
Overall Grade:			

ELA Student Application for Appeal

Any student who has received notice of academic, attendance or disciplinary action taken by the English Learning Academy (ELA) has the right to file an appeal and to request that an appeal committee comprised of ELA and/or IP staff meet with them and review their case. An appeal meeting allows you to present evidence of extenuating circumstances (prolonged illness under a doctor's care, accidents requiring absences from class, death of an immediate family member, etc.) which may have led to your problems within the program and/or allows you to present substantial evidence of changed circumstances supporting the likelihood of your future success in the program.

To file an appeal, fill out this form and submit it to the International Programs/ELA office in room S301. Additional information and procedures for appealing can be found on page 26 of the ELA Student Handbook.

Name :	
First Name	Last/Family Name
Campus ID # :	Current Level :
A-State Student Email Address :	@smaill.ataste.edu

Type/Reason for Appeal (please check all that apply)

Appeal type : Academic Progress Attendance Conduct

Disciplinary action type : Failed Course Probation/Suspension Termination

Class : Listening/Speaking Reading/Vocabulary Grammar/Writing

Checklist for Appeal: Complete all steps in order.

- Step 1: Fill out the ELA Student Application for Appeal form
- Step 2: Write a brief letter that explains the details of your intentions to continue successfully in ELA classes and that explains the circumstances the Assistant Director of the ELA and the appeals committee should be aware of when considering your appeal.
- Step 3: Turn in both the application form and brief letter to the International Programs / ELA office in room S301.
- Step 4: Receive notification of the approval or denial of your application for appeal through your university email address.

If your appeal application is accepted and an appeals committee is formed:

- Step 5: Confirm appeals meeting time and date through email.
- Step 6: Attend appeals meeting and bring any supporting documentation (see examples on the back of this form)

Student Signature _____

Date _____

The English Learning Academy

Formal Student Complaint Form

Student Name: _____ A-State ID#: _____

A-State Email Address _____@smaill.astate.edu

Date _____/_____/_____ Level and Section _____
MM DD YY

Please check all that apply. I have a complaint about:

- ELA Student Orientation
- Placement exam
- My instructor
- My books
- My course
- The International Student Tutoring Lab
- The ELA policy about

Other (please explain) _____

Please explain your complaint in detail below. Use the back of this form if necessary.

Student's Signature _____

Assisted/Translated by _____

Please turn in to the IP/ELA Office – S301. The Assistant Director of the ELA will review the complaint and contact you regarding the decisions made.

The English Learning Academy

Level Change Request

Student Name _____

Student ID # _____

E-mail: _____@smail.astate.edu

Current Instructor's Name _____

Have you had a meeting with your instructor and discussed this change? Yes / No

Current Level AND Section _____

I would like to be moved to level _____

Please note: This form will not be accepted after the end of the first week of classes. ELA will not change your schedule for personal reasons only (i.e., you don't like one of the students in the class; you think you won't like the instructor). Please turn this form in to the International Programs office in S301.

Please give a **detailed** explanation of why you are requesting this change. Continue your paragraph on the back if necessary.

Please turn in to the IP/ELA Office – S301. After consulting with the current teachers, the Assistant Director of the ELA will contact you regarding the results of the request.

Campus Statement on Smoking

A-State is a Non-Smoking Campus.



Arkansas passed the “Clean Air On Campus Act” in 2009. A-State officially became non-smoking August 1, 2010. This means that you must not smoke cigarettes anywhere on campus. You cannot smoke in front of buildings, in your dorm room, in your car, or in the bathrooms. You must go off-campus to smoke.

This is not only a program rule or university policy. This is a law in the state of Arkansas. You will be breaking state law if you smoke on-campus.

Students caught smoking must pay a fine. For more information about the act, visit <http://www2.astate.edu/a/finance-admin/wellness/smoke-free/>

If you need help to quit smoking, please contact the A-State Coordinator of Wellness at the Red Wolf Center, Matthew Huckaby / 870-680-4050 MHuckaby@AState.edu.