



INTENSIVE ENGLISH PROGRAM

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Gulf Language School

# Student Handbook

## 2016-2017

INTENSIVE ENGLISH PROGRAM

# Student Handbook

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Gulf Language School  
North American University  
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## Welcome Letter



Dear Student:

I am excited to welcome you to Gulf Language School's Intensive English Program at North American University for the 2016-2017 academic year. You are part of an exceptionally talented student body that is known far beyond the campus for its energy and creativity; and I am proud that you chose North American University.

This Student Handbook will acquaint all students – new and returning – about many aspects of North American University. In these pages, you will see descriptions of the services and activities available to students, as well as our rules governing academic life and our Code of Student Conduct. As a member of the North American University community, you share a personal responsibility to model respectful behavior of others at all times, so I ask that you review these rules and the code and abide by them.

I hope to have an opportunity to talk with you sometime during the year. My schedule often finds me at open meetings and public events, and I can also be found walking around campus to events and meetings. If you see me, please say hello and let me know how you are doing.

Thank you for choosing North American University. I hope your year ahead is both challenging and successful.

Welcome to a new academic year!

Sincerely,

Margaret Combs  
Director

## INTENSIVE ENGLISH PROGRAM ACADEMIC CALENDAR: 2016-2017

### Fall 1: 2016

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**Beginning and End Dates**

August 15 - 19  
August 22, 2016  
August 22, 2016  
August 22 – 24, 2016  
September 5, 2016  
October 13, 2016

**August 22, 2016 - October 13, 2016**

Registration for Returning and New Students  
Classes Start  
Orientation for New Students  
Late Registration (\$150.00 Late Registration fee)  
Labor Day Holiday  
Classes End

### Fall 2: 2016

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**Beginning and End Dates**

October 17 - 21, 2016  
October 24, 2016  
October 24, 2016  
October 24 – 26, 2016  
November 24 – 25, 2016  
December 16, 2016  
December 19, 2016 - January 13, 2017

**October 24, 2016 - December 16, 2016**

Registration for Returning and New Students  
Classes Start  
Orientation for New Students  
Late Registration (\$150.00 Late Registration fee)  
Thanksgiving Break  
Classes End  
Winter Break

### Spring 1: 2017

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**Beginning and End Dates**

December 19, 2016 - January 13, 2017  
January 17, 2017  
January 17, 2017  
January 17 - 19, 2017  
January 16, 2017  
March 10, 2017

**January 17, 2017 - March 10, 2017**

Registration for Returning and New Students  
Classes Start  
Orientation for New Students  
Late Registration (\$150.00 Late Registration fee)  
Martin Luther King Jr. Day  
Classes End

### Spring 2: 2017

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**Beginning and End Dates**

March 13 - 17, 2017  
March 20, 2017  
March 20, 2017  
March 20 - 23, 2017  
April 14, 2017  
May 12, 2017  
May 15 - 19, 2017

**March 21, 2016 - May 12, 2016**

Registration for Returning and New Students  
Classes Start  
Orientation for New Students  
Late Registration (\$150.00 Late Registration fee)  
Good Friday  
Classes End  
Summer Break

### Summer 1: 2017

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**Beginning and End Dates**

May 15 - 19, 2017  
May 22, 2017  
May 22, 2017  
May 22 - 26, 2017  
May 29, 2017  
June 30, 2017

**May 23, 2016 – July 1, 2016**

Registration for Returning and New Students  
Classes start  
Orientation for New Students  
Late Registration (\$150.00 Late Registration fee)  
Memorial Day  
Classes End

### Summer 2: 2017

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**Beginning and End Dates**

June 26 – 30, 2017

July 3, 2017

July 3, 2017

July 4, 2017

July 3 - 6, 2017

August 11, 2017

**July 5, 2016 – August 12, 2016**

Registration for Returning and New Students

Classes start

Orientation for New Students

Independence Day

Late Registration (\$150.00 Late Registration fee)

Classes End



## MISSION STATEMENT

### University Mission

North American University (NAU), as an institution of higher learning, is committed to providing a nurturing environment for the pursuit of academic excellence, professional and personal development, responsible citizenship, and global cultural competence. The University aims to achieve these goals through instruction, scholarly inquiry, free discussion and dissemination of ideas, and creative activity.

### Gulf Language School's Mission

The mission of the Gulf Language School's Intensive English Program at North American University is to provide quality English language instruction to students whose native language is not English and to assist students in attaining the level of English proficiency they need to successfully transition to university academic programs and to achieve their professional goals.

### Vision

To become one of the leading English language learning programs in Texas by setting standards of excellence in innovative curriculum design, teaching, professional development, and cross-cultural understanding.

### Goals

Goal 1: The Intensive English Program will ensure that all programs are administered with excellence, responsiveness and integrity. The program will

- ensure quality in program administration, program curricula, teaching, and student services;
- maintain compliance with the highest professional standards;
- develop and support collaborative teaching curricula;
- support faculty and staff development;
- develop new programs and courses that meet students' needs;
- distribute student brochures that provide full disclosure of program descriptions, costs, and calendars; and
- distribute faculty, staff, and student handbooks that provide full disclosure of all policies.

Goal 2: The Intensive English Program will support the enrollment and academic priorities of North American University. The program will

- serve as a resource for the internationalization of teaching, research and professional development, and service at North American University ;
- prepare students for graduate and undergraduate degree programs at North American University; and
- facilitate classroom visits and research by North American University professors, students and other professionals.

Goal 3: The Intensive English Program will maintain an administrative office and classroom environment that is positive, caring, service oriented and friendly where all faculty, staff, students, and sponsors feel welcome.

### Aims

The Intensive English Program will provide ESL students with

- quality academic English language instruction;
- student-centered classroom instruction and activities;
- preparation for further academic study at North American University;
- advising to help learners successfully reach their academic or professional goals;
- leadership in the areas of intercultural understanding and cooperation; and
- services related to admission, counseling, academic life, and the general success of students attending NAU.

### Program Outcomes

Students completing the language program will demonstrate the ability to

- comprehend written and spoken university-level materials;
- take effective lecture notes;

- write, revise, and edit academic papers that follow conventions of Edited American English (EAE); and
- prepare and deliver formal presentations that follow conventions of Edited American English (EAE).

## HISTORY OF GULF LANGUAGE SCHOOL

Gulf Language School was established under the guidance of Texas Gulf Foundation (TGF), a non-profit educational organization founded in 2007. The main objective of TGF is to help statewide efforts to establish excellence in higher education in Texas. Toward this goal, the TGF Board of Directors established North American University (NAU) and Gulf Language School (GLS).

With as few as ten students from two different nationalities, GLS opened their doors and began operation in 2007. Six years later, GLS has over one hundred twenty students from over fifteen different countries.

## ADMINISTRATION

|                                  |  |
|----------------------------------|--|
| Reg Pecen, Ph.D.                 | President of North American College                      |
| John Topuz, D.B.A.               | Vice President for Academic Affairs/Provost              |
| Can Dogan, Ph.D.                 | Vice President for Administrative Affairs/CFO            |
| Osman Kanlioglu, Ph.D.           | Dean of Students   |
| Sean Namli, Ph.D.                | Dean of Enrollment Management and Director of Admissions |
| Margaret Combs, M.Ed., M.A.      | Director of Gulf Language School                         |
| Danita [Dee] Michelle Ellis B.A. | GLS Registrar and Administrative Assistant               |

## GLS PERSONNEL

**Director, Intensive English Program: Margaret Combs**

**SC 320; (832) 230-5549**

**[mcombs@na.edu](mailto:mcombs@na.edu)**

The Director is responsible for supervising and coordinating all administrative, teaching, and cultural activities of the Gulf Language School. The Director oversees budget management, instructor assignment, course scheduling, formulating policies and assessment, as well as supervising faculty and staff.

**Registrar/Administrative Assistant: Dee Ellis**

**SC 319; (832) 230-5558**

**[dellis@na.edu](mailto:dellis@na.edu)**

The Registrar/Administrative Assistant provides leadership to plan, organize and manage all of the activities related to the Records and Registration of GLS students, performs clerical duties within the GLS such as writing and typing correspondence, scheduling appointments, organizing and maintaining paper and electronic files, and communicating with students, instructors, and other partners on campus. The Administrative Assistant compiles, processes, and maintains confidential student documents in a manner consistent with legal and regulatory requirements of the NAU System.

**Coordinator: Vacant**

**SC XXX; (832) 230-XXXX**

**[...@na.edu](mailto:...@na.edu)**

The Coordinator collaborates with faculty members and faculty committees in the development, writing and implementation of curriculum, as well as the evaluation, purchase and incorporation of texts, resources and technology into classroom instruction. The Coordinator facilitates the articulation of curriculum and instructional strategies among and between levels.

**Instructors:**

**Anazonwu, Debra [danazonwu@na.edu](mailto:danazonwu@na.edu)**

**Beaulieu, Maurice [mbeaulieu@na.edu](mailto:mbeaulieu@na.edu)**

**Eastham, Jack [jeastham@na.edu](mailto:jeastham@na.edu)**

**Passeneau, Marc [mpasseneau@na.edu](mailto:mpasseneau@na.edu)**

**Rudolph, Michael [mrudolph@na.edu](mailto:mrudolph@na.edu)**

**Stoecker, Kurt [kstoecker@na.edu](mailto:kstoecker@na.edu)**

**Villanueva, Jason [jason@na.edu](mailto:jason@na.edu)**

## INSTRUCTIONAL LOCATION AND FACILITIES

Gulf Language School provides its students with the comfort of a modern, well-lit, air conditioned learning environment. It occupies 60,000 square feet on the seventh floor of North American University. The ESL Computer Lab has 20 computers specifically for the GLS students. GLS students also have access to two additional computer labs on the eighth floor. The school uses up-to-date technology in the classrooms as teaching aids to enhance the classroom and laboratory-learning environment, including audio-visual equipment and internet access. The school facilities can accommodate students with certain physical disabilities. Individuals who require special assistance should contact the GLS Program Director to determine whether any impediments to the student experience exist.

## PROGRAM INFORMATION

### Intensive English Program (IEP)

The IEP is a six-level program, from beginning to advanced, with a particular focus on helping students enter and succeed in American university life.

The IEP exists for students and professionals who meet the entry requirements.

#### Entry Requirements for the Intensive English Program

\*All IEP students must be at least high school graduates and be 16 years of age and above or by the discretion of the director. (Other requirements are listed in the application form.)

\* All IEP students must be able to read and write the English alphabet to study in the IEP).

The IEP runs on 8-week session system (except for summer). Students are placed in a level, from 1 to 6, and then study at that level for an 8-week session (6-week sessions in summer).

### Level Descriptions

|   |                    |  |
|---|--------------------|--|
| 0 | Not Admitted       | Not able to read and write English alphabet; Not able to speak at a basic level  |
| 1 | Lower Beginner     | Read very simple passages; Write simple, compound, complex sentences Able to answer simple spoken questions; Give a demonstration presentation |
| 2 | Upper Beginner     | Understand passages on common topics; Write simple paragraphs; Ask and answer a variety of simple questions; Give a process presentation       |
| 3 | Lower Intermediate | Understand longer passages on common topics in more detail; Write more detailed paragraphs; Converse and give short presentations              |
| 4 | Upper Intermediate | Understand a variety of intermediate level passages; Write short essays; Give organized presentations  |
| 5 | Lower Advanced     | Understand high-intermediate passages; Write multi-paragraph; Organized essays; Discuss a variety of academic topics                           |
| 6 | Upper Advanced     | Comprehend complex passages; Write well-organized essays appropriate for academic purposes; Speak about a variety of academic topics           |

There are six entry points per year: August/September, October, January, March, May, and July.

|          | Sessions Begins | Weeks | Hours/Week |
|----------|-----------------|-------|------------|
| Fall 1   | 22-Aug-2016     | 8     | 20         |
| Fall 2   | 24-Oct-2016     | 8     | 20         |
| Spring 1 | 17-Jan-2017     | 8     | 20         |
| Spring 2 | 20-Mar-2017     | 8     | 20         |
| Summer 1 | 22-May-2017     | 6     | 28         |
| Summer 2 | 3-Jul-2017      | 6     | 28         |

All new students are given pre-entry placement tests when they arrive so we can place them into the most appropriate level.

## Placement Tests

Students will be placed into the most appropriate level based on their test scores. All students will sit for an in-class diagnostic test in the first two days of class. If that test indicates that they can do well at the next level, they may move up.

## Retesting the Placement Tests

Retesting is appropriate when there is reason to believe that a score obtained from previous testing does not accurately reflect the examinee's true level of knowledge or skill. Typically, retesting is appropriate in two situations: (1) when factors other than the examinee's ability are believed to have influenced the previous testing and (2) when the scores obtained from earlier testing are no longer believed to reflect the student's current ability.

## Level Progression

Progression from one level to the next or into the undergraduate program is determined at the end of each term. Students are assessed throughout the term, and promotion is confirmed using the following criteria:

The student must have a minimum overall average grade of 70% for course work **AND** must meet the minimum requirement on the Accuplacer Exit Exam. For example, for a Level 6 student to become an undergraduate student at NAU, he or she must score on the Exit Exam ACCUPLACER® Native English: Reading Comprehension 80 and WritePlacer Essay 6 and receive an overall average of 70% for course work.

\*If the student scores ACCUPLACER® Native English: Reading Comprehension 60-79 and WritePlacer Essay 5 and has an overall average of 70% for course work, the student may either retake Level 6 or take IENG 0009.

The student who does not have an overall average of 70% for course work will be required to repeat the level.

## Classroom Information

In Fall 1-2 and Spring 1-2, IEP classes total 20 hours per week from 9:00 a.m. to 1:00 p.m. Summer IEP classes will meet 25 hours per week. IEP classes are from 9:00 a.m. and 2:00 p.m.

The IEP class is divided into skills:

1. Reading and Writing 10 hours per week.
2. Listening and Speaking 10 hours per week.

## Class Schedule

1. Gulf Language School's Intensive English Program classes meet four hours per day, Monday- Friday.
2. (R/L = Reading/Listening; WS= Writing/Speaking)

| Time/Day    | Monday | Tuesday | Wednesday | Thursday | Friday |
|-------------|--------|---------|-----------|----------|--------|
| 09:00-10:00 | WS     | WS      | WS        | WS       | WS     |
| 10:00-11:00 | WS     | WS      | WS        | WS       | WS     |
| 11:00-12:00 | RL     | RL      | RL        | RL       | RL     |
| 12:00-01:00 | RL     | RL      | RL        | RL       | RL     |

Classes start at the scheduled time- Be on time!

The IEP forms its classes very carefully, with 2 main guidelines in mind:

1. We want to have as many different language groups as possible in each class.  
Result: *Students work with others, in English, who do not speak their native language. We expect only English to be spoken in the classrooms, especially after level one.*  
Result: *Having as many different languages represented in one classroom really helps with this goal of "English only."*
2. We want a balance of male/female students, as much as possible.

NOTE: We do NOT form classes by students requesting a teacher that they like or because their friends are in a certain class but by the above 2 guidelines.

FOR THESE REASONS, PLEASE DO NOT GO TO THE DIRECTOR TO ASK FOR A CERTAIN TEACHER FOR A CERTAIN CLASS.

## NAU'S IEP Entry Level Proficiency Guidelines Chart

### Course Placement — Intensive English Program

| Proficiency Test Score  | Course Placement            |
|---|-----------------------------|
| Total Combined Average ESL Score $0 \leq 20$<br>Total Essay Score $< 1$ | Not Eligible for Admissions |
| Total Combined Average ESL Score $21 \leq 36$<br>Total Essay $\leq 1$   | IENG 0001                   |
| Total Combined Average ESL Score $37 \leq 52$<br>Total Essay $\leq 2$   | IENG 0002                   |
| Total Combined Average ESL Score $53 \leq 68$<br>Total Essay $\geq 3$   | IENG 0003                   |
| Total Combined Average ESL Score $69 \leq 84$<br>Total Essay $\geq 4$   | IENG 0004                   |
| Total Combined Average ESL Score $85 \leq 100$<br>Total Essay $\geq 5$  | IENG 0005                   |
| Total Combined Average ESL Score $101 \leq 120$<br>Total Essay $\geq 6$ | IENG 0006                   |

| IENG 0001<br>Lower Beginning  | IENG 0002<br>Upper Beginning  | IENG 0003<br>Lower Intermediate  |
|---|---|--|
| <p><b>Upon completion of IENG 0001</b>, a successful student will be able to read and understand the main ideas and supporting details of short simple readings of approximately 200-300 words; write, edit, and revise 8-10 simple sentences on a topic; listen to and understand simple, slow speech about personal information, basic everyday topics, and things in the immediate context when it contains familiar vocabulary and is frequently repeated; and speak using simple phrases and short sentences to communicate survival needs, personal information, and information about basic everyday activities.</p> | <p><b>Upon completion of IENG 0002</b>, a successful student will be able to read and understand the main ideas and supporting details of straightforward texts of multiple paragraphs (300-400 words); write, edit, and revise a unified paragraph of 12-14 sentences on a single topic; listen to and understand simple conversations in routine social situations and known contexts when they contain both familiar and unfamiliar vocabulary and are spoken slowly with repetition; and speak in simple conversations in routine social situations and talk about things not in the immediate context.</p> | <p><b>Upon completion of IENG 0003</b>, a successful student will be able to summarize and paraphrase written and spoken multi-paragraph articles accurately, using note taking strategies (mapping) to identify the author's / speaker's main idea, and primary supporting points; add evidence from personal experience and/or observation to support an idea contained within written and/or spoken multi-paragraph texts; synthesize both orally and in writing information obtained from written/ spoken texts, interviews, and/or other media; recommend a course of action relevant to the ideas contained within written and/or spoken paragraph texts; cite and document information and sources according to APA and/or accepted oral academic conventions; and produce academic essays (2-3 paragraphs) and/or deliver formal presentations (2-4 minutes) using standard American English in which he/she focuses on accuracy in specified target areas of grammar.</p> |

| IENG 0004<br>Upper Intermediate  | IENG 0005<br>Lower Advanced  | IENG 0006<br>Upper Advanced  |
|--|--|--|
| <p><b>Upon completion of IENG 0004</b>, a successful student will be able to summarize and paraphrase written and spoken multi-paragraph articles accurately, using note taking strategies (mapping) to identify the author's / speaker's main idea, and primary supporting points; add evidence from personal experience and/or observation to support an idea contained within written and/or spoken multi-paragraph texts; synthesize both orally and in writing information obtained from written/ spoken texts, interviews, and/or other media; recommend a course of action relevant to the ideas contained within written and/or spoken paragraph texts; cite and document information and sources according to APA and/or accepted oral academic conventions; and produce academic essays (3 paragraphs) and/or deliver formal presentations (3-5 minutes) using standard American English in which he/she focuses on accuracy in specified target areas of grammar.</p> | <p><b>Upon completion of IENG 0005</b>, a successful student will be able to summarize and paraphrase written and spoken multi-paragraph texts accurately, using note taking strategies to identify the author's/speaker's primary mode of discourse, main idea, and primary supporting points; add evidence from personal experience and/or observation to support an idea contained within written and/or spoken multi-paragraph texts; synthesize both orally and in writing information obtained from written/spoken texts, interviews, and/or other media; recommend a course of action relevant to the ideas contained within written and/or spoken multi-paragraph text; cite and document information and sources according to APA and/or accepted oral academic conventions; and produce academic essays (3-4 paragraphs) and/or deliver formal presentations (4-6 minutes) using standard American English in which he/she focuses on accuracy in specified target areas of grammar.</p> | <p><b>Upon completion of IENG 0006</b>, a successful student will be able to summarize and paraphrase written and spoken multi-paragraph texts accurately, using note taking strategies to identify the author's /speaker's purpose, tone, primary mode of discourse, main idea, and primary supporting points; add evidence from personal experience and/or observation to support and/or challenge an idea contained within written and/or spoken multi-paragraph texts; synthesize both orally and in writing information obtained from written/spoken texts, interviews, and/or other media; recommend a relevant course of action and/or predict a logical next step relevant to the ideas contained within written and/or spoken multi-paragraph texts; quote, cite, and document information and sources according to APA and/or accepted oral academic conventions; and produce academic essays of 3-4 paragraphs and/or deliver formal presentations (4-7 minutes) using standard American English in which he/she focuses on accuracy in specified target areas of grammar..</p> |

## Student Learning Outcomes

### Level 1-3

| IENG 0001 Lower Beginning English Level 1  | IENG 0002 Upper Beginning English Level 2   | IENG 0003 Lower Intermediate English Level 3   |
|--|---|--|
| <p><b>Student Learning Outcomes</b><br/>By the end of this course, students will be able to:</p> <ol style="list-style-type: none"> <li>1. Read and understand topics of short beginning level readings of 200-300 words.</li> <li>2. Write, edit, and revise 8-10 simple sentences on a topic.</li> <li>3. Listen to and understand simple, slow speech related to basic everyday situations including relevant personal information.</li> <li>4. Understand familiar repeated vocabulary and phrases related to the immediate context.</li> <li>5. Speak using simple phrases and short sentences to communicate survival needs, personal information, and information about basic everyday activities.</li> </ol> | <p><b>Student Learning Outcomes</b><br/>By the end of this course, students will be able to:</p> <ol style="list-style-type: none"> <li>1. Read and understand the main ideas and key supporting details of low-intermediate texts of multiple paragraphs (300-400 words).</li> <li>2. Write, edit, and revise a unified paragraph of 12-14 sentences on a single topic.</li> <li>3. Listen to and understand basic conversations related to everyday social situations and contexts.</li> <li>4. Understand familiar repeated vocabulary and phrases related to the immediate context.</li> <li>5. Participate in simple conversations related to familiar social situations.</li> <li>6. Speak about topics or situations outside the immediate context.</li> </ol> | <p><b>Student Learning Outcomes</b><br/>By the end of this course, students will be able to:</p> <ol style="list-style-type: none"> <li>1. Summarize and paraphrase written and spoken multi-paragraph articles accurately using note-taking strategies to identify the author's or speaker's main idea, and key supporting points.</li> <li>2. Add evidence from personal experience and/or observation to support an idea contained within written and/or spoken multi-paragraph texts.</li> <li>3. Synthesize both orally and in writing information obtained from spoken or written texts, interviews, and/or other media.</li> <li>4. Recommend a course of action related to the ideas contained in written and/or spoken texts.</li> <li>5. Cite and document information and sources according to APA and/or accepted academic conventions.</li> <li>6. Produce academic essays of 2-3 paragraphs and/or deliver formal presentations of 2-4 minutes which conform to standard American English usage and in which specified areas of grammar are accurate.</li> </ol> |

### Level 4-6

| IENG 0004 Upper Intermediate English Level 4   | IENG 0005 Lower Advanced English Level 5   | IENG 0006 Upper Advanced English Level 6   |
|--|--|--|
| <p><b>Student Learning Outcomes</b><br/>At the end of this course, a successful student will be able to:</p> <ol style="list-style-type: none"> <li>1. Summarize and paraphrase written and spoken multi-paragraph articles accurately, using note-taking strategies such as mapping to identify the author's or speaker's main idea and key supporting points.</li> <li>2. Add evidence from personal experience and/or observation to support an idea contained in written and or spoken multi-paragraph texts.</li> <li>3. Synthesize both orally and in writing information obtained from written or spoken texts, interviews, and/or other media.</li> <li>4. Recommend a course of action relevant to the ideas contained within written and/or spoken paragraph texts.</li> <li>5. Cite and document information and sources according to APA and/or accepted oral academic conventions.</li> <li>6. Produce academic essays of 3 paragraphs and/or deliver formal presentations of 3-5 minutes which conform to standard American English usage and in which specified areas of grammar are accurate.</li> </ol> | <p><b>Student Learning Outcomes</b><br/>At the end of this course, a successful student will be able to:</p> <ol style="list-style-type: none"> <li>1. Summarize and paraphrase written and spoken multi-paragraph texts accurately, using note-taking strategies to identify the author's or speaker's primary mode of discourse, main idea, and key supporting points.</li> <li>2. Add evidence from personal experience and/or observation to support and/or challenge an idea contained in written and/or spoken multi-paragraph texts.</li> <li>3. Synthesize both orally and in writing information obtained from written or spoken texts, interviews, and/or other media.</li> <li>4. Recommend a course of action relevant to the ideas contained within written and/or spoken multi-paragraph text.</li> <li>5. Cite and document information and sources according to APA and/or accepted oral academic conventions.</li> <li>6. Produce academic essays of 3 to 4 paragraphs and/or deliver formal presentations of 4-6 minutes which conform to standard American English usage and in which specified areas of grammar are accurate.</li> </ol> | <p><b>Student Learning Outcomes</b><br/>At the end of this course, a successful student will be able to:</p> <ol style="list-style-type: none"> <li>1. Summarize and paraphrase written and spoken multi-paragraph texts accurately, using note taking strategies to identify the author's /speaker's purpose, tone, primary mode of discourse, main idea, and key supporting points.</li> <li>2. Add evidence from personal experience and/or observation to support and/or challenge an idea contained in written and/or spoken multi-paragraph texts.</li> <li>3. Synthesize both orally and in writing information obtained from written or spoken texts, interviews, and/or other media.</li> <li>4. Recommend a relevant course of action and/or predict a logical next step relevant to the ideas contained within written and/or spoken multi-paragraph texts.</li> <li>5. Quote, cite, and document information and sources according to APA and/or accepted oral academic conventions.</li> <li>6. Produce academic essays of 3 to 4 paragraphs and/or deliver formal presentations of 4-7 minutes which conform to standard American English usage and in which specified areas of grammar are accurate.</li> </ol> |

## Use of English

English is the language of instruction for the Gulf Language School. It is the GLS's policy that instructors speak ONLY English to their students, even if they have the ability to speak a student's native language. Students are also expected to use English only in the classrooms, hallways, and at all GLS functions. Students are made aware of this policy during orientation and should be reminded as the need arises.

While it is sometimes tempting for an instructor to try out his/her language skills or resort to translation when a breakdown in communication occurs, there are a number of reasons why speaking a language other than English is against GLS policy. First, and perhaps most importantly, the students are here to learn English, and providing translation slows down that process. Second, there is the question of bias. It is not likely that an instructor will speak the native language of every student in the classroom; therefore, conversing with one student or group of students in their native language excludes others in the classroom who do not speak that language. Finally, speaking to students in a language other than English demonstrates an interest in that student's culture and background at the exclusion of other students in the room (even if there is only one student who does not understand the language). Therefore, instructors in the GLS will refrain from speaking any language other than English even at a student's request.

## Grading Scale

| Grades | Percentages  |
|--------|--------------|
| A+ = P | 95%          |
| A = P  | 90%          |
| B+ = P | 85%          |
| B = P  | 80%          |
| C+ = P | 75%          |
| C = P  | 70%          |
| F = NP | 69 and below |
|        |              |

| Composition             | Percentages |
|-------------------------|-------------|
| Quizzes                 | 10%         |
| Progress Reading Tests  | 15%         |
| Progress Listening Test | 15%         |
| Presentation            | 10%         |
| Progress Draft          | 10%         |
| In Class Essay          | 10%         |
| Portfolio               | 20%         |
| Exit Exam               | 10%         |

## Unconditional Admissions

All degree seeking students who are admitted to the Intensive English Program in the Gulf Language School will be granted full (unconditional) admission to North American University upon successful completion of the program. In certain cases, a student may be required to complete designated reading and or writing courses during his or her first term at North American University.

## TOEFL and IELTS

GLS offers a TOEFL and IELTS preparation course. This course is available to students who graduate from Level 6 and to international students who place out of the GLS by taking the ESL ACCUPLACER placement test. Students who have successfully completed level 6 at GLS and are seeking admission to North American College are not required to take the TOEFL or IELTS exam.

## FINANCIAL INFORMATION, TUITION, AND FEES

### Resident Student

|  |           |
|--|-----------|
| Registration fee   | \$ 50.00  |
| Tuition per eight (8) week session-20 hours                | \$ 975.00 |
| Textbook fee per (8) week session                          | \$ 170.00 |
| Late Registration fee (on or after the first day of class) | \$ 150.00 |

### GLS I-20 Student

|  |             |
|--|-------------|
| Registration fee   | \$ 50.00    |
| Includes IEP Placement Testing Fee                         |             |
| Tuition per eight (8) week session-20 hours                | \$ 1,975.00 |
| Health Insurance   | \$ 260.00   |
| Textbook fee per (8) week session                          | \$ 170.00   |
| Late Registration fee (on or after the first day of class) | \$ 150.00   |

### All students

|   |           |
|---|-----------|
| Late payment fee (for each payment deadline missed) | \$ 100.00 |
| Insufficient funds fee and/or returned checks fee   | \$ 35.00  |

\*Textbooks are dispersed by the instructor; prices are subject to change.

### Housing and Meal Services

#### Housing

|                |             |
|----------------|-------------|
| Two-Bed Room   | \$ 1,200.00 |
| Three-Bed Room | \$ 900.00   |
| Four-Bed Room  | \$ 800.00   |

#### Meal Plans

|                  |             |
|------------------|-------------|
| 10-Meal per Week | \$ 800.00   |
| 19-Meal per Week | \$ 1,100.00 |

### Financial Payment Policy

All session charges (tuition, room, board and fees) are due by the date on the Registration Billing Notification, unless an established Payment Plan contract has been finalized with the Business Office. Previously unbilled and new charges are due and payable when incurred. A student is responsible for his/her tuition and fees upon registration. Financial registration is considered complete only when all charges are paid or when satisfactory arrangements to pay have been finalized with the Business Office.

### Consequences of Non-Payment

There are consequences to non-payment. If a student is delinquent in paying his/her tuition and fees statement balance, the Gulf Language School will not allow the student to sit for mid-term or final exams until he/she is current with the Business Office. Also, course selection/modification will not be permitted for any previous, current or future sessions. The student is not considered enrolled during the term in question, which means that verification of enrollment cannot be provided for driver's license, employers, accrediting/licensing bodies, governmental agencies, etc.

A late payment fee will be assessed on all delinquent accounts.

## REGISTRATION POLICY

### Returning Students

Returning students have to register for their classes before the session starts. Returning students who register on or after the first day of class will be required to pay a \$100.00 late registration fee. Returning students who do not register before the end of the first week will not be allowed to register in that session.

### New Students

New students who register on or after the first day of class will be required to pay a \$150.00 late registration fee and will be admitted into their prospective level of English placement. New students who do not register before the end of the first week will not be allowed to register in that session.

## ADMISSIONS POLICY

### All New Students must:

1. Be at least 16 years of age or submit diploma proving high-school graduation or college transcript or at the discretion of the director.
2. Pay Application Fee of \$ 50.00 USD if local or \$ 50.00 if international.

**Resident Students** (a person not using an I-20 visa) must submit the following documents:

- a. On-line application.
- b. A copy of proof of identification.
- c. Official diploma proving high-school graduation or college transcript.

**International Students** applying for the GLS program must submit the following documents:

- a. On-line application.



- b. Copy of passport identification page(s) (must show picture, name, date of birth, passport expiration date, and passport must be valid for at least 6 months).
- c. Bank Letter addressed to North American University stating that the students or sponsor have the funds available to pay the total cost associated with attending North American University for one year.
- d. Government / Institution Letter - Government or institution-sponsored international students must submit a government sponsorship letter or a notarized letter of support guaranteeing payment of tuition and fees, books, room and board, medical insurance, and personal expenses for one academic year (two semesters).
- e. I-134, Affidavit of Support form
- f. International Financial Support Form (including bank statement or verification letter showing that the student or his/her sponsor has the required amount of funds available for student use during the course of study).
- g. Official diploma proving high-school graduation or college transcript.
- h. SAT/ACT, TOEFL or IELTS scores (optional)

### **Cancellation and Refund Policy**

- Application and mailing fees are non-refundable at all times.
- A student must inform the Director in writing to start the refund process.
- Financial decisions are based on the day a student files his/her paperwork.
- Keep a copy of your refund application form.
- If a GLS course is cancelled before it starts, a full refund of tuition, registration, and material fees will be issued within thirty (30) days of the date of cancellation.
- A student does not qualify for a refund if the student is dismissed due to violation of the institutions written disciplinary and/or attendance policies.

#### **Resident Students** (Students not using an I-20 visa)

If a resident student decides not to continue in the GLS program, the student can ask for:

100% refund before the start date

75% refund if leaving during week 1-2 of the program

50% refund if leaving during week 3-4 of the program

0% refund if leaving after week four (4)

If a student has made a lump sum payment in advance, the student is eligible for a refund for the programs the student is not yet enrolled in. In this case, the student forfeits all applicable discounts by making the payment in advance.

#### **International Student (I-20 visas)**

An I-20 student will not be granted a refund for the program the student has already started. If a student has made a lump sum payment in advance, the student is eligible for a refund for the program the student is not yet enrolled in. However, in this case the student forfeits all applicable discounts.

## **FINANCIAL PAYMENT POLICY**

Students are solely responsible for their tuition and fees payment upon registration. All related session charges (tuition, room, board and other fees) are due on the first Wednesday by 5:00 PM of each session. Registration is considered incomplete unless all charges are paid in full or a payment plan arrangement made with the Bursar' Office.

### **Consequences of Non-Payment**

If a student fails to pay his/her tuition and fees by the first Wednesday of each session, student's registration will be cancelled (all registered courses, meal plan and housing contract). If such incident happens, a student must do the followings:

- 1- Make payments and/or payment arrangement with the Bursar's Office. Dropped student must also pay the re-enrollment fee of \$70.00 and the late fee of \$100.00 top of the due charges.

- 2- Re-register for the courses with IEP Registrar with the approval of IEP Director.

## Transfer and Withdrawal Policy

### Transfer Students (to GLS)

To transfer to the Gulf Language School at North American University, you must first apply for admission to the Gulf Language School. Once accepted, notify your current school's international office of your intention to transfer. You will need to provide them with a copy of your acceptance letter as well as a signed copy of North American University's foreign student advisor transfer report. Your adviser will then transfer your SEVIS record to NAU. Only your current school has access to your SEVIS record; therefore, the Gulf Language School cannot issue your GLS I-20 (F-1 status) or DS-2019 (J-1 status) until your SEVIS record is transferred. In most cases, the "transfer out" date will be the last day of your final term at your current school. Transfer students must see the International Admissions office in order to receive their new I-20.

### Transfer Students (from GLS)

The school has the right to refuse the transfer of a GLS student to another institution if the student has not been enrolled for at least one complete eight (8) week session.

To transfer from the GLS to another school in the U.S., you must first apply and be accepted to the new school. After your acceptance:

1. Meet with the Director of the Gulf Language School on the 7<sup>th</sup> Floor in Room 706 to complete a *Transfer Request Form*.
2. Submit a completed Transfer Request Form along with a copy of the admission offer letter or email from your new school to the International Student Office (ISO) at NAU on the 7<sup>th</sup> Floor in Room 736. Your new school will also give you a *Foreign Student Advisor Report* that you must sign before giving to the ISO. The "transfer out" date is the date that GLS loses access to your SEVIS record and your new school gains access to your SEVIS record. This date should be at the end of your final enrolled session at GLS.
3. Allow one week for processing. Please note that after the transfer out date the GLS will no longer have access to your SEVIS record, so request a transfer only after your plans are certain.
4. You will receive an email confirmation of your SEVIS release from your International Student Office. If you are registered for a future session at GLS, don't forget to withdraw **and fulfill any financial obligations with the University** before you transfer to your new school or leave the U.S.
5. Contact the new school's International Admissions office to arrange when and how to receive your new I-20.

## Withdrawal Policy

### Overview

Withdrawing from Gulf Language School's Intensive English Program means you do not intend to return to your studies at North American University in the future and you will be departing the US. You must carefully follow certain procedures to make sure that your academics and your immigration are safe and that you can return to GLS or the U.S., if you decide you want to come back in the future.

### SEVIS Record

When you leave the Intensive English Program at Gulf Language School early, it is called "Early Withdrawal"; your I-20 will be "turned off" to keep your immigration safe. After your I-20 is "turned off", **you must leave the U.S. in 15 days.**

You can use the same I-20 to come back to study at Gulf Language School if you come back before 5 months, but your I-20 **must** be "turned on" before you can travel. Please send an email to the International Student Office at [dianeward@na.edu](mailto:dianeward@na.edu) **one month** before you come back to the U.S. so your I-20 can be "turned on" for travel.

If you come back after 5 months, you must get a new I-20, pay the SEVIS fee, and get a new visa.

**Note to J-1 students:** If you want to withdraw from the IEP program, your DS-2019 will be completed. This means you cannot come back to study at Gulf Language School with the same DS-2019, you must get a new one and pay the SEVIS fee.

### Withdrawal Procedures

If you are planning to withdraw from the Intensive English Program, the procedures are as follow:

1. Meet with the Director of the Gulf Language School on the 7<sup>th</sup> Floor in Room 706 to request a *Withdrawal Request Form*.
2. Submit the completed and signed *Withdrawal Request Form* to the Director of the International Student Office on the 7<sup>th</sup> Floor in Room 736. The ISO office will provide you with the options and consequences of withdrawing from the program.
3. If you leave the program before the end of a session, you must obtain a new I-20 from another school or depart from the U.S. within 15 days of this action. ***You do not qualify for a 60-day grace period.*** This grace period applies only to students who complete a session. If you fail to enter another institute or to depart from the U.S., you will be **out-of-status**, in other words, you will be in the U.S. illegally.
4. If you withdraw prior to the end of the session, you will not receive a final course grade.
5. You will be required to move out of the NAU housing within 7 days of withdrawal from the Intensive English Program. On the day you withdraw, you must make an appointment to meet with a member of the NAU housing staff to arrange a checkout of your room.
6. If, after withdrawing, you decide you would like to return to NAU for study, you will be considered a NEW student (not a returning student) and must take the Language Placement Exam to determine your placement.

### STUDENT ORIENTATION

The Student Services Office in participation with the GLS Registrar's Office organizes orientation sessions for all incoming students. This orientation program enables students to better understand GLS and NAU academic programs, registration, resources, student services, career and counseling services, financial aid, and other aspects of the NAU campus experience. The date, time, and place of the orientation are included in the admission package.

### COMMUNICATION

The Gulf Language School at North American University regards a student's university-assigned email account as an official method of communication for pre-university students, undergraduate students, graduate students, staff and faculty, unless otherwise prescribed by another policy. Official university communications include, but are not limited to, enrollment information, grade information, financial information and policy, and announcements, as well as individualized notices. This system affords an efficient method for official messages to be disseminated to both on-and off-campus students. It is the responsibility of each student to frequently access their NAU electronic mail account as it may contain an official communication from the university. All members of the university community must maintain good e-mail management habits and adhere to the standards of responsible use specified by NAU if the institution is to maintain a quality, collaborative computing environment.

### ADVISING

Students should consult with their instructors for academic and personal advising. Faculty is available for advising every day after the 11:00-1:00 class ends.

Students may be referred to Student Services Office if the need for advising is outside the range of faculty expertise. The Student Services Office is also available for advisement on housing, meal plans, health insurance, counseling, tutoring, records request and other personal or school related concerns that students may have.

Students in need of immigration related advising should consult with the International Student Office.

### LIBRARY

The mission of the North American University Library is to assist students in their search for attaining knowledge by providing information resources and services that encourage learning, support education, and promote

intellectual growth. The library has numerous resources that include catalogued books, journals, newspapers, magazines, and electronically accessible books and periodicals. Students may find information about these resources as well as academic databases, video tutorials, archives, hours of operation, and borrowing policies can be found on the library's website <http://www.na.edu/academics/library.html>. Electronic resources of the library may be accessed through the computer workstations in the library or any networked computer with a web browser. A login ID and password is required for on and off-campus access to online databases. The librarian is available to answer any questions about the library resources and is available for scheduled information seminars.

## COMPUTER AND INFORMATION SERVICES

The Computer and Information Services designs and maintains the college-wide information system infrastructure; and provides services and access to computational resources for all students. The CIS maintains and supports existing information services according to published policies, updates and services college owned computer hardware; provides Internet access and Internet-based services; and maintains centralized data storage and print services.

North American College provides high-performance workstations for the students in the library and computer labs. Students are encouraged to use College computing systems for academic work as well as for communication on and off campus.

## SERVICES FOR INDIVIDUALS WITH DISABILITIES

North American College is committed to providing equal educational opportunities and full participation for students with disabilities. Reasonable accommodations can be arranged enabling students with qualified disabilities to participate in and benefit from all educational programs and activities at North American College. Students desiring accommodations are responsible for providing the Verification of Disability Form to the Student Services Office along with the Learning Disability Accommodation Request Form (<http://www.na.edu/studentforms.html>). Accommodation requests must be submitted at least one month prior to the beginning of each semester. North American College reserves the right to determine the appropriateness of submitted documentation. A student may appeal the decision of denial if s/he is refused an accommodation that s/he believes is necessary. Confidentiality of records is maintained as required by law.

## SPORTS AND RECREATION SERVICES

North American College encourages exercise-centered college experience that fosters lifelong healthy habits and beneficial use of leisure time. The College promotes activities that improve physical, social, and emotional health of the students within a safe and respectful environment. A football/ soccer field, a basketball court, and a tennis court are available on campus. Also, several game tables are placed in the cafeteria for students' use without any cost such as table tennis, pool table, and foosball.

## PARKING SERVICES

North American College has adopted a parking policy to create an orderly traffic flow and equitable parking conditions on campus. Students' personal safety, the recognition of others' needs, campus appearance, and applicable laws were prime considerations in the formulation of these regulations. Facility Management administers this policy. Any persons in control of a motor vehicle, who wish to park on campus, are subject to the provisions outlined in the NAU Parking Policy (<http://www.na.edu/campus-life.html>)

## DINING HALL POLICIES

The university's food service is catered and served **on the 4<sup>th</sup> floor**. If you don't have time to sit and eat, we offer to-go containers so that you can take your food with you and enjoy it at your leisure.

### Fall/ Spring Sessions Breakout of Meal Times

#### Monday – Friday

Breakfast: 7:00am - 10:00am

Lunch: 12:00pm – 2:30pm

#### Saturday – Sunday

Brunch: 11:00am\*

Dinner: 6:00pm\*

Dining facilities are under the jurisdiction of the College. Students are responsible for following all dining hall regulations either posted or published while using these facilities. Students in violation may be referred to the Student Services Office for judicial action.

- Dining facilities are for authorized use only.
- College ID cards are nontransferable for use in the dining hall.
- Individuals are expected to pick up after themselves and bus their own tray in accordance with established procedures.
- Removing food, utensils, dishes, furniture, or décor for the Dining Hall is prohibited.
- Individuals are expected to conduct themselves in a manner conducive to quiet enjoyment of meal times by all.
- All students who reside at College housing are encouraged to choose and pay for one of the meal plans.
- It is the responsibility of the student to schedule classes, work, and other activities to provide time for eating meals during the Dining Hall meal service periods.

## **POSTING POLICY**

All posters, fliers, and signs that will be posted on bulletin boards, doors, and walls on campus buildings should be approved by the Student Services Office and receive the “Approved for posting” stamp prior to posting. Posting is not allowed on glass doors or windows.

## **LIABILITY POLICY**

The College cannot be held liable for loss of or damage to personal property in any building or on campus grounds, regardless of how the loss occurs — whether it is by theft, fire, water, vandalism, or any other cause.

## **NONDISCRIMINATION**

In the common pursuit of excellence and equity in education, the Gulf Language School at North American University serves students from many nations, races, and creeds. The GLS accepts as a principle that in any program, there will not be differences in the treatment of students because of race, color, national origin, religion, age, gender, veteran status, or disability; and that access to facilities and equal opportunity will be available to all.

## **NO SOLICITATION**

The Gulf Language School at North American University has a no-solicitation policy and does not allow any sales or distribution of merchandise or services on campus by students except fundraising activities authorized by the Student Services Office. Outside vendors are not allowed on campus without approval from the Student Services Office.

## **TECHNOLOGY-ACCEPTABLE USE**

The Gulf Language School at North American University provides information technology resources, such as computers, printers, networks, and software systems, to support the College’s mission and educational objectives. The use of these resources should be seen as a privilege, and all users, including students, faculty, and staff, are expected to follow the policies governing acceptable and responsible use.

Violations could result in disciplinary sanctions including but not limited to the loss of technology use privileges, suspension from the GLS, legal action, and criminal charges.

Technology – Acceptable Use Policy requires that users agree to:

- Follow security guidelines for computer accounts.
- Respect the rights and privacy of others using the system.
- Refrain from creating, accessing, storing, or disseminating materials that may be racially or sexually offensive, include pornography, or insult people from certain religious or ethnic backgrounds.
- Refrain from illegal file sharing.
- Consent to the authority of the College to monitor e-mails and Internet usage, and accept the consequences for the violation of this policy.

- Not use the technology system for fund-raising, campaigns, business-related issues, or illegal purposes.
- Not solicit on behalf of any individual, organization, or company.

## BACTERIAL MENINGITIS POLICY

Effective May 2011, state law requires that all students under the age of 30 entering a public or private institution of higher education in the state of Texas are required to provide evidence of vaccination against bacterial meningitis or meet certain criteria for declining such a vaccination before completion of enrollment. Each enrolling student must provide evidence of vaccination against bacterial meningitis or a booster dose during the preceding five-year period, and at least 10 days prior to the first day of the first semester in which the student initially enrolls at an institution. Evidence of the student having received the vaccination from an appropriate health practitioner must be received by the Admissions Office. Details and exceptions of the policy can be found in the Bacterial Meningitis Vaccination Requirement document (<http://www.na.edu/meningitis.html>).

## ATTENDANCE POLICY

The Intensive English Program wants all of its students to reach their goals. The best way to learn English is to come to class regularly and to do your homework.

Note: If you miss **one day** of classes, you will **miss four hours** of instruction.

The IEP expects students to attend ALL classes. There are **NO EXCUSED ABSENCES**.

If you need to be absent, be sure to tell your instructor in advance, if possible, and make up all missed work. You **will still be counted absent**. Instructors expect students who are absent to contact a classmate to find out the assignments they missed. Ask your instructor how to make up missed class work.

- Attendance reported from Week 1 to Week 8 - Your absences will be reported beginning Monday or alternate day if Monday is a holiday of the first week of classes and continue through the last day of the last week of classes.
- Late to class absences - You may be marked absent for one hour if you come to class late for 1-5 minutes. Ask your instructors about their policies for being late.
- Not prepared for class absences – You may be marked absent and asked to leave the class if you do not bring your books or homework to class. You can be put on probation and/or dropped from the IEP if you disturb the class or if you do things that are not acceptable in a classroom setting.
- Using your mobile phone in the class – You may be marked absent and asked to leave the class.
- Absent for ten consecutive days with no explanation – You will be automatically dropped from the IEP. You may lose your status with DHS.
- 10 hours of absence - You will receive a courtesy notification of your number of absences. You may be referred to the Director to discuss your absences.
- 20 hours of absence– You may be dropped from the program. Once you have missed 20 hours of class, you will be allowed to attend class but you will not be allowed to sit for the mid-term or final exam as you have earned an 'F'.

\*NOTE—Continuing I-20 students are counted absent from the first day of the next session whether or not the student formally registers into the next session by the first day of class. Registering late does not start the attendance count, the first day of each session does.

It is important for you to be in class every day to successfully complete each term of study at the IEP. If you have problems that are causing your absences, please make an appointment with the International Student Advisor.

Students holding an I-20 must pay particular attention to their attendance. It is required by law that I-20 students not attending classes as scheduled be reported to the appropriate United States Governmental Agencies.

Any student who is absent for three (3) consecutive school days without an approved leave of absence will automatically be reported to the International Student Office (ISO). An approved leave of absence requires documentation of the reason for absence and must be approved by the Director.

## LEAVE OF ABSENCE

Students who take long-term absences from the program must retake the English Placement Test when they return. A long-term absence is considered to be an absence of six months or longer. If a student retakes the English Placement Test and places into a level that the student has already taken, then that student must repeat that level prior to being placed into an advanced level. Students can fill out an Appeals Request Form but it will not guarantee that the student will advance. No student will be placed into a level lower than the one they previously completed, regardless of the English Placement Test score.

## EXAMS

There are two major reading and listening exams, one progress draft, one in-class essay, [Exception: in Level 1 and 2 there are two writing tests] and two presentations every session. In the event of an unexcused absence or tardiness, students will not be allowed to make up any portion of an exam. Test dates are updated and outlined in each class syllabus.

Students may see their exam scores only by logging on to Moodle. A username and pass code for Moodle will be issued at the time student I.D.'s are issued. Students are not allowed to keep their exams, copy information, or take photos of exams; nor are exams to be taken home for any reason.

## EXAM RESCHEDULING

Students are required to take exams on the dates/at the times which they have been scheduled. In the case of an emergency, students must notify the Director as soon as possible.

If a student needs to take an exam on a different date or time for any reason, the student is required to give notice to the Director through their instructor at least two (2) weeks prior to the exam and provide any necessary documentation of the reason. The Director reserves the right to refuse the reason given and determine whether or not permission will be given.

## APPEAL REQUESTS

### Appeal request for change of level new students

A new students may request a "change of level" if they feel they have been "misplaced" by the placement exam results. New students are those who are enrolled in their first session in the Intensive English Program. However, please note our placement test is very reliable; most new students should not need to take the secondary diagnostic test.

To appeal a change of Level, first, after attending class for two days, if a student believes the level is not appropriate; he/she must complete a Change of Level for New Student Form and submit the completed form to the Director.

Students who complete the form will be allowed to take a diagnostic test on the second day of class at two P.M. The Director and Coordinators will evaluate the diagnostic test and the change of level appeal, to see which level is right for the student.

If approved to move up to the next level, the student would start the next level class on 3<sup>rd</sup> or 4<sup>th</sup> day of class. If not approved, the student must continue to attend the original scheduled classes.

This decision is FINAL and cannot be appealed.

No students will be permitted to change levels after the second week of classes.

### Appeal request for change of level returning students

Once admitted, students must complete levels consecutively throughout the program. However, in the event that a student wishes to accelerate in the program and "skip" a level, he/she may file a Change of Level Request for Returning Students Form with the Director. Appeals requests for level acceleration must be submitted prior to the end of the eighth week of class (before the session ends).

In order for a student to qualify for consideration for level acceleration, he/she must meet the following criteria:

- passed the previous level,
- obtained a 93% or above as a total score for each skill (reading, writing, speaking and listening),

- a score in the level requested on the on Exit Exam, and
- are not already re-placed to a higher level by the re-placement test

### Appeal request for course grades

With all grade appeals, the burden is on the student to show why the grade should be changed. A student has the right to appeal a final course grade that the student thinks is unfairly or incorrectly assigned. The student must first complete a Grade Appeal Form and present it to the faculty member who assigned the grade in to request a meeting to discuss the grade. This request must be made within the next session. The faculty member must meet with the student within five business days. After meeting with the faculty member, if the issue of the grade is not resolved, the student can meet with the Director. At that time, the Director will hold a conference with the faculty member to reach a conclusion. If the matter is not resolved satisfactorily, the student must refer to the Grievance Policy in the GLS Student Handbook.

## GRADING POLICY

A student can repeat each level three times for academic or attendance reasons to achieve a passing grade. Students who fail to pass the same level after three sessions are not eligible to continue in the IEP, and their SEVIS record will be terminated.

## PROOF OF COMPLETION

Students who successfully complete IENG 0006 (Level 6) will be awarded a document stating that they have completed the IEP program at NAU. Students may earn this proof of completion by successfully finishing IEP course with a grade of 70% or better and passing the college's English assessment test with a score of 80 on the Reading and a 6 on the writing.

## ACCUPLACER TEST

If a student places out of GLS on the ESL Accuplacer placement test, the student may take the Native English Accuplacer Test.

All students who want to enroll in NAU college courses are required to take the Accuplacer Test. The Accuplacer Test determines whether or not remedial class work is needed.

For more information about the Accuplacer Test, visit [www.accuplacer.com](http://www.accuplacer.com).

## HEALTH SERVICES

### Health Insurance

International students must obtain the United Health Insurance Plan for NAU during their studies in GLS. The costs will be billed to the student's tuition account. Exceptions may be made only if the student meets all of the student health insurance waiver criteria.

### Waiver Criteria

The health insurance premium will be waived for students who provide documented evidence of health insurance coverage (compatible with NAU student health insurance), including evacuation and repatriation, by a United States employer, and for nonimmigrant students sponsored by the United States Government, a foreign government recognized by the United States, or certain international, government sponsored or non-governmental organizations and Fulbright Scholars. Students may submit waiver requests and appropriate documentation to North American College Student Services by the waiver deadline.

### Insurance Plan Details

| Benefit                | Preferred Provider                    | Out of Network          |
|------------------------|---------------------------------------|-------------------------|
| <i>Maximum benefit</i> | \$500,000 per person, per policy year |                         |
| <i>Deductible</i>      | \$1,000 per policy year               | \$2,000 per policy year |
| <i>Coinsurance</i>     | 80%                                   | 60%                     |
| <i>Out of Pocket</i>   | \$10,000                              | \$15,000                |
| <i>Inpatient</i>       | 80%                                   | 60%                     |



|                                       |                          |             |
|---------------------------------------|--------------------------|-------------|
| <i>Outpatient</i>                     | 80%                      | 60%         |
| <i>Medical emergency</i>              | 80%                      | 60%         |
| <i>X-ray/ labs/ tests/ procedures</i> | 80%                      | 60%         |
| <i>Doctor visits</i>                  | 80%                      | 60%         |
| <i>Prescription drugs</i>             | \$15/ \$35/ \$70 co-pays | No benefits |
| <i>Preventative care</i>              | 100%                     | No benefits |

|                | <b>Annual</b> | <b>Fall 1</b> | <b>Fall 2</b> | <b>Spring 1</b> | <b>Spring 2</b> | <b>Summer 1</b> | <b>Summer 2</b> |
|----------------|---------------|---------------|---------------|-----------------|-----------------|-----------------|-----------------|
| <b>Student</b> | \$ 1,560.00   | \$ 260.00     | \$ 260.00     | \$ 260.00       | \$ 260.00       | \$ 260.00       | \$ 260.00       |

## STUDENT CODE OF CONDUCT POLICIES

All GLS students are required to follow school policies at all times while on campus. It is the student's responsibility to conduct him or herself in a proper and respectable manner while on campus.

A student who fails to comply with the following conduct standards is subject to:

- Verbal warning
- Discipline Referral Form will be passed to the Director for review
- The Director may pass the Discipline Referral Form to the NAU Discipline Committee

## SAFETY

Safety is everyone's responsibility. It is very important that the classroom/laboratories and work areas be kept safe. All GLS students are responsible to help keep all areas of campus safe, clean, and orderly. Students should report dangerous or potentially dangerous situations to the Director, other administration, faculty or staff immediately.

## DRESS CODE

The purpose of a dress code is to promote a professional appearance within the GLS. Inappropriate dress includes revealing shorts, skirts, and tops, "baggy" pants, or any clothing or headwear considered offensive or disruptive to others. Baseball caps and other headwear (excluding cultural and/or religious apparel) are to be removed inside buildings.

## SCHOOL PROPERTY

At various times, students may receive books or other material from a teacher or administrator. Students should make sure to return school property in good condition by the assigned times. Students not returning school property are subject to paying replacement costs.

## SEXUAL HARASSMENT

The GLS seeks to insure that the school maintains a campus free of sexual harassment. Harassment of a sexual nature is a violation of various state and federal laws that may subject the harasser to liability for any such unlawful conduct. The GLS may report violators to the appropriate authority for civil or criminal action.

## DISCIPLINE

Students must obey established rules of the GLS faculty and administration. Students are expected to behave in a professional, disciplined, and respectful manner while on the NAU campus and while attending all classes. Students must refrain from negativity, profanity, vulgarity, humiliating or threatening language, loud speech, practical jokes, noncompliance, and lack of participation in the classroom.

## ACADEMIC DISHONESTY

In addition to learning the English language, students are here to learn academic standards for higher education, including academic honesty.

To summarize the Gulf Language School at North American University's academic honesty policy, on tests, homework, essays, and presentations:

1. Students will do their own, independent work.
2. When outside sources are used, students will cite sources according to program rules.

Academic Honesty includes but is not limited to:

- Talking during exams
- Using notes without permission during exams
- Stealing or taking photos of exams
- Copying work from a friend
- Having a friend do your work or doing work for a friend
- Using a former student's books
- Plagiarism

Actions taken for violation of program policy:

Unintentional Plagiarism

Student is warned and can re-do the assignment if the teacher agrees.

Intentional Plagiarism

1st offense: Student is warned and can re-do the assignment with a grade reduction.

2nd offense: Student receives a failing grade for the assignment.

3rd offense: Student receives a failing grade for the course.

4th offense: Students is dismissed from the program.

## **TEXTBOOKS**

All students must have their books by the first day of class.

Students will not be allowed to use "used books" unless they are repeating a class. These books must be free of answers.

**Each student needs to buy his/her own books**

Students not having their own, new books after the first three days of class WILL NOT be allowed to attend class.

## **ELECTRONICS**

No cell phones may be used in class at any time. Cell phones and personal computers must be turned off and put away during class. ONLY paper and/or electronic dictionaries/translators may be used in class.

## **FOOD AND BEVERAGE**

No food or drink (except clear water) is allowed in the classrooms and computer labs.

We ask for student cooperation in placing beverage containers in proper recycle and waste receptacles to keep classrooms and the school clean and free of waste, spills, and pests.

## **THEFT AND PROPERTY DAMAGE**

A student caught stealing is subject to automatic dismissal from the GLS and will be reported to local law enforcement. Any student who willfully damages school property or property belonging to others is responsible and liable for repair or replacement costs and is subject to dismissal from GLS.

## **SMOKING AND TOBACCO USE**

North American College is a SMOKE FREE CAMPUS. Smoking or use of other tobacco products (chewing tobacco, snuff, electronic cigarettes, etc.) is not tolerated in any campus building.

## **DRUG USE**

The manufacturing, distributing, dispensing, consuming, or possessing of a controlled substance or alcohol is prohibited on this institution's premises. A student deemed to be under the influence of alcohol or a controlled substance will be asked to leave the premises and will be subject to further disciplinary action. The "premises" are defined as all school property including building interiors and exteriors, sidewalks, parking lots, privately owned vehicles parked on school premises and storage areas. This prohibition applies to students performing any school related task or attending school sponsored functions, including field trips, regardless of location, on or off school premises. Students are expected to comply with all requirements of the Drug Free Schools Act.

## **FIGHTING AND GAMBLING**

Fighting and gambling on school property is absolutely forbidden. Violence and illegal activities will be reported to the appropriate local authorities and students will be subject to expulsion from campus and programs.

## **WEAPONS**

Possession of a handgun under the authority of the Texas concealed handgun license law is prohibited on school premises (Texas Civil statutes article 4413 29cc). Ammunition, knives, or any type of weapon is a violation of school rules and is not permitted under any circumstance. Students possessing firearms or other prohibited weapons are subject to dismissal.

## **COMPLAINT/GRIEVANCE POLICY**

If there is a problem regarding classroom or instructional matters, it should be discussed with the instructor. If any matter is not resolved satisfactorily with the instructor, the grievance or complaint should be documented (by filling out a GLS General Complaint Form, available from faculty members and/or in the Directors office) and brought to the Director immediately. If the problem is still not resolved, it should be brought to the Vice President for Academic Affairs.

If the matter is still not resolved in a satisfactory manner, please contact the Texas Higher Education Coordinating Board at [www.thecb.state.tx.us](http://www.thecb.state.tx.us)

Administrative matters should be documented in writing via the GLS General Complaint Form, and submitted directly to the Director. If the problem is not resolved, it should be brought to the Vice President for Academic Affairs.

If the matter is still not resolved in a satisfactory manner, please contact the Texas Higher Education Coordinating Board at [www.thecb.state.tx.us](http://www.thecb.state.tx.us)

Students who wish to file a grievance should do so without fear of retaliation, consequences, or repercussions.

## Saudi Arabian Cultural Mission Sponsored Students

### SACM Sponsored Students

North American University welcomes students sponsored by the Saudi Arabian Cultural Mission (SACM) to apply to our ESL program. It's our goal to help students meet their business obligations as quickly and smoothly as possible, so they may focus on the important task of academic study. With SACM students' help and support, we can better ensure success.

SACM students are required to understand and comply with their sponsor's rules, requirements, and procedures. Furthermore, sponsored students must understand their financial, academic, and additional responsibilities at North American University. These responsibilities are outlined below.

#### Information for Applicants

##### For Admission Purposes Only Letter:

The Ministry of Higher Education issues you a Letter of Financial Guarantee (LFG) "For Admission Purposes Only" letter. You will present the "For Admission Purposes Only" letter with the application package for admissions to the Gulf Language School at North American University to identify and verify your scholarship status.

#### Information for New Students

**Students new to North American University will need to submit an Enrollment Verification Letter to SACM shortly after Orientation.**

##### Enrollment Verification Letter:

- The Enrollment Verification Letter is emailed to you by the Registrar of the Intensive English Program 1-2 days after orientation and registration is completed.
- You upload the Enrollment Verification Letter to SACM portal.
- You must submit the Enrollment Verification Letter to SACM to receive the Financial Guarantee Letter.

**Once you have submitted the Enrollment Verification Letter to SACM, they will send you a Financial Guarantee Letter. You must submit the Financial Guarantee Letter to the Business office and the Registrar in the Intensive English Program immediately. Email: [makyuz@na.edu](mailto:makyuz@na.edu) or deliver to Room 737 (7<sup>th</sup> Floor) and [dellis@na.edu](mailto:dellis@na.edu) or deliver to Room 736 (7<sup>th</sup> Floor).**

##### Financial Guarantee Letter:

- The Financial Guarantee is given to you by your sponsor after you have sent the Enrollment Verification Letter
- The Financial Guarantee must include your name and the name of the school you are attending: North American University
- The Financial Guarantee will have specific dates on it. If you are at North American University longer than the last date on the document you will need to get a new one.
- Most students get this after they have registered for classes
- The official Financial Guarantee Letter must be given to the Intensive English Program by 2:00 p.m. on Friday of the second week of the student's first session at North American University.

-If you do not turn it in by this date, you will be responsible to pay for one session of health insurance at North American University.

**Reminder: Once you receive a Financial Guarantee Letter from SACM, you must submit the Financial Guarantee Letter to the Business office and the Registrar in the Intensive English Program immediately. Email: [makyuz@na.edu](mailto:makyuz@na.edu) or deliver to Room 737 (7<sup>th</sup> Floor) and [dellis@na.edu](mailto:dellis@na.edu) or deliver to Room 705 (7<sup>th</sup> Floor).**

### Request for Scholarship Extension Letter:

- The Request for Scholarship Extension Letter is emailed to you two weeks before the expiration date on the Financial Guarantee.
- You upload the Request for Scholarship Extension to SACM portal.
- You must submit Request for Scholarship Extension to SACM portal to receive an updated Financial Guarantee Letter.
- If the letter of financial guarantee is not valid, you must pay for classes in full.

Once you have submitted the Request for Scholarship Extension Letter to SACM, they will send you an updated Financial Guarantee Letter. You must submit the Financial Guarantee to the Business office and the Registrar in the Intensive English Program immediately. Email: [makyuz@na.edu](mailto:makyuz@na.edu) or deliver to Room 737 (7<sup>th</sup> Floor) and [dellis@na.edu](mailto:dellis@na.edu) or deliver to Room 705 (7<sup>th</sup> Floor).

### Information for all SACM sponsored students or those seeking sponsorship

All sponsored students must go to the online portal of the Saudi Arabia Cultural Mission *two times per session and submit their transcripts* (another name for Student Evaluation Report)

1) at the end of the session with their official grades—Student Evaluation Report—and

2) at the beginning of the session with their current class schedule.

#### End of Session

- The Registrar for the Intensive English Program will provide a transcript after grades are entered at the end of each session by email. The transcript will include the final grade and attendance.
- You will need to upload your transcript (Student Evaluation Report) to SACM's student portal.\*

#### Beginning of Session

- The Registrar for the Intensive English Program will provide a transcript with your class schedule in the first week of each session by email.\*
- You will need to upload your transcript with your class schedule to SACM's student portal.

\*The Intensive English Program only provides transcripts at these times for uploading to SACM.

### The Intensive English Program does not provide:

- Additional signatures on any documents
- Stamps on any documents
- Progress reports outside of transcripts
- Any type of grade or certificate except the transcript
- Additional letters to specific people or employers

### The Intensive English Program does provide:

- A letter explaining what grades mean on the transcript
- Letters to SACM extending ESL study for an additional 6 months
- Standard enrollment verification letters
- Official transcripts for currently sponsored students after the end of session grades are posted
- Unofficial transcripts (class schedule) for all Saudi students at the beginning of the first week of each session

### Transfer Procedures

All SACM sponsored students must follow the procedures to transfer into or out of Gulf Language School at North American University. (See page 14)

### Withdrawal Procedures

All SACM sponsored students must follow the procedures to transfer into or out of Gulf Language School at North American University. (See page 14-15)

## Sponsored Student Expectations & Requirements

### Payment:

- The Business Office will take care of billing your classes to your sponsor. It is important for you to keep all information up to date.
- You must look at your bill in MyNAU at the end of each session. If your sponsor does not pay you must pay. There are some fees the sponsor will not pay such as parking fines, library fines, photo I.D., or textbooks. You must pay these fees or you will not be able to register for classes.
- You must keep your Financial Guarantee up to date. If it expires, North American University cannot bill SACM for your tuition and fees and you will be required to pay for them. Please see instructions above for how to Request for Scholarship Extension Letter.

### IEP Class Requirements:

- Sponsored IEP students do not register themselves, nor do they choose their classes or times.
- Schedule changes cannot be accommodated.

### Attendance Requirements:

- SACM students are expected to attend 90% of their classes at a minimum.
- Sponsored students, just like all other students, are expected to attend their courses fully.

### FERPA Information for SACM Sponsored Students

- FERPA is the Family Educational Rights and Privacy Act (20 U.S.C. § 1232g; 34 CFR Part 99) and is a Federal law that protects the privacy of student education records.
  - Please be aware that FERPA does allow schools to communicate to sponsoring agencies about sponsored students.
- This means that North American University **will report** to SACM about your grades, concerns related to behavior, concerns about attendance, financial and health information.
- This also means that North American University **will NOT communicate** any of the above information to family members or friends as they are not included in the sponsoring agency exemption of FERPA except in the case of life threatening emergency.