



Boston University CELOP

STUDENT HANDBOOK





Boston University Global Programs
Center for English Language & Orientation Programs

Dear CELOP students,

It is my pleasure to welcome you to the Center for English Language and Orientation Programs at Boston University. We are incredibly happy that you are here and hope you enjoy your time with us.

In the following pages, we are confident that you will find the answers to most, if not all, of your questions. The handbook provides an overview of our academic programs and U.S. classroom culture and includes our current policies as well as answers to most frequently asked questions.

As you may know, Boston was founded in 1630 and is therefore, one of the oldest cities in the United States. Boston is well known for its important role in the American Revolution and is home to many historic sites. The city is also a world leader in higher education. In the Boston area alone, there are 44 colleges and universities out of a total of 114 in the state of Massachusetts. Boston is also home to the country's best hospitals and biotech companies and has a strong financial sector. For entertainment, the city offers a variety of theaters, parks, museums, concert halls, stadiums, restaurants, cafés and stores to enjoy so you will never be bored!

CELOP is one of the top intensive English programs in the country and that is due to our highly qualified faculty, dedicated staff and CEA-accredited academic program. We are confident that you will experience firsthand why CELOP is the best place to study English in Boston and wish you much success this semester.

Sincerely,

A handwritten signature in black ink that reads 'Maria Arruda'.

Maria Arruda
Managing Director, CELOP

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CELOP Mission Statement

The Boston University Center for English Language & Orientation Programs (CELOP) empowers international students and professionals to succeed in their academic and professional lives through innovative, high-quality teaching of English language and cultural competence.

CELOP's distinguished, vastly experienced faculty and staff place the needs of students first, reflecting a highly collaborative, service-oriented approach that values encouragement and mutual respect. Faculty and staff often define best practices among Intensive English Programs. That is why with over 45 years of proven success in student satisfaction and outcomes, the Center remains a model for the advancement of professional standards and quality instruction in the U.S. and around the world.

CELOP is a vibrant, international learning community emblematic of the globally renowned Boston University brand. The Center is dedicated to upholding BU's long-standing commitment to international education and to the promotion of global understanding and goodwill.

A CELOP Student's Responsibility

CELOP is a university program where students and faculty work together with mutual respect and adhere to high standards of personal conduct. The faculty and staff of CELOP want every student to succeed. We work to help all of our students to improve their English in order to meet their academic and professional goals. CELOP's requirements maintain the high quality of the program. We can support students in reaching their goals if they have good study habits and participate fully in the program. Students share responsibility for creating a positive and productive learning environment. Therefore, students are expected to meet the CELOP requirements:

- Attend all classes.
- Be on time.
- Complete all assignments carefully and on time.
- Do your best in every class to participate fully and positively.

Complaints Against Accredited Programs and Institutions

Accredited programs and institutions are expected to continue to meet the CEA Standards during the term of accreditation. A student, faculty or staff member, as well as others outside the program or institution who may have knowledge of an alleged failure by an accredited program or institution to maintain the standards may file a complaint with CEA. Such a complaint must be filed in writing with the name, address and telephone number of the complainant on a separate page and shall identify the specific standard(s) allegedly violated as well as a description of how the program or institution has failed to comply with it. Complaints may be filed at any time. CEA will investigate complaints according to the procedures outlined in the [CEA Policies and Procedures](#).

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Important Dates: Spring 2026

| JANUARY | |
|-----------------|---|
| January 26 | Core and elective classes begin |
| January 31 | Last day to waive Student Health Insurance Plan (SHIP) |
| FEBRUARY | |
| February 16 | Presidents' Day Holiday- No classes. CELOP office closed. |
| MARCH | |
| March 6 | End of Term 1 |
| March 9-13 | Spring Break- No classes. CELOP office open. |
| March 16 | Term 2 begins |
| APRIL | |
| April 20 | Patriots' Day Holiday- No classes. CELOP office closed. |
| April 24 | Last day of classes |

2

Core and Elective Classes

Frequently Asked Questions

What are “core” classes?

All regular full-time CELOP students are assigned to **two** core classes. Core classes:

- are 6 weeks long
- 15, 20, or 25 hour students attending a 12-week semester will take 2 core courses in the 1st half, and then 2 core courses in the 2nd half of the semester
- are divided by skills: Reading & Writing and Speaking & Listening
- meet every morning, Monday through Friday, from approximately 9:05 to 12:05 (although each skill class may not meet every day).

What are “elective classes” (or “electives”)?

- Courses covering specialized skills or topics of interest
- Full-time students take electives in addition to their morning core classes
- Intensive 20 students take one elective class / Intensive 25 students take two elective classes
- Provide additional instruction in a specific content area while practicing skills
- Each elective runs for five hours a week, on Monday and Wednesday afternoon or Tuesday and Thursday afternoon.

NOTE: Elective class topics will change from semester to semester.

During the week before your CELOP classes begin, you will receive more detailed information about available elective classes, then make your choices.

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Levels and Class Placement

Frequently Asked Questions

How many levels are there at CELOP?

There are 8 levels at CELOP, from beginning to advanced:

| | | | |
|---|------------------|---|-------------------|
| 1 | beginning | 5 | high intermediate |
| 2 | high beginning | 6 | low advanced |
| 3 | low intermediate | 7 | mid advanced |
| 4 | mid intermediate | 8 | high advanced |

How does CELOP place students?

- New students take an online placement test before they arrive. Students are then placed in classes based on the online test.
- Continuing students are placed based on their successful completion of their previous classes. See “Assessment & Advancement” for more information.

I was in level 3 last semester; this semester I am in level 4, but my class is level 3/4.

Have I advanced?

- Yes, you have. Your class this semester includes students with scores from both levels (3 and 4). However, you will be expected to do level 4 work, and you will be evaluated as a level 4 student throughout the semester.

What if I am placed in a class that is the same level as my previous class?

- If you are placed in the same level, that means that the Assistant Director for Academic Operations, the Standard Program Coordinator, and your instructors have determined that this is the best place for you to learn more English.

Can I change my core class?

- If you are concerned about your core placement, speak with your teacher during the first three days of class.
- Any change of core class must be made by teacher recommendation only.
- Any change of core class must be made by the third day of class.

Can I change my elective classes?

- By Friday of the first week of your program, you may request a change of one of your elective classes.
- You will be moved to a new class if there is space available.

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CELOP Levels of Instruction

Level 1 – Beginning

Students who have successfully completed level 1 are beginning to understand simple, everyday speech and conversations when the language is simplified, delivered slowly, and clearly articulated. They are beginning to interact in short social exchanges, talking about personal and general social matters using basic phrases and sentences. They are beginning to understand simple, adapted written texts, and write a short, simple passage, connecting ideas from sentence to sentence.

Level 2 – High Beginning

Students who have successfully completed level 2 can understand simple, everyday speech and conversations when the language is simplified, delivered slowly, and clearly articulated. They can interact in short social exchanges, talking about personal and general social matters using basic phrases and sentences. They can understand simple, adapted written texts, and write a short, simple passage, connecting ideas from sentence to sentence.

Level 3 – Low Intermediate

Students who have successfully completed level 3 can understand simple conversations, discussions, presentations and narration when listening to adapted and clearly articulated language at slow to moderate speed. They can interact in conversations and discussions related to familiar topics, and narrate a simple story or experience. They can understand simple, adapted written texts, and write a short, simple passage using paragraph form.

Level 4 – Mid Intermediate

Students who have successfully completed level 4 can understand social conversations and academic discussions, presentations and narration when the language is adapted and clearly articulated, and delivered at slow to moderate speed. They can interact in conversations and discussions, and narrate a story or experience. They can understand adapted written texts up to several pages in length, and write a short, simple paragraph.

Level 5 – High Intermediate

Students who have successfully completed level 5 can understand straightforward social conversations and academic/professional discussions, presentations and narration, when the language is clearly articulated and delivered at moderate speed. They can interact in conversations and discussions, explaining personal views, and giving clear, detailed descriptions. They can understand short, simple, unadapted texts, and write several organized paragraphs on a single topic.

Level 6 – Low Advanced

Students who have successfully completed level 6 can understand social conversations, academic/professional discussions, presentations and narrations of moderate complexity, when the language is delivered at moderate speed. They can interact in conversations and discussions, explaining and supporting personal views, giving clear, detailed descriptions and explanations. They can understand written texts of medium length and moderate complexity in a limited range of styles. They can write a clear, adequately developed essay.

Level 7 – Mid Advanced

Students who have successfully completed level 7 can understand social conversations, academic/professional discussions, presentations and narration of moderate complexity in a variety of settings, when the language is delivered at a natural pace. They can interact in conversations and discussions, explaining and supporting personal views, and giving clear, detailed descriptions and analyses. They can understand lengthy, complex texts written in a wide range of styles, and write a clear, well-organized, and well-developed essay.

Level 8 – Advanced

Students who have successfully completed level 8 can understand complex social conversations, academic/professional conversations, and narration in a variety of settings when the language is delivered at a natural pace. They can interact skillfully in conversations and discussions, explaining and supporting personal views, giving clear, detailed descriptions, explanations, and analyses, and responding appropriately to and building on others' contributions. They can speak competently on a variety of concrete and abstract topics with a considerable degree of complexity. They can understand with ease lengthy, complex texts written in a wide range of styles, and they can write a clear, well-organized, and fully developed essay.

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Performance & Attendance

Frequently Asked Questions

How much homework will I have to do?

- In general, you should expect about 1 hour of homework for each core and elective class meeting. This means the Intensive 20 program has about 7 hours of homework per week.

How many classes do I have to attend?

- You are expected to attend 100% of your classes. Occasionally you may not be able to attend because of illness, religious observance, or another serious reason. If you miss more than **15%** of your classes for any reason, you will not meet the CELOP attendance requirement. See section 9 (CELOP Attendance Requirements) for more information.

If I must be absent, what should I do?

- If you know in advance that you need to miss class, contact your teacher to explain why you need to be absent. If you are sick or have an emergency, contact your teacher by e-mail as soon as possible. You will still be marked absent and will still need to make up missed work, but your teacher needs to know why you are absent.

Can I get an excused absence?

- In most cases, if you are not in class, you will be marked absent. An exception is made if a student requests to make up work in order to be able to observe a religious holiday (see Policy on Religious Observance, section 9). If you have an exceptional reason for needing to miss class for an extended period of time, please speak with your teacher and the Assistant Director, Curriculum and Instruction as soon as you become aware of the issue.

Will I get a transcript or evaluation from CELOP?

- Your teacher will give you a final evaluation at the end of each course. Because CELOP is a non-credit program, we do not give official transcripts, with grades and credits.

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US Classroom Culture

Understanding the US Classroom

In many countries, classroom activity is focused on the teacher. Most of the learning takes place through lectures and the instructor is considered the expert source of knowledge who should clarify and interpret all texts. In these settings, the classroom is a very formal place in which teachers are addressed by their title and silence is the most common way to demonstrate respect. Student participation is rarely encouraged.

In US classrooms, the approach is student centered. While teachers may sometimes lecture, classroom discussions are often led by students. The atmosphere is relatively informal and teachers often encourage students to address them by their first name. Students are encouraged to ask questions and express their own opinions and this participation often plays a significant role in the evaluation process.

Finally, in many countries, evaluation is based almost exclusively on exam scores. In the US classroom however, student evaluation will include other criteria such as completion of homework, class participation, attendance, writing assignments, personal reflections and group projects.

Interacting with Faculty and Classmates

Communication: US communication styles tend to be quite direct. A conversation is often viewed as a quest for knowledge. As a result, it is expected that if a student does not understand something, he or she should ask a question or notify the teacher as soon as possible that help or clarification is needed. Your teachers will often make themselves available before or after class in addition to maintaining regular office hours during which you can visit them and ask questions.

Classroom Etiquette: Students and faculty often dress casually for class and it is not unusual for faculty to walk around the classroom while talking or to sit on the edge of a desk. Comfortable dress and relaxed posture should not, however, be seen as a sign of lenient expectations or standards of performance. Some examples of expected behavior include:

- Arrive at class on time.
- Stay awake. Sleeping is not acceptable in an American classroom.
- Do not use your cell phone unless given permission by your instructor.
- Ask questions and participate!
- Be respectful toward your fellow classmates.

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If I have a question...

| If you have a question about your ... | You can contact ... |
|--|--|
| Core class | Your core class teacher* |
| Elective class | Your elective class teacher* |
| Elective class choice | Standard Program Coordinator - sngom@bu.edu |
| Program Changes | Email celop@bu.edu or Foreign Student Advisor, office 244 |
| General Attendance | Assistant Director, Academic Operations, Room 220 |
| Missing a class | Your teacher |
| Teacher or another student in your class | Your teacher* |
| Boston University Housing | Your Resident Assistant (RA) in your dormitory** |
| Roommate(s) | Your Resident Assistant (RA) in your dormitory** |
| Dining Plan | Admissions (front desk) or Student Engagement Specialist |
| Health / feeling sick | Student Health Services 881 Commonwealth Avenue, Left Door |
| Mood / feeling stressed or upset | Student Health Services Behavioral Medicine 881 Commonwealth Avenue, Left Door |
| Tuition or Medical Insurance | Admissions, Front Desk |
| Immigration Status / I-20 | Foreign Student Advisor, office 244 |
| Application to college or university | Foreign Student Advisor, office 244 |
| Withdrawing (leaving your program early) | Admissions (front desk) |
| Computer / Laptop, BU Login, Wi-Fi | Technology support, office 253 |

*If you have already talked with your teacher and need to speak to someone else, you can contact the Standard Program Coordinator at sngom@bu.edu.

** If you have already talked with your RA and need to speak to someone else, you can see either Admissions or the Student Engagement Specialist, office 245A.

If you have a serious complaint against a CELOP/BU student or employee, you may complete the Student Complaint process explained in section 20 or request a meeting with the Academic Leadership Team or the Managing Director.

8 12-Week Programs

| | INTENSIVE 25 | INTENSIVE 20 | PART-TIME 15 | PART-TIME 10 | PART-TIME 5 | ENGLISH PLUS CREDIT* |
|----------------|----------------------|---------------------|--------------|--------------|-------------|--------------------------|
| Program Code | EN050 | EN020 | EN083 | EN082 | EN081 | EN060 |
| Hours per Week | 25 | 20 | 15 | 10 | 5 | 15 |
| Courses | Core AND 2 Electives | Core AND 1 Elective | Core Only | 2 Electives | 1 Elective | Core + One BU MET course |

Electives meet either on Monday and Wednesday
or Tuesday and Thursday.

There are no classes on Friday afternoon.

*English Plus Credit offered only in Fall and Spring semesters (Session A starts only)

Weekly Class Schedule

| MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY |
|---------------------------------|---------------------------------|---------------------------------|---------------------------------|------------------------------|
| Core Classes 9:05 – 12:05 | Core Classes 9:05 – 12:05 |
| LUNCH | | | | |
| Elective Class A 1:00 – 3:30 | Elective Class B 1:00 – 3:30 | Elective Class A 1:00 – 3:30 | Elective Class B 1:00 – 3:30 | |

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Student Attendance Requirements

CELOP, Boston University's Center for English Language and Orientation Programs, requires all students to follow our Student Attendance Policy.

Overview:

- Attendance is counted by hours.
- Attendance in all courses is combined for total program attendance.
- Attendance is reported weekly and warnings will be given beginning in week two.
- Most absences, regardless of reason, will be counted. You should always let your instructors know the reason for your absence. Boston University makes an exception **only** for observance of religious holidays – see Policy on Religious Observance below.*
- Late arrival to class also counts as absence – see Lateness Policy on the next page.
- **If you miss 15% or more of the total program hours, you will not receive a certificate.**

Warnings if your total attendance is under 85%:

- 1st time – Warning Email
- 2nd time – Verbal Warning / Placed on Watch List
- 3rd time – Written Warning / Placed on Probation
- Continued lack of improvement will result in a Notice of Expulsion

If you receive a warning, you need to show significant improvement in attendance and raise your overall program attendance percentage over 85% as soon as possible. Students who are under 85% at the end of their program and wish to continue at CELOP, may be considered on probationary status dependent on the approval of CELOP administration with the support of faculty. If you are on probation, you must regularly check in with the Assistant Director, Academic Operations.

If you receive the Final Written Warning (Notice of Expulsion) you can appeal the decision with a written request and documentation to support a change in the decision. If you do not appeal or your appeal is denied, you will be expelled. CELOP reserves the right to expel or suspend a student for poor attendance and lack of academic progress at any time. If you are expelled for poor attendance or lack of academic progress, your enrollment will be cancelled without refund. CELOP may also terminate your I-20 for Unauthorized Drop Below a Full Course of Study.

***Policy on Religious Observance:** Massachusetts law and Boston University policy require faculty and staff to accommodate students who are absent due to religious observance. This means that we must provide you with a reasonable opportunity to make up a test, or study requirement missed because of the religious observance, if such accommodation does not create an unreasonable burden. Students have the right to miss class and make up the work for religious reasons. Students are required to inform instructors, in writing, of conflicts with the course schedule and requirements due to their religious observance as early as possible in the semester, and no later than one week before the conflict, so that accommodations can be made.

10 Student Lateness Policy

(Part of CELOP Student Attendance Requirements)

You are expected to be on time to all your CELOP classes, including after the break. If you are late, you miss information which you need to take full advantage of your class. We know that sometimes there are unavoidable delays, and that everyone is a little late sometimes (including teachers). This policy is intended to encourage you to get to class on time every day, and—if you must occasionally be late—to arrive as early as possible.

Lateness = Absence

- If you arrive late to class, you will be marked late. Three times late = 1 hour absent.
- If you arrive more than 10 minutes late, you will be marked late and ALSO be marked absent for the total minutes you have missed

EXAMPLE:

Student A: 10 minutes late

7 minutes late

8 minutes late

Three times late = 1 hour absent

TOTAL = 1 hour absent

Student B: 20 minutes late

40 minutes late

30 minutes late

Three times late = 1 hour

20+40+30 minutes = 1.5 hours

TOTAL = 2.5 hours absent

Late Arrival Etiquette

- If you do have to arrive late to class, please just enter the room quietly and take a seat
- If you arrive during an activity such as an audio or videotape or an oral presentation, your teacher may ask you to wait outside the room until the activity is over. (You will not be marked absent while you wait.)

Repeated Lateness

- If you are repeatedly late, your teacher may put you on probation for lateness
- If you are on probation for lateness and you continue to arrive late, you can be asked to wait until after the class. You will be marked absent while you wait.

11 Final Exam Policy

All CELOP Core courses (Reading & Writing and Speaking & Listening) are required to hold Final Exams within the final three meetings of each course.

CELOP Elective courses may hold midterm or final exams at the discretion of the course instructor. Absence from an elective course final and subsequent exam make-up is at the discretion of the instructor.

Absence from a Core Final Exam

If a student is unable to take a final exam at the officially scheduled time, they must contact the Assistant Director, Curriculum & Instruction as soon as possible, preferably in advance of the final exam or within one business day from when the final exam is given. In consultation with the instructor teaching the class, the Assistant Director, Curriculum & Instruction may excuse the absence from the exam and allow a make-up exam to be given if the student has experienced a sudden incapacitating illness or other emergency. The Assistant Director may ask for documentation from the student to support the excuse. The Assistant Director will **not** excuse absences from a final exam because of travel plans, interviews, participation in a family event, competition, or other personal reasons.

If the absence is excused, the instructor will work with the student to arrange a time to retake the exam. However, if the student is unable to take the exam during the final week of the course or if the instructor is not able to turn in a grade when grades are due, then the instructor will issue an "I" instead of a final grade. The "I" indicates that the student was absent from the final exam. The student will have until the end of the week following the end of the course to complete the final exam.

If the student does not contact the Assistant Director after missing a final exam, or the Assistant Director does not excuse the student's absence from the final exam, then zero points are given for the exam and the final grade for the course will be calculated using a zero for the final exam score.

Being excused for missing a final exam presumes that the student is in good standing in the class and that the student has been attending and completing work as assigned. If the student has excessive absences or a failing grade in the class going into the final exam, the instructor will submit an F instead of an I.

12 Academic Conduct Code

At a university in the United States, there are certain academic policies that all students are expected to follow (an academic conduct code). CELOP's Academic Conduct Code is based on Boston University's Academic Conduct Code:

<http://www.bu.edu/academics/policies/academic-conduct-code/>

Violations of CELOP's Academic Conduct Code include:

- Cheating on a test by copying answers from a classmate, books, notes, or a phone.
- Plagiarism
 - Using someone else's words or work as your own.
 - Using someone else's ideas without giving them credit.
 - Changing someone else's words without giving them credit.
- Inventing facts or data.
- Telling or receiving the answers to a test in advance.
- Talking on or using your cell phone during a test.
- Allowing someone to use your work as their own.
- Using fake documents or ID.
- Turning in the same material in more than one course without permission.
- Not sitting in an assigned seat during an exam.
- Lying to teachers or to the Academic Conduct Board.

If students violate this code, they may be dismissed from the program.

Suspension and Dismissal Policy

In accordance with Boston University policies, CELOP reserves the right to suspend or dismiss any student for the following reasons:

- Inappropriate behavior.
- Failure to make academic progress.
- Consistent failure to meet CELOP student responsibilities.

13 Assessment & Advancement

Assessment

Teachers use various forms of assessment (class participation, homework, quizzes, tests) throughout each term to evaluate students' performance. On the final course evaluations for Reading & Writing and Speaking & Listening, students are given a percentage (0%-100%) for the course.

| Level | Percentage | Course Completion |
|-------|------------|-------------------|
| 1 | 0%-69% | Repeat course |
| 2 | | |
| 3 | | |
| 4 | | |
| 5 | 70% - 100% | Course complete |
| 6 | 75% - 100% | Course complete |
| 7 | | |
| 8 | | |

Advancement

CELOP core courses (Reading & Writing and Speaking & Listening) have two 6-week terms, A and B. In order to advance from one level to the next in a course, a student must successfully complete both 6-week terms. A student who starts courses at the beginning of a semester will take Term A first. A student who starts courses in the middle of a semester will take Term B first.

Examples

Student A:

Fall A – 78% in Reading & Writing 7A
Fall B – 85% in Reading & Writing 7B
Student advances to Reading & Writing 8

Student B:

Fall A – 68% in Reading & Writing 4A
Fall B – 73% in Reading & Writing 4B
Student must complete Reading & Writing 4A before advancing.

Student C:

Fall B – 90% in Speaking & Listening 6B
Spring A – 90% in Speaking & Listening 6A
Student advances to Speaking & Listening 7

Students who do not get a passing grade in any core course (Reading & Writing and Speaking & Listening) must make an appointment with the Standard Program Coordinator to discuss their progress.

14 Achievement Scale (Standard Programs)

| Levels 1-5 | Levels 6-8 | Achievement Scale Descriptors |
|------------|------------|---|
| 81% - 100% | 81% - 100% | PASS: You show strong skills and meet the goals for your current course/level. |
| 0 - 69% | 0 - 74% | FAIL: You do not yet meet the goals for your current course/level. |

NOTE: The Achievement Scale interpretation summarizes the main curricular outcomes for Terms A and B. The wording has been simplified for student understanding. For full outcome descriptions, refer to the syllabus provided by your teacher.

| By the end of each level, students will be able to: | Structure | Reading & Writing | Listening & Speaking |
|---|---|---|---|
| LEVEL 1: Beginner | Identify nouns, pronouns, verbs, and adjectives. Use simple verb forms, basic SVO word order, there + be, possessive adjectives, prepositions of place, and adverbs of frequency. | <p>(R) Demonstrate understanding of short, highly contextualized texts on everyday topics by identifying key information and high-frequency vocabulary with simple and some compound sentences.</p> <p>(W) Write a passage about their and/or the lives of others and about a place using basic structures.</p> | <p>(L) Extract key information on familiar, highly predictable topics and follow simple conversations with visual support, repetition, and clarification.</p> <p>(S) Present intelligible information about a familiar person and place and respond appropriately to simple input in brief, highly predictable conversations.</p> |
| LEVEL 2: High Beginner | Use be and regular verbs in the present, demonstrative and possessive adjectives, adverbs of frequency, can/can't, simple imperatives, have to, infinitives of purpose, comparative and superlative adjectives, and simple. | <p>(R) Demonstrate understanding of short, highly contextualized texts on concrete everyday topics by identifying key information and high-frequency vocabulary with simple and some compound sentences.</p> <p>(W) Write a passage about their lives and/or the lives of others and give basic instructions.</p> | <p>(L) Extract key information on familiar, highly predictable topics, relate the listening to personal lives, and follow simple conversations with visual support, repetition, and clarification.</p> <p>(S) Present intelligible information about a simple activity, process, or familiar place and respond appropriately to spontaneous input in simple, predictable conversations.</p> |
| LEVEL 3: Low Intermediate | Use simple past and past continuous, will and going to, subordinators, simple modals, possessive nouns, gerunds singular/plural and noncount nouns, articles and quantity, and simple, compound, and complex sentences. | <p>(R) Analyze adapted articles on biographies or common/current events by identifying key information and relating the reading to their own knowledge.</p> <p>(W) Write narrative passages about a memorable event.</p> | <p>(L) Extract key information on familiar, general-interest topics, relate the listening to personal lives, and follow simple conversations with support, repetition, and clarification.</p> <p>(S) Deliver an intelligible personal narrative, create and perform a dialogue, and respond appropriately to spontaneous input in simple, predictable conversations.</p> |

| | | | |
|---|--|---|--|
| LEVEL 4: Mid Intermediate | Use the present perfect, present perfect vs. simple past, intensifiers, modals, modals of obligation/advice, time and adverb clauses, cause-effect, and simple, compound, complex, and compound-complex sentences. | <p>(R) Analyze adapted articles on biographies or common/current events by identifying key information and relating the reading to their own knowledge.</p> <p>(W) Write two paragraphs describing the future and giving their opinion(s).</p> | <p>(L) Extract key information from familiar, general-interest topics, relate the listening to personal lives, and follow simple multi-participant discussions.</p> <p>(S) Present intelligible information about the life of a person and a current event and respond appropriately to spontaneous input in discussions on predictable topics.</p> |
| LEVEL 5: High Intermediate | Review verb tenses; use count and noncount nouns, articles, the present perfect, passive voice, adjective and adverb clauses, and gerunds and infinitives. | <p>(R) Analyze adapted academic texts and periodicals on familiar topics by identifying key information and relating the reading to their own knowledge.</p> <p>(W) Write an expository essay discussing a person or current social issues using proper citation.</p> | <p>(L) Extract key information from familiar topics, relate the listening to personal lives, and follow simple multi-participant discussions.</p> <p>(S) Use classification and definition patterns to present and discuss familiar concepts intelligibly and lead a discussion while responding to spontaneous input.</p> |
| LEVEL 6: Low Advanced | Review verb tenses; use defining and non-defining relative clauses, reduced relative clauses, passive voice, modals as needed, adverb clauses, and noun clauses. | <p>(R) Analyze authentic, unadapted academic texts and periodicals on familiar topics by identifying key information and relating the reading to their own knowledge.</p> <p>(W) Write an academic essay using compare/contrast and process essay rhetorical patterns using proper citation.</p> | <p>(L) Extract key information from familiar topics, relate the listening to personal lives, and follow multi-participant discussions.</p> <p>(S) Summarize and respond to a source by making personal connections and lead a discussion while responding to spontaneous input.</p> |
| LEVEL 7: Mid Advanced | Apply grammar structures as needed, including modality, adverb clauses, noun structures and modifiers, reduced adjective clauses, appositives, conditionals, and advanced noun clauses. Use varied and accurate sentence structures, avoiding fragments, comma splices, and run-ons. | <p>(R) Analyze authentic, unadapted academic texts and periodicals on contemporary topics by identifying key information and synthesizing the reading with another text.</p> <p>(W) Write a position essay using problem/solution and cause/effect rhetorical patterns using proper citation.</p> | <p>(L) Extract key information from unadapted unfamiliar topics, synthesize the listening with one other text, and follow academic multi-participant discussions.</p> <p>(S) Present an intelligible, fluent analysis of an issue—including problems, solutions, and information from at least one academic source—and lead an academic discussion while responding to spontaneous input.</p> |
| LEVEL 8: Advanced | Apply grammar structures as needed, continuing to build on previous practice/knowledge. Use varied and accurate sentence structures, avoiding fragments, comma splices, and run-ons. | <p>(R) Analyze authentic, unadapted academic texts and periodicals by identifying key information synthesizing with other texts.</p> <p>(W) Write a persuasive argument making and defending a claim, utilizing rhetorical patterns for academic/non-academic audiences incorporating information from other sources using proper citation.</p> | <p>(L) Extract key information from unadapted, college-level audio/visual materials on unfamiliar topics, synthesize the listening with multiple texts, and follow extended academic discussions.</p> <p>(S) Present an intelligible, fluent argument incorporating information from at least one listening or reading source and lead an academic discussion while responding to spontaneous input.</p> |

15 Academic Progress Policy

As an academically focused IEP institution that is accredited by the Commission on English Language Program Accreditation, we have made a commitment to ensure that students who take our programs are making academic progress as they transition through our levels. CELOP requires special evaluation and permission for any student who requests to take ANY CELOP level more than two times. This policy holds CELOP accountable for students advancing and prevents students from remaining in the same level for other, non-academic, reasons.

This policy also ensures that CELOP is in compliance with U.S. government regulations that state that F-1 students must maintain their F-1 visa status and make "...normal progress toward completion of his or her educational objective." Thus, to be eligible for a SEVIS/I-20 extension and to continue to the next available full-time program, CELOP's Foreign Student Advisor/DSO must certify that the F-1 student has continually maintained their student visa status and that the delays to complete their educational objective at CELOP are caused by compelling academic reasons.

CELOP Policy

A student who requests to take ANY CELOP level more than two times will require special evaluation and written permission from CELOP's Assistant Director of Curriculum and Instruction before a SEVIS/I-20 extension will be approved. All of the below evaluation criteria will be considered as part of the evaluation process.

Evaluation Criteria

Attendance

Students with 3 or more 6-week terms with a U for attendance will not be granted permission.

Students on Super-probation may only be granted permission one time.

Coursework (Levels 1-8)

- Students failing to advance after two semesters may be granted permission to re-apply for one additional semester. Failing to advance after three semesters indicates a lack of progress, and CELOP will dismiss the student for lack of academic progress.
 - Advancement criteria
 - 70% or greater in both sections A & B for each skill in levels 1-5
 - 75% or greater in both sections A & B for each skill in levels 6-8

Coursework (Level 8)

- Students who receive passing scores (75% or greater) in all Level 8 courses, may take Level 8 no more than two full semesters. After two semesters, a student should be academically prepared for their next step, and they cannot return unless they receive special permission based on his/her circumstances.

16 Artificial Intelligence (AI) Use Policy

All assignments should be fully completed by the student. Developing strong competencies in the skills associated with this course will prepare you for success in your degree pathway and, ultimately, a competitive career. In order to make progress in your English language development, it is important to do your own work and learn from your mistakes. Students may use one or more generative AI tools, such as ChatGPT, Bing Chat, Claude, or Google Bard, etc., for this class with the following conditions:

- only with the instructor's prior permission,
- only for the assignments specified by the instructor, and
- only for the purposes specified by the instructor.

AI tools are not permitted for other assignments or coursework. Similarly, the instructor will give specific guidelines to students for providing explanation or reflection on AI usage, as well as the proper acknowledgment or citation of AI sources using formal citation systems such as MLA or APA. Students who do not follow these guidelines will not be able to satisfactorily complete the assignments or meet the learning goals for the class. This will be treated as violation of the academic integrity policy.

17 CELOP Device Policy

CELOP students must have ONE of the following and bring it to class with them every day:

| Required Device | Specifications |
|-----------------|--|
| Laptop Computer | Windows 10 or above; Mac OSX 10.12 or above |
| Tablet | Android, IOS, or Windows AND physical keyboard |

CELOP students must also have a headset (headphones and microphone).

The following are not acceptable devices:

- Chromebooks – too limited in the programs they can use.
- Smartphones – insufficient for research, writing, accessing course materials, or other tasks you will need to be able to do.

Bring Your Own Device FAQ

Why does CELOP require that students have a laptop or tablet?

University classes are using more technology resources, so it is important for students to have their own computers. All CELOP teachers are now using Blackboard and in many cases are having students use their laptops in class.

Do other BU departments have the same requirement?

ALL departments at BU and most US universities and colleges require that students have their own laptops. Since one of our goals at CELOP is to help you prepare for further studies in the US, having a laptop and learning to use systems like Blackboard is part of that training.

Can I buy a laptop when I arrive?

Yes, but all students will be expected to have a proper device on the first day of classes. BU has agreements with Apple and Lenovo so that students can buy their laptops through BU at a discount. You can find more information here: <http://www.bu.edu/tech/support/purchase/personal/shop/>. You also have many options for buying a laptop off-campus. Any computer you buy in the US will have an English-language keyboard with options for typing in other European languages, but there are software solutions for typing in languages that do not use the Roman alphabet.

What if I can't bring a laptop or tablet with me?

You will need to purchase a laptop or tablet when you arrive.

What if I can't or don't bring my own device?

It will be difficult or even impossible for you to participate in class. This will affect your ability to learn English, and it might even affect your grade.

What software will I need?

You will need a web browser such as Google Chrome, Firefox, or Explorer. It is a good idea to install more than one browser on your computer as certain web sites work better with some browsers than with others. You will also need an office suite such as Microsoft Office or another program that will allow you to work with Word, Excel, and PowerPoint files, as these are the programs that are most often used by instructors to create course materials.

Can I get Microsoft Office for free from BU?

Yes. Students who are enrolled in a BU program can download one copy of the latest version of Microsoft Office for Mac or Windows for their personal use. You have to be on campus or have a BU login and use a VPN connection to download the program.

Do I need any other equipment?

You must have a pair of headphones with a microphone in order to participate in potential remote lectures, listen to audio, watch video, and record your voice. They don't have to be expensive. Earbuds with a built-in mic should work fine.

How can I access the BU network?

BU has a campus-wide wireless network. The key to accessing the network and BU facilities and services is your BU login name, which you get when you create your BU email account. You can find more information about accessing the BU wireless network here:

<http://www.bu.edu/tech/services/infrastructure/networks/wireless/8021x/>.

Do I have to use my BU email account?

Yes, your BU email account is used for all official communication from the University, as well as for getting enrolled in Blackboard, which BU uses to manage your courses. Student email accounts use BU Google Mail, and give you access to Google Apps. If you prefer to check your email using a different account, you can forward your BU mail, but you must know how to access and use your BU Google account.

Where can I go to get help with my laptop?

There is a tech support office at CELOP in Room 253 where you can get help with computer questions, and the BU IT Help Center, which provides many free and low-cost services for students, is located one block from CELOP at 179 Amory Street. You can also find the answers to many questions at the BU Tech Getting Started Page for Students here: <http://www.bu.edu/tech/support/student/>.

Where can I print documents?

You cannot print from your laptop to CELOP printers. Please use the computers in the EOP 267A Computer Lab to print.

Who do I contact if I still have questions?

Please contact Global Programs Technology Services at gpts@bu.edu. The staff here will help you to get the answers to your questions about Bring Your Own Device.

18 Dealing with COVID

Covid-Related or Covid-Symptomatic related Absences:

Important Update: COVID-19 Isolation

Individuals infected with COVID-19 are no longer required to isolate for 5 days. MDPH [guidelines](#) have evolved to align with other common respiratory diseases like influenza. It is recommended to stay home and away from others until your symptoms are improving, and you are fever-free for at least 24 hours. Healthcare personnel continue to have specific return to work [guidelines](#).

Recommendations:

As the pandemic evolves, we want to remind our community of ways to protect yourself and others from getting sick. If you are sick with a respiratory virus, please stay home until your symptoms improve. If you need to be around others, please wear a mask while you are experiencing symptoms and for at least 5 days if you test positive for COVID-19. Rapid COVID-19 tests are available at the University's City Convenience stores at a discounted price and at local pharmacies. Lastly, we recommend staying up to date with annual COVID-19 vaccination.

<https://www.bu.edu/chiefhealthoffice/bu-covid-19-policies/>

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Office of Disability and Access Services

We assume that all of us learn in different ways. If there are circumstances that may affect your performance in this class, especially during these challenging times, please talk to me as soon as possible so that we can work together to develop strategies for accommodations that will meet your learning needs and the requirements of the course. Whether or not you have a documented disability, BU provides many support services that are available to all students.

If you have a disability that interferes with your learning, you are encouraged to register with this office (<http://www.bu.edu/disability>). Disability and Access Services will work with you to determine appropriate accommodations for your courses, such as additional time on tests, staggered homework assignments, or note-taking assistance. This office will give you a letter outlining the accommodations you need that you can share with your teachers; specific information about your disability will not be disclosed to faculty.

20 CELOP Statement of Values

As part of Boston University, CELOP has developed this statement that is aligned with BU's 2030 Strategic Plan: <https://www.bu.edu/plan2020/> and with the [Boston University Diversity Statement](#).

- At CELOP, we are committed to supporting diversity and inclusion among all classroom community members.
- We proactively strive to construct a safe and inclusive environment by respecting each other's dignity and privacy.
- We treat one another fairly and honor each member's experiences, beliefs, perspectives, abilities, and backgrounds, regardless of race, religion, language, immigration status, sexual orientation, gender identification, ability status, socio-economic status, national identity, or any other identity markers.
- Bullying, hateful ideas, violent language, belittling, racial slurs, and other disrespectful language or behavior will not be tolerated.
- CELOP is a safe space for free inquiry and open exchange of ideas. Difficult social issues and controversial ideas might be explored. Though we might feel strongly about a topic, we maintain respect for diversity, including diversity of thought.
- We act and communicate respectfully toward one another, both directly and indirectly, both inside and outside the classroom.
- All members contribute to building a caring, inclusive learning environment that promotes productive participation and encourages growth among us all.

Chosen Name and Pronouns:

We at CELOP aim to support students of all gender expressions and identities. While class rosters provide instructors with students' legal names, please let your instructor know if you would like to be addressed by a different name than that listed. You are also invited to tell your instructors early in the semester which set of pronouns (they/their/theirs, she/her/hers, he/him/his, etc.) you feel best fits your identity.

21 Student Complaints

In the event that a CELOP student has an experience or concern that they would like to share with the CELOP administration, we encourage students to submit the CELOP Student Complaint Form. Complaints will be reviewed by Academic Leadership Team and, if necessary, will take appropriate action in response.

Student Complaint Process

Step 1: In order to submit a new complaint, students should complete the [Student Complaint Form](#) below. Please ask a staff or faculty member if you need assistance to complete the form.

Step 2: After a student submits the form, their complaint will be sent to the CELOP Academic Leadership Team.

Step 3: The Academic Leadership Team will follow up with the student and schedule a meeting if necessary.

Step 4: If necessary, the Academic Leadership Team will forward the complaint to the appropriate BU department and/or CELOP staff member.

Step 5: The Academic Leadership Team will follow up with the student until the issue has been resolved.

Link: [Student Complaint Form](#)

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Connecting Devices to the Internet at CELOP



WiFi

CELOP requires that all students have their own laptop or tablet.

Use BU eduroam

You will need to enter your BU username and password.

Check www.bu.edu/tech for updated troubleshooting information.



Living on Campus?

You must have a BU email address to access the internet in the dorms.

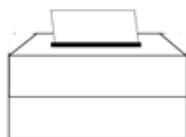
Your anti-virus software must be legal and updated.

You must not use file sharing (P2P) software (BitTorrent, Pirate Bay, etc).

BU will suspend your account if you illegally share/download music or movies.

For more information, see the International Student's Guide to the BU Network:

www.bu.edu/tech/accounts/wired/international-students-guide



Printing at CELOP

You cannot print from your laptop to CELOP printers.

Please use the computers in the EOP 267A Computer Lab to print.



Mobile Devices

Go to settings, the Wi-Fi.

Use eduroam

Enter BU username and password to unlock the network

Need Help?

For help with your personal computer,

contact GPTS at gpts@bu.edu or visit room 253.

For support after 5pm, go to the IT Help Center at 179 Amory Street or call them at: (617) 353-4357.

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Traveling In & Out of Boston

Getting to Boston Logan International Airport from CELOP

60 minutes via the subway (The "T")

1. Take an inbound Green B-Line Train to Government Center.
*Note: you may have to get off at Park Street and switch trains.
If so, walk to the track ahead of you and go 1 stop
2. At Government Center, go downstairs to the Blue Line.
3. Take an outbound Blue Line train headed for "Wonderland".
4. Get off at the Airport stop and look for a blue bus outside.
5. Take the free shuttle to the airport. Check the sign for your airline. Be sure that you get on the right bus. There are two bus routes – they go to different terminals. Be sure to listen for your terminal's stop.



30 minutes via car

Car services such as Lyft, Uber or taxis can go directly to your terminal at Boston Airport.

US Airport Etiquette:

In the US, security is very strict at the airport.



Remember the following rules:

- Have your passport and ticket ready for the checkpoint before security
- Take your shoes off before entering the metal detector.
- Take off any belts or hats.
- Put your keys, wallet and phone in a bin for the x-ray scan.

Leaving the US: Important Documents & Information

Before you make travel plans abroad, including Canada and the Caribbean, you must discuss the trip with the CELOP Foreign Student Advisor. Dan Bohrs is located in office 244. He will check your immigration documents to ensure a smooth departure.



Remember to complete the following steps first:

1. Look up visa requirement. Do you need an additional visa to visit the desired country?
2. Check your I-20 (F-1 students) or DS-2019 (J-1 Exchange Visitors). Does it have a valid travel signature to re-enter? Look carefully at the end date listed on your form. Do you need to extend the I-20/DS-2019 before leaving? (You will need to bring the original document along with your Passport/Visa when leaving the US).
3. Remember that it is always best to check with the Foreign Student Advisor, Dan Bohrs, at least one week before you travel.

24 Leaving CELOP early

(Withdrawing from CELOP)

Start by meeting with CELOP Admissions to discuss:

- Your plans and reasons for withdrawing
- Sponsor approval (if sponsored)
- Financial obligations:

If you plan to withdraw from CELOP early, please know that you are subject to the CELOP Student Withdrawal and Refund Policy.

WHO THIS POLICY APPLIES TO:

All students who have applied to full- or part-time CELOP programs, or a partner who has applied on behalf of students.

OFFICIAL POLICY

CELOP students requesting a refund for all or a portion of their program must first complete an official withdrawal form. The completed form must be submitted in person or by email to CELOP Admissions at 890 Commonwealth Avenue, Boston MA or celop@bu.edu. Absence from class does not constitute withdrawal although it may result in the student being dropped from his/her program if SEVIS requirements are not met. The following refund schedule is observed once a completed withdrawal form has been received, with the date of receipt being the determining factor for calculating refund percentage:

| Program* | Before program start | First week of classes | Second week of classes | Third week of classes |
|---------------------|----------------------------|-----------------------|------------------------|-----------------------|
| 12 weeks or more | 100% minus application fee | 90% of tuition | 75% of tuition | No refund |
| Fewer than 12 weeks | 100% minus application fee | 75% of tuition | 50% of tuition | No refund |

**Applies to all programs EXCEPT those that have a separately communicated refund policy.*

As per university policy, the refund percentage applies to **tuition only**. All non-refundable fees such as application, university fees or BU housing fees are not governed by this policy and are **non-refundable**.

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Immigration: Full-time Students

Visa Requirements

| F1 Visa | J1 Visa |
|--|--|
| Students studying full-time (minimum 18 hours per week) | Students and scholars sponsored by a government program or private foundation |
| I-20 = Certificate of Eligibility (Show to US embassy/consulate when you apply for visa and to US Customs and Border Protection each time you enter the US) | DS-2019 = Certificate of Eligibility (Show to US embassy/consulate when you apply for visa and to US Customs and Border Protection each time you enter the US) |
| I-94 (both F1 & J1 visas) The US Customs and Border Protection officer will not stamp your passport with your non-immigrant status. Therefore, we strongly recommend that you print your I-94 documentation from this website: https://i94.cbp.dhs.gov | |

Student Obligations

| F1 Visa | J1 Visa |
|--|--|
| Keep all your immigration documents in a safe place. You are responsible for them. Keep electronic copies as well. Never throw away old copies of your I-20. | |
| Make sure your passport is valid for at least 6 months after your program end date. | |
| Study full-time, with good attendance and continued enrollment at CELOP. | |
| Report a change of address to CELOP within 10 days of the change and update your information on the MyBU Student Portal under My Profile – Contact Info. | |
| Legally, you may NOT work while you are studying at CELOP. (After you begin your academic degree study, you can request limited work permission depending on your degree program, but confirm what you can do by contacting the ISSO or ISO at your new school.) | |
| If you plan to travel outside the US and then return to CELOP, you must have CELOP's Foreign Student Advisor sign your I-20 before you leave . Also, if you plan to travel outside the US between semesters and return to CELOP, you must first be accepted at CELOP for the next semester. | If you plan to travel outside the US and then return to CELOP, you must have your J-1 program sponsor sign your DS-2019 before you leave . Also, if you plan to travel outside the US between semesters and return to CELOP, you must first be accepted at CELOP for the next semester. |
| | If you are sponsored by Boston University, you must go to the International Students and Scholars Office (ISSO) to check in. |

If you have any questions about your visa, please see CELOP's Foreign Student Advisor in office 244.

For more information about your immigration regulations, please visit:

<https://www.bu.edu/celop/admissions/immigration-visas>

26 Immigration: Part-time Students

Visa Requirements

B1/B2 Visa or ESTA

Visitors who want to take a short-term, recreational class

Can enroll in part-time programs only (17.5 hours/week or less)

Must apply for a change of status in order to study full-time

(This is a long and costly process, and you might have to return home to get your F1 visa.

CELOP staff cannot advise you in this process. It is strongly recommended that you work with an immigration attorney.)

F2 Visa

Spouses or children (under the age of 21) of F1 visa holders

Can enroll in part-time programs only

Can study part-time for the duration of the F2 visa

Must apply for a change of status in order to study full-time

(This is a long process and you might have to return home to get your F1 visa)

J2 Visa

Spouses or children (under the age of 21) of J1 visa holders

Can enroll in part-time or full-time programs

Can study part-time or full-time for the duration of the J2 visa

There are other visa types that will allow you to attend either a part-time or full-time program. If you have any questions about your visa or what kind of programs you can take, please see CELOP's Foreign Student Advisor in office 244. For more information about your immigration regulations, please visit: <https://www.bu.edu/celop/admissions/immigration-visas>

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What can I do after the semester ends?

(1) Continue at CELOP for the next semester

| F1 Visa | J1 Visa |
|---|---|
| Submit your online application. | Check with an Admissions staff member for your Continuing Application Checklist. Must be in compliance to be accepted. |
| If your I-20 expires at the end of the semester: <ul style="list-style-type: none">• You will need to submit new financial documents.• You must complete your application at least one week (7 days) before the end of the program so your I-20 can be extended. If your I-20 is not extended by the final day of the program, you cannot continue at CELOP. | If your DS-2019 is expiring: <ul style="list-style-type: none">• Contact your program sponsor at least 30 days before the expiration date and ask them to issue you a new document. |
| See full instructions at www.bu.edu/celop/admissions/apply-now | |

(2) Transfer to another school

| F1 Visa | J1 Visa |
|--|---|
| You must transfer within 60 days of the final day of your CELOP program (not the final date on your I-20.) | Contact your current program sponsor as stated on your DS-2019 about transferring to another program. |
| Email CELOP's Foreign Student Advisor for the CELOP Transfer-Out Form. | |
| Get a letter of acceptance and Transfer-In Form from your new school. | |
| Email the Foreign Student Advisor copies of the completed Transfer-In Form and all required documents. | |
| Make an appointment with the Foreign Student Advisor. | |

(3) Leave the United States

| F1 Visa | J1 Visa |
|---|---|
| You must leave within 60 days of the final day of your program. Failure to do so may result in future visa problems in the U.S. | You must leave within 30 days of the final day of your program. |

If you will begin a degree program at Boston University, or if you have more immigration questions about your future plans, email CELOP's Foreign Student Advisor for an appointment.

28 Important Resources

1. Boston University Libraries: Offer a wealth of online and print resources. Research Librarians will introduce you to the many resources the library offers in any field of research. They can work with you to develop a research plan and organize your sources.
<https://www.bu.edu/library/>
2. Student Central: Web page that provides direct access to public and personal academic, financial and institutional data maintained in the University's central computer system:
<http://www.bu.edu/students>
3. Student Health Services: Offers an array of health services to students, including wellness education and mental health services (behavioral medicine): <http://www.bu.edu/shs/>

29 Glossary of terms

- Bullying - seek to harm, intimidate, or coerce (someone perceived as vulnerable).
- Belittling - dismissive of the importance of a person or thing.
- Controversial - giving rise or likely to give rise to public disagreement.
- Dignity - the state or quality of being worthy of honor or respect.
- Diversity - the practice or quality of including people from a range of different backgrounds
- Proactive - acting in anticipation of future problems, needs, or changes rather than responding to it after it has happened.
- Racial Slur - words or phrases that refer to members of racial and ethnic groups in a derogatory manner.
- Tolerate - allow the existence, occurrence, or practice of (something that one does not necessarily like or agree with) without interference.