



# STUDENT CATALOG 2023

Published by UNITED LANGUAGE INSTITUTE, Miramar, Florida  
January 2023, Vol. VI



**HOURS OF OPERATION**

The ULI is open Monday through Fridays from 8:00 a.m. to 9:00 p.m.,  
3130 Commerce Parkway, Miramar FL 33025  
<https://uli.uinternational.edu/>  
(954) 607 - 4344

Published by UNITED LANGUAGE INSTITUTE, Miramar, Florida

January 2022, Vol. V

## 2023 ACADEMIC CALENDAR

EVENT	MONTH	DAY	YEAR
ESL Christmas Holiday	December - January	15 - 9	2022-2023
<b>Spring Term Starts</b>	January	9	2023
M. L. King Jr. B. Holiday	January	16	2023
Withdrawal Deadline	January	20	2023
President's Day Holiday	February	20	2023
ESL Final Exams	April	10-13	2023
ESL Spring Term Ends	April	13	2023
ESL Spring Vacation	April – May	14 - 8	2023
<b>Summer Term Starts</b>	May	8	2023
Withdrawal Deadline	May	19	2023
Memorial Day Holiday	May	29	2023
Independence Day (Obs.)	July	4	2023
ESL Final Exams	August	7 - 10	2023
ESL Summer Term Ends	August	10	2023
ESL Summer Vacation	August - September	11 - 11	2023
Labor Day Holiday	September	4	2023
<b>Fall Term Starts</b>	September	11	2023
Withdrawal Deadline	September	22	2023
UNIEMPRESARIOS	October	18-19	2023
Veteran's Day Holiday	November	10	2023
Thanksgiving Break	November	23 – 26	2023
ESL Final Exams	December - December	11 – 14	2023
ESL Fall Term Ends	December	14	2023
ESL Fall Vacation	December - January	15 – 8	2023-2024

Terms per year: 3  
 Weeks per term: 14  
 Hours per week: 18

## PRESIDENT'S MESSAGE



Thank you for choosing United Language Institute (ULI) and welcome to our school!

The right time to continue your educational goals is always now. The world has changed and it is never too late to learn English.

ULI's purpose is to prepare students with both theoretical and practical knowledge, giving them the right tools to become proficient in English and successful in their careers. Our state of the art education involves professors who are deeply involved in the field, so students are exposed to current day to day practices. We are committed to provide the support you need throughout your journey.

We recognize, however, that for a person to be successful not only cognitive knowledge is necessary; indeed, one must always search for a mission in life. Our HOLISTIC MODEL OF EDUCATION encourages our students to discover and explore their own weaknesses and strengths, and help them develop as Human beings. Workshops such as emotional intelligence, the enneagram and stress management are offered as extracurricular activities to form not only English proficient students but also happy and fulfilled human beings.

As a student, you will be part of a friendly family community of students, professors, and administrators who will support you through your journey to make your dreams come true.

Once again, welcome to UNITED LANGUAGE INSTITUTE!

Lydia Bautista Moller  
President

**Contents**

**PRESIDENT’S MESSAGE .....4**

**I. INSTITUTIONAL DESIGN.....7**

HISTORY ..... 7

MISSION STATEMENT ..... 7

    Our Mission ..... 7

    Values..... 8

OWNERSHIP..... 9

GOVERNING BODY..... 10

    Administrative Staff ..... 10

**II. SCHOOL POLICIES .....12**

**ADMISSION PROCEDURES AND POLICIES..... 12**

    International Students Admissions ..... 12

    ESL Placement Level..... 12

    ESL Placement Test Appeals..... 12

    International Students ..... 13

    F-1 Visa/Status Laws ..... 13

    Non-Matriculated Student Policy..... 15

    Reasons for Denying Admissions ..... 15

    Scholarships ..... 15

    Tuition and Fees ..... 16

    Estimated Total Cost of Books and Supplies ..... 17

    Estimated Other Costs ..... 17

    Methods of Payment..... 17

**ACADEMIC POLICIES ..... 17**

    School Calendar ..... 17

    Holidays..... 17

    Academic Year..... 18

    Class Schedule ..... 18

    Students’ E-mail Mail and Telephone Messages..... 18

    Definition of a Clock Hour ..... 18

    Description of the Course Code Numbering ..... 18

    Academic Honesty..... 18

    Library ..... 19

    Graduation Requirements..... 19

    Attendance Policy ..... 19

    Leave of Absence ..... 20

    Vacation Policy for International Students ..... 20

    Full course of study requirements for post-secondary programs (from USCIS) ..... 20

    Make-Up Policy ..... 20

    Cancellation and Refund Policy..... 20

**STANDARDS OF SATISFACTORY ACADEMIC PROGRESS ..... 21**

    Maximum Time Frame of Program Completion ..... 22

    Class Repetition..... 22

    Records and Grading System ..... 24

    Course Failure (F) ..... 24

    Course Incomplete (I)..... 24

    Course Withdrawal (W)..... 24

    ESL Course-Level Progression Policy ..... 25

**STUDENT RIGHTS AND RESPONSIBILITIES ..... 25**

Student Grievance Procedure .....	26
<b>RULES AND REGULATIONS.....</b>	<b>26</b>
Code of Conduct.....	26
Disciplinary Actions .....	27
<b>ULI’s POLICIES .....</b>	<b>27</b>
Alcohol Beverage And Drug Policy .....	27
Copyright Infringement Policy .....	28
Sexual Harassment Policy .....	29
Anti-Hazing Policy .....	29
Policy on Secondary Confirmation FERPA.....	29
<b>III. STUDENT LIFE AND SERVICES .....</b>	<b>31</b>
New Student Orientation .....	31
Academic Advising .....	31
Student Record Services .....	31
Counseling Office .....	32
Tutoring and Testing .....	32
Writing Center.....	32
Library Resources.....	32
Tertulia .....	33
Tuna United – Musical Group .....	<b>Error! Bookmark not defined.</b>
Uniempresarios – Annual Entrepreneurship Conference .....	33
Health and Prevention .....	33
Housing .....	34
Safety Policy During Social and Recreational Activities .....	34
The Physical Plant .....	34
Points of interest in Miramar.....	35
<b>IV. PROGRAM OUTLINE .....</b>	<b>37</b>
<b>ENGLISH AS A SECOND LANGUAGE.....</b>	<b>37</b>
Program Objective .....	37
Program Description .....	37
Program Curriculum.....	37
ULI ESL Achievement Scale.....	40
<b>V. COURSE DESCRIPTIONS .....</b>	<b>48</b>
<b>Thoughts from our Founder .....</b>	<b>57</b>
<b>APENDIX A .....</b>	<b>58</b>

## I. INSTITUTIONAL DESIGN

### HISTORY



*UNITED LANGUAGE INSTITUTE* provides private education in the field of English as Second Language. The institution was founded in December 2017, under the Florida Department of State, Division of and it is currently managed by a group of experienced educators with the goal of providing Holistic Education and training to individuals who want to increase English language skills.

### MISSION STATEMENT

#### Our Mission

The Mission of **United Language Institute** is:

- To train individuals with practical to advanced knowledge in the four skills areas of the English Language in order to develop creative, critical, and leadership skills for the purposes of overall life improvement.
- To develop emotional intelligence and cultivate an overall sense of well-being through holistic teaching and interaction.
- To promote improved self-awareness, inspire a broader scope of a global vision as individuals, and build upon the American-cultural and professional opportunities that derive from being proficient in English.

In United Language Institute, faculty, staff and students warmly interact to support each other's development. We are achievers of our own growth through self-management, involvement and commitment to a positive environment filled with human warmth and care. We are a community with a clear personal, local and global vision.

**The goal of ULI** is to be a language institute recognized by its holistic education and language teaching methodology for its English as a Second Language program

**The objectives of ULI are:**

- To help students become proficient in the English Language
  - By providing curriculum with updated industry trends
  - By hiring highly qualified, experienced instructors in the ESL field
  - By having adequate teaching resources
- To cultivate individuals with a holistic approach
  - By providing them with a warm and caring environment
  - By offering extracurricular activities that aim to increase the emotional awareness and well-being of students
  - By following the holistic education methodology that our founder Julio A. Moyano initiated at our institution.

**Values**

**CREATIVITY**

We value the potential of students to generate cutting edge ideas by challenging traditional and repetitive ways of thinking, and behaving. Through our model of holistic education, students allow their minds, to expand their capacity to think "out of the box", and to create ideas that can be considered revolutionary in the modern times. Thus, their work becomes socially marketable based on its uniqueness.



**FREEDOM**

We strongly believe in the natural human right of freedom. We relate to our students and community by granting each individual the right to make choices. Autonomy, free will, and self-determination are cores of the exercise of freedom. In our academic institution, students and faculty do not fear taking risks to improve their learning experiences in a safe environment where they do not fear of being judged. Individuals are free to express their individuality as a whole.

**HUMAN GROWTH**

Our model of holistic education is rooted in the principle of human growth. As we acknowledge that individuals have the chance to develop their selves in the journey of life, our students not only grow intellectually through our curricula, but are also given the tools to focus on the development of their personal and spiritual experiences.



## **UNIQUENESS AND RESPECT**

We value the distinctiveness of each of our students and faculty members. We believe in the human potential of each individual to exceed their faculties to become incomparable to any other person. This results in the true appreciation and respect of the characteristics and assets of everyone involved in our academic institution.

## **COMMUNICATION**

Our students become effective communicators who can express themselves while diminishing noise or misunderstanding in their communication processes. This results in the development of individuals who are equipped to successfully establish and nurture relationships that enjoy clarity in their human interactions.

## **HONESTY**

We value truthfulness and sincerity. Beyond any other value, students and faculty must exercise their honesty at all times. Therefore, every member of our community can trust and rely on each other for support stemming from the premise that we all are true to ourselves and each other.

## **FRATERNITY**

As an institution that values education, we daily build a sister-brotherhood that distinguishes us as a strong community of individuals who continuously support each other in the process of learning. Such fraternity is built on strong structures of love and respect for each other that allow its constant growth while welcoming new members who easily become part of the social network.

## **CULTURAL DIVERSITY**

ULI welcomes students and faculty members from around the world. Our environment is enriched through the cultural diversity that all of the members of the institution bring to campus. We respect, promote and appreciate the various cultures that we are fortunate to have.

## **OWNERSHIP**

**UNITED LANGUAGE INSTITUTE** is owned and operated by **United Corp.**, and it is a corporation registered and established under the Corporate By Laws of the State of Florida to provide Education. Its address is:

3130 Commerce Parkway  
Miramar, Florida 33025  
Tel (954) 607 – 4344 – Fax (954) 357 - 1766  
E-mail: admissions@United.edu  
Web Page: www.United.edu

Lydia B Bautista Möller.....President/Co-Owner  
Angélica Moyano.....Secretary/Co-Owner  
Marcela Moyano.....Treasurer/Co-Owner  
Lina Maria Moyano.....Director/Co-Owner  
Liliana Moyano.....Director/Co-Owner

---

## GOVERNING BODY

Its owners, Lydia Beatriz Bautista Möller, Angelica Moyano, Marcela Moyano, Lina Maria Moyano and Liliana Moyano manage **UNITED LANGUAGE INSTITUTE** at the present.

### Administrative Staff

President Lydia B. Bautista Möller	Bursar Lydia Bautista
Communications, Marketing and Media Relations Director Dr. Marcela Moyano	ESL Program Director Karlo David Lesser
Admissions Coordinator Ana Socha	Director of Compliance and PDSO Angélica Moyano Bautista
	Registrar Sandra Agudelo

### **President**

The School Director serves as the chief institutional executive officer with overall administrative authority to manage the primary functions of school. The Director is directly responsible for effecting all policies and regulations recommended and approved by the Governing Body

### **English as a Second Language Program Coordinator**

Performs a leadership role in designing and implementing the total academic program of the institution. In addition, this individual represents the administration in working with the faculty in establishing and maintaining acceptable standards for student academic performance, revising the curriculum, and overseeing the total academic life of the ULI.

### **Director of Compliance and PDSO**

Assists and advises international students on immigration and related issues. Make sur the organization complies with rules and regulations.

### **Communications, Marketing and Media Relations Director**

Responsible for managing high-level communication between UIC and various media resources. Oversees the creation and delivery of emails, direct mail, brochures, newsletters, and other publications. Develop and use press releases, media event and broadcasts to improve relationships with media sources and journalists to obtain optimum media coverage for UIC.

### **Bursar**

Under administrative direction, prepares monthly, quarterly, and annual financial statements for administration, trustees, and external constituents.

---

**Admissions Coordinator**

Under administrative direction, is responsible to plan, manage and implement the recruitment and admission programs designed to ensure a diverse population of incoming students.

**Registrar**

Plan, organize, coordinate and direct the operations of the Records Department including the registration of students, maintenance, security and preparation of student records, attendance and graduation functions.

|

---

## II. SCHOOL POLICIES

### ADMISSION PROCEDURES AND POLICIES

**UNITED LANGUAGE INSTITUTE** is an institution open to every individual looking for an equal opportunity for quality education regardless of sex, race, color, age, and religion, social or economic status. We do not discriminate on the basis of sex, race, color, age, religion, social or economic status, and disabled applicants in its admissions policies, administration, scholarships, and other school programs.

All applicants will be accepted for admission to the ULI as long as they meet the following:

1. Government issued ID
2. The applicant must be 18 years of age. If the applicant is less than 18 years of age, a parent/guardian signature is required to enroll the student in the program.
3. Complete the VERSANT placement test in order to place the student in a proper ESL level
4. In addition to the VERSANT, the student meets with the ESL instructor for an oral evaluation.
5. Submit a completed Application for Admission

#### International Students Admissions

***This school is authorized under Federal law to enroll nonimmigrant alien students.***

1. Government issued ID and Student Visa/I-20
2. The applicant must be 18 years of age. If the applicant is less than 18 years of age, a parent/guardian signature is required to enroll the student in the program
3. Complete the VERSANT placement test in order to place the student in a proper ESL level
4. In addition to the VERSANT, the student meets with the ESL instructor for an oral evaluation
5. Submit a completed Application for Admission

#### ESL Placement Level

Each student is required to take a diagnostic language test (Versant) which identifies their individual strengths and weaknesses in English. The test examines the 4 skill areas and is timed for analysis of student processing speed. According to the result of the test, the student will be placed into the correct proficiency level. In the event that a student's placement test score results indicate a level that falls between our program's courses placement description, the ESL director will provide the student with specific level assessments and will have him/her attend both a lower and higher level ESL class to gauge the best fit. After doing so, a final meeting with the ESL Director is set to determine outcome of student's experience between levels and additional assessments results.

#### ESL Placement Test Appeals

Students can appeal their initial placement and promotion decisions by filling out the student request form, after the form is received; a meeting with the ESL director and the academic advisor is arranged for final decision.

## **International Students**

***This school is authorized under Federal law to enroll nonimmigrant alien students.***

International students are always welcome and we are committed to provide the same quality education to help them become successful in their endeavors. International students wishing to attend our school must meet the international students' admission standards and meet the following requirements in order to obtain their I-20:

1. Applicants must prove that sufficient funds are available from source to defray all living and school expenses during the entire period of study in the United States. The last three bank statements of the sponsor or the student must be presented along with a letter from the sponsor or student.
2. Present to school a photocopy of passport and I-94 if applicable
3. Persons applying for F-1 visa with the initial I-20 will require payment of SEVIS fee of \$350. The check or money order should be made payable to the Immigration and Naturalization Service
4. Make a first payment of \$800.00 as part of tuition
5. If you are changing your status, you must fill out form I-539 and pay a fee of \$370 and \$80 for your finger prints. ULI will assist you in the process. Change of status processing fees may apply.

Students who wish to extend their F-1 status will be granted extension only if they are in good academic and financial standing with ULI.

### **F-1 Visa/Status Laws**

From <https://studyinthestates.dhs.gov/maintaining-status>

While studying in the United States, it is important to maintain your F student status. Your status relates to the purpose, or reason for why you want to come to the United States. The U.S. Department of State issues you your visa based on your intended purpose.

If the Department of State issues you an F or M student visa, this means that you are coming to the United States to study. You should not take any action that detracts from that purpose. Maintaining your status means:

- Fulfilling the purpose for why the Department of State issued you your visa.
- Following the regulations associated with that purpose.

Below are actions to take in order to properly maintain your status.

### **Arrival**

When arriving to the United States, F students must:

- Enter the United States no more than 30 days before your program of study begins.
- Immediately contact your designated school official (DSO) when you enter the United States.

- When you arrive at school, you need to contact your DSO again, no later than the program start date listed on your Form I-20, "Certificate of Eligibility for Nonimmigrant Student Status."

## **Education**

While studying in the United States, F students must:

- Attend and pass all your classes. If school is too difficult, speak with your DSO immediately.
- If you believe that you will be unable to complete your program by the end date listed on your Form I-20, talk with your DSO about requesting a possible program extension.
- You must take a full course of study each term; if you cannot study full-time, contact your DSO immediately.
- Do not drop a class without first speaking with your DSO.

## **Work and Practical Training for F Students**

An F student may only work when authorized by a DSO in some cases, and U.S. Citizenship and Immigration Services (USCIS) in others. If you choose to work without authorization, you will be forced to leave the United States immediately, and you may not be able to re-enter the United States at a later date.

For more information about employment and training options available for F-students, visit the [Working in the United States page](#) and talk with your DSO.

## **Upon Program Completion**

F students must take action to maintain legal status or depart the United States after completing your program of study.

Once you complete your program of study and any authorized period of practical training, F students have 60 days after completion of your program (the program end date on your Form I-20) to leave the United States. If you wish to extend your stay in the United States, talk with your DSO to learn more about doing one of the following:

- Transfer to another school.
- Change your education level (e.g. associate's to bachelor's).
- Apply to change status to another visa status (e.g. H-1B-temporary worker; O-extraordinary ability in science, art or business; P-athlete).

## **Talk with your DSO first**

If you are an F studying in the United States, your DSO should be the first person you talk with if you have any questions regarding the legal requirements of your stay in the United States. Your DSO can assist in answering your questions or help you find someone who can help.

F-1 students should speak with their DSO if you are planning to do any of the following:

- Change your major, program, or degree level.
- Change your education level.

- Transfer to a new school or take a leave of absence.
- Take a break from school.
- Travel outside the United States.
- Move to a new address.
- Request a program extension.

F students may contact SEVP by email at [sevp@ice.dhs.gov](mailto:sevp@ice.dhs.gov) if your DSO is unable to assist you or if you would prefer to ask someone else. In your email, please describe your situation and include any questions you have. SEVP provides responses on a first-come, first-served basis. Answer times may vary depending on the current number of inquiries.

### **Non-Matriculated Student Policy**

Non-matriculated students are non-diploma seeking students who enjoy the educational opportunities, resources, and personal experiences ULI provides without committing to a Diploma program. Please consider the following when becoming a non-matriculated student:

- There is a \$100 registration fee to become non-matriculated.
- As a non-matriculated student you are not allowed to take more than 360 clock hours.
- If you decide that you want to become a regular ULI student you will be required to go through the normal admissions process.

### **Reasons for Denying Admissions**

United Language Institute will document reasons for denying admission, and will keep those records on file for at least one year

A student will be denied for admissions if:

1. She/he has not completed the admission requirements,
2. If the submitted documents cannot be verified to be true
3. The ULI reserves the right to deny admissions to any applicant who in the judgment of the admissions committee or the Admissions Coordinator may not benefit from ULI's educational programs or whose conduct may impact in a negative way the ULI or its program.

### **Scholarships**

#### **English Learning Scholarship**

This award was created to help people to become English proficient. This scholarship is an academic merit intended for full-time students who wish to complete the English as a Second Language Program and qualify to begin studies at the first or second level.

#### **Award Condition:**

- Scholarship awarded by the Academic Board of United International ULI.
  - Scholarship awarded for up to 30% of the total tuition.
  - It will be awarded and disbursed as follows: 100% at the time student enrolls in ULI.
- Scholarship is valid as long as the student fulfills the following conditions each term:
- o Complete 10 hours of service to ULI. Please present signed work-study form
  - o Maintain a minimum CGPA of 3.0
  - o Maintain attendance in good standing
  - o Make all payments in a timely manner

- In the event that the student decides to withdraw from ULI, all tuition calculations will be made without the scholarship.
- The decision of the Academic Board will be final.

**Supporting Documentation:**

- 1- Personal Essay:** Write an ESSAY about why you deserve to receive this Scholarship. Indicate your objectives. You may want to include information about your educational and personal goals. Write about any special interests or special circumstances that you may wish the Academic Board to consider. Address in your essay evidence of leadership as well as your desire to study ESL at ULI. **Essay Format:** Use 8 ½" x 11" white paper; minimum two pages or 1000 words. Times new roman or similar **12pt - Double-space** the body of your essay and use 1" margins all around.
- 2-** Include **two letters of recommendation** with your application from previous or current professors or employers. All documentation must be submitted in English or translated into English.
- 3-** Government-issued proof of ID
- 4-** There are 10 English Learning scholarships available to be granted for 2022
- 1-** Application Deadline: December 8<sup>th</sup>, April 5<sup>th</sup>, August 15<sup>th</sup>, 2022.

**ESL Transfer to Associate program Scholarship**

This award was created to help students who successfully complete an ESL program with a CGPA of 3.0 and wish to apply and complete an Associate degree at United International College. This scholarship is an academic merit only intended for full-time students who transfer from ULI to UIC. Please refer to UIC’s catalog for detailed information

**Tuition and Fees**

Registration Fee	\$100.00
Tuition	\$13,930 (7 Levels)
Tuition per Level	\$1990
Books	\$1300 (effective 09/01/2022)
Official Transcripts	\$10.00

The Registration Fee of \$100 is a one-time non-refundable fee. Tuition is broken down for each term. Payment of tuition is to be made prior the first day of class each term unless prior arrangement for payment has been agreed upon. The tuition does not include other program cost including, but not limited to: book, supplies, laboratory fees, and other cost associated with the program of study. It is the student's obligation to pay this additional cost, and to obtain books and supplies on their own.



### **Estimated Total Cost of Books and Supplies**

<b>Program</b>	<b>Cost</b>
English as a Second Language	\$1300

### **Estimated Other Costs**

<b>Others</b>	<b>Cost</b>
Official Transcripts	\$10
VERSANT Placement Test	\$20
Student ID replacement	\$10
Engagement fee per term (Lab, technology, field trips & activity fees) (Effective 09/01/2022)	\$95

### **Methods of Payment**

Students have the option to make the full tuition payment at the time of signing the enrollment agreement or choose monthly payments as a convenient alternative to pay.

Payments can be made via credit card, check or cash; note, checks must be made payable to United Corp. Furthermore, students can also make payments on campus or online through a reliable and secure gateway merchant service for payment processing; this system authorizes and processed credit card payments. Students who wish to make online payments can find the link at [www.uinternational.edu](http://www.uinternational.edu) or can directly click on the following link:

<https://www.uinternational.edu/payments/>

## **ACADEMIC POLICIES**

### **School Calendar**

**UNITED LANGUAGE INSTITUTE** operates on a continuous basis throughout the year excluding weekends and legal holidays as listed. Classes will begin every term or every three months. Students may register only at the beginning of a term.

### **Holidays**

Our institution will be closed the following holidays:

M. L. King Jr. Birthday

President's Day

Easter Holiday

Memorial Day Holiday

Independence Day Holiday

Labor Day Holiday  
Veteran's Day  
Thanksgiving Day Holiday

Students will be off for the following breaks and vacations:

1. Spring Break: April 15<sup>th</sup> - May 9<sup>th</sup>
2. Summer Break: August 12<sup>th</sup> – September 5<sup>th</sup>
4. Christmas Break: December 16<sup>th</sup> – January 9<sup>th</sup>

### **Academic Year**

The academic year is divided into three terms. Term I (Spring), Term II (Summer), and Term III (Fall). Each term is fourteen weeks in length, thirteen weeks of instruction and one of final exams. The ESL program is designed for the student to enroll at the beginning of any term. The academic year should be a twelve-month year for those students enrolled as full time students.

### **Class Schedule**

ESL classes are in session from 8:30 am to 12:45 pm, Monday through Thursday Full time students are expected to be registered in at least 252 hours per term. Part-time student must be registered in at least 115 hours per term. If a situation arises where the school has to close due to bad weather or any other situation, we will contact all the students and inform them of the fact via text message, e-mail or ULI's social media accounts. The maximum number of students per classroom is between 15 to 25 students. International Students must complete at least 18 hours of study per week. Class schedules may vary to accommodate all classes and complete all hours.

### **Students' E-mail Mail and Telephone Messages**

Most of the official communications happen via the institutional e-mail and Moodle. Students are expected to check regularly their email and messages through Moodle. Text messages and phone blasts will be sent in cases where massive communication is needed.

### **Definition of a Clock Hour**

An academic clock hour equals 50 minutes of instruction and a 10 minute break. In order to culminate a program, the student must complete all the required hours.

### **Description of the Course Code Numbering**

Courses that begin with a 1 are introductory or first level courses. Courses that begin with a 2 are for second year level students. Courses that begin with a 3 and 4 are for third and fourth level students. Courses that begin with a 5, 6 and 7 are for 5, 6 and 7 level students.

### **Academic Honesty**

Plagiarism is defined as the use of the ideas, phrases, sentences, or larger units of discourse from another writer or speaker without proper acknowledgment, Plagiarism includes the unauthorized copying of software and the violation of copyright laws. Students who commit plagiarism for the first time, the professor will report the students to the academic director of the institution and a report will be placed in the student's file. Furthermore, the student will receive an F in the assignment. If the student is found committing plagiarism for the second time, the student will receive an F in the course, and will have to re-take it.

## **Library**

Library books/materials borrowing limit is set at 5 titles per student per two week session. Students who possess circulation books past the two week period will incur a hold on their registration for the upcoming academic quarter and fees for each day materials are late. Fines for overdue loans are calculated from the due date to the day the items are returned. Saturday, Sundays and public holidays are not included in this calculation. Fees for late textbooks and materials are set at .50 cents per day. Borrowing and renewal privileges will be suspended when the accumulated fines reach \$10.00. Fines have to be paid to restore borrowing privileges. Members will be informed about their fines through email. Failure to receive library notices is not a valid reason for a waiver of fines. Borrowers are responsible for all materials charged under their library accounts. All fees must be paid to United Language Institute before borrowing privileges are restored and registration holds are listed.

Where an item is lost or damaged, the borrower will be charged for the item. The charges include cost of replacing the title, processing fee of \$21.40 per item (inclusive of 7% GST), and overdue fines (if any). Borrowers are liable for overdue fines, calculated from the date due to the date when the materials are reported lost. A sum of three times the estimated cost of an item will be charged for an out-of-print item reported lost or returned damaged. If you manage to locate your lost item before payment is made, you need only to pay the overdue fines. Borrowers who return items which are damaged but still in repairable condition will be fined \$21.40 (inclusive of 7% GST). All lost or damaged items must be reported to the Library.

## **Graduation Requirements**

All students who successfully complete the program will receive a diploma. The student must meet the following graduation requirements in order to graduate and receive a diploma from ULI:

1. Complete all the clock hours as required
2. Complete all work and tests required in areas of study
3. Receive a minimum CGPA of 2.0 = C
4. Meet all financial obligations with the school.

## **Attendance Policy**

Students are expected to attend all scheduled ULI classes for the courses that they are registered in. Attendance is taken daily. Students missing more than 20% of a course will automatically be dismissed from the class. The student is responsible to make-up these hours on a weekly or monthly basis. Disciplinary steps up to dismissal may be taken for those students who have continuously failed to maintain the prescribed attendance minimums as defined in the Standards of Academic Progress.

## **Student Tardiness Policy**

A student is considered tardy/late if he/she comes to class 15 minutes late. With three tardies the student accumulates one full absence. If the student misses half of the class period, it is a full absence. When a student has more than 5 tardies, the instructor will contact the Academic Director to request an intervention session with the student. The goal of the intervention session is to develop and implement a program to help students learn practices to save and better manage time.

### **Leave of Absence**

A leave of absence (LOA) may be granted for up to 180 days for reasonable causes like family illness, disability, or emergency. Students requesting LOA must submit a signed LOA form with an explanation and supporting documentation. If student fails to return from the leave of absence, he or she will be considered withdrawn for academic purposes. International students may request LOA for a maximum of 5 months and must depart the USA within 15 days of their request.

### **Vacation Policy for International Students**

F-1 Students may take vacations after completing one year of full time studies (full course load) and before starting the second year of studies. Students taking vacation must comply with the following requirements:

- Vacations must be requested 90 days in advance
- Payments will remain the same during the vacation period
- Students may enroll in classes during the vacation period

### **Full course of study requirements for post-secondary programs (from USCIS)**

F-1 post-secondary students have a number of requirements they must abide by to remain compliant.

- F-1 undergraduate students at a college or university must take at least 12 credit hours per term.
- F-1 students in postgraduate programs at a college, university, conservatory or seminary must take a full course of study as certified by the institution.
- F-1 students in other post-secondary liberal arts, fine arts or other non-vocational or English language learning training programs must meet 18 clock hours per week if the majority is classroom instruction or 22 clock hours per week if the majority of the program instruction does not take place in the classroom, such as laboratory work.

### **Make-Up Policy**

Students must complete all requirements for graduation within the stated time frames found in the enrollment agreement. All work and hours that must be made up, due to absences, must be completed within the time frame of the agreement; otherwise, this make-up time will be subject to additional tuition charges as stated in the enrollment agreement.

### **Cancellation and Refund Policy**

The following refund policy will be applied after a degree or diploma student has been admitted to ULI. If for any reason a student should be terminated or his/her classes need to be canceled, all refunds will be made according to the following refund criteria:

1. Cancellation must be made in person, by electronic mail, certified mail, or by termination notice.
2. All payments received will be refunded in accordance with the tuition and fee refund table below.
3. Refunds will be based on all monies paid directly by the student; any money if received from a government financial assistance program will be returned to such agency.

**Withdrawal from individual courses**

- 4. **During add/drop period:** Students who drop individual courses during the drop/add period specified in the Academic Calendar will receive a refund for the tuition and fees for the course as specified in the tables below.
- 5. **After add/drop period:** Students who drop individual courses after the drop/add period specified in the Academic Calendar (Week 3 and 4) and in the tables below will receive refund for the tuition and fees for the courses as specified below.

**Procedure**

To drop an individual course or courses but remain enrolled in the ULI, students must obtain an add/drop form from the Office of the Registrar and Financial Department

**Withdrawal from ULI**

- 6. Students who register but do not attend classes or who withdraw from the ULI for any reason after attending classes will receive refund or credit according to the graph below.

**Procedure**

Students withdrawing from ULI must do so in person, by electronic mail, certified mail, or by obtaining a withdrawal form from the Office Student Services. The effective date of withdrawal will be the date on which the notice is received. Once the withdrawal notice is received the billing office will calculate the refund if any, according to the tables below.

**Refund Table**

Student is entitled to upon withdrawal/Cancellation	Refund
Within first 3 days after signing enrollment agreement	100%
Withdrawal during Week 1 (Drop/Add Period)	100%
Withdrawal during Week 2 (Drop/Add Period)	100%
Withdrawal during Week 3	30%
Withdrawal during Week 4	No refund

\* If Student repeats any Program course, Student must pay all of the then current tuition and fees applicable to such Program course.\*

For purposes of determining the percentage of refund, the first week of classes will be considered the start of the semester. A week is considered Monday through Friday. All refunds hereunder shall be made by ULI within thirty (30) days of the date that ULI determines that the student is eligible for a refund.

**STANDARDS OF SATISFACTORY ACADEMIC PROGRESS**

All students are required to meet the standards of academic performance that are outlined in the sections below and they are evaluated regularly to determine that the standards are met. These standards have various components: a minimum cumulative grade point average (CGPA) of 2.0; a minimum successful completion rate of 60% based on all clock hours attempted; and, a maximum time frame 1.5 times of the normal program length to successfully complete all required clock hours for the diploma program.

As described below, each student must achieve the minimum CGPA within the maximum time frame established, achieving the **required completion rate of 60%** at each evaluation point. Failure to meet these standards may result in dismissal from ULI. Our institution is committed to assist all of our students in order to provide an optimal learning experience so that they will be able to succeed in achieving their educational goals.

**Maximum Time Frame of Program Completion**

The Maximum time frame of program completion (MTF) is defined as 1.5 times of the normal program length:

	Normal Program Length	Maximum Time Frame
English as a Second Language	1764 clock hours / 98 weeks	1764 clock hours / 147 weeks

The MTF will be adjusted individually according to the total number of clock hours the student intends to complete according to their placement level. The total number of hours will be multiplied by 1.5 to determine that student's MTF.

**Class Repetition**

In order to complete the program within the maximum time frame, the number of total classes that a student and the maximum times a class may be repeated is adjusted according to the level in which a student starts the program:

Program Start	Number of classes that can be repeated	Number of times a singular class can be repeated
First Level	15 classes	2 (maximum)
Second Level	12 classes	2 (maximum)
Third Level	9 classes	2 (maximum)
Fourth Level	6 classes	2 (maximum)
Fifth Level	3 classes	2 (maximum)
Sixth Level	2 classes	2 (maximum)
Seventh Level	2 classes	2 (maximum)

### **Satisfactory Academic Progress (SAP) Evaluation**

Student progress is constantly monitored by ULI's academic department. Satisfactory Academic Progress is evaluated after the end of each payment period (term).

1) **Academic Warning:** Students are to be placed on Academic Warning as a consequence of not making satisfactory progress at the end of each payment period (terms). Warning status lasts for one payment period/term only.

- Students who make satisfactory progress by the end of the warning period are removed from academic warning.
- Students who fail to make satisfactory progress by the end of the warning period are placed on probation.

2) **Academic Probation:** Students are placed on probation for a maximum of a term. It is required that they visit the academic advisor at least twice during the term.

- Students who regain to make satisfactory progress after the probation period are removed from academic probation.
- Students who fail to make satisfactory progress by the end of the Academic Probation Period will be dismissed from ULI. International Students who do not meet SAP progress by the end of the Academic Probation Period will be dismissed and may lose their status.

### **Academic Appeals**

Any student who has been placed on academic warning, probation or dismissal and feels that there were mitigating circumstances that caused him or her to fail the SAP standard, may file a written appeal within 10 business days of the SAP notification with supporting documentation to the Academic Director who will determine, based on the appeal, if the student would be able to meet the SAP standards by the end of the subsequent payment period. If the student's appeal is granted, the student will be placed on Academic Probation or Academic Plan depending on the student status at the time the appeal is filed.

### **Academic Dismissal**

Any student who has been academically dismissed will not be considered for readmission to ULI until 6 months have passed. The student will have to reapply for admission, satisfy all admissions criteria in effect at the time, satisfy any outstanding financial obligations to the institution, and retake any failed classes before proceeding to other courses. Students SAP standing when they leave the ULI will be the same upon returning.

### **SAP and Attendance for International Students**

International Students must comply with ULI's SAP and attendance policy in order to keep their legal status while studying in the USA. It is recommended to seek advice from the school PDSO if you are not complying with either of these policies.

### **Records and Grading System**

Academic records of all students, including dismissed students, are held at our location in locked file cabinets. Only authorized administration personnel, officials, Accreditation officials, and the student will have access to the records. No records will be released without the expressed written consent from the student or parent/legal guardian (if student is a minor) to any one requesting such information. In the case of a minor, defined as a student under the age of eighteen, the parents or legal guardian will be given access to the student's records without the consent of the student.

Final grades for each term are recorded and given to the students at the end of the term. Grade Point Average (GPA) is calculated by adding the grades received for all work for the term and divided by the number of grades. Unless otherwise indicated, each grade earned is calculated into the student's cumulative grade point average (CGPA). The following are the grades and their values used in the calculation of the GPA and CGPA:

<b><u>Grade</u></b>	<b><u>Scoring %</u></b>	<b><u>Points</u></b>
A	96 - 100	4.0
A-	90 - 95	3.7
B+	87 - 89	3.4
B	84 - 86	3.0
B-	80 - 83	2.7
C+	77 - 79	2.4
C	74 - 76	2.0
C-	70 - 73	1.7
D	60 - 69	1.0
F	0 - 59	0.0
I		0.0
W		----
WP		----
WF		0.0
TC		-----

### **Course Failure (F)**

An F grade counts towards the CGPA of students enrolled in the Diploma. The course must be repeated to successfully achieve the course objectives.

### **Course Incomplete (I)**

Faculty may award a student an incomplete grade when the student is not able to complete all the course objectives due to extenuating circumstances. A student who receives an (I) grade must complete all the work within three weeks from the end of the term. Incomplete courses not completed within the time frame allowed will automatically receive F grades.

### **Course Withdrawal (W)**

A withdrawal (W) grade is a final grade entered for a course for those students who decide to withdraw in writing by filling out the add/drop form before the term deadline for withdrawals. A withdrawal grade is not included in the calculation of the student's CGPA and it is not added to the hours attempted.



### **WP Grade**

A student who formally withdraws from a course after the add/drop period and who has earned an overall score of 2.0 or higher by the time of the withdrawal will be assigned a grade of WP for the course. The WP grade is not included in the calculation of the CGPA it is added to the hours attempted.

### **WF Grade**

A student who formally withdraws from a course after the add/drop period and who has earned less than an overall score of 2.0 or higher by the time of the withdrawal will be assigned a grade of WF for the course. The WF grade is included in the calculation of the CGPA it is added to the hours attempted.

### **ESL Course-Level Progression Policy**

Any student who passes a class with a grade of D-or better (60% or above out of a 100% value) will be promoted to the next level of that particular class. Otherwise, a student will be required to retake such class. However, as some classes are grouped together, such classes must be taken and/or repeated together. For instance, [ESL 101](#) and [ESL 107A](#) are interconnected prerequisite courses which must be satisfied together in order to advance to [ESL 201](#) and [ESL 207A](#) respectively. No student who fails **ESL 101**, and passes **ESL 107A** will be permitted to advance to **ESL 201 or ESL 207A**. ESL students with a completion grade of "F" in any course will need to retake both courses, aforementioned above. Please see below for specific course-level progression sequence for the complete ESL program.

### **STUDENT RIGHTS AND RESPONSIBILITIES**

We respect your time and desire to help you improve yourself. We know education cost you money, time, effort, and sacrifice. We do not want all of this to go to waste; therefore, here at **UNITED LANGUAGE INSTITUTE**, we want you to be aware of your rights as a student, as well as your responsibilities to the school.

	Promotion Sequence						
Courses by Level	ESL 101, ESL 107A	ESL 201, ESL 207A	ESL 301, ESL 307A	ESL 401, ESL 407A	ESL 501, ESL 507A	ESL 601, ESL 607A	ESL 701, ESL 707A
	ESL 103	ESL 203	ESL 303	ESL 403	ESL 503	ESL 603	ESL 703
	ESL 105	ESL 205	ESL 305	ESL 405	ESL 505	ESL 605	ESL 705
	ESL 107B	ESL 207B	ESL 307B	ESL 407B	ESL 507B	ESL 607B	ESL 707B
	ESL 111	ESL 211	ESL 311	ESL 411	ESL 511	ESL 611	ESL 711

Attendance and participation grades will not be an indicator that a student has achieved student learning outcomes for any given course nor a factor in progression from level to level. However, due to regulations for international students, attendance is mandatory and falling below the

threshold of being absent more than 20% of the entire course will result in course failure and possible visa termination. Only course assignments and assessments that directly align with course objectives, goals, and SLOs will be an indicator of achieving SLOs and ultimately level progression

#### Your rights

1. To ask for the name and address of the licensing organization, in case that you may have to lodge a complaint that may have gone unresolved at the school level.
2. To have facilities and services available to the handicapped.
3. To know how Satisfactory Academic Progress is determined, if you are making satisfactory progress and consequences if the level of progress is not meet.
4. To be thoroughly informed regarding ULI's programs, services, staff and facilities.
5. To be thoroughly informed about the cost of attending and the ULI's policies regarding refunds for students who withdraw.
6. To be thoroughly informed regarding student graduation rates.

#### Your responsibilities

1. To read all information regarding our programs and services before you enroll.
2. To read, understand and keep copies of all forms you are asked to sign.
3. To notify ULI if you change your home address, phone number or attendance status.
4. To make sure you understand ULI's Refund policy.
5. To try you best.

### **Student Grievance Procedure**

Students who need to solve any problem or have any complaint should contact their academic advisor through a written manner or by filling out this [form](#). After an evaluation and consideration of the students' situations, the advisor gives responses to the students within ten business days through a memorandum format. If the problem persists and cannot be solved by the advisor, students should turn to the president of the school for solutions.

## **RULES AND REGULATIONS**

### **Code of Conduct**

Students are expected to conduct themselves in a manner that will reflect the integrity, respect and professionalism. The following rules and regulations have been established to guarantee an atmosphere conducive to continuous high levels of education.

1. Students are required to wear clothing that will not be offensive to others or may be unprofessional. For safety, proper footwear must be worn.
2. Students must be in class on time. Students who are late fifteen minutes may not be admitted to class.
3. Students must be responsible for all of their personal belongings.
4. Smoking is not permitted anywhere inside the school building.
5. Eating or drinking is only allowed in designated areas.
6. Students are responsible for their personal hygiene and appearance.

7. Students must complete all assignments and respectfully follow the direction of the instructor.
8. Personal phone calls will not be permitted during class time, unless they are of an emergency nature.
9. All cellular phones must be turned off at the start of class as to not interrupt or create a distraction in class. If the phone has a vibrating feature, you may leave it on.
10. Weapons of any kind are strictly prohibited in school property and grounds.

### **Disciplinary Actions**

Any breach of the above mentioned rules may lead to disciplinary actions up to and including probation for an academic term/semester or dismissal. Any kind of vandalism or willful damage to school property or disruptive actions will be grounds for immediate probation or dismissal.

### **Disciplinary Appeals**

Any student who has been placed on probation or dismissal and feels that there were mitigating circumstances that caused him or her to fail to follow the ULI rules and regulations, may file a written appeal within 10 business days of the notification with supporting documentation to the Student Services Director who will determine if the appeal is granted or not. If the student's appeal is granted, the student will be removed from probation or dismissal.

### **Disciplinary Dismissal**

Any student who has been dismissed will not be considered for readmission to ULI until 6 months have passed. The student will have to reapply for admission, satisfy all admissions criteria in effect at the time and satisfy any outstanding financial obligations to the institution.

## **ULI's POLICIES**

### **Alcohol Beverage And Drug Policy**

United Language Institute, in accordance with state laws, has adopted the following policy on alcohol and drugs consumption. ULI recognizes that the unlawful manufacture, sale, delivery, unauthorized possession or use of any illicit drug is prohibited on property owned or otherwise controlled by ULI. If an individual associated with ULI is apprehended for violating any drug or alcohol-related law when on ULI property, or participating in an ULI activity, ULI will fully cooperate with all law enforcement agencies. Underage possession or consumption of alcoholic beverages is not permitted on property owned or controlled by ULI and the state laws will be enforced. Intentionally or knowingly selling, or intentionally or knowingly furnishing alcoholic beverages to persons under the age of 21, or to persons obviously inebriated, is not permitted on property owned or controlled by the ULI. Any student caught under the influence of any such substance will be subject to penalties including dismissal from ULI.

Students or faculty involved or in recovery from alcohol or drug problems seeking assistance can contact United International College's counselor:

Dr. Lina Maria  
School Counselor  
3130 Commerce Parkway Miramar, Florida 33025  
(954) 607 – 4344

Additionally, if you're seeking treatment, you can call the Substance Abuse and Mental Health Services Administration's (SAMHSA's) National Helpline at 1-800-662-HELP (1-800-662-4357) or go to [www.findtreatment.samhsa.gov](http://www.findtreatment.samhsa.gov) for information on hotlines, counseling services, or treatment options.

## **Copyright Infringement Policy**

### **Purpose**

The purpose of the Copyright Infringement Policy is to comply with copyright law for the use of copyrighted material on ULI's computer systems and networks. In addition, this policy seeks to make aware to all users the seriousness as well as possible consequences for unauthorized use of copyrighted material. It is illegal. This policy applies to all users and subscribers of the ULI Network. Users are required to comply with the legal safeguards provided for copyrighted and licensed works.

### **What is Copyright?**

"Copyright is a form of protection provided by the laws of the United States (title 17, U.S. Code) to the authors of "original works of authorship," including literary, dramatic, musical, artistic, and certain other intellectual works. This protection is available to both published and unpublished works. Section 106 of the 1976 Copyright Act generally gives the owner of copyright the exclusive right to do and to authorize others to do the following:

- To reproduce the work in copies or phony records;
- To prepare derivative works based upon the work;
- To distribute copies or photo records of the work to the public by sale or other transfer of ownership, or by rental, lease, or lending;
- To perform the work publicly, in the case of literary, musical, dramatic, and choreographic works, pantomimes, and motion pictures and other audiovisual works;
- To display the copyrighted work publicly, in the case of literary, musical, dramatic, and choreographic works, pantomimes, and pictorial, graphic, or sculptural works, including the individual images of a motion picture or other audiovisual work; and
- In the case of sound recordings, to perform the work publicly by means of a digital audio transmission."

US Copyright Office ([www.copyright.gov](http://www.copyright.gov))

### **Policy**

ULI strictly prohibits any and all of the following: copyright, trademark, patent, trade secret or other intellectual property infringement, including but not limited to using any copyrighted names, text or images, offering pirated computer programs or links to such programs, serial or registration numbers for software programs, copyrighted music, etc., as policy on the use of copyrighted material on the Institution's computer systems and networks.

ULI respects the copyrights of those involved in creating and distributing copyrighted material, including music, movies, software, and other literary and artistic works. It is the policy of ULI to comply with copyright law. If users utilize copyrighted materials for educational, instructional, research, scholarship and like arenas, ULI will follow the legal doctrine of fair use currently a part of the copyright law. The ULI's users will not make unauthorized copies of copyrighted material on or using ULI computer systems, networks or storage media.

This is inclusive of utilizing unlicensed/unauthorized peer-to-peer file services that would promote copyright infringement. ULI reserves the right to monitor its computer systems, networks and storage media for compliance with this policy, at any time, without notice, and with or without cause. Additionally, the ULI reserves the right to delete from its computer systems and storage media, or restrict access to, any seemingly unauthorized copies of copyrighted materials it may find, at any time and without notice.

Users who violate this policy are subject to disciplinary action as appropriate under the circumstances. Such disciplinary action may include termination, expulsion and other legal actions.

### **Sexual Harassment Policy**

United Language Institute does not tolerate sexual assault against females or males, whether committed by a stranger or by an acquaintance. ULI attempts to protect members of the school community, including visitors, from sexual assaults and offers any student, faculty or staff member who survives a sexual assault that occurs within the context of the school community the support necessary to enable them to continue to pursue their academic or career goals.

### **Anti-Hazing Policy**

United Language Institute strictly prohibits hazing of any kind.

According to Florida Statute 240.36 hazing is defined as:

1. Any action or situation which recklessly or intentionally endangers the mental or physical health or safety of a student, or which willfully destroys or removes public or private property for the purpose of initiation or admission into or in affiliation with , or as a condition for continued membership in any organization operating under the sanction of ULI.
2. Such actions include but are not limited to: any physical brutality such as paddling, forced calisthenics, exposure to the elements; forced consumption of any food, liquor, drug, or any other substance; creation of excessive fatigue; psychological stress; engaging in public stunts; morally degrading or humiliating games or activities; and any other activity that is not consistent with the ULI's rules and regulations.

Hazing is illegal and dangerous. Students who engage in hazing activities are subject to penalties up to dismissal from ULI. Organizations that authorize hazing activities are subject to penalties that may include recession of permission to operate at United Language Institute.

### **Policy on Secondary Confirmation FERPA**

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.

FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are "eligible students."

- Parents or eligible students have the right to inspect and review the student's education records maintained by the school. Schools are not required to provide copies of records

unless, for reasons such as great distance, it is impossible for parents or eligible students to review the records. Schools may charge a fee for copies.

- Parents or eligible students have the right to request that a school correct records which they believe to be inaccurate or misleading. If the school decides not to amend the record, the parent or eligible student then has the right to a formal hearing. After the hearing, if the school still decides not to amend the record, the parent or eligible student has the right to place a statement with the record setting forth his or her view about the contested information.
- Generally, schools must have written permission from the parent or eligible student in order to release any information from a student's education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions (34 CFR § 99.31):
  - ✓ School officials with legitimate educational interest;
  - ✓ Other schools to which a student is transferring;
  - ✓ Specified officials for audit or evaluation purposes;
  - ✓ Appropriate parties in connection with financial aid to a student;
  - ✓ Organizations conducting certain studies for or on behalf of the school;
  - ✓ Accrediting organizations;
  - ✓ To comply with a judicial order or lawfully issued subpoena;
  - ✓ Appropriate officials in cases of health and safety emergencies; and
  - ✓ State and local authorities, within a juvenile justice system, pursuant to specific State law.

ULI may disclose, without consent, "directory" information such as a student's name, address, telephone number, date and place of birth, honors and awards, and dates of attendance. However, schools must tell parents and eligible students about directory information and allow parents and eligible students a reasonable amount of time to request that the school not disclose directory information about them. ULI notifies parents and eligible students annually of their rights under FERPA in the updated student catalog. ULI keeps a record of each request for access and each disclosure of personally identifiable student information to other parties. The record of the request and disclosure identifies the parties who requested the information and their legitimate interest in the information. This record is maintained in the student's file as long as the educational records themselves are kept. For additional information, you may call 1-800-USA-LEARN (1-800-872-5327) (voice). Individuals who use TDD may use the Federal Relay Service. Or you may contact us at the following address:

Family Policy Compliance Office  
U.S. Department of Education  
400 Maryland Avenue, SW  
Washington, D.C. 20202-8520

### III. STUDENT LIFE AND SERVICES

The Institutional Well-Being office is in charge of all student activities and complementary actions to the school's mission, which support the development of the primary functions of the organization. The purpose of the wellbeing office is the permanent search of the "Being good", trying to obtain the affective, physical and social development of all people whom join the **UNITED LANGUAGE INSTITUTE** family as students, professors, administrative personnel and the directors. For this purpose, **UNITED LANGUAGE INSTITUTE** counts on the following services and events:



*Halloween 2019*



*Vizcaya Museum 2019*

#### **New Student Orientation**

Each new student will participate in an orientation seminar before the regular class calendar begins. Its purpose is for the new student to become familiar the group of current students, faculty, administrative personnel and the directors. Students will also acquire knowledge about the academic service processes and procedures as much as the administrative well-being office. In addition, students learn about the processes of enterprise formation, the curricula for world globalization and emotional intelligence.

#### **Academic Advising**

The office of academic advising is open to all students needing advice. Please contact either your program lead or the academic director in order to arrange meeting times to discuss academic matters.

#### **Student Record Services**

The student records are kept in a locked fireproof cabinet in the academic office. The student records cabinet remains locked after each access and it remains locked while the administrative staff is not present. In addition, UIC currently uses school management software called FAME, where all the student records are kept safe in UIC's server. Student records are kept indefinitely.

The students will be able to obtain a listing of the grades quarterly. Students who desire to request a copy of their official transcripts will be charged a fee of \$10.00; they will be mailed to them or sent to the institution or organization of their choice. Official transcripts will have the Registrar's office signature and institutional seal.

The following Student Services are offered by **United International College (UIC)** to all students registered in **United Language Institute (ULI)**:

### **Counseling Office**

The main purpose of the Counseling Office is to assist students in their own development, including career planning, and skills building. All students in need of objective insights or merely have the "need of someone to lend an ear" are encouraged to make good use of this service.

This is usually accomplished through one-on-one counseling, although it also gives opportunities for group interaction on certain topics and outreach programming for students, teachers, and administrative personnel. Students are encouraged to discuss with their instructor, any problem that may be affecting their academic progress. If the student does not feel comfortable talking with the instructor, the student may request a counseling session with the School Counselor to try to resolve the situation. Records of counseling will be maintained in the student's file. The school only offers academic, skills building and career planning services. Personal needs counseling will need to be referred to a licensed professional in the community.

### **Tutoring and Testing**

UIC offers tutoring services in order to support the academic activities of the college and language institute. Students who need tutoring services to enhance their learning experiences in either in general or core classes are encouraged to make an appointment with their academic advisor in order to request a tutor. Tutoring can be done by either recommendation of the professor, the Academic Director when checking student progress or requested by the student. Versant Testing services are offered by appointment for those who wish to take the ESL placement test or the Language Proficiency test

### **Writing Center**

The college's Writing Center offers tutoring services for students to learn the best English writing mechanics. Students must book their tutoring appointment 24 hours in advance by calling (954) 607-4344. The writing center is open on Fridays from 10:00 a.m. to 12:00 p.m. Each session slot is for 30 minutes. Students should consider the following in preparation to the tutoring session:

Assignment guidelines

Relevant questions

Session Objective

Be prepared to discuss with the instructor your level of understanding of the assignment.

### **Library Resources**

United's library has both desktop and laptop computers with internet access and appropriate application/software technology available to the students from Monday to Friday from 8:30 am to 10:00 pm. UIC holds a licensed subscription to LIRN databases (library and information resources network), which are available to all registered students both in the ULI library and outside of ULI on their home, laptop, and/or tablet computers. The databases include extensive core collections that contain millions of articles, television and radio transcripts, photographs, video and audio clips, encyclopedias, books and reference titles including Credo Reference Unlimited, Gale Cengage/Info Trac Databases, Proquest databases and Bowker databases. Additionally, United holds a subscription to a business module that is built on Proquest's Abi/Inform and Research Library databases, assisting students in necessary research in project-building and/or acquiring



information beneficial to their overall learning and scholastic development. Moreover, UIC's automated system (OPALS) allows students to search the library catalog to see what is available as well having the ability to access their own account to verify the circulation books they have checked out during their tenure at UIC.

### **Tertulia**

“Friday of Tertulia” is a social, educational and cultural event celebrated the third Friday of every month with the purpose of spreading diverse cultures and arts throughout south Florida. It usually consists of an artist showing his or her art exhibition, which can include samples of poetry, painting, sculpture or other artistic manifestations. In addition, there is always a musical guest and a guest speaker. Moreover, there is a business card exchange, which promotes small businesses, helps our student entrepreneurs and monitors our alumni success.

### **Annual Entrepreneurship Conference**

This seminar is especially designed for those students who wish to become entrepreneurs and conquer new markets, internationalize their enterprises, and establish businesses contacts in South Florida.

Prestigious entrepreneurs and speakers put together a special presentation on businesses openings and franchises; modern marketing strategies; international market and regulations; investments, credits, and real estate in south Florida. The interaction of entrepreneurs with our academic community allows the participants to learn from the experiences of successful entrepreneurs, who daily contribute to the strength of the economy.



*Mr. Luis Capo, President of El Dorado Furniture*

### **Health and Prevention**

UIC strives to promote the importance of taking care of the physical and mental health of each individual. The institution offers free health fairs on campus where students have access to free blood tests, doctor consultations and informative sessions about preventive medicine.

All students must have medical insurance while in the USA. It's the student's responsibility to obtain health insurance with appropriate coverage. Although UIC does not offer insurance plans, students can request an appointment with the college's health insurance advisor.

## **Housing**

United International College does not provide housing opportunities for its students on or off-campus. It is the sole responsibility of each student to find his/her own accommodation and lodging during each academic year. However, the institution can connect students with a real state agency if requested. In addition, as part of community services, students are encouraged to share their housing options. In this case, the Admissions Department connects students within the institution based on their accommodation needs or offers.

## **Safety Policy During Social and Recreational Activities**

During social and recreational activities, all students must be accompanied by faculty or staff members. The following checklist must be reviewed by the event organizer before beginning any non-academic activity.

- Students are wearing appropriate clothes for the activity
- If activity is off campus, event organizer must check that students are able to drive to the activity location or school is providing safe means of transportation for such event
- The use of alcohol and illegal substances is strictly prohibited
- Activity should not compromise student safety
- Activity should not encourage any student to perform any physical movement in which student is not comfortable doing
- All students must sign a waiver prior to the activity

## **The Physical Plant**

The school is located in Miramar, Florida in a one-story masonry structure, with 8100 square feet of space. The physical layout consists of a president's office, an administrative office, an academic office, eight classrooms, a big conference room, an exercise room, a computer lab, a media center/study hall, a break room, a recreational area with ping pong tables and two restrooms. There is also a section for the program directors, the staff and the administrative personnel. The physical plant is located the Miramar park of commerce facing Miramar Parkway for easy access. Besides having plenty of parking and being very accessible to I-75 and Florida's Turnpike, there is convenient public transportation. The parking facilities are sufficient for all students. Unusual Drivers with physical problems will be given special consideration.

The School complies with all the provisions of Section 504 of the Rehabilitation Act of 1973 where it states that any qualified, handicapped individual, regardless of handicap, shall not be denied the opportunity or be excluded from enrolling in a school program.

The physical plant has been designed taking in consideration the needs of handicapped students by providing the following: Handicapped parking and ramps, handicapped accessible restrooms, doorways, halls and aisles wide enough for wheel chairs.



*ULI's Campus, Miramar, Florida*

### **Points of interest in Miramar**

#### Miramar Regional Park

6801 Miramar Pkwy,  
Miramar, FL 33027-4588  
+1 954-883-6950

<https://miramarfl.gov/Facilities/Facility/Details/Miramar-Regional-Park-14>

#### Miramar Branch Library and Education Center

2050 Civic Center Pl, Miramar, FL 33025-7803  
+1 954-357-8090

<http://www.broward.org/library/Pages/BranchDetails.aspx?branchInfo=24>

#### Miramar Cultural Center-Arts Park

2400 Civic Center Pl, Miramar, FL 33025-3933  
+1 954-602-4500

<https://www.miramarculturalcenter.org/493/Cultural-Affairs>

#### Ansin Sports Complex

10801 Miramar Blvd, Miramar, FL 33025-4400  
+1 954-602-4990

<https://www.miramarfl.gov/Facilities/Facility/Details/Ansin-Sports-Complex-9>

---

Miramar Community Garden

3700 Largo Dr, Fairway Park, Miramar, FL 33023-6416

+1 954-602-3270

<https://www.miramarfl.gov/501/Community-Garden>

Miramar Police Department

11765 City Hall Promenade, Miramar, FL 33025

+1 954 602-4000

<https://www.miramarpd.org/378/Police>

## IV. PROGRAM OUTLINE

### ENGLISH AS A SECOND LANGUAGE

1764 Clock Hours

**Credential Issued:** Diploma

**Prerequisites:** Please find each course prerequisite in the Course Description section of this catalog.

#### Program Objective

1. To achieve a high-intermediate (B2) to advanced (C1-C2) proficiency level and command of the English language, in order to comprehend and communicate effectively for the purposes of career possibilities and within the social world.
2. To encourage students in learning: to fit within and understand American life through culturally-based content, discourse, and celebratory/holiday activities, to develop native-like automatic processing and rhythm of high-frequency grammar, vocabulary, and collocative phrasal forms, to learn/develop basic to formal pronunciation and presentation skills, and as well reading and writing techniques and conventions, and to gain confidence while increasing students' efficiency and productivity in listening and responding accurately.

#### Program Description

Our team of highly-qualified, professionally trained, certified instructors and staff members at this Institution will continually strive to guide each student through the learning process and measurable learning outcomes. Upon graduation, each student who successfully completes this program will be able to:

1. Communicate effectively in the English language
2. Feel comfortable and confident within the daily life of American Culture
3. Read, write, comprehend, and speak both informal to advanced English language accurately
4. Establish communicative success in the workplace or for social purposes

#### Program Curriculum

Course Number	Course Title	Clock Hours
LEVEL I		
ESL 101	Low-Beginner Grammar and Vocabulary (A1)	56
ESL 103	Low-Beginner Reading and Writing (A1)	56
ESL 107A	Low-Beginner Conversation and Collocations (A1)	56
ESL 107B	Low-Beginner Speaking, Presentation, and Pronunciation (A1)	28
ESL 105	Low-Beginner Listening, Comprehension, and Response (A1)	28
ESL 111	Language Lab I (A1)	28

<b>Course Number</b>	<b>Course Title</b>	<b>Clock Hours</b>
LEVEL II		
ESL 201	High-Beginner Grammar and Vocabulary (A2)	56
ESL 203	High-Beginner Reading and Writing (A2)	56
ESL 207A	High-Beginner Conversation and Collocations (A2)	56
ESL 207B	High-Beginner Speaking, Presentation, and Pronunciation (A2)	28
ESL 205	High-Beginner Listening, Comprehension, and Response (A2)	28
ESL 211	Language Lab II (A2)	28
LEVEL III		
ESL 301	Low-Intermediate Grammar and Vocabulary (A2-B1)	56
ESL 303	Low-Intermediate Reading and Writing (A2-B1)	56
ESL 307A	Low-Intermediate Conversation and Collocations (A2-B1)	56
ESL 307B	Low-Intermediate Speaking, Presentation, and Pronunciation (A2-B1)	28
ESL 305	Low-Intermediate Listening, Comprehension, and Response (A2-B1)	28
ESL 311	Language Lab III (A2-B1)	28
LEVEL IV		
ESL 401	Intermediate Grammar and Vocabulary (B1)	56
ESL 403	Intermediate Reading and Writing (B1)	56
ESL 407A	Intermediate Conversation and Collocations (B1)	56
ESL 407B	Intermediate Speaking, Presentation, and Pronunciation (B1)	28
ESL 405	Intermediate Cultural Listening, Cultural Comprehension, and Response (B1)	28
ESL 411	Language Lab IV (B1)	28

<b>Course Number</b>	<b>Course Title</b>	<b>Clock Hours</b>
LEVEL V		
ESL 501	High-Intermediate Grammar and Vocabulary (B1-B2)	56
ESL 503	High-Intermediate Reading and Writing (B1-B2)	56
ESL 507A	High-Intermediate Conversation and Collocations (B1-B2)	56
ESL 507B	High-Intermediate Speaking, Presentation, and Pronunciation (B1-B2)	28
ESL 505	High-Intermediate Listening, Cultural Comprehension, and Response (B1-B2)	28
ESL 511	Language Lab V (B1-B2)	28
LEVEL VI		
ESL 601	Low-Advanced Grammar and Vocabulary (B2)	56
ESL 603	Low-Advanced Reading and Writing (B2)	56
ESL 607A	Low-Advanced Conversation and Collocations (B2)	56
ESL 607B	Low-Advanced Speaking, Presentation, and Pronunciation (B2)	28
ESL 605	Low-Advanced Listening, Cultural Comprehension, and Response (B2)	28
ESL 611	Language Lab VI (B2)	28
LEVEL VI		
ESL 701	TOEFL Grammar and Syntax, Vocabulary, and Academic Skills (B2-C1)	56
ESL 703	TOEFL Reading and Writing, Punctuation, and Topic Development (B2-C1)	56
ESL 707A	TOEFL Independent and Integrated Speaking, Pronunciation, and Formal Presentation (B2-C1)	56
ESL 707B	Advanced Idiomatic Structures and Formal Presentation (B2-C1)	28
ESL 705	TOEFL Listening, Note-Taking, and Summarization (B2-C1)	28
ESL 711	Language Lab VII (B2-C1)	28
	<b>TOTAL:</b>	1764

## ULI ESL Achievement Scale

<b>Level 1</b>	
<p>Students working at Level 1 develop abilities in basic, beginning (A1) grammatical structures and vocabulary distinction through the four skill areas. Additionally, students will begin to progress in the areas of basic reading comprehension of simple contexts, identifying main ideas and details, and the beginnings of inference and paraphrasing through structured reading and listening constructs. Furthermore, students will begin and continually develop word-to-sentence level writing abilities and speaking and pronunciation skills through textbook instruction, classroom modeling, individual/group engagement, and cooperative activities that include real-world situational contexts and daily activities/routines. A lab retention course will continually build upon learned grammar rules and application of syntax through contextual reading and listening content and writing activities. Students will also continually develop sentence structuring skills through conversation and speaking courses, as well through comprehending content in reading and listening courses.</p>	<p><b>Students working at Level 1 (for example):</b></p> <ul style="list-style-type: none"><li>• Can demonstrate adequate comprehension and application of learned low-beginner to beginner-level grammatical forms.</li><li>• Can demonstrate adequate comprehension of low-beginner to beginner-level reading tasks, and produce simple, connected writing structures on topics that are cultural or of personal interest.</li><li>• Can adequately comprehend and formulate simple responses to written and oral topics that are of low-beginner to beginner-level cultural and personal interest.</li><li>• Can effectively apply fundamental low-beginner to beginner-level grammar with newly acquired, appropriately proficiency-based vocabulary to structured-output conversational activities.</li><li>• Can demonstrate adequate exchange of simple information on everyday topics in a variety of contexts and themes.</li></ul>
<b>Level 2</b>	
<p>Students working at Level 2 continue to develop and progress in their abilities in high-beginner (A2) grammatical structures and vocabulary distinction through the four skill areas. In addition, students will continue to improve in the areas of high-beginner comprehension of more complex reading contexts, identifying main ideas and details,</p>	<ul style="list-style-type: none"><li>• Can demonstrate adequate comprehension and application of learned high-beginner grammatical forms.</li><li>• Can demonstrate adequate comprehension of high-beginner reading tasks, and produce high-beginner,</li></ul>



<p>inferencing, and paraphrasing through structured reading and listening and constructs and group interaction. Furthermore, students will continue the process of building writing skills through word-to-sentence-to-paragraph level modeled writing activities. Through textbook instruction, classroom modeling, individual/group engagement, and cooperative activities, students will further progress in their conversational fluency while incorporating newly learned vocabulary used in real-world situational contexts and daily activities/routines. A lab retention course will continually build upon learned grammar rules and application of syntax through contextual reading and listening content and writing activities. Students will also continually develop more complete sentence structuring skills through conversation and speaking courses, as well as analyzing content in reading and listening courses.</p>	<p>connected writing structures on topics that are cultural, social, or of personal interest.</p> <ul style="list-style-type: none"> <li>• Can adequately comprehend and respond to high beginner listening tasks, including responding to inquiries on details and relationship to main ideas, learned vocabulary, limited summarizing, expressing opinions, and basic inferring on topics.</li> <li>• Can effectively apply fundamental high-beginner grammar with newly acquired appropriately proficiency-based vocabulary to structured-output conversational activities.</li> <li>• Can speak using improved, more structured English, be somewhat understood by native English speakers, and communicate with a bit more confidence in the classroom and in off-campus social interactions, using learned structural forms and rules, improved vocabulary, and somewhat clearer pronunciation.</li> </ul>
---	--

Level 3	
<p>Students working at Level 3 begin to master low-Intermediate (A2-B1) level grammatical structures and vocabulary, including an abundance of regular and irregular verbs and common phrases. In addition, students will continue to improve in the areas of low-intermediate comprehension of more complex reading contexts, including identifying main ideas and details and low-intermediate inferencing and paraphrasing through structured reading and listening content and group interaction. Furthermore, students will learn to develop skills in creating paragraph-level</p>	<p><b>Students working at Level 3 (for example):</b></p> <ul style="list-style-type: none"> <li>• Can demonstrate adequate comprehension and application of learned low-intermediate grammatical forms.</li> <li>• Can demonstrate adequate comprehension of low-Intermediate level reading tasks and comprehension, and produce low-Intermediate, connected writing structures on topics that are cultural, social, or of personal interest.</li> </ul>

<p>compositions based on learned information from reading texts and integrating their opinions and preferences.</p> <p>Additionally, a more formal pronunciation course will introduce, reinforce, and strengthen pronunciation abilities through instructor modeling, individual and group practice, and analysis, which will include a greater focus on final sounds, clusters, and blending. Students will concentrate on word-to-sentence level pronunciation practice while developing differentiating skills through comprehension and pronunciation of homonyms and abstract devices. Continual building and mastery of low intermediate conversational abilities will take place through both structured and student-centered speaking activities and group tasks that allow students to at times speak freely on a variety of learned and new subject matter.</p> <p>A lab retention course will continually build upon learned grammar rules and application of syntax through contextual reading and listening content and writing activities which are based on culturally interesting topics. Students will also continually develop improved sentence structuring skills through conversation and speaking courses, and as well through analyzing content in reading and listening courses.</p>	<ul style="list-style-type: none"> <li>• Can effectively apply fundamental low intermediate grammar with newly acquired more advanced vocabulary to structured-output activities that simulate everyday speaking constructs and group/peer interaction.</li> <li>• Can demonstrate adequate exchange of intermediate information on textbook and instructor-driven topics in the areas of cultural and social life and American customs.</li> <li>• Can produce clear and focused pronunciation and distinguish sounds more effectively, allowing the student to both better orally comprehend and deliver comprehensible pronunciation.</li> <li>• Can speak using better-structured English, be more easily understood by the average native English speaker, and communicate with a moderate amount of confidence in the classroom and in off-campus social interactions, using learned structural forms and rules, improved vocabulary, and noticeably clearer pronunciation.</li> </ul>
---	--

Level 4	
<p>Students working at Level 4 will engage in the development of intermediate (B1) grammatical structures with a focus on more difficult vocabulary and collocations. Along with developing more mastery in the areas of reading comprehension, multi-paragraph writing, and listening-to-response</p>	<p><b>Students working at Level 4 can (for example):</b></p> <ul style="list-style-type: none"> <li>• Can demonstrate adequate comprehension of intermediate grammatical structures and intermediate</li> </ul>

development, students will be introduced to and engage in more open-ended, creation-based speaking techniques and dynamics. Critical thinking and topic development activities will include instructor modeling, mild research, individual and group tasks, and presentation improvement. Moreover, students will develop comprehension and application of cultural language, including idiomatic phrases and phrasal constructs, which will include daily group interaction, scenario-based projects, and individual presentations. These activities will focus on summarizing, paraphrasing, and creating content from learned vocabulary. Daily listening-response tasks and semesterly presentations/demonstrations will take place.

A lab retention course will continually build upon learned grammar rules and application of syntax through contextual reading and listening content and writing activities. Students will also continually develop more advanced sentence structuring skills through conversation and speaking courses, as well through analyzing content in reading and listening courses.

vocabulary and effectively apply to critical thinking applications.

- Can demonstrate adequate comprehension of intermediate reading tasks, and intermediate, connected writing structures on topics that are cultural, social, or of personal interest.
- Can adequately comprehend and respond to intermediate listening tasks, including responding to inquiries on details and relationship to the main idea, learned vocabulary, summarizing, expressing opinions, and inferring on topics that are of intermediate cultural, social, and personal interest.
- Can demonstrate adequate comprehension, improved pronunciation, and detail-focused response abilities utilizing learned grammar and vocabulary structures through in-class focused-output drills, group engagement activities, and formal presentations.
- Can demonstrate adequate comprehension and grammatical application of phrasal verbs in context, including applying learned vocabulary accurately to scenario-based applications.
- Can speak using clearer, mostly well-structured English, be easily understood by most native English speakers, and communicate with improved confidence in the classroom and in off-campus social interactions, using learned structural forms and rules, improved and more abundant vocabulary, and noticeably clearer pronunciation and American English cadence.

## Level 5

Students working at Level 5 will engage in the development of high-Intermediate (B1-B2) grammatical structures with a focus on more complex vocabulary and collocations. Along with developing more mastery in the areas of reading comprehension, multi-paragraph writing, and listening-to-response development, students will be introduced to and engage in more open-ended, creation-based speaking techniques and dynamics. Critical thinking and topic development activities will include instructor modeling, mild research, individual and group tasks, and presentation improvement. Moreover, students will develop comprehension and application of more advanced cultural language, including idiomatic phrases and proverbs, among other pragmatic devices.

A lab retention course will continually build upon learned grammar rules and application of syntax through contextual reading and listening content and writing activities. Students will also continually develop more advanced sentence structuring and complex clause-use skills through conversation and speaking courses, as well as through analyzing content in reading and listening courses.

### **Students working at Level 5 can (for example):**

- Can demonstrate adequate comprehension of high-intermediate grammatical structures and high-intermediate vocabulary and effectively apply to critical thinking applications.
- Can demonstrate adequate comprehension of high-intermediate reading tasks, and high-Intermediate, connected writing structures on topics that are cultural, social, or of personal interest.
- Can adequately comprehend and respond to high-intermediate listening tasks, including responding to inquiries on details and relationship to the main idea, learned vocabulary, summarizing, expressing opinions, and more complex inferring on topics that are of high intermediate cultural, social, and personal interest.
- Can demonstrate adequate comprehension, improved pronunciation, and detail-focused response abilities utilizing learned grammar and vocabulary structures through in-class focused-output drills, group engagement activities, and formal presentations.
- Can demonstrate adequate comprehension and grammatical application of idiomatic and pragmatic vocabulary in specific contexts and tonal language use, both singularly and in phrasal form.

	<ul style="list-style-type: none"> <li>• Can speak using clear, well-structured English, be easily understood by most to all native English speakers, and communicate with controlled confidence in the classroom and in off-campus social interactions, using learned structural forms and rules, improved and more abundant vocabulary, and noticeably clearer pronunciation and American English cadence.</li> </ul>
--	---

<b>Level 6</b>	
<p>Students working at Level 6 will engage in the development of low-advanced (B2) grammatical structures with a focus on more complex vocabulary and collocations. Along with developing more mastery in the areas of reading comprehension, multi-paragraph writing, listening-to-response development, note-taking skills, and integration abilities, students will engage in more research-based, creative projects in the areas of communicative presentations. Critical thinking and topic development activities will include instructor modeling, research, individual and group tasks, and presentation development. Moreover, students will develop comprehension and application of more advanced cultural language, including idiomatic phrases and proverbs, among other pragmatic devices.</p> <p>A lab retention course will continually build upon learned grammar rules and application of syntax through contextual reading and listening content and writing activities. Students will also continually develop more advanced sentence structuring and complex clause-use skills through conversation and speaking courses, as well through analyzing content in reading and listening courses.</p>	<p><b>Students working at Level 6 can (for example):</b></p> <ul style="list-style-type: none"> <li>• Can demonstrate adequate comprehension of low-advanced grammatical structures and low-advanced vocabulary and effectively apply to critical thinking applications.</li> <li>• Can demonstrate adequate comprehension of low-advanced reading tasks, and low-advanced, connected writing structures on topics that are cultural, social, or of personal interest.</li> <li>• Can adequately comprehend and respond to high-intermediate listening tasks, including responding to inquiries on details and relationship to the main idea, learned vocabulary, summarizing, paraphrasing, expressing opinions, and advanced inferring on topics that are of low-advanced cultural, social, and personal interest.</li> <li>• Can demonstrate adequate comprehension, improved pronunciation, and detail-focused response abilities utilizing learned grammar and vocabulary structures through in-class focused-output drills,</li> </ul>

	<p>group engagement activities, and formal presentations.</p> <ul style="list-style-type: none"> <li>• Can demonstrate adequate comprehension and grammatical application of more advanced idiomatic and pragmatic vocabulary in specific contexts and tonal language use, both singularly and in phrasal form.</li> <li>• Can speak using clear, very well-structured English, be easily understood by all native English speakers, and communicate with completely comfortable confidence in the classroom and in off-campus social interactions, using learned structural forms and rules, more abundant and advanced vocabulary, and clear and accurate pronunciation and American English cadence.</li> </ul>
--	--

<b>Level 7</b>	
<p>Students working at Level 7 will be introduced to and develop the necessary strategies and techniques to achieve a high (B2 – C1) level score on the TOEFL IBT test. Instruction in advanced vocabulary development, advanced grammar and syntax, advanced reading and listening tasks, presentation-level pronunciation and speaking skills, elimination techniques, note-taking skills, paraphrasing, summarizing, and synthesizing information will take place through intense instructor modeling and feedback, a variety of in and out of class preparatory and advancement tasks, and lab practice for retention of strategies/techniques and ultimate progression. Additionally, students will continue to better develop formal speaking abilities, including more advanced pronunciation and cadence practice taking</p>	<p><b>Students working at Level 5 can (for example):</b></p> <ul style="list-style-type: none"> <li>• Can effectively and ultimately demonstrate high-intermediate to advanced abilities in comprehending and applying the TOEFL reading and scanning strategies and techniques, in addition to summarizing, and eliminating unparallel answers.</li> <li>• Can effectively and ultimately demonstrate high-intermediate to advanced abilities in comprehending and applying the TOEFL listening and note-taking strategies and techniques, in addition to summarizing, and eliminating unparallel answers.</li> </ul>

place through classroom activities and engagement, and as well TOEFL speaking practice and progression assessments. A TOEFL Lab will reinforce learned strategies and techniques and allow for an increase in accuracy and application speed.

Additional instruction in advanced idiomatic terms and collocative phrases will increase students' cultural vocabulary and lead to improved summarizing skills in these areas. This will also result in additional speaking engagement and necessary the building of comprehension for the purpose of pragmatic listening sections within the TOEFL test.

- Can demonstrate a high-intermediate to advanced level of critical thinking and topic development skills, and then produce properly sequenced, convincing opinion-based writing and speaking responses on TOEFL-based topics that are of cultural, social, or personal aspects.
- Can effectively demonstrate the ability to write about various TOEFL-based themes and topics and design/create a well-developed four-to-five-paragraph essay in the time allotted.
- Can demonstrate an advanced level of synthesizing reading and listening content that either supports or contrasts one another, specifically to prove that students can show how two opposing or supportive points have a logical relationship to each other.
- Can demonstrate the ability to effectively report content through summarizing, paraphrasing, and condensing explicit information in the allotted time.
- Can demonstrate a high-intermediate to advanced level of comprehension and application of advanced idiomatic structures used in pragmatic contexts by way of individual and group work and summarizing/paraphrasing classroom activities and speaking engagements.

## V. COURSE DESCRIPTIONS

### **ESL 101** Low-Beginner Grammar and Vocabulary

Introduction to basic rules and key grammar structures to assure that the student acquires a good foundation of the language at the principal proficiency level. Students engage in and focus on the beginner forms and functions of grammar in context and apply to beginner to level formations of English syntax and institutionally assigned weekly vocabulary. **(56 Clock Hours)**

### **ESL 103** Low-Beginner Reading and Writing

Introduction to basic (A1) reading comprehension and word-to-sentence level composition structures. Practice with short, sentence-level writing modules and reading constructs will take place. Direct focus on building comprehension through short stories and content-based contexts will develop vocabulary, the beginnings of basic comprehension, and lead to basic writing tasks, which in turn will further develop grammatical structure and compositional cohesion. **(56 Clock Hours)**

### **ESL 105** Low-Beginner Listening, Comprehension, and Response

Introduction to basic (A1) intake strategies of audible comprehension in English, including a variety of low-beginner themes through listening-task based units. Students will learn to activate their prior knowledge to help make basic predictions that will lead to better comprehension and topic discussion. Additionally, students will acquire new vocabulary associated with specific contexts and behaviors and apply them to low-beginner level output response activities. **(56 Clock Hours)**

### **ESL 107A** Low-Beginner Conversation and Collocations

Beginning of basic (A1) conversation and vocabulary/collocations skills, with a focus on low-beginner vocabulary/collocations comprehension and grammar application to develop low-beginner conversation skills. Reinforcement of newly learned grammatical structures will be accompanied by vocabulary/collocative-development activities, appropriate to level and proficiency speed of lower-beginner students. **(28 Clock Hours)**

### **ESL 107B** Low-Beginner Speaking, Presentation, and Pronunciation

Development of basic (A1), speaking abilities in the areas of everyday conversations and common topics, including discussions on a variety of thematic topics and level-appropriate vocabulary building. Students will engage in various basic speaking tasks including games, simple presentation, scenarios, social discussion to build vocabulary and speaking fluency. Grammatical structures and pronunciation practice will be reinforced through dynamically structured output activities, instructor-driven group projects, and homework preparation. Overall, this course will help students gain confidence when speaking “basic” English and starting/holding simple conversations with native speakers within popular contexts and situations. **(28 Clock Hours)**



### **ESL 111** Language Lab I

Application practice through online-based tasks to accompany ESL 101. Learning and retention activities in grammar, reading, listening, and simple writing applications will take place. **(28 Clock Hours)**

### **ESL 201** High-Beginner Grammar and Vocabulary (Pre: ESL 101)

Designed for high-beginner (A2) students, this course expands upon the rules and grammar structures acquired in ESL 101. Students will engage in more dynamic structural forms in richer contexts and syntactic constructs. Continually focusing on the forms and functions of grammar in context and application of high-beginner level formations of English syntax and institutionally assigned weekly vocabulary, students will more fully recognize, interpret, comprehend and high-beginner structures of English grammar and appropriate level vocabulary. **(56 Clock Hours)**

### **ESL 203** High-Beginner Reading and Writing (Pre: ESL 103)

Designed for high-beginner (A2) students, this course expands upon the skills needed to obtain improved and more advanced reading comprehension and sentence-small paragraph level composition structures. Practice with short, sentence-to-paragraph level writing modules and high-beginner reading constructs will take place. Direct focus on building improved comprehension through short stories and content-based contexts will develop additional vocabulary, high-beginner comprehension, and lead to more developed, yet still basic writing abilities, which in turn will further develop grammatical structures and compositional cohesion. **(56 Clock Hours)**

### **ESL 205** High-Beginner Listening, Comprehension, and Response (Pre: ESL 105)

Further development in intake strategies of audible comprehension and improved response skills of high-beginner (A2) English, including cultural behaviorisms, social life, and human-interest stories, will take place. Students will continue to improve their ability to activate their prior knowledge in helping to make basic predictions that will lead to better comprehension and topic discussion. Additionally, students will acquire new vocabulary associated with specific contexts and behaviors and apply them to high-beginner output response activities. **(56 Clock Hours)**

### **ESL 207A** High-Beginner Conversation and Collocations (Pre: ESL 107A)

Continual development of (A2) conversation and vocabulary/collocations skills, with a focus on high-beginner vocabulary/collocations comprehension and grammar application to develop high-beginner conversation skills. Reinforcement of newly learned grammatical structures will be accompanied by vocabulary/collocative-development activities, appropriate to level and proficiency speed of high-beginner students. **(28 Clock Hours)**

### **ESL 207B** High-Beginner Speaking, Presentation, and Pronunciation (Pre: ESL 107B)

Continual development of (A2), speaking abilities in the areas of everyday conversations and common topics, including discussions on a variety of thematic topics and level-appropriate vocabulary building. Students will engage in various high-beginner speaking tasks including games, simple presentation, scenarios, social discussion to build vocabulary and speaking fluency. Grammatical structures and pronunciation practice will be reinforced through dynamically structured output activities, instructor-driven group projects, and homework preparation. Overall, this course will help students gain improved confidence when speaking high-beginner English in

simple conversations with native speakers within popular contexts and situations. **(28 Clock Hours)**

**ESL 211** Language Lab II (Pre: ESL 111)

Application practice through online-based tasks to accompany ESL 201. Learning and retention activities in grammar, reading, listening, and simple writing applications will take place. **(28 Clock Hours)**

**ESL 301** Low-Intermediate Grammar and Vocabulary (Pre: ESL 201)

Designed for lower-intermediate (A2-B1) students, this course expands upon the rules and grammar structures acquired in ESL 201. Learners will engage in intermediate to lower-intermediate structural forms in richer contexts and syntactic constructs. Continually focusing on the forms and functions of grammar in context and application of lower-intermediate level formations of English syntax and institutionally assigned weekly vocabulary, students will more fully recognize, interpret, comprehend, and apply more complex structures of English grammar and appropriate-level vocabulary. Moreover, ESL 301 is designed to increase students' knowledge and usage of more complex verb tenses and sentence structures. **(56 Clock Hours)**

**ESL 303** Low-Intermediate Reading and Writing (Pre: ESL 203)

Designed for low-intermediate (A2-B1) students, this course expands upon the skills needed to obtain improved and more advanced reading comprehension and multi-paragraph level composition structures. Practice with longer, more complicated paragraph-level writing modules and low-intermediate reading constructs will take place. Direct focus on building improved comprehension through longer stories and content-based contexts will develop additional vocabulary, low-intermediate comprehension, and lead to more developed writing abilities, which in turn will further develop more complicated grammatical structures and compositional cohesion. **(56 Clock Hours)**

**ESL 305** Low-Intermediate Listening, Comprehension, and Response (Pre: ESL 205)

Continual development in intake strategies of audible comprehension and improved lower-intermediate response skills (A2-B1) English, including a variety of more popular, complex topic and social issues will take place. Students will continue to improve their ability to activate their prior knowledge in helping to make clearer predictions that will lead to better comprehension and topic discussion. Additionally, students will acquire new vocabulary associated with specific contexts and behaviors and apply them to lower-intermediate output response activities. **(56 Clock Hours)**

**ESL 307A** Low-Intermediate Conversation and Collocations (Pre: ESL 207A)

Continual development of (A2-B1) conversation and vocabulary/collocations skills, with a focus on low-intermediate vocabulary/collocations comprehension and grammar application to develop low-intermediate conversation skills. Reinforcement of newly learned grammatical structures will be accompanied by vocabulary/collocative-development activities, appropriate to level and proficiency speed of low-intermediate students. **(28 Clock Hours)**

**ESL 307B** Low-Intermediate Speaking, Presentation, and Pronunciation (Pre: ESL 207B)

This course will focus on the formal development of the basics to more complicated rules, forms, and norms in pronouncing American English. Modules will include pronunciation and combined vocabulary development and practice through guided lecturing and classroom activities that foster proper pronunciation and consistent rhythm in using correct pitch, tone, intonation, and overall cadence in American English. **(28 Clock Hours)**

**ESL 311** Language Lab III (Pre: ESL 211)

Application practice through online-based tasks to accompany ESL 301. Learning and retention activities in grammar, reading, listening, and writing applications will take place. **(28 Clock Hours)**

**ESL 401** Intermediate Grammar and Vocabulary (Pre: ESL 301)

Designed for intermediate (B1) students, this course expands upon the rules and grammar structures acquired in ESL 301. Learners will engage in intermediate structural forms in richer contexts and syntactic constructs. Continually focusing on the forms and functions of grammar in context and application of intermediate level formations of English syntax and institutionally assigned weekly vocabulary, students will more fully recognize, interpret, comprehend, and apply more complex structures of English grammar and appropriate-level vocabulary. Moreover, ESL 401 is designed to increase students' knowledge and usage of even more complex verb tenses and sentence structures. **(56 Clock Hours)**

**ESL 403** Intermediate Reading and Writing (Pre: ESL 303)

Students will begin to refine their intermediate reading and writing skills through level-based passages and stories and writing modules based on paragraph-building compositions. Application of learned reading skills will include building better prediction and differencing skills in reading/comprehension module and writing journals, formal and informal letters, short compositions, and essays. Additionally, practice in intermediate editing tasks will take place. The course also emphasizes critical thinking and comprehension skills, making connections to current events, social content, and intermediate vocabulary. Students will begin to learn and practice with avoiding basic plagiarism in supporting their ideas, facts, and opinions. A focus on intermediate punctuation and syntactic error correction will as well take place. **(56 Clock Hours)**

**ESL 405** Intermediate Cultural Listening, Cultural Comprehension, and Response (Pre: ESL 305)

The course is designed to develop intermediate comprehension skills in interpreting and applying phrasal verbs and their cultural functions. Instructor-driven classroom listening/response activities that build accurate comprehension of the significance of phrasal verbs in context will take place. Students will be introduced to, comprehend, paraphrase, and apply learned phrasal verbs in various cultural contexts, input/output applications, and real-life scenarios. Constant review of the differences and similarities in the comprehension and application of phrasal verbs will also take place, including proficiency in identifying particle form and function, literal and figurative meanings, and connection to connotative culture. **(56 Clock Hours)**

**ESL 407A** Intermediate Conversation and Collocations (Pre: ESL 307A)

Continual development of (B1) conversation and vocabulary/collocations skills, with a focus on intermediate vocabulary/collocations comprehension and grammar application to develop

intermediate conversation skills. Reinforcement of newly learned grammatical structures will be accompanied by vocabulary/collocative-development activities, appropriate to level and proficiency speed of intermediate students. **(28 Clock Hours)**

**ESL 407B** Communicative Conversation/Presentation II (Pre: ESL 307B)

Development of (B1) speaking abilities based on the areas of social, political, and cultural content to produce more thorough conversations while applying level-appropriate vocabulary building. Students will engage in various intermediate speaking tasks including role-playing, individual and group presentations, debates, social discussions to build vocabulary and speaking fluency through a more formal, intermediate-level scope. Pronunciation practice will be continually reinforced through dynamically structured output activities, instructor-driven group projects, and homework preparation. Overall, this course will help students gain improved confidence when speaking intermediate English in more complex conversations with native speakers within more complicated contexts and situations. **(28 Clock Hours)**

**ESL 411** Language Lab IV (Pre: ESL 311)

Application practice through online-based tasks to accompany ESL 401. Learning and retention activities in grammar, reading, listening, and writing applications will take place. **(28 Clock Hours)**

**ESL 501** High-intermediate Grammar and Vocabulary (Pre: ESL 401)

Designed for intermediate (B1-B2) students, this course expands upon the rules and grammar structures acquired in ESL 401. Learners will engage in intermediate structural forms in richer contexts and syntactic constructs. Continually focusing on the forms and functions of grammar in context and application of high-intermediate level formations of English syntax and institutionally assigned weekly vocabulary, students will more fully recognize, interpret, comprehend, and apply more complex structures of English grammar and academic word list (AWL) vocabulary. Moreover, ESL 501 is designed to increase students' knowledge and usage of more advanced verb tenses and sentence structures. **(56 Clock Hours)**

**ESL 503** High-Intermediate Reading and Writing (Pre: ESL 403)

Students will continue to refine their high-intermediate reading and writing skills through level-based passages and stories and writing modules based on paragraph-building compositions. Application of learned reading skills will include building better prediction and differencing skills in reading/comprehension module and writing journals, formal and informal letters, short compositions, and essays. Additionally, practice in high-intermediate editing tasks will take place. The course also emphasizes critical thinking and comprehension skills, making connections to current events, social content, and high-intermediate vocabulary. Students will continue to practice avoiding plagiarism and use basic resources to support their ideas, facts, and opinions. A focus on higher-intermediate punctuation and syntactic error correction will as well take place. **(56 Clock Hours)**

**ESL 505** High-Intermediate Listening, Cultural Comprehension, and Response (Pre: ESL 405)

The course is designed to build high-intermediate listening/comprehension and response skills of previously learned and newly acquired knowledge in the content areas of cultural, social, professional, and technical instruction, including level-appropriate vocabulary integration. This course is laden with high-intermediate communicative activities with skill-building exercises to boost students' success in preparation of pre-TOEFL/low-advanced lectures and discussion modules. Pre- and Post- listening activities, including vocabulary development, individual and group comprehensive response modules and presentations, as well as scaffolding activities will take place. **(56 Clock Hours)**

**ESL 507A** High-Intermediate Conversation and Collocations (Pre: ESL 407A)

Refinement of (B1-B2) conversation and vocabulary/collocations skills, with a focus on high-intermediate vocabulary/collocations comprehension and grammar application to develop high-intermediate conversation skills. Reinforcement of newly learned grammatical structures will be accompanied by vocabulary/collocative-development activities, appropriate to level and proficiency speed of high-intermediate students. **(28 Clock Hours)**

**ESL 507B** High-Intermediate Speaking, Presentation, and Pronunciation (Pre: ESL 407B)

Continual development of (B1-B2) speaking abilities based on the areas of social, political, and cultural content to produce more thorough conversations while applying level-appropriate vocabulary building. Students will engage in various high-intermediate speaking tasks including role-playing, individual and group presentations, debates, social discussions to build vocabulary and speaking fluency through a more formal, high-intermediate-level scope. Pronunciation practice will be continually reinforced through dynamically structured output activities, instructor-driven group projects, and homework preparation. Overall, this course will help students gain improved confidence when speaking high-intermediate English in more complex conversations with native speakers within more complicated contexts and situations. **(28 Clock Hours)**

**ESL 511** Language Lab V (Pre: ESL 411)

Application practice through online-based tasks to accompany ESL 501. Learning and retention activities in grammar, reading, listening, and writing applications will take place. **(28 Clock Hours)**

**ESL 601** Low-Advanced Grammar and Vocabulary (Pre: ESL 501)

Designed for low-advanced (B2) students, this course expands upon the rules and grammar structures acquired in ESL 501. Learners will engage in intermediate structural forms in richer contexts and syntactic constructs. Continually focusing on the forms and functions of grammar in context and application of low-advanced level formations of English syntax and institutionally assigned weekly vocabulary, students will more fully recognize, interpret, comprehend, and apply more complex structures of English grammar and academic word list (AWL) vocabulary. Moreover, ESL 601 is designed to increase students' knowledge and usage of even more advanced verb tenses and sentence structures. **(56 Clock Hours)**

**ESL 603** Low-Advanced Reading and Writing (Pre: ESL 403)

Students will continue to master their low-advanced reading and writing skills through level-based passages and stories and writing modules based on paragraph-building compositions. Application of improved and faster reading skills will include building better prediction and differencing skills

in reading/comprehension module and writing journals, formal and informal letters, short compositions, and essays. Additionally, practice in low-advanced editing tasks will take place. The course also emphasizes deeper critical thinking and comprehension skills, making more clear connections to current events, social content, and low-advanced vocabulary. Students will begin to better apply avoiding plagiarism and use additional resources to support their ideas, facts, and opinions. A focus on low-advanced punctuation and syntactic error correction will as well take place. **(56 Clock Hours)**

**ESL 605** Low-Advanced Listening, Cultural Comprehension, and Response (Pre: ESL 405)

The course is designed to refine low-advanced listening/comprehension and response skills of previously learned and newly acquired knowledge in the content areas of cultural, social, professional, and technical instruction, including level-appropriate vocabulary integration. This course is laden with low-advanced communicative activities with skill-building exercises to boost students' success in preparation of pre-TOEFL/advanced lectures and discussion modules. Pre- and Post- listening activities, including vocabulary development, individual and group comprehensive response modules and presentations, as well as scaffolding activities will take place. **(56 Clock Hours)**

**ESL 607A** Low-Advanced Conversation and Collocations (Pre: ESL 407A)

Continual refinement of (B2) conversation and vocabulary/collocations skills, with a focus on low-advanced vocabulary/collocations comprehension and grammar application to develop low-advanced conversation skills. Reinforcement of newly learned grammatical structures will be accompanied by vocabulary/collocative-development activities, appropriate to level and proficiency speed of low-advanced students. **(28 Clock Hours)**

**ESL 607B** Communicative Conversation/Presentation III (Pre: ESL 407B)

Refinement of (B2) speaking abilities based on the areas of social, political, and cultural content to produce more thorough conversations while applying level-appropriate vocabulary building. Students will engage in various low-advanced speaking tasks including role-playing, individual and group presentations, debates, and TOEFL-style speaking engagements and tasks to build vocabulary and speaking fluency through a more formal, low-advanced level scope. Pronunciation practice will be continually reinforced through dynamically structured output activities, instructor-driven group projects, and homework preparation. Overall, this course will help students gain improved confidence when speaking low-advanced English in more complex conversations with native speakers within more complicated contexts and situations. **(28 Clock Hours)**

**ESL 611** Language Lab V (Pre: ESL 511)

Application practice through online-based tasks to accompany ESL 601. Learning and retention activities in grammar, reading, listening, and writing applications will take place. **(28 Clock Hours)**

**ESL 701** TOEFL Grammar and Syntax, Vocabulary, and Academic Skills (Pre: ESL 601)

Students develop and vastly improve upon comprehension and application of skills in advanced grammar, TOEFL vocabulary, paraphrasing, and summarizing for the purposes of improving their reading and listening comprehension, application for advanced writing and speaking skills, and overall test taking techniques and strategies in both recognizing paraphrasing and summarization

in TOEFL reading and listening passages and apply these skills to TOEFL speaking and writing tasks. Continual lecturing and class practice of TOEFL grammar, vocabulary, paraphrasing, and summarizing will take place weekly. Students will continually engage in more and more complex grammar and vocabulary structures and rules through classroom tasks, assigned homework, and language lab practice, and be assessed formative and summative on the comprehension, application, and timing of their specific to overall TOEFL test taking techniques/strategies on an ongoing basis. **(56 Clock Hours)**

**ESL 703** TOEFL Reading and Writing, Punctuation, and Topic Development (Pre: ESL 603)

Learners develop the ability to utilize advanced (B2-C1) level reading and writing strategies, techniques, sequencing, and format organization for the purpose of effectively completing professional TOEFL reading and writing tasks. Assessments in comprehension, scanning, summarizing, paraphrasing, and question/answer elimination skills will be held weekly. Additionally, assessments on topic development, synthesizing, note-taking, structuring, sequencing, and proper TOEFL formatting/writing technique will take place through Instructor-guided lecturing and essay writing. At minimum, students will complete dozens of reading tasks and 16 TOEFL writing tasks over the term, which include instructor review and feedback. **(56 Clock Hours)**

**ESL 705** TOEFL Listening, Note-Taking, and Summarization (Pre: ESL 605)

This course develops students in the area of advanced-level task listening, summarizing, paraphrasing, and multiple-choice selection through comprehensive and structural note-taking development and answer-elimination strategies and techniques for the purposes of obtaining high-level scores in the TOEFL test listening section. As well as being assessed weekly in the question/response categories of the listening sections, including note-taking accuracy and comprehension of format and intention, students will develop vocabulary, sequencing, paraphrasing, inference, and summarizing skills. **(56 Clock Hours)**

**ESL 707A** TOEFL Independent and Integrated Speaking, Pronunciation, and Formal Presentation (Pre: ESL 607A)

Students develop the necessary advanced topic development, organization-sequence, timing, and delivery skills for the purposes of obtaining high scores on the TOEFL speaking sections of the test. Overall speaking structural formats and sequencing-timing procedures and continual accuracy of critical thinking skills on the topical direction (angle), pronunciation and oral-rhythm practice, structural development of each response, response-timing sequencing, alternative strategies for each task, and continual development of dynamics will be targeted through a variety of practice TOEFL lectures, demonstrations, prose-to-formal speaking assessment modules, and weekly practice. Pre-task lecturing and internet-based/textbook(s) samples, followed by group and individual presentation and peer reviews, will take place. **(28 Clock Hours)**

**ESL 707B** Advanced Idiomatic Structures and Formal Presentation (Pre: ESL 607B)

This class will development students' abilities in advanced conversation and speaking through engagement in debates, presentations, and daily group interaction, among others, centered around popular advanced-level idiomatic structures and phrases. Students will further their application of formal presentation skills in a variety of modules to further improve upon their

---

overall communicative abilities in presenting through culturally-relevant topics and constructs in a more formal English atmosphere. Students will engage in at minimum of two formally researched, planned, revised, and delivered presentations during this course. **(28 Clock Hours)**

**ESL 711** Language Lab VII (Pre: ESL 611)

Students will reinforce learned TOEFL-based strategies and techniques through guided an online language lab application. Students will work together with instructor to achieve an advanced level of application in TOEFL test-taking modules. Lab will reinforce ESL 701, ESL 703, ESL 705, and ESL 707A course materials/textbook content. **(28 Clock Hours)**



Thoughts from our Founder  
**JULIO ALBERTO MOYANO-FERRER**  
1940 - 2004



The student is a complex being that has a physical body, an emotional body, an intellectual body, an astral body, an intuitive body, and a cosmic body. This totality is qualified as holistic. Therefore, an education that focuses only on the intellectual body is very partial since it disregards the truly important bodies of the individual, which are the emotional and cosmic bodies. In the knowledge field, we find that holistic education should also attend to the needs of intuitive knowledge learning, which is known as emotional intelligence. This is our philosophy at ***UNITED LANGUAGE INSTITUTE***

**APENDIX A**

<b>FACULTY MEMBER:</b>	<b>COURSE(S) TAUGHT:</b>	<b>DEGREES/ DIPLOMAS HELD &amp; AWARDED INSTITUTION:</b>
Lesser, Karlo David	ESL I, II, III, IV, V	B.A. in Languages and Linguistics, Florida Atlantic University. Boca Raton, FL. Certificate in ESOL Studies, Florida Atlantic University. Boca Raton, FL.
Lamarche, Patricia	ESL I, II, III, IV, V	BA in Communication Studies, SUNY New Paltz, New Paltz, NY. Exchange Student - London England. 120-hour - Certificate in Teaching English to Speakers of Other Languages.
Chambers, Kadia	ESL I, II, III, IV, V	BA in Psychology, University of Central Florida, Orlando FL. Certificate TEFL, University of Central Florida, FL.
Flinchum, Ana	ESL I, II, III, IV, V	BA in Elementary Education, Florida International University, FL. Educator Certificate, State of Florida Department of Education.