UCEDA
INTERNATIONAL

STUDENT HANDBOOK

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Welcome

Dear Student,

Thank you for choosing UCEDA INTERNATIONAL, and congratulations on your decision to master the English language! At UCEDA, we are honored to be the school you have chosen for your studies, and we are committed to delivering the high-quality, highly-personalized educational experience that you need to succeed. Our mission is simple: *Motivate and prepare our students to achieve their goals by developing effective English communication skills.*

Our primary goal is to help you learn English, so that you can reach your goals! Starting with your first day at UCEDA, we will work hard to understand your ambitions, desires, and academic needs. We aim to tailor your program at UCEDA to become an experience that leads to success the way you define it. Remember that the most important key to your success is ***YOU*** – your effort, your persistence, and your dedication.

UCEDA INTERNATIONAL is a licensed provider of Intensive English Programs by the International Student and Exchange Visitor Program (SEVP), a division of U.S. Immigration and Customs Enforcement (ICE) under the Department of Homeland Security (DHS). UCEDA is authorized to certify student eligibility for F-1 Student Visa status, and therefore federal law requires us to report any violation of your status to ICE. Federal law requires you, and your dependents if applicable, to inform the school of any Personal and/or Academic Events. These include, but are not limited to: changes to contact information; drop below full course of study; addition or loss of a dependent; enrollment in other institutions; applications for change of visa status; or early departure from the country. In order to meet your expectations, and to maintain compliance with all state and federal regulations, please review the school policies contained in this handbook and sign this document before beginning classes.

On behalf of everyone at UCEDA INTERNATIONAL, we look forward to working together with you, to develop effective English communication skills, and to ultimately help you achieve your goals here in the United States.

Sincerely,

Carlos A. Uceda

President, UCEDA INTERNATIONAL

"The United States welcomes international students and exchange visitors who come to study in our nation. While you're enjoying your time in America, it is very important that you understand and comply with the requirements governing your stay to ensure that you don't jeopardize your immigration status".

– U.S. Immigration and Customs Enforcement (ICE)

What to Expect: ARRIVAL

BEFORE YOUR PROGRAM BEGINS

You are encouraged to arrive early for Orientation and Placement Testing, within one (1) week before your Program Start Date. Placement testing and orientation are typically offered around 12:00PM on the Thursday prior to your Program Start Date, however other schedules may be available. An assigned Academic Advisor contacts new students to coordinate timing. **Scheduling an appointment in advance is highly recommended**. Placement testing and orientation may take approximately two hours.

Upon arrival, please verify your registration information, ensure payment of tuition fees, and take a picture for your UCEDA student identification card.

To schedule your initial arrival at UCEDA, and for directions, you may contact the Site Office where you plan to study (see Appendix A). For immigration-related questions related to travel and entry into the United States, please contact the International Student Advisement Office at (732) 214-9500 or studyusa@uceda.edu.

What to Expect: ORIENTATION

UCEDA INTERNATIONAL recognizes that adjusting to life and classes in the United States can be a challenge at first. To help international students function in this new environment, UCEDA offers an orientation session before students begin a new program of study.

During this orientation, a UCEDA representative will present an overview of the information found within this handbook, as well as additional information and activities including:

1. **Short tour of the UCEDA instructional facilities**
2. **Introduction to Academic Advisors and other key contacts from UCEDA**
3. **Review of policies and procedures in this Handbook**
4. **Adjusting to U.S. culture and the local community**
5. **UCEDA's instructional style and program content**
6. **Academic expectations**
7. **Appropriate student conduct**
8. **Immigration regulations and procedures**
9. **How to maintain enrollment status in good standing**
10. **Health and safety matters**

During orientation, please ask questions, take notes, and feel free to bring a friend to help as an interpreter if needed.

After completion of your orientation and review of this handbook, you will sign a form acknowledging that you understand and agree to comply with school policies and procedures. Complete the form here: uceda.edu/okhandbook

Students can also receive ongoing orientation, counseling, and advisement on an as-needed basis. If you need assistance with personal, academic or immigration concerns, just ask any member of the UCEDA faculty or staff and you will be directed to the appropriate resource.

What to Expect: PLACEMENT

UCEDA INTERNATIONAL strives to place each student in a level that is appropriate for his or her English development. At UCEDA INTERNATIONAL, new students are tested on the four language skills of reading, writing, speaking and listening in addition to several important grammar concepts that form an integral part of UCEDA INTERNATIONAL's English curriculum.

The placement process consists of three components:

1. UCEDA Written Placement Test – This proprietary prescreening instrument, delivered in paper or digital format, serves to evaluate reading and writing skills along with the student's knowledge of key grammar concepts. Developed internally by the editors of the UCEDA English Series, this test aligns with UCEDA curricula and nationally recognized standards.
2. Independent Speaking Test – Based on the results of the initial prescreening test, students will confirm their speaking skills though one of the following tests developed by a trusted outside provider:
   a. *CEFR Level Test* (developed by EduSynch)
   b. *AI Language Assessment* (developed by Hallo Inc.)
3. Placement Interview – After completing your written and oral tests, you will have the opportunity to meet with an Academic Advisor. In this meeting you will review your placement results, discuss your individual goals and schedule availability, and your Advisor will recommend the best courses for you at UCEDA International. The academic plan you make together with your Advisor will be reflected by a signed Course Schedule Agreement in your official record at UCEDA.

In order to ensure appropriate placement, your Academic Advisor will follow-up with your instructor(s) within 1-2 weeks after you begin classes.

At UCEDA International, we believe students benefit most when they study in courses designed for their current level of English proficiency. While UCEDA International strives to begin new courses as frequently as possible, the start date of some course levels may not coincide exactly with your Program Start Date. In the event that you and your Academic Advisor decide to place you in a course which is already in progress, you will receive supplemental tutoring and one-on-one attention from the teacher in order to help you catch up.

If additional explanation is needed on how placement is conducted and/or how to interpret test scores, students are encouraged to meet with their Academic Advisor for clarification.

What to Expect: IN CLASS

YOUR FIRST DAY OF CLASS

To ensure the success of your academic program and to establish a good relationship with your teacher and classmates, please arrive on time to your first day of class.

On your first day of class, we'll make sure to introduce you to all your classmates – your new friends from all around the world! Do your best to learn their names since they will become an incredible support network for you. In addition, your teacher will take time to meet with you individually to understand your goals and any concerns you may have.

OUR FACULTY AND METHODOLOGY

At UCEDA INTERNATIONAL, we believe that good teachers make all the difference. The UCEDA faculty uniquely focuses its attention on an approach we call "Coaching." Just like a good coach, your teacher at UCEDA will be someone you can trust; someone who will provide constant encouragement; and someone who will challenge you to persevere toward your goal. The faculty at UCEDA INTERNATIONAL help students achieve course objectives by providing engaging learning activities, monitoring individual performance and providing constructive feedback, and focusing on the individual needs of students.

In order to ensure a quality face-to-face educational experience, it is the policy of UCEDA International to employ faculty who meet accepted professional standards with regard to educational background, professional experience, and proficiency in the English language.

UCEDA faculty members receive ongoing training and development opportunities, including the development of UCEDA curricular materials and related research. Teachers have access to a variety of available industry resources, and are encouraged to participate in relevant industry membership organizations.

As an additional layer of instructional quality assurance, your classroom may be periodically observed by an assigned program supervisor. Teachers also attend weekly one-on-one meetings with a supervisor or mentor, during which they review students' academic progress and discuss the best ways to adapt the classroom experience to individual needs.

Please stay in touch with your teacher about any academic challenges or concerns you may have throughout your course. By keeping your teacher informed, he/she can help you overcome any obstacles that stand in your way, and increase your chance of success throughout the course.

SCHOOL POLICIES

ADMISSION

UCEDA International offers intensive and semi-intensive English language training for foreign-born adults. To be admitted, all students must meet the following minimum criteria:

1. Be at least 18 years of age*
2. Have current or former permanent residence in a country or region where English is not the predominant language
3. Have a basic understanding of the English or Latin alphabet.
4. Demonstrate a communicative deficiency in English speaking, reading, writing, or listening skills relative to one's stated goals
5. Be willing and able to attend either full-time classroom instruction (18 hours per week minimum, required for F1 visa students) or part-time classroom instruction (3 to 6 hours per week minimum)
6. Possess or demonstrate eligibility for a nonimmigrant visa category which requires or allows either full-time or part-time language study.
7. Satisfy eligibility requirements for issuance of Form I-20 (required for F-1 visa students only)

*Minors at least 15 years of age may be admitted with parent or legal guardian consent when accompanied by a responsible adult. Programs of study for minors who have not yet completed secondary education are limited to a maximum of six months.

UCEDA International does not discriminate on the basis of race, color, religion, sex, sexual orientation, age, disability or genetic information.

To apply to be admitted to UCEDA International, students must complete an Application Form and take a preliminary Placement Test to determine their English proficiency level and placement in the correct program: *English Proficiency Basic*, *English Proficiency Intermediate*, or *Academic English Advanced*.

For students requiring F-1 visa status, additional supporting documents will be required. An international advisor will review your information to pre-qualify you for admission, and an admissions interview may be required. Application does not guarantee acceptance or F-1 visa approval.

For complete steps on how to apply as a new student, please visit www.uceda.edu

For more information about program structure, please review *Appendix G: Curriculum Overview* and *Appendix H: Course Descriptions* at the end of this handbook.

CONDUCT

At UCEDA INTERNATIONAL, we accept students from all over the world, and we expect the highest level of mutual respect to be shown by everyone, and toward everyone.

The following behavior is unacceptable and will not be permitted on school premises:

- **All forms of bias – racial, ethnic, gender, disability – as manifested by abusive physical acts or verbal/written communication**
- **Any sexual harassment or coercion**
- **All forms of dishonesty – cheating, plagiarism, fraud, etc.**
- **Intentional disruption of school activities**
- **Theft, vandalism, or damage to school premises**
- **Violation of any laws or other actions on school premises that conflict with educational objectives – alcohol consumption, smoking, etc.**

While in the United States in student status, do not participate in activities that promote, endorse, or involve violence or destruction of property. Do not participate in activities that advocate the use of force, violence, or other unlawful means.

Violations of this policy may result in disciplinary action, including termination of student status.

ATTENDANCE

Come to class every day.

For ultimate success in the program, students should take their attendance very seriously. In the event of an emergency, students are expected to notify the school by contacting the front desk before class. If absent or late for medical reasons, please make sure to bring or send a doctor's note.

To qualify for student visa status (F-1), federal law requires that you must attend a full-time program of study, which is defined as 18 hours per week in an Intensive English Program (see *Course Schedules*).

Federal law allows tourists and certain other classes of nonimmigrants to enroll part-time in short courses of study. Where part-time or Semi-Intensive English Programs are offered, course schedules may vary.

For F-1 visa students, please be advised that federal law requires the school to report changes to student status within 21 days. If you think you may be absent for such a period of time, you are required to notify and obtain authorization from a Designated School Official (DSO) in advance. In most cases, students may only be authorized to drop below a full-time course load for documented medical reasons. Otherwise, F-1 students who become absent for three (3) consecutive weeks must be reported to SEVIS/USCIS as *Terminated* due to *Unauthorized Withdrawal*. This kind of termination in your file will cause you to lose your current F-1 visa status and will likely make it extremely difficult for you to obtain any visa to the United States for several years.

Repeated failure of any course, and/or chronic absenteeism leading to an average of less than 70 percent attendance in a three month period, may also lead to automatic expulsion from the program, and subsequent loss of student visa status, if applicable. If your attendance is at risk, please meet with an Academic Adviser to resolve your attendance problem immediately!

(See page 17 for details about Recovery Class fees.)

PARTICIPANT RELEASE

Release to Use Name, Image, Voice, Likeness, and Performance

UCEDA International may allow photography and/or recording during certain classes or school activities. Students should be aware that some images and recordings may be displayed on UCEDA International's website, or within its premises, or shared on social media by staff or students. Students grant UCEDA International the full right to use create and share recordings including images, audio, video, personal stories and performances, in any media, of their name, image, voice, and likeness. UCEDA may copyright, adapt, edit, translate, summarize, reproduce, perform, display, distribute, publish, license, sublicense, sell, broadcast, post or stream over the internet, and otherwise use and allow others to use any and all parts of the recordings in any and all manners, and in any and all forms of media that UCEDA believes suitable. All rights, titles, and interests in and to the recordings shall belong to UCEDA, and students waive all rights to payment or other compensation arising from or related to the recordings. Students agree to release, defend, and hold UCEDA harmless from any claims, damages, or liabilities related to the recordings or UCEDA's use thereof.

TUITION & FEES

	Course Hours	Total Tuition	Monthly
12-month IEP	18 hours per week	$6,600	$550*
9-month IEP	18 hours per week	$5,220	$580*
6-month IEP	18 hours per week	$3,600	$600*
3-month IEP	18 hours per week	$1,995	
Premium IEP	20 hours per week	$3,840	

UCEDA INTERNATIONAL offers high-quality programs at an unbeatable cost. Tuition and fees are determined according to the duration and intensity of your program, and are subject to change on an annual basis. Current tuition rates, related fees, and promotional offers may be found at: uceda.edu/tuition

*Intensive English Program durations may be tailored according to the number of months you need to study. As a convenience, tuition payments may be divided into monthly installments. Rates shown include Lab Fees which cover the costs of course materials, multimedia equipment, computer labs, and wireless internet.

A nonrefundable enrollment deposit of $250 is due and payable when you are accepted to the program. This amount will be credited toward your tuition balance upon program completion: the month you graduate or the month of your Program End Date on your form I-20, whichever comes first. To ensure your deposit is applied correctly, please notify the school at least 30 days in advance of your intent to complete your program at UCEDA.

A monthly tuition payment for the first month of your program is due prior to the first day of class.

Sample IEP Tuition and Fee Schedule

What do I pay?	How Much?	When?
Application Fee **non-refundable*	**$150**	**When you apply** *(Note: only $100 for Transfers or $500 for Change of Status)*
Enrollment Deposit **non-refundable unless visa is denied*	**$250**	**Upon acceptance to UCEDA** *(Amount is discounted from tuition balance upon program completion)*
Monthly tuition and fees	**$525**	**Before the 1st day of each calendar month**

Other Fees:

Extension	*$100*	*Upon issuance of an updated Form I-20 to extend the duration of your Program of Study*
Dependent I-20	*$100*	*Upon issuance or extension of the Form I-20 for any F-2 dependent (spouse/child)*
Recovery Class	*$45*	*If you require additional class time outside your normal schedule to make-up or recover from excessive absences (6 hour block)*
Graduation	*$89*	*When participating in a graduation ceremony, this fee covers the cost of the ceremony, cap and gown rental, final assessment, and graduation certificate.*

UCEDA INTERNATIONAL

Note: Where permissible by law and to help us manage the increased cost of processing credit cards, a transaction fee of 3% will be applied to all credit card payments. You can easily avoid this fee by choosing eCheck/ACH online, or paying in person with cash or check.

Late Fees

To keep tuition low, timely payment is required. For students paying tuition on a monthly basis, tuition is due on the 1st calendar day of every month. Tuition not received by the second day of the month may be subject to a Late Fee of $30, which can increase by $1 per day until full payment is received.

Pay Date	Late Fee	Total Due
1	**$ -**	**$ 485.00**
2	$ -	$ 485.00
3	**$ 30.00**	**$ 515.00**
4	$ 31.00	$ 516.00
5	$ 32.00	$ 517.00
6	$ 33.00	$ 518.00
7	$ 34.00	$ 519.00
8	$ 35.00	$ 520.00
9	$ 36.00	$ 521.00
10	$ 37.00	$ 522.00
11	$ 38.00	$ 523.00
12	$ 39.00	$ 524.00
13	$ 40.00	$ 525.00
14	$ 41.00	$ 526.00
15	$ 42.00	$ 527.00

Pay Date	Late Fee	Total Due
16	$ 43.00	$ 528.00
17	$ 44.00	$ 529.00
18	$ 45.00	$ 530.00
19	$ 46.00	$ 531.00
20	$ 47.00	$ 532.00
21	$ 48.00	$ 533.00
22	$ 49.00	$ 534.00
23	$ 50.00	$ 535.00
24	$ 51.00	$ 536.00
25	$ 52.00	$ 537.00
26	$ 53.00	$ 538.00
27	$ 54.00	$ 539.00
28	$ 55.00	$ 540.00
29	$ 56.00	$ 541.00
30	$ 57.00	$ 542.00
After 30 Days	**$60.00**	**$ 545.00**

Students who are more than 30 days overdue may be suspended or terminated from the program. Please keep your account in good standing and come to class every day.

Refunds

Due to the labor and systems involved in processing new student information and preparing required course materials, all application fees, enrollment deposits, and fees related to course materials, field trips, program extensions, and graduation events, are non-refundable.

For full-time students enrolled in programs of study exceeding 300 total instructional hours, tuition is generally charged on an annual basis. Students who withdraw from or are terminated by the program will be eligible for a tuition refund based on the full program tuition (less any discounts received by the student) and the date of withdrawal as follows:

Withdrawal Date	Refund Amount
During WEEK 1	90% of program tuition
During WEEK 2-3	80% of program tuition
During WEEK 4-12*	55% of program tuition
During WEEK 13-26*	25% of program tuition

*When withdrawal occurs after 25% but before 50% of the program is completed, students are eligible for a refund of 25% of program tuition. All refunds will be reduced by the amount of program tuition which has not yet been paid. In the event that the full program tuition has not been paid, a credit will be applied to the remaining balance.

Refunds shall be made payable to the student or sponsor or governmental agency, depending on who paid tuition on behalf of the student, and shall be processed by check or electronic transfer, not cash, within 10 business days.

Students enrolled in New Jersey: For programs of study designed for less than 300 total instructional hours, early withdrawals will be eligible for a pro-rata portion of the tuition calculated on a weekly basis. In the event of an unannounced school closure, students enrolled at the time of the closure must contact the New Jersey Department of Labor and Workforce Development Training Evaluation Unit within ninety (90) calendar days of the closure. Failure to do so may exclude the student from any available form of assistance. Please contact the Training Evaluation Unit via email at trainingevaluationunit@dol.nj.gov

PROGRAM SCHEDULES

Intensive English Programs consist of at least 18 instructional hours per week. Most classes meet 4 days per week, Monday through Thursday. Your course schedule is based on your level of English, your individual goals, and availability. Typical schedules for Intensive English Programs include:

Morning (4-Day Week)
MON-THU 8:00AM to 12:30PM

Evening (4-Day Week)
MON-THU 5:30PM to 10:00PM

***Compressed IEP* (2-Day Week)**
MON-TUE 8:00AM to 5:00PM
or SAT-SUN

Premium IEP (4-Day Week)
MON-THU 9:30AM to 2:30PM

*Program schedules and availability may vary by location. Please review the current schedule availability by location, by visiting:
uceda.edu/f1-intensive-esl

Semi-Intensive English Programs are offered to tourists, au pairs, and other students who are unable to attend full-time. Where part-time or Semi-Intensive English Programs are offered, course schedules may vary. The following are some examples of course schedules for you to attend, up to 15 hours per week:

MONDAY - THURSDAY	**SATURDAYS**
OR **MONDAY - FRIDAY**	OR **SUNDAYS**
8:00AM-9:30AM	9:00AM-1:00PM
9:30AM-11:00AM	10:00AM-2:00PM
11:00AM-12:30PM	
5:30PM-7:00PM	
7:00PM-8:30PM	
8:30PM-10:00PM	

CALENDAR

UCEDA INTERNATIONAL students begin classes on the first Monday of each month. Each course is 12-16 weeks in duration, depending on the level. The entire program duration may range between 3 months for a single course, or up to 12 months or longer for multi-course programs. It is important to note that the rate of language development may vary according to the learner's educational background, first language, learning style, cognitive style, and other factors.

Classes are held year-round with the exception of the following holidays and breaks:

New Year's Day
January 1

Independence Day
July 4

Memorial Day
Last Monday in May

Labor Day
First Monday in September

Juneteenth
June 19

Thanksgiving Day
Fourth Thursday in November

Winter Break
Usually the final two weeks of each year (exact dates to be announced)

Religious Holidays and Cultural Traditions
In recognition of the cultural diversity of our schools, in addition to the secular holidays and breaks listed above, each student may be excused for up to three religious/cultural holidays during the year (3 days per year).

Note: If any classes are held on a federal holiday, or during a winter storm warning or state of emergency, then any absences during this time will be considered excused, and any attendance during this time will be credited toward past absences as make-up/recovery classes.

VACATION & TRAVEL

With the exception of two weeks at the end of December, UCEDA INTERNATIONAL is open every week of the year to offer students the most value in their education. However, after completing a minimum of 6 months of continuous study in the Intensive English Program, a student in good academic standing may choose to take a vacation. To qualify for annual vacation:

1. **Complete a minimum of 6 months of continuous study before vacation**
2. **Provide written advance notice that you plan to take vacation**
3. **Vacation can be authorized for 30 days, 60 days, or 90 days**
4. **Vacation from your program may be taken only once per year**
5. **Only students who intend to return and register for the following course session are eligible for vacation**
6. **Student must be in compliance with School Policies and tuition payments**

A decision by the student not to attend a portion of the annual program does not excuse the student from making timely payment of monthly tuition installments.

Provided that the student has demonstrated compliance with School Policies and meets the criteria described above, UCEDA INTERNATIONAL will maintain the active student's I-20 record during the vacation period. But remember when you're on vacation, practice your English!!!

ACADEMIC ASSESSMENTS

To monitor and ensure academic progress, students normally participate in a variety of practice and production activities in class, as well as one or more quizzes to evaluate their progress through a course. When in-class production or formal quizzes indicate that a student may be falling behind in class, a conference will be scheduled with the instructor and an advisor to discuss plans for improvement. A student at risk of failing a class will be assigned an individualized tutoring plan in order to help them master the specific skills or grammar with which they are experiencing difficulty. Instructors will maintain contact with the tutors, make suggestions and provide feedback to help students to maintain progress and to achieve their goals. At the end of each course, students complete a final evaluation, which may consist of an oral and/or written portion. Final grades for each course are calculated according to the tables in the section below.

COURSE COMPLETION & GRADES

Upon completion of each level in the curriculum, students receive a Level Achievement Certificate highlighting the language proficiency level achieved, as well as a letter grade.

A (Excellent)	90%-100%
B (Above Average)	80%-89%
C (Average)	75%-79%
D (Below Average)	70%-74%
F (Failure)	Below 70%

Students who withdraw from a course early, or who join a course late (with less than 50% of class days remaining), may not be eligible to participate in final exams and will receive a grade of Incomplete.

Students must earn an overall grade of 70% or better in order to pass each course, and may not repeat the same course more than once. Grades for each course are calculated as follows:

English Proficiency Basic & Intermediate Levels

Assessment	Weight
Quizzes	20 %
In-class Production	20 %
Final Oral Evaluation	20 %
Final Written Evaluation	40 %

Advanced Reading & Writing

Assessment	Weight
Quizzes	20 %
In-class Production	20 %
Final Exam – RW Skills	30 %
Final Exam – RW Comprehension	30 %

Advanced Speaking & Listening

Assessment	Weight
Quizzes	20 %
In-class Production	20%
Final Production Evaluation (e.g. Project/Presentation)	30 %
Final Written Exam	30 %

Integrated Skills for Critical Thinking

Assessment	Weight
Quizzes	20 %
In-class Production	20 %
Final Production Evaluation (e.g. Project/Presentation)	30 %
Final Written Exam	30 %

Elective Courses

Remedial Reading & Writing B2

Assessment	Weight
Quizzes	20 %
In-class Production	20 %
Final Exam – RW Skills	30 %
Final Exam – RW Comprehension	30 %

Remedial Speaking & Listening B2

Assessment	Weight
Quizzes	20 %
In-class Production	20%
Final Production Evaluation (e.g. Project/Presentation)	30 %
Final Written Exam	30 %

Advanced Grammar

Assessment	Weight
Quizzes	20 %
In-class Production	20 %
Final Production Evaluation (e.g. Project/Presentation)	20 %
Final Written Exam	40 %

American Idioms & Vocabulary

Assessment	Weight
Quizzes	20 %
In-class Production	20 %
Final Production Evaluation (e.g. Project/Presentation)	20 %
Final Written Exam	40 %

Business English

Assessment	Weight
Quizzes	20 %
In-class Production	20 %
Final Production Evaluation (e.g. Project/Presentation)	20 %
Final Written Evaluation	40 %

Pronunciation & Accent Training

Assessment	Weight
Quizzes	20 %
In-class Production	20 %
Recordings Self-Assessment	20 %
Final Project	40 %

Project-Based Learning

Assessment	Weight
In-class Production	20 %
Peer Review	20 %
Self-Assessment	20 %
Final Production Evaluation (e.g. Project/Presentation)	40 %

TOEFL Preparation

Assessment	Weight
In-class Production	20 %
Practice Tests	40 %
Final TOEFL Simulation	40 %

PROBATION & TERMINATION

Students who demonstrate a pattern of violating the policies of UCEDA INTERNATIONAL may receive written notice from the school that they are on Official Probation. If you are on probation, this is a very serious warning that your student status may be in danger. Students on probation risk being terminated from the program unless they correct the specified problem within a period of one session after the time they were put on probation. Please note that F-1 students will only be eligible to remain in Active status while in good academic standing and pursuing a full course of study.

Students may be placed on probation for any of the following reasons:

1. **Failure to meet minimum course requirements for a passing grade** (see *Course Completion & Grades*)
2. **ATTENDANCE below 80% within any 12-week period**
3. **Tuition payments OVERDUE by more than 15 days**
4. **Other improper conduct on school premises** (see *Conduct*)

Please note that students who fail a course are placed on academic probation automatically, as a warning that they are not making satisfactory progress toward completion of the program. Failing the same level twice may result in termination due to poor academic performance.

Once a student is notified of his/her official probation, the IEP Director or a designated UCEDA representative will monitor the student closely on a weekly or monthly basis until the student comes back into satisfactory compliance with school policy. Recurring violations will result in a follow-up meeting with the IEP Director or designated representative. Upon final review by the IEP Director within 30 to 90 days, the probation may be lifted, or failure to correct the violation will result in termination from the program.

Students may be terminated from the program for any of the following reasons:

1. **ATTENDANCE below 70% within any 12-week period**
2. **Unexcused absence for 3 consecutive weeks**
3. **Tuition payments OVERDUE by more than 30 days**
4. **Recurring violations of school policies while on Official Probation**

F-1 students who are terminated lose their active status in SEVIS and their visa becomes invalid, requiring them to depart from the United States within 15 days.

At UCEDA INTERNATIONAL, we do not wish for any of our students to suffer this inconvenience, so to ensure your success please do your part to comply with the policies outlined herein. If you are placed on probation or have any concerns, discuss them with the appropriate UCEDA representative right away – we promise we'll do everything we can to help you.

COMPLETING YOUR PROGRAM

Every international student is responsible for knowing when their program is scheduled to end. This information is easily found on the Form I-20 Certificate of Eligibility for F-1 Student Status. When the time comes and you are ready to end your studies at UCEDA, please make an appointment to meet with your Academic Advisor and International Student Advisor, preferably 15 to 30 days in advance. Prior to departure, you must pay any and all outstanding balances due for tuition, books, et cetera.

There are three levels of graduation certificates given at UCEDA INTERNATIONAL: *English Proficiency Basic, English Proficiency Intermediate,* and *Academic English Advanced.* The academic requirements for each are outlined in Appendix E: Curriculum Overview.

After all the related academic requirements have been met, a Graduation Eligibility Form may be requested. This form contains information in three areas: (1) summary of courses completed; (2) grades/marks earned; and (3) any additional coursework the student had to produce to meet graduation requirements.

PROGRAM EXTENSION

Please note that after the Program Completion Date on a student's I-20 Certificate of Eligibility, the student's SEVIS record will auto-complete within 60 days; unless a program extension is requested in advance. An F-1 student currently maintaining legal status and attending classes as scheduled, but unable to complete the course of study by his/her Program Completion Date is eligible to apply for a program extension. The delay must be caused by compelling academic or medical reasons. Delays caused by academic probation or suspension are not acceptable reasons for program extension.

A minimum three (3) weeks before the student's Program Completion Date, a program extension request may be submitted to the International Student Advisor. A student seeking a program extension after the program completion date is considered out of status and must file for reinstatement with USCIS.

Note: F-1 students will only be eligible for extension while in good academic standing and pursuing a full course of study. When a program is extended, the tuition rates and policies of the current version of this Student Handbook will be applied.

TRANSFER OUT

The Intensive English Program at UCEDA INTERNATIONAL is designed to prepare students to achieve their future academic endeavors. If you are transferring to another school as an F-1 student, just ask your new school for a transfer request form, and deliver it to your International Student Advisor at UCEDA. After we receive a transfer request and an acceptance letter, your records will be released to your new school prior to your new program start date.

To remain compliant with federal regulations, F-1 students must:

1. Continue attending all classes while waiting to transfer.
2. Maintain normal academic progress. After completing an Intensive English Program at an advanced level, students normally maintain academic progress by transferring to a degree program at an accredited *college* or *university*.
3. At a college or university, enroll in at least 12 credit hours per term. Only one class, up to 3 credits per term, may be taken online.

UCEDA INTERNATIONAL partners with select colleges and universities, offering students a clear pathway into higher education. UCEDA may facilitate your admission by sharing your academic achievements and contact details with select colleges and universities.

Resources for Life Outside the Classroom

HEALTH INSURANCE

UCEDA INTERNATIONAL strongly recommends that students obtain health insurance while living in the United States. Health insurance and immunization records are required when studying on-campus at a college or university. While UCEDA does not require any specific brand of insurance, please be advised that failure to maintain health insurance can carry significant consequences/risks.

Medical care in the United States can be extremely expensive. Without health insurance coverage, individuals who need medical care often go into debt for many years-sometimes for the rest of their lives-in order to pay back the medical provider (doctor or hospital) that treated their illness or injury. Medical care expenses can jeopardize your financial status and your ability to maintain full-time student status in good standing (as defined by DHS regulations).

Students who are interested in obtaining health insurance may apply by contacting any of a variety of private insurers. Be aware that different plans may vary in the services they cover, the cost of premiums, deductibles and co-payments required, and the length of coverage. Optional coverage may also be obtained for spouses and dependents. Upon request, UCEDA advisement personnel may assist students by providing interpreter services when contacting an insurer for information.

Please research the following health insurance providers and resources to find a plan that will meet your needs:

ISO – International Student Organization – features a variety of health plans and specializes in serving international students in the USA as well as American students studying abroad.

www.isoa.org

150 S. 30th Street, Suite 1101, New York, NY 10001

Phone: (800) 244-1180 or (212) 262-8922

Compass Student Insurance – extensive experience with ESL international student healthcare, offering comprehensive, affordable plans with flexible enrollment agreements.

www.compassstudenthealthinsurance.com

720 Washington Street, Suite 103, Hanover, MA 02339

Phone: (866) 590-4427 or (781) 356-1999

VISIT International Health Insurance – provides important protection for all students, groups and travelers worldwide, with a helpful AI tool to find your best plan.

www.visitinsurance.com

PO Box 210, Mount Vernon, VA 22121

Phone: +1 703-660-9062

International Student Insurance – plans are comprehensive, affordable, and specially designed for international students.

www.internationalstudentinsurance.com

224 First Street, Neptune Beach, FL 32266

Phone: (800) 247-1387 or (904) 758-4391

Health Insurance Marketplace (federal government website) Individuals with non-immigrant student visa status also qualify to use the Health Insurance Marketplace.

www.healthcare.gov

SAFETY TIPS

The United States is generally a safe country. However, it is always important to stay alert. Here are some safety tips to remember when traveling:

1. All cities have “good” and “bad” areas. Learn where the “bad” areas are located and avoid them especially at night.
2. Keep your wallet, passport and other valuables in a safe place.
3. Keep a cell phone with you if possible.
4. Call 9-1-1 for police and emergency services anywhere in the USA.
5. In crowded places, always be aware of the emergency exits.
6. To avoid scams, do not use suspicious Wi-Fi hotspots or ATM machines that appear tampered.
7. If you have a car, keep the car doors locked. Do not stop for people you do not know. Police officers who stop drivers for traffic violations will always be wearing a police uniform.
8. Plan your accommodations in advance. Getting off a bus or a train at night and seeking lodging may not be a good idea. Sleeping in train stations or bus stations is generally not accepted in the USA. You can usually find motel rooms along major highways without a reservation. Do not sleep in your car at highway "rest areas."
9. Stay off private property. Do not camp on private land and do not camp beside the highway. Private property in the United States of America is very private. Use only public beaches, marked trails and State or National Parks.
10. When walking in urban areas in and around New York City, try to look like you know where you are going.
11. Stay in well-lit areas at night.
12. Walk in groups, and watch out for each other.

EMERGENCIES & NATURAL DISASTERS

We understand that international students may face emergency situations while studying in the United States. These emergencies can range from natural disasters to manmade events and can affect your safety and impact school operations.

Preparing for Emergencies

You can make your own emergency preparedness plan while you study in the United Sates:

- Be Prepared. Use this list from Ready.gov: Build a Kit.
- Follow FEMA's popular accounts on social media.
- Follow local news and weather sources so you can remain informed about what to do while situations unfold.
- Follow UCEDA International on Facebook so you can stay updated on the operational status of your school.

Maintain Status During an Emergency Event

It is important that F-1 visa students maintain their nonimmigrant student status, even during emergency events. This means you should continue to take all the necessary actions to remain in status, to the extent possible under the circumstances, and communicate with your designated school official (DSO) about the emergency plans at the school where you are studying.

Items to Keep Safe

Keep the following items in a safe, secure place so that they are easily accessible in the event of an emergency:

- Cash and financial records.
- Passport, visa, and travel-related documents.
- Form I-20, Form I-901, Form I-94, and other important forms
- Social Security card and Form I-766, "Employment Authorization Document," if applicable.
- DSO emergency contact information: studyusa@uceda.edu
- SEVP contact information: 1-800-892-4829 or sevp@ice.dhs.gov

HOUSING

Although UCEDA INTERNATIONAL does not provide student housing, students may choose from a variety of living options available in the surrounding community. For a complete cultural experience, students have the option to live with an American family in what is called a "Homestay Program". Some new students and students in shorter programs stay in local hotels, while most students live with family or friends, or rent space in an apartment setting. Please check the bulletin board located at your school for housing alternatives in your area. Students may also find apartments listed in local newspapers, websites, and international students' online blogs. The following websites may help you in finding living accommodations to meet your needs:

Homestay Programs

- ConnectingUSA.com
- SaraHomestay.com

Private Rentals, Shared Rooms, Temporary Sublets*

- SpareRoom.com
- Airbnb.com
- HomeAway.com

Hotels

- Booking.com
- Google.com/travel/hotels
- Tripadvisor.com/hotels

Apartments*

- Rent.com
- Apartments.com
- ApartmentGuide.com
- Vrbo.com
- Facebook Marketplace

***Important**: Apartment owners usually require a one-year lease contract, as well as a security or damage deposit. Rooms and temporary sublets within a shared residence may accept shorter lease terms. Please be sure you understand the terms of any contract before you sign.

EMPLOYMENT

Under federal law, F-1 students in an Intensive English Program are not authorized to work off-campus*. Intensive ESL students on the F-1 visa are allowed to work part time (up to 20 hours per week), on campus only. If you are interested in part time employment at UCEDA, please ask the Program Director to be notified of any current or future on-campus employment opportunities that may be available.

***Exception for Economic Hardship**

In rare and unfortunate occasions, some students may experience unforeseen economic hardship caused by circumstances beyond the student's control. F-1 students can apply for off-campus employment in rare cases of severe economic hardship. These circumstances may include a loss of financial aid or on-campus employment without fault on the part of the student, substantial fluctuations in the value of currency or exchange rate, inordinate increases in tuition and/or living costs, unexpected changes in the financial condition of the student's source of support, medical bills, or other substantial and unexpected expenses.

You can apply for employment based on severe economic hardship only if:

- You have been in F-1 status for one full academic year
- You are in good academic standing and are taking a full course load
- Employment will not interfere with your studies
- You can demonstrate with sufficient documentation that employment is necessary to avoid severe economic hardship caused by unforeseen circumstances beyond your control

Employment under Economic Hardship can only be part time when school is in session, and can be full-time during vacations and holidays. You cannot begin work until the Department of Homeland Security approves your case and issues you an EAD (Employment Authorization Document). Please schedule an appointment with the International Student Advisement Office if you think you may qualify for Economic Hardship.

PUBLIC TRANSPORTATION

New Jersey / New York: NJ Transit provides rail, light rail, and bus services linking major points in New Jersey, New York, and Philadelphia. Planning your trip on NJ TRANSIT is easy using the online point to point trip planner tool. For detailed information about bus and train lines visit: http://www.njtransit.com

NJ Transit offers special savings for college and post-secondary students through the Student Monthly Pass program. You can save 25 percent on NJ TRANSIT monthly passes as UCEDA INTERNATIONAL participates in NJ TRANSIT's University Partnership Program. Getting the discount is simple. Request a Student Monthly Pass application form at the nearest New Jersey Transit train station and make sure to complete your application and submit it to your school site manager for verification purposes. After completing the application, students will be able to buy passes at a NJ TRANSIT kiosk by presenting a signed application form and your UCEDA INTERNATIONAL identification card. Make sure to purchase your monthly pass the first day of each month. Student Monthly Pass application forms allow you to purchase passes for four consecutive months. After the fourth month, students will have to complete a new application form. Please visit NJ Transit's Student Pass website at:
http://www.njtransit.com/ti/ti_servlet.srv?hdnPageAction=StudentPassTo

Virginia / Washington DC: The Washington Metropolitan Area Transit Authority provides rail and bus services in Washington, DC; Maryland; and Virginia communities. For schedules, fare options, and route information, visit: https://www.wmata.com

For most travel directions and public transit options, you may also try using the Google Maps website: https://www.google.com/maps/dir/

DRIVER'S LICENSE

"Any F, M, or J nonimmigrant may apply for a driver's license or ID card, per state or territorial law. The nonimmigrant must present necessary supporting documents required to verify legal presence in the United States" (http://www.ice.gov/doclib/sevis/pdf/dmv_factsheet.pdf).

Before applying for a driver's license or state-issued identification card, talk to your IEP Advisor. We will help familiarize you with the expectations of the department of motor vehicles near you, and explain the general process for obtaining a driver's license. Wait until at least your second week of classes at UCEDA before applying for a driver's license. This will allow time for your data to process through government information systems. When applying for your driver's license, your I-20 record must be in *Active* status in the Student and Exchange Visitor Information System (SEVIS).

To apply for your U.S. driver's license, be prepared to present the following documents:

- Valid passport with visa and Form I-94 "Arrival/Departure Record"
- Valid form I-20 (for an F-1 student or dependent)
- Form I-797, "Notice of Action," (change of status students only)
- Student identification card, or certification on school letterhead indicating student status
- Proof of Address (apartment contract or lease, or any recent letter, statement, or bill, mailed from a government agency, bank, or utility company to the place where you live)
- International Driver Permit, or your country's driver license, if you have one (not required, but helpful to demonstrate proof of driving experience)

Note: Nonimmigrant students do NOT need a Social Security Number (SSN). However, some motor vehicle offices may require evidence that the student has applied for and been denied a SSN. This can be obtained through Form SSA-L676, "Refusal to Process SSN Application." For details, visit: http://www.ssa.gov/pubs/10096.html#a0=2

Individuals applying for a driver's license should also be prepared to take a vision test, a knowledge test, and possibly a road test if required. Written knowledge tests are typically offered in a variety of foreign languages. However, if you are unable to take a test in your native language, kindly ask if an approved interpreter may be allowed.

For more information about obtaining a driver's license, visit the appropriate website for your state:

New Jersey:
https://www.nj.gov/mvc/index.html

Maryland:
https://mva.maryland.gov/drivers/Pages/international-applicants.aspx

Virginia:
https://www.dmv.virginia.gov/licenses-ids/license

Connecticut:
https://portal.ct.gov/dmv/licenses-permits-ids/get-a-drivers-license-ct

SOCIAL & RECREATIONAL ACTIVITIES

At UCEDA INTERNATIONAL, we believe that language learning can be enriched by exposure to cultural context. Students must have the opportunity to apply what they have learned in the classroom to real-life experiences. Therefore, we strongly encourage students to explore the many cultural, social, and sports activities available, not only through the school, but also in the surrounding community.

Seasonal On-Campus Activities

In order to give international students a sense of American culture, each instructional site may conduct special activities during popular U.S. holidays. These on-campus activities may include decorating the school for Halloween, playing an Easter-Egg word hunt game in the springtime, a potluck meal during the Thanksgiving season, or a Secret Santa gift exchange in December, for example. Such cultural activities are intended to be both recreational and educational in nature, and are not aimed at promoting or discriminating against any religion, faith, or creed. All students are encouraged to participate in UCEDA-sponsored seasonal festivities.

Field Trips

From time to time, UCEDA INTERNATIONAL will organize Field Trips or activities formally sponsored by the institution. An additional fee for these optional activities may apply. To join a Field Trip, students will also be asked to sign a waiver indicating that they understand safety procedures in case of emergencies, as well as any risks involved. Registration for Field Trips is first-come first-serve, with priority given to students in good academic standing. A minimum of one UCEDA representative will accompany any group in a Field Trip activity.

Typical Field Trips near NYC:

The Statue of Liberty – A short boat ride from Liberty State Park in New Jersey takes you to this famous symbol of freedom and opportunity.

Explore New York City – Visit the famous landmarks and museums you've always wanted to see.

Monmouth Park – This famous horse racing venue also hosts *Jersey Shore Food Truck Wars!*

Monmouth Battlefield – The reenactment of one of the largest battles of the American Revolution is an annual event at the park in late June.

Atlantic City Boardwalk – Historic shops, restaurants and thrills on the Jersey shore.

Broadway Shows and New Brunswick State Theatre – The best plays and musicals are a proud heritage of NYC culture.

Stamford Museum and Nature Center – Working farm with hiking trails, picnic area, a playground, art galleries, and a planetarium with observatory.

Barnum Museum – Learn about P.T. Barnum "The Great American Showman" and other U.S. circus legends since 1871.

University Campus Tours at NYU or Rutgers - Enthusiastic, knowledgeable student guides share information about landmarks, facilities, and student life at top universities.

Typical Field Trips near DC:

United States Capitol – The congressional office building is one of the most recognizable symbols of representative democracies in the world.

Explore Washington DC – Visit famous places and museums throughout the nation's capital.

Money Factory – The Bureau of Engraving and Printing is a great place to learn about currency as you see millions of US dollars being printed.

Monticello – The historic home of Thomas Jefferson.

More Field Trips:

Independence National Historic Park in Philadelphia – experience the birthplace of the United States of America.

Attend a Professional or College Sporting Event – See the famous New York Yankees or another elite sports team.

Six Flags and other theme parks for roller coaster thrills.

For details about specific upcoming Field Trips, please contact the Program Director or any student advisor for dates and information.

For more local events and activities, please visit:

- http://www.nycgo.com/
- http://www.visitnj.org/
- http://www.ctvisit.com/
- https://washington.org/
- http://www.state.nj.us/nj/things/
- http://www.newbrunswick.com/
- http://www.ticketmaster.com/
- http://www.nps.gov/state/nj/

Additional Help

PERSONAL COUNSELING

At UCEDA INTERNATIONAL, we are aware that living in a new country and getting used to a different culture may be overwhelming. To that end, we encourage students who may feel stressed and/or overwhelmed to seek assistance from their instructor, Academic Advisor, or from the IEP Director. Upon request, we offer a variety of personal counseling services designed to help students:

- Adapting to cultural differences in the United States
- Referral to a health insurance provider or broker
- Referral to a realtor, Homestay provider, or to temporary accommodations
- Advisement concerning available on-campus employment opportunities, if any
- Advisement toward which public transportation route(s) fit your specific needs
- Assistance obtaining special student discounts on public transportation and other community events and services, where available
- Advisement for getting a driver's license
- Referral to professional counseling if needed
- Provide students with information about colleges and universities when students are planning to transfer to a four-year college or university

At UCEDA INTERNATIONAL, we believe that each individual problem merits privacy and confidentiality. We adhere to professional standards of ethics, and any personal counseling will be considered strictly confidential, unless otherwise required by law.

ACADEMIC COUNSELING

At UCEDA INTERNATIONAL, we believe that every student deserves a personalized approach to learning English as a Second Language. IEP instructors are typically available right after classes end to answer questions regarding classwork and homework. Additional tutoring is also available several times per week, free of charge, for you to get extra help or practice in any areas of concern. Depending on students' academic needs, instructors may assign students a specific plan for individualized tutoring.

For academic concerns that require additional assistance, please schedule an appointment with your on-site Academic Advisor. He/she can help guide you to a solution for a range of potential issues including: level placement issues, academic achievement, classroom grievances, program completion, certificates, TOEFL preparation, applying to a college or university, etc.

IMMIGRATION ASSISTANCE

International students may receive assistance regarding U.S. immigration laws, forms, policies and procedures. All students should report to the International Student Services Office on a quarterly basis in order to ensure that all immigration forms are up to date. Federal law requires you, and your dependents if applicable, to inform the school of any Personal and/or Academic Events. These include, but are not limited to: changes to contact information; drop below full course of study; addition or loss of a dependent; enrollment in other institutions; applications for change of visa status; or early departure from the country. To update your information, or for any kind of immigration assistance, please contact the International Student Advisement Office:

International Student Services Office
Phone: +1 866-823-3299
Office Hours: MONDAY-FRIDAY 9:00AM-5:30PM
Email: studyusa@uceda.edu

Immigration assistance includes helping students achieve informed compliance with immigration regulations. In any immigration case where a student or his/her Adviser determines that UCEDA cannot provide adequate assistance, UCEDA INTERNATIONAL may refer the student to another qualified professional, service, or program.

COMPLAINTS AND GRIEVANCES

UCEDA International is committed to the highest standards of education and customer service. However, we understand that some students may have an experience which requires attention and possible corrective action. For personal counseling, academic counseling, or immigration-related assistance, please follow the guidelines set forth previously in this Handbook. To submit a formal written complaint, send an email to the Program Director with the word “Complaint” in the Subject line, or visit: www.uceda.edu/complaint

After receiving a written statement of the complaint/grievance, the IEP Director will usually attempt to set a time to meet in person with you to discuss the issue. Some less complex issues may be resolved simply by a Reply email. However, for more delicate matters of high importance to the student and/or the school, the IEP Director will work closely with students to find a solution that is suitable for students and/or to explore further options if students do not feel comfortable with the options presented. All grievances and resolutions will remain confidential and will be kept on file by the IEP Director. All complaints and grievances submitted will only be accessible by those parties involved, unless otherwise required by law.

OTHER CONCERNS

For other questions or concerns that cannot be addressed through your local academic advisor, please make an appointment to speak with the Intensive English Program Director in your area, or with the International Student Services Office:

IEP Executive Director – Nelson Gomez
Email: nelson.gomez@uceda.edu
Phone: 201-663-0130
Office Hours: MON/TUE/THU 12:00PM-4:00PM, WED 2:00PM-7:00PM
Office Address: 338 George Street, New Brunswick, NJ

IEP Associate Director, Connecticut – Daniel Prestwich
Email: daniel.prestwich@uceda.edu
Phone: 203-721-6800
Office Hours: MON 11:00AM-1:00PM, THU 4:30PM-5:30PM
Office Address: 65 Broad Street, Stamford, CT

IEP Associate Director, DC Metro – Francisco Andrade
Email: francisco.andrade@uceda.edu
Phone: 703-651-6860
Office Hours: MONDAY-FRIDAY 11:00AM-3:00PM
Office Address: 6201 Leesburg Pike, Suite 303, Falls Church, VA

International Student Services Office – Gabriela Tasayco
Email: studyusa@uceda.edu
Phone: 732-743-7214
Office Hours: MONDAY-FRIDAY 9:00AM-5:30PM
Office Address: 338 George Street, New Brunswick, NJ

Appendix A: Administrators and Site Offices

UCEDA International Main Office

111 Ellison Street, Paterson, NJ 07505

Phone: 973-653-3494 **Email:** help@uceda.edu

Web: www.uceda.edu or Facebook.com/ucedainternational

UCEDA Instructional Sites

Office Hours: MONDAY-THURSDAY 8:00AM-10:00PM

FRIDAY-SATURDAY by appointment

New Jersey

PATERSON, NJ	111 Ellison Street	973-279-0771	pat@uceda.org
PASSAIC, NJ	181 Prospect Street	973-458-0050	pas@uceda.org
DOVER, NJ	30 N. Morris Street	973-537-1300	dov@uceda.org
MORRISTOWN, NJ	171 Speedwell Ave	973-998-7956	mor@uceda.org
NEW BRUNSWICK, NJ	338 George Street	732-214-9500	nwb@uceda.org
PERTH AMBOY, NJ	152 Smith Street	732-826-2777	pam@uceda.org
RED BANK, NJ	135 Monmouth Street	732-268-7970	rbk@uceda.org
LAKEWOOD, NJ	204 Clifton Ave	732-987-4181	lak@uceda.org

Connecticut

STAMFORD, CT	65 Broad Street	203-721-6800	sta@uceda.org
DANBURY, CT	183 Main Street	203-912-4211	dby@uceda.org

DC Metro

FALLS CHURCH, VA	6201 Leesburg Pike, Suite #303	703-651-6860	fch@uceda.org
SILVER SPRING, MD	11416 Georgia Ave	301-850-6677	ssp@uceda.org

Appendix B: Student Handbook Summary

1. Our Mission: "**Motivate and prepare our students to achieve their goals by developing effective English communication skills**"
2. To maintain good academic standing, all UCEDA students are required to observe school policies contained in the Student Handbook
   a. **Conduct:** Show respect. No verbal or physical abuse. No racism. No sexism. No sexual harassment. No cheating or dishonesty. No disrupting school activities. No stealing. No vandalism. No drugs or smoking or alcohol on campus. No violence. Obey local and federal law.
   b. **Attendance:** Come to class every day. If there is an emergency, notify the school. If absent for medical reasons, give a doctor's note. F-1 students must attend 18 hours per week. Students who fail courses repeatedly will be Terminated. Students with less than 80% attendance will be placed on probation. Students who disappear for three weeks or who have less than 70% attendance may be Terminated immediately.
   c. **Tuition and Fees**: As a convenience, tuition payments and lab fees may be divided into monthly installments. Monthly payments are due on the 1st day of every month. Late Fees will be charged if payment is not completed by the second day of the month. Timely payment of tuition and fees is a requirement for maintaining Active student status.
   d. **Vacation and Travel**: After completing at least 6 consecutive months of intensive study, a student in good academic standing may choose to take an annual vacation. Written advance notice is required. Vacation from your program may be taken once per year, for 30 to 90 days. Only students who intend to register for the following course session are eligible for vacation. A decision by the student not to attend a portion of the annual program does not excuse the student from timely payment of monthly tuition installments.
3. Under federal law, you must report to the school regarding changes such as:
   a. changes to contact information
   b. drop below full course of study
   c. addition or loss of a dependent
   d. enrollment in other institutions
   e. applications for change of visa status
   f. early departure from the country
4. Federal law requires UCEDA to report any violations of F-1 Student Visa regulations. Students who are Terminated lose their eligibility for student visa status, and are required to depart from the United States within 15 days. To avoid this inconvenience, please discuss any concerns with a representative right away.
5. For additional help: Contact your Academic Advisor, review the Student Handbook, or send an e-mail to studyusa@uceda.edu
6. *Please arrive on time to your first day of class!*

Student Signature: _____ Date: _____

UCEDA INTERNATIONAL

Appendix C: Official Probation Record

Student Name: _____ **Site:** _____

Description of Violation/Noncompliance: _____

_____

_____

_____

Date(s) of Violation/Noncompliance: _____

Meeting #1 Date: _____

Advisor's Comments: _____

_____

_____

Student's Comments: _____

_____

_____

I have met with a school representative and I understand that I must correct the issue described above.

Student Signature: _____

UCEDA Representative: _____

Meeting #2 Date: _____

☐ Student continues on Probation due to repeat violation(s) on _____.

☐ Student released from Probation due to renewed compliance with school policy.

Advisor's Comments: _____

_____

_____

Student's Comments: _____

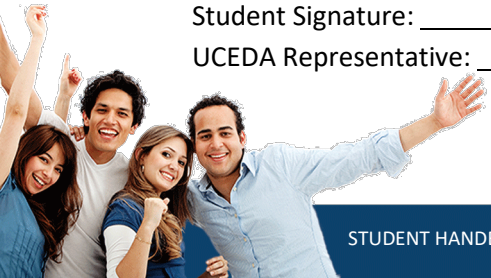
_____

_____

I have met with a school representative and I understand that if violations to school policies continue, I could be expelled from program.

Student Signature: _____

UCEDA Representative: _____



Official Probation – Continued

Student Name: _____ **Site:** _____

Meeting #3 Date: _____

☐ Student continues on Probation due to repeat violation(s) on

_____.

☐ Student released from Probation due to renewed compliance with school policy.

Advisor's Comments: _____

_____

_____

_____

_____

Student's Comments: _____

_____

_____

_____

_____

I have met with the IEP Director and received a final written warning. I understand that if another violation occurs, I will be expelled from the program.

Student Signature: _____

IEP Director: _____

Meeting #4 Date: _____

☐ Student is expelled from the program due to repeat violation(s) on

_____.

☐ Student released from Probation due to renewed compliance with school policy.

Student Signature: _____

IEP Director: _____

UCEDA INTERNATIONAL

Appendix D: Affirmation of Receipt

Upon completion of your orientation and review of this manual, please sign the statement below and return it to your Advisor.

I, _____,
hereby affirm that I have received a copy of the *UCEDA International Student Handbook* which outlines the school's mission and policies, and related immigration regulations, procedures, and health and safety issues. I certify that I have received a complete orientation as outlined within the Handbook, and that I have familiarized myself, at least generally, with the contents of the Handbook. I understand and accept the Participant Release. By signing below, I acknowledge, understand, accept and agree to comply with the information contained in the *UCEDA International Student Handbook*.

_____ _____

Student Signature **Date**

I have explained this document to the student and witnessed his/her signature.

_____ _____

Administrator / Advisor Signature Date

_____ _____

Interpreter Signature (if other than above) Date

Appendix E: Curriculum Overview

Intensive English Programs (IEP) offered by UCEDA INTERNATIONAL consist of a minimum of 18 instructional hours per week. English language courses are divided into the following programs aligned to the Common European Framework of Reference (CEFR):

- **English Proficiency Basic** (levels A0-A2)
- **English Proficiency Intermediate** (levels B1-B2)
- **Academic English Advanced** (levels B2-C1)

Student learning outcomes for all of these programs are focused on developing and scaffolding students' abilities in language skills such as reading, writing, speaking and listening, and critical thinking.

English Proficiency Basic

The goal of this program is to encourage students' personal development by instilling basic English survival skills, as well as basic grammar and vocabulary skills in students from Low Beginner to Low Intermediate levels. This series of courses aligns to the Common European Framework of Reference (CEFR) levels A1-A2. Once students complete the English Proficiency Basic Program, they will have acquired exactly what the title of the program implies: "basic proficiency." They will be able to grasp oral commands, engage in conversations regarding familiar subjects, such as kinship relationships, abilities, likes and dislikes, and use descriptive narrative in the three basic tenses.

Graduation with the English Proficiency Basic certificate will require a final grade of 70% or better in each of these Core Curriculum courses: *Gateway to English, In Focus,* and *Right on Track.* The duration of each Core Curriculum course is 16 weeks, consisting of two 8-week sections, each culminating in a formal written and oral assessment of students' progress. A Complementary Curriculum taken concurrently enriches the learning experience through additional skills-based activities and instruction. The total time to complete the program is 32-48 weeks, depending on initial proficiency level and individual rates of progress.

English Proficiency Intermediate

This program builds on students' prior knowledge and skills, and helps them transition into a more independent and creative stage in which they feel comfortable effectively engaging in conversations with native English speakers, consuming written documentation in English, and self-correcting. This series of courses aligns to the Common European Framework of Reference (CEFR) levels B1-B2, meaning students perform at low intermediate to upper intermediate levels. Once students complete the English Proficiency Intermediate Program, they will have acquired "functional proficiency" of the language. They will feel comfortable using idiomatic expressions, modality, verbal aspect, as well as more complex grammar structures.

Graduation with the English Proficiency Intermediate certificate will require a final grade of 70% or better in each of these Core Curriculum courses: *Transitions, Interactions,* and *Connections.* The duration of each Core Curriculum course is 16 weeks, consisting of two 8-week sections, each culminating in a formal written and oral assessment of students' progress. A Complementary Curriculum taken concurrently enriches the learning experience through additional skills-based activities and instruction. The total time to complete the program is 32-48 weeks, depending on initial proficiency level and individual rates of progress.

Academic English Advanced

This program is designed for international students who have already achieved an intermediate level of English at or approaching a CEFR level B2. To be admitted to the Academic English Program, students must take a CEFR level test and show a minimum overall score of B2, or successfully complete all the requirements of the English Proficiency Intermediate Program. This more advanced program is designed to help upper intermediate B1/B2 students to become advanced C1 users of the language, according to CEFR standards.

Academic level courses are designed to further develop and enrich students' English language skills in all areas, including speaking, listening, reading, writing, grammar and critical thinking. Students will be prepared for

professional and diplomatic communication, and/or for future study in an American college or university.

Courses in the Acaemic English program include Advanced Speaking and Listening, Advanced Reading and Writing, Integrated Skills for Critical Thinking, and electives such as Business English, American Idioms, or TOEFL Techniques. The duration of each course in this program is 12 weeks. The approximate total time to complete the program is 6-12 months depending on individual learning goals. Upon completion of the program, students receive an official certificate indicating their level of English according to the Common European Framework of Reference (CEFR).

To graduate with the Academic English Advanced certificate, students must satisfy the following requirements:

1. Successfully complete a minimum of one course in each of the academic areas within the platform.
2. Complete required assessments and classwork - the student's folder will be examined to see written assessments and to assess the samples of classwork.
3. Achieve a CEFR score of C1 on a standardized test offered through uceda.edusynch.com, or a score of 79 or higher on the official TOEFL iBT or a TOEFL iBT simulation.

UCEDA-CEFR Level Progression

	CEFR Level	UCEDA Courses	CEFR Goal	ILR Level (approx.)
Basic	0-A1	▪ **Gateway to English** ▪ **In Focus** ▪ **Right on Track** ▪ Conversation Workshop A	A2	1
Intermediate	A2-B1	▪ **Transitions** ▪ **Interactions** ▪ **Connections** ▪ Conversation Workshop B	B2	2-3
Advanced	B2	▪ **Advanced Reading & Writing** ▪ **Advanced Listening & Speaking** ▪ **Integrated Communication Skills** ▪ **Targeted Skills Elective** *minimum one of the following:* - Remedial Reading & Writing B2 - Remedial Listening & Speaking B2 - TOEFL Techniques - Business English - American Idioms - Pronunciation & Accent Reduction - English for Specific Purposes / Project Based Learning	C1	4

Students should enroll in courses that correspond to their recommended level as assessed during placement, and should progress to higher subsequent levels after passing all the courses in a level. UCEDA International will award a Level Achievement Certificate each time a student passes all the courses in a level, or when a student demonstrates a new achieved level according to a formal reassessment. To accurately measure students' achievement, every student must take a CEFR level test before and after completing the Academic English Advanced Program.

In rare cases a student may concurrently enroll in two courses at different levels, or take courses out of sequence. This should only be done with the approval and guidance of your Academic Advisor, who will monitor your progress and may coordinate individualized assignments, additional support and tutoring to ensure your success.

The CEFR Scale

UCEDA INTERNATIONAL's Intensive English Programs are aligned to the Common European Framework of Reference for Languages (CEFR). The CEFR organizes language proficiency in six levels, A1 to C2, which are defined through 'can-do' descriptors.

A1	Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.
A2	Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.
B1	Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes & ambitions and briefly give reasons and explanations for opinions and plans.
B2	Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialization. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.
C1	Can understand a wide range of demanding, longer texts, and recognize implicit meaning. Can express him/herself fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organizational patterns, connectors and cohesive devices.
C2	Can understand with ease virtually everything heard or read. Can summarize information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation. Can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex situations.

Abbreviations:

CEFR – Common European Framework of Reference for Languages, a guideline developed by the Council of Europe, used today to describe achievements of foreign language learners worldwide.

ILR – Interagency Language Roundtable, a federal standard for language proficiency developed by the United States Foreign Service Institute and widely in use in the U.S.A.

TOEFL iBT – Test of English as a Foreign Language (internet-based test) is published by Educational Testing Service in Princeton, New Jersey. This is the most widely respected English-language test in the world, recognized by more than 10,000 colleges, universities and agencies in more than 130 countries, including the United States.

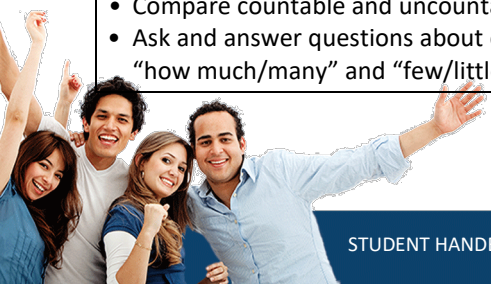
Sources: - https://www.coe.int/lang-CEFR/
- http://www.govtilr.org/
- https://www.ets.org/toefl
- https://www.english.com/gsescoreconverter/
- https://www.ets.org/toefl/institutions/scores/compare/

Appendix F: Course Descriptions

I. ENGLISH PROFICIENCY BASIC

Note: All courses in this program are 16 weeks, unless otherwise specified.

Course: Gateway to English
Program Level: English Proficiency Basic
Course Category: Core Grammar
Required Textbook: *Gateway to English Student Book and Workbook*
CEFR proficiency goal upon completion: A1 – Beginner
Description: The goal of this course is to prepare low beginning English Language Learners to answer questions related to personal information, to understand phrases in simple present tense and to talk about daily routines at home and at work, even when constant clarification may be needed. This course also prepares students to start writing about habits and everyday activities, using familiar words and phrases with basic sentence structures.
Objectives: This course provides learning experiences for students which teach them to use subject and object pronouns, the verb "to be," Present Progressive Tense, Simple Present Tense, and the modal "can."
Outcomes: By the end of the course, students will be able to – • Describe nouns with descriptive adjectives. • Apply spelling rules to regular plural nouns. • Memorize common irregular plural nouns. • Construct affirmative statements, negative statements, and questions with the verb "be" in the present progressive and simple present tenses. • Differentiate the use of the present progressive and simple present tenses. • Apply spelling rules to the present participle of present progressive tense and the third person singular form of verbs in simple present tense. • Say dates correctly using ordinal numbers. • Ask and answer questions about the frequency of routine actions using adverbs. • Demonstrate proper use of declarative and interrogative sentences with "can." • Distinguish between subject and object pronouns. • Describe an object's place using prepositions • Compare countable and uncountable nouns. • Ask and answer questions about countable and uncountable nouns using "how much/many" and "few/little."



Course: In Focus
Program Level: English Proficiency Basic
Course Category: Core Grammar
Required Textbook: *In Focus Student Book and Workbook*
CEFR proficiency goal upon completion: A1+ Beginner
Description: The goal of this course is to prepare high beginning English Language Learners to understand simple phrases in Simple Past Tense and Past Progressive Tense, to respond to simple questions about activities performed in the past, and to communicate concerning past events and past needs. This course also prepares students to read more challenging prose with familiar phrases and sentences in Past Tense and teaches them how to write in the same tense with basic control of grammar, less spelling errors, and some sentence structure complexity.
Objectives: Students will be taught to use the past progressive and simple past tenses, past forms of regular and irregular verbs, as well as contractions in the simple past tense.
Outcomes: By the end of the course, students will be able to – • Employ the verb “to be” in the simple past tense. • Construct affirmative, negative, and interrogative sentences in the past progressive and simple past tenses. • Apply spelling rules to regular verbs in the simple past. • Memorize common irregular verbs in the simple past. • Differentiate the use of the past progressive and simple past tenses. • Compare the use of “did” and “was/were” as auxiliaries. • Relate a series of past events using sequence expressions. • Discuss past and present habits using “used to” and “usually.”

Course: Right on Track
Program Level: English Proficiency Basic
Course Category: Core Grammar
Required Textbook: *Right on Track Student Book and Workbook*
CEFR proficiency goal upon completion: A2 – Elementary
Description: The goal of this course is to prepare low intermediate English Language Learners to communicate to satisfy routine social demands and limited work requirements, to handle with a certain degree of confidence casual conversations about current events as well as work and family, and to get the gist of simple conversations in certain social situations but might need clarification for details. It also prepares students to understand more cohesive texts and additional vocabulary related to familiar topics, to write about related situations while starting to introduce cohesive devices and integrating sentences in present, past, and future tenses into small, structured paragraphs.
Objectives: This course provides learning experiences and guided activities for students that teach them simple future tense with “will” and “going to,” as well as the use of the modals “could,” “should,” “must,” and “would.” In addition, this course instructs students in the use of prepositions of time and place and possessives.
Outcomes: By the end of the course, students will be able to – • Construct affirmative statements, negative statements, and questions in the simple future tense with both “will” and “be going to.” • Discuss ability using “can” and “be able to.” • Make polite requests with “could” and “would.” • Give advice using “should.” • Describe obligations using “must” and “have to.” • Describe the location of objects and the time of events with prepositions. • Conjugate verbs correctly according to their subjects. • Distinguish between definite and indefinite articles. • Ask and answer questions about possession using “whose” and possessive nouns, adjectives, and pronouns. • Memorize common verbs followed by gerunds and/or infinitives. • Discuss quantities of uncountable nouns using units and measurements and well as “too much/many.”

Course: Ready to Talk 1
Program Level: English Proficiency Basic
Course Category: Complementary Curriculum
Duration: 8 Weeks
Required Textbook: *Ready to Talk 1*
CEFR proficiency goal upon completion: A2 – Elementary
Description: The goal of this course is to prepare high intermediate English Language Learners to demonstrate a verbal command of various work and home-related vocabulary and to participate in conversations in some social situations. It also provides a practical review of these grammar tenses: Simple Present Tense, Simple Past Tense, and their progressive tenses respectively. This course prepares students to read texts with common questions and expressions about familiar topics with simple to intermediate structure, to use context to determine the meaning of sentences, and to write dialogues and compositions with some structural accuracy.
Objectives: This course provides learning experiences for students, which will encourage development of their ability to discuss and compare eight general conversation topics, related to daily life, social atmospheres and the workplace. Students will also review and compose sentences with previously learned grammatical notions (e.g. simple tenses and progressive aspect of events): while incorporating new vocabulary used in different scenarios.
Outcomes: By the end of the course, students will be able to – • Compare quantities in a basic way using expressions learned (a few, a little) • Produce sounds of regular plural nouns and distinguish irregular nouns (e.g. child, mouse, etc.) • Choose appropriate learned vocabulary/phrases to use in different contexts. • Identify and describe orally and in writing everyday routines using the simple present and the simple past. • Describe activities that are taking place at the moment, using present progressive. • Give the order of events using simple language. • Express possession using possessive nouns, possessive adjectives, and possessive pronouns given visual support. • Create questions and make references to present and past. • Write and talk about interests.

II. ENGLISH PROFICIENCY INTERMEDIATE

Note: All courses in this program are 16 weeks, unless otherwise specified.

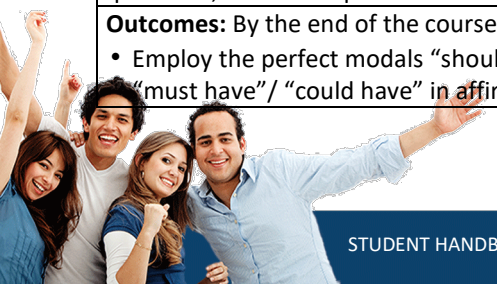
Course: Transitions
Program Level: English Proficiency Intermediate
Course Category: Core Grammar
Required Textbook: *Transitions Student Book and Workbook*
CEFR proficiency goal upon completion: B1 – Intermediate
Description: This course prepares high intermediate English language learners to better understand the grammar tenses Simple Present Tense, Simple Past Tense, Simple Future Tense, as well as to introduce Present Perfect Tense and Past Perfect Tense. It also prepares students to demonstrate a command of various work and home-related vocabulary and to participate in conversation in some social situations with clarifications when needed. This course prepares students to read texts about familiar topics with simple to intermediate structures, to use context to determine the meaning of sentences, and to write with some structural accuracy and complexity, by making an improved use of punctuation and cohesive devices, in full paragraphs developed for work or home use.
Objectives: This course provides learning experiences for students, which will encourage development of their ability to use the modals “may,” “might,” “could,” “would” and others. Students will also be taught to create sentences with Simple Present Tense, Simple Past Tense, Simple Future Tense, Present Perfect Tense, Past Perfect Tense and the use of past participles. In addition, students will be taught how to employ Future Progressive Tense, phrasal verbs, gerunds, infinitives and connectors.
Outcomes: By the end of the course, students will be able to – • Identify and compose questions, affirmative and negative statements in Present Perfect Tense, Present Perfect Progressive, Past Perfect Tense and Past Perfect Progressive Tense with regular and irregular verbs. • Contrast the differences between tenses. • Write about personal experiences, real or imagines, using present perfect. • Compose sentences with It + infinitives, and infinitives and gerunds as subjects. • Participate in conversations in limited social situations and give basic advice using modals. • Distinguish between verbs that are followed by infinitives and verbs that are followed by gerunds.

- Write simple texts on familiar topics.
- Ask for assistance using “Could you”/ “Can you”/ “Will you”/ “Would you”
- Express agreement and disagreement using connectors: so, too, either, neither and different tenses.
- Compose sentences with separable and non-separable phrasal verbs using different tenses.

Course: Interactions
Program Level: English Proficiency Intermediate
Course Category: Core Grammar
Required Textbook: *Interactions Student Book and Workbook*
CEFR proficiency goal upon completion: B2 – Upper Intermediate
Description: The goal of this course is to prepare advanced English Language Learners to understand and participate in most social situations with little to no clarification. It also prepares students to read and clearly write moderately simple compositions (i.e. concatenated paragraphs) related to life situations and work-related settings while making use a mix of simple and complex sentence forms and tenses and making errors that rarely reduce communication. This course prepares students to use context and word analysis to understand unfamiliar texts, to make inferences and predictions, and to understand radio and television on familiar topics.
Objectives: Students will be taught to use reported speech, indirect commands, phrasal verbs, relative clauses, adverbs of manner and frequency, tag questions, and causative verbs. Students will also be taught the use of adjectives ending in “ED” or “ING,” the use of ten different verb tenses, and to differentiate the usage of “although,” “in spite of,” “despite” and “though.”
Outcomes: By the end of the course, students will be able to – • Identify how to use “despite”/ “in spite of”/ “although”/ “though” and the sentence structures that accompany them. • Construct sentences containing reported speech with appropriate changes in verb tenses, subjects and subject/object pronouns used to report the information. • Employ causative verbs in familiar situations. • Write and read language with moderately complex text that is related to life situations and work-related settings using comparatives and superlatives. • Report in writing what others say and write indirect commands. • Use synonyms and antonyms to understand unfamiliar vocabulary.

- Differentiate between the use of relative clauses with “who”/ “that”/ “which”/ “whose”/ “whom” as well as -ever words such as “whatever”/ “whenever”/ “wherever”/ “Whoever”
- Create affirmative sentences, negative sentences and questions in ten different verb tenses: Simple Present Tense, Present Progressive Tense, Simple Past Tense, Past Progressive Tense, Simple Future Tense, Future Progressive Tense, Present Perfect Tense, Present Perfect Progressive Tense, Past Perfect Tense, Past Perfect Progressive Tense.
- Use –ed and –ing adjectives to describe situations and feelings.
- Identify the difference between adjectives and adverbs and use them properly when writing.
- Compose sentences using noun clauses, embedded questions and indirect requests.
- Recognize tag-questions and demonstrate how to use them to clarify information.
- Express ideas using idiomatic language including phrasal verbs, gerunds, and infinitives.

Course: Connections
Program Level: English Proficiency Intermediate
Course Category: Core Grammar
Required Textbook: *Connections Student Book and Workbook*
CEFR proficiency goal upon completion: B2 – Upper Intermediate
Description: The goal of this course is to prepare advanced English Language Learners to comprehend extended conversations and directions, to write and edit structured compositions (e.g. containing an introduction, body and conclusion), to engage in communication independently and to analyze readings (using observation, interpretation, inference, evaluation, explanation, and meta-cognition). It also prepares students to participate in most social situations with minimal clarification. Students are able to use context and word analysis to understand vocabulary and unfamiliar texts, to make inferences and predictions, and to understand native English speakers.
Objectives: This course provides learning experiences and guided activities for students that teach them the use of tag questions, perfect modals, passive voice, present real conditional sentences, present unreal conditional and past unreal conditional. It also teaches students how to compose embedded questions, indirect requests and sentences with participial adjectives.
Outcomes: By the end of the course, students will be able to – • Employ the perfect modals “should have”/ “may have”/ “might have”/ “must have”/ “could have” in affirmative and negative sentences.



- Produce sentences in passive voice in various verb tenses and recognize differences between active and passive voice.
- Compose sentences in first conditional (present real), second conditional (present unreal) and third conditional (past unreal).
- Express hopes, wishes, and goals using a range of expressions and different structures.
- Describe problems using participial adjectives.
- Use emphatic stress to correct intonation with tag questions to indicate degrees of certainty.
- Paraphrase in simple terms what someone else said.
- Use embedded questions and indirect requests in fluent conversations.

Course: Ready to Talk 2
Program Level: English Proficiency Basic
Course Category: Complementary Curriculum
Duration: 8 Weeks
Required Textbook: *Ready to Talk 2*
CEFR proficiency goal upon completion: B1 – Intermediate
Course Description: The course is designed to engage intermediate students to improve their speaking and listening skills by exploring fascinating topics as warm-ups, oral exercises, stories narrated from an audio program, drilling, dialogues, and more. The book consists of eight units that enhance communication skills by teaching students to express opinions and ideas in a comfortable manner. Topics range from greeting a neighbor to health problems to technology devices and key words. There are pre-made dialogues for the learners to analyze and emulate in front of the class, thus, using the vocabulary, expressions, and sentence structure presented therein.
Objectives: Help students identify targeted vocabulary in conversations and engage into everyday activities by learning vocabulary specific to routines. Students can emulate dialogues and copy intonation patterns and word stress.
Outcomes: By the end of the course, students will be able to – • Ask and answer questions about the past times and past activities. • Describe job occupations and responsibilities. • Make comparisons between two people or things using common adjectives. • Recognize basic idioms and fixed expressions, • Talk about personal possessions using learned possessive adjectives and possessive devices.

- Participate in short conversations in routine contexts on topics of interest (e.g. going to the doctor, talk about food, etc.)
- Describe events in past using “there was” and “there were”.
- Explain what they like and dislike about something.
- Distinguish grammar tenses when in reading or when spoken to.

Course: Talking Together
Program Level: English Proficiency Intermediate
Course Category: Complementary Curriculum
Duration: 8 weeks
Required Textbook: *Talking Together*
CEFR proficiency goal upon completion: B2 – Upper Intermediate
Description: The goal of this course is to prepare advanced English Language Learners to demonstrate a verbal command of a variety of work and home-related vocabulary and to participate in conversations in most social situations. It also prepares students to write and read the language with moderately complex text related to life situations and work-related settings. This course prepares students to use context and word analysis to understand vocabulary and unfamiliar texts, to read texts with moderately complex structure with common idioms about familiar topics, and to use grammatical structures appropriate for their level.
Objectives: This course teaches students to discuss and compare eight general conversation topics related to daily life and the workplace. Students are also given a review of grammatical structures previously learned and are asked to use more complex sentence structures when communicating.
Outcomes: By the end of the course, students will be able to – • Describe a problem with a product or a piece of equipment using participle adjectives. • Use passive voice to describe duties and responsibilities and to describe occurrences. • Describe future plans and intentions in detail giving degrees of probability using modal verbs. • Report what others said using rules for reporting speech previously learned. • Describe differences between people or things using comparative and superlative adjectives. • Make polite requests and accept/decline offers politely using a range of formal and informal expressions.

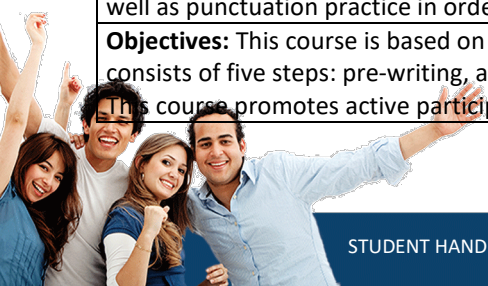
- Recognize and correct mistakes in the use of previously learned grammatical structures (tenses, gerunds, infinitives)
- Use cohesive devices and relative clauses when communicating.

Course: Grammar Express 1
Program Level: English Proficiency Intermediate
Course Category: Complementary Curriculum
Duration: 8 weeks
Required Textbook: *Grammar Express*
CEFR proficiency goal upon completion: B1-B2
Description: This course prepares high intermediate English Language Learners to understand phrases in Simple Present Tense, Past Progressive Tense and other basic tenses, and to respond to simple questions about activities performed in the past, past events, and past needs. It also prepares students to read level-appropriate instructions and signs, familiar phrases and sentences, and to write and understand prose.
Objectives: This course provides learning experiences for students which will encourage development of their ability to understand and give appropriate responses to high beginning spoken English, to distinguish various basic verb tenses, and to use English in real-life situations encountered on a daily basis.
Outcomes: By the end of the course, students will be able to – • Identify punctuation patterns while using connectives to show cause and effect, contrast, and condition. • Communicate in spoken and written English concerning needs and activities with appropriate vocabulary in the appropriate tense. • Identify and compose affirmative statements, negative statements and questions in Simple Present Tense, Present Progressive Tense, Present Tense of “To Be,” Past Tense of “To Be,” Past Progressive Tense, Simple Past Tense, and past tense with “used to” using regular and irregular verbs. • Express immediate needs using simple learned phrases or short sentences. • Employ basic statements and questions with “How much,” “How many,” participial adjectives, “either,” “neither,” and basic prepositions. • Recognize different tenses and switch form tense to tense when writing/ speaking.

Course: Grammar Express 2
Program Level: English Proficiency Intermediate
Course Category: Complementary Curriculum
Duration: 8 Weeks

Required Textbook: *Grammar Express*
CEFR proficiency goal upon completion: B1-B2
Description: The goal of this course is to prepare high intermediate English Language Learners to understand the grammatical structures of Simple Future Tense, Present Perfect Tense and Past Perfect Tense, and to participate in conversation in some social situations. This course also prepares students to read text about familiar topics with simple to intermediate structures and to write the language with some structural accuracy.
Objectives: This course provides learning experiences for students, which will encourage development of their ability to employ the Simple Future Tense, Present Perfect Tense and Past Perfect Tense, in addition to other high intermediate grammatical structures. This course also teaches students how to use learned grammar to compose sentences for daily communication needs.
Outcomes: By the end of the course, students will be able to – • Identify and compose affirmative statements, negative statements and questions in Simple Future, Present Perfect, and Past Perfect tenses. • Recognize and be able to create sentences with "for" and "since," perfect modals, frequency adverbs, passive voice, reported speech, embedded questions, tag questions, first conditional, second conditional, third conditional, and phrasal verbs. • Correctly use prepositions of time and prepositions of place when speaking and when writing. • Utilize gerunds and infinitives appropriately in phrases and sentences. • Self-edit for punctuation and spelling errors.

Course: Summit Writing
Course Category: Complementary Curriculum
Duration: 16 weeks
Required Textbook: *Summit Writing*
CEFR proficiency goal upon completion: B1-B2
Description: This course introduces the basics of academic and professional writing to intermediate and advanced students. The course focuses on teaching writing skills step-by-step starting with proper paragraph writing continuing to essay writing. This course includes grammar reinforcement as well as punctuation practice in order to develop strong writing skills.
Objectives: This course is based on the "Recursive Writing Approach," which consists of five steps: pre-writing, analysis, writing, revising, and rewriting. This course promotes active participation of students while using instructors



as guides and facilitators in the learning process. During this process, students will improve their writing skills as well as their critical thinking skills.
Outcomes: By the end of the course, students will be able to – • Recognize the thesis statement on an essay, as well as topic sentences and supporting sentences on a paragraph. • Use transition words such as: furthermore, nevertheless, however, etc. • Recognize the proper structure of an essay and the different types of paragraphs and essays. • Provide appropriate examples when writing about a topic. • Write different types of essays using an introduction paragraph, supporting paragraphs, and a concluding paragraph. • Properly use punctuation marks. • Use grammar concepts previously learned while editing their own writing (subject and verb agreement, reported speech, conditional clauses, linking words, etc.) • Use synonyms to avoid repetition. • Categorize the steps involved in writing a composition, from understanding the topic to using brainstorming and cluster diagrams to plan. • Describe events in chronological order using learned words that denote sequence.

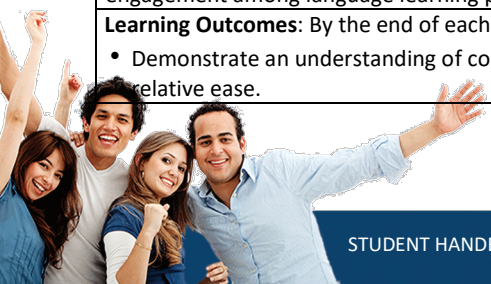
I. ACADEMIC ENGLISH ADVANCED

Note: All courses in the Academic English Program have duration of 12 weeks. Textbooks and multimedia materials are selected by experienced faculty from an approved list, and may vary based on class size, teacher preference, and other factors. Your Academic Advisor will provide you with the current book for each course.

Course: Advanced Reading and Writing
Program Level: Academic English Advanced
Duration: 12 weeks
Required material will be provided by the Academic Advisor. Approved textbooks may include: 1. Great Writing 5 (Cengage) 2. Pathways Reading and Writing 4 (Cengage) 3. Prism: Reading and Writing 4 (Cambridge) 4. Reading Explorer 5 (Cengage) 5. Reading for Today 5 (Cengage) 6. Skills for Success: Reading and Writing 5 (Oxford)
CEFR proficiency goal upon completion: C1
Description: This platform enables advanced English Language Learners to understand complex, lengthy readings of various genres and to communicate in a variety of advanced written constructions and forms related to academic and professional life. Students will write the language with complex, detailed texts and use advanced cohesive and coherence devises in different genres. Learners will attain, identify, and use higher-level vocabulary words to enhance their reading and writing skills. By applying this new vocabulary and its usage, students will discover an exciting world beyond the familiar subjects, build confidence, and expose it in their writing as well as social environments.
Objectives: This course will encourage development of the learner's ability to write a clear, well-structured composition while properly composing and using its constituent elements. Students will feel comfortable to read and identify various types of complex, detailed essays, articles outside of their scope of familiarity as well as write in a variety of genres with their respective cohesive and coherence devices and grammatical structures. Students should be able to identify the meanings of the target vocabulary terms and recognize appropriate sentences in which to use the higher-level lexical items. Students are expected to compose texts with recently taught vocabulary and grammar structures while utilizing planning techniques to write a wide range of essays, reports, and research papers.
Learning Outcomes: By the end of the course, students will be able to – • Produce a clear, well-structured composition of complex subjects with relevant issues, supporting points of view at length, and concluding appropriately. • Construct texts that expand and support subsidiary points, reasons, and relevant examples in a composition. • Apply accurate sentence structure of idiomatic expressions and colloquialisms. • Construct detailed and developed compositions with correct punctuation conventions.

- Compose long texts with controlled organizational patterns, connectors, and cohesive devises.
- Review and critique own work and of others with traditional correction symbols used in editing.
- Recognize grammatical and lexical cues for comprehension of target vocabulary.
- Synthesize in writing long, demanding texts to qualify opinions. Use contextual and grammatical cues to infer attitude and mood.
- Obtain details, attitude, and opinions from most complex, lengthy articles.
- Summarize complex texts in most areas of specialty highlighting key information.
- Recognize a demanding selection of vocabulary, idiomatic phrases, and colloquialisms

Course: Advanced Speaking and Listening
Program Level: Academic English Advanced
Duration: 12 weeks
Required material will be provided by the Academic Advisor. Approved textbooks may include: 1. 21st Century Communication 4 (Cengage) 2. Evolve 6 (Cambridge) 3. Pathways Listening and Speaking 4 (Cengage) 4. Prism: Listening and Speaking 4 (Cambridge) 5. Reflect 6: Listening and Speaking (Cengage) 6. Skills for Success: Listening and Speaking 5 (Oxford)
CEFR proficiency goal upon completion: C1
Description: Advanced English Language Learners will be prepared to understand and communicate in diverse settings and academic, professional, and social contexts with minimal effort. Conversational activities throughout these courses are wrapped with high advanced target lexical items to encourage learners to participate in complex debates and discussions. Through diverse themes and various genres, this course will have students to elaborate on their own opinions and those of others, while using refined vocabulary for certain situations. Students are motivated to think "outside the box" and analyze out of the book material such as academic journals, documentaries, lectures, and varieties of world Englishes.
Objectives: This course will advance learners from communicating in every day and beginning academic situations to communicating in professional, formal, and attitude-specific situations with ease. Students will be required to produce advanced grammatical structured while maintaining fluent, well-structured speech. One of the crucial goals of the course is to provide students with a forum of debate, discussions, and social engagement among language learning peers and native speakers.
Learning Outcomes: By the end of each course, students will be able to – • Demonstrate an understanding of complex lectures, discussions, and debates with relative ease.



- Employ a variety of strategies to achieve comprehension and infer mood, attitude, and intentions from lectures and detailed, extended speech.
- Construct utterances spontaneously with little effort or avoidance strategies producing a smooth flow of language.
- Clearly discuss relevant vocabulary and course readings utilizing lexical and context clues for support.
- Communicate with smooth and clear speech showing advanced use of organization patters, connectors, and cohesive devices.
- Arrange and enunciate sentences correctly, with appropriate word stress, vowel length and vowel clarity.
- Deliver announcements and long discourse fluently with appropriate stress and intonation to convey meaning and emphasis.
- Produce clear, detailed presentations on complex subjects, integrating subthemes, and providing supporting details.
- Use flexible language to contribute to third party conversations, complete interviews, and keep up with debates.
- Maintain a high degree of grammatical accuracy when selecting from a broad range of topics and keeping up with the flow of conversations.
- Use language effectively for social purposes, including emotional, allusive, and joking language among native and non-native speakers.

Course: Integrated Skills for Critical Thinking
Program Level: Academic English Advanced
Duration: 12 Weeks
Required material will be provided by the Academic Advisor. Approved textbooks may include: 1. American Empower C1 (Cambridge) 2. American English File 5 (Oxford) 3. Life 6 (Cengage) 4. Passages 2 (Cambridge)
CEFR proficiency goal upon completion: C1
Description: The course focuses on developing 21st Century Skills which include problem-solving, critical thinking, effective communication, visual literacy, note taking, and collaboration. Both formal and informal classroom discourse are used as important means of learning. Through group presentations and spoken interactions with teachers and classmates, students develop fluency and accuracy in speaking and apply strategies for comprehending and processing short spoken passages on familiar topics.
Objectives: The main objective of this course is to develop academic skills necessary for passing college entrance exams with primary focus on reading, writing, and speaking skills. Through this course, students develop a more critical stance toward their own oral interactions and those of their classmates and apply evaluative criteria to individual and group presentations. Students are exposed to effective note-taking skills as well as basic

research and class discussion. While emphasis is placed on preparing students for college study, students also learn about American culture and communication styles.

Learning Outcomes: By the end of the course, students will be able to –

- Plan and perform class presentations
- Recognize and use reductions and contractions
- Answer questions based on simple oral passages
- Demonstrate knowledge of familiar subjects by giving straightforward descriptions.
- Speak about familiar topics.
- Comment and discuss a linguistically complex text.
- Talk about challenges, milestones, and transitions in life
- Correctly use conditionals to talk about real life experiences
- Discuss problems and provide solutions
- Summarize and critique on a short story or article, and answer questions in detail.
- Discuss pros and cons about situations.
- Analyze and discuss information provided in graphics.
- Identify main points of complex academic/professional presentations.
- Compare holidays, traditions and customs among different cultures.
- Develop and apply vocabulary related to listening and speaking tasks
- Respond to questions and comments and elaborate on topics by summarizing ideas, giving examples, and providing definitions.
- Differentiate between fact and opinion presented in academic texts on familiar topics

Targeted Skill Elective

Course: Remedial Reading and Writing

Program Level: Academic English Advanced

Duration: 12 weeks

Required material will be provided by the Academic Advisor. Approved textbooks may include:

1. 21st Century Reading series (Cengage)
2. Grammar for Great Writing (Cengage)
3. Great Writing series (Cengage)
4. Northstar Reading and Writing series (Pearson)
5. Pathways Reading and Writing series (Cengage)
6. Reading Explorer series (Cengage)
7. Ready for Today series (Cengage)

CEFR proficiency goal upon completion: B2

Description: This platform enables lower advanced English language learners to understand readings of familiar subjects and to communicate in a variety of writing conventions related to academic and professional life. Students will write the language with clear, detailed texts, using advanced grammatical structures within sentences and paragraphs. Learners will attain, identify, and use sophisticated vocabulary words to

enhance their reading and writing skills. By applying this new vocabulary and its usage, students will discover an exciting world, build confidence, and expose it in their writing as well as social environments.

Objectives: This course will encourage students to develop their ability to write organized paragraphs while properly composing and using its constituent elements. Students will feel comfortable to read and identify beginning essay constructions as well as write in a variety of genres with their respective cohesive devices. Students should be able to identify the meanings of target vocabulary terms and recognize appropriate sentences in which to use their acquired target vocabulary. Students are expected to compose sentences with recently taught vocabulary and grammar structures, and utilize various planning techniques to write diverse texts, including paragraphs and reports.

Learning Outcomes: By the end of the course, students will be able to –

- Produce an organized, focus paragraph and reports which follow standard layout and paragraphing conventions in English.
- Construct clear, detailed sentences which highlight significant points and relevant supporting details within a paragraph.
- Apply accurate sentence structure with subject and verb agreement.
- Construct sentences with correct punctuation with some guidance from external sources.
- Compose clear, detailed paragraphs with clear markings of relationships between ideas with cohesive devices.
- Review and critique own work with traditional correction symbols used in editing.
- Demonstrate a variety of strategies to achieve comprehension of target vocabulary.
- Debate in writing different opinions and ideas through well-developed argument structures.
- Interpret the meaning of unfamiliar words and phrases from context of most articles.
- Obtain information from specialized articles on familiar subjects for information, ideas, or opinions.
- Quickly scan long, complex texts for relevant details.
- Recognize a wide and diverse selection of idiomatic phrases.

Targeted Skill Elective

Course: Remedial Speaking and Listening

Program Level: Academic English Advanced

Duration: 12 weeks

Required material will be provided by the Academic Advisor. Approved textbooks may include:

1. 21st Century Communications series (Cengage)
2. American English File series (Oxford)
3. Evolve 5 (Cambridge)

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4. Northstar Listening and Speaking series (Pearson)
5. Pathways Listening and Speaking series (Cengage)
6. Skills for Success: Listening and Speaking Series (Oxford)

CEFR proficiency goal upon completion: B2

Description: Lower advanced English language learners will be prepared to understand and communicate in a variety of settings and contexts related to daily life, social situations, and work scenarios. Conversational activities throughout this course are wrapped in new and advanced vocabulary to encourage learners to participate in debates and public discussions. By presenting real life themes, this course allows students to express their opinions and suggestions, exchange ideas and give solutions for a particular dilemma, and use refined vocabulary learned in class. Students are motivated to think "outside the box" and analyze out of the book material such as newspapers, internet articles, and song lyrics while stating their opinions in a clear, understandable way for any listener.

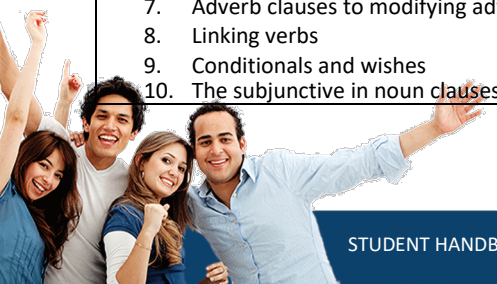
Objectives: This course leads students to identify the meanings of the target vocabulary terms within sentences and use them to form original sentences. Students will be exposed to the mechanics of the English language in detail and required to follow rules to correct mispronunciation of certain words. The crucial goal of this course is for learners to obtain self-confidence, and to exchange thoughts in a clear way with other speakers. Students will learn to communicate clearly by targeting pronunciation and intonation patterns, thus, improving the effectiveness of their oral communication with native English speakers.

Learning Outcomes: By the end of each course, students will be able to –

- Demonstrate an understanding of complex lines of argument and speech when the topic is familiar.
- Employ a variety of strategies to achieve comprehension of unfamiliar topics encountered in social, professional, and academic life.
- Construct statements with relative ease on familiar subjects, utilizing circumlocution and stock phrases to gain planning time.
- Clearly discuss target vocabulary and course topics without much sign of having to restrict speech due to lexical knowledge.
- Communicate with some cohesive devices and connectors to produce clear discourse with minimal pauses or circumlocutions.
- Arrange and enunciate sentences correctly, with appropriate word stress, vowel length and vowel clarity
- Maintain animated discourse with multiple speakers with effective turn taking.
- Produce clear, detailed presentations on familiar topics, expanding with supporting details, and a reasoned argument.
- Use language to answer a series of questions, ask clarification questions, take an active part in informal discussions, and express opinions with precision.
- Manipulate speech with minimal grammatical errors to adapt to different registers and speech with all language speakers.
- Use language spontaneously for longer stretches of speech with few long pauses and native-like idiomatic phrases.

Targeted Skill Elective **Course: TOEFL Techniques**
Program Level: Academic English Advanced
Duration: 12 Weeks
Required material will be provided by the Academic Advisor. Approved material may include: 1. Official Guide to the TOEFL iBT (ETS) 2. EduSynch Adaptive TOEFL Practice (EduSynch)
Proficiency goals upon completion: CEFR: C1 TOEFL: 79+
Description: This course provides learning experiences and guided activities for students that teach them to take the four sections of the Test of English as a Foreign Language (reading, writing, speaking and listening), and to employ test-taking strategies and academic skills specific to each section of the TOEFL.
Objectives: This course prepares advanced English Language Learners to understand written English in a variety of settings and contexts, to understand recorded audio of native English speakers talking about familiar topics in moderately complex dialogues, and to write and speak in an organized manner about various topics. Students are also taught to engage in critical thinking and reading, to write structured academic essays, to produce coherent and complex monologues, and to understand academic lectures and conversations, with the final goal of obtaining an aggregate score of 79 or higher on a practice or actual TOEFL Test.
Learning Outcomes: By the end of the course, students will be able to – • Interpret and communicate in a variety of academic contexts • Recognize vocabulary from context and also recognize referents. • Make inferences, predictions, and compare and contrast information. • Find factual information and also understand negative facts in readings. • Connect sentences and paragraphs using appropriate academic connectors. • Develop and support an argument using reasons and examples. • Organize spoken discourse using various academic connectors. • Summarize a lecture using written notes. • Infer a speaker's attitude by interpreting tone and the use of idioms. • Recognize and locate details within an academic lecture. • Write structured academic essays containing an introduction, body and conclusion using complex grammar.

Targeted Skill Elective **Course: Advanced Grammar**
Program Level: Academic English Advanced
Duration: 12 Weeks
Required material will be provided by the Academic Advisor. Approved textbooks may include: *1.* Focus on Grammar 5 (Pearson) *2.* Grammar and Beyond 4 (Cambridge)
CEFR proficiency goal upon completion: C1
Description: The goal of this course is to promote students' acquisition and control of structures and sentence patterns of advanced English. Students will use a grammar-based approach to share experiences, express their opinion, and interact with the spoken language in a variety of settings that range from casual speech to the academic content of lectures. All of this aims to stimulate the free expression of ideas in structured as well as open discussion.
Objectives: The main objective of this course is to develop control of the form and meaning of advanced grammar structures. Students will build competency in the English verb tense system while learning about more advanced structures, such as: noun clauses, connectives to express cause and effect, contrast and parallel structures in coordinating conjunctions, and conditionals among others. Students will learn to apply these concepts in spoken English as well as in written assignments.
Learning Outcomes: At the end of this course students will be able to… • Produce clear, smooth, well-structured speech, showing controlled use of organizational patterns, connectors and cohesive devices. • Identify sentence structure (meaning and function) in advanced reading passages through analysis of grammar in context. • Demonstrate the difference between quoted and reported speech (Backshift) • Compose conditional sentences with "mixed" time • Recognize all grammar tenses in English plus advanced structures in context: passive voice, clauses, conditionals, modals, modifiers, gerunds and infinitives, and question formation. • Identify punctuation patterns while using connectives to show cause and effect, contrast and condition. • Create sentences demonstrating comprehension and mastery of: 1. Passives 2. Infinitives and -ing forms 3. Determiners 4. Conjunctions, clauses and tenses 5. Relative clauses 6. Noun clauses 7. Adverb clauses to modifying adverbial phrases 8. Linking verbs 9. Conditionals and wishes 10. The subjunctive in noun clauses



Targeted Skill Elective **Course: American Idioms and Vocabulary**
Program Level: Academic English Advanced
Duration: 12 Weeks
Required material will be provided by the Academic Advisor. The approved textbooks for this course include: Slangman Guide to Street Speak series (Slangman).
CEFR proficiency goal upon completion: C1
Description: This course offers students the opportunity to learn idioms and expressions that are common in the United States. Students are gradually exposed to high-frequency American English idioms that will allow them to better comprehend informal American speech. This course provides students with a wide range of activities to practice idioms so that they can incorporate them into their everyday conversations.
Objectives: This course provides students with more insight and familiarity with American English idiomatic expressions and vocabulary. The purpose of this course is to expand students' exposure to common American Idioms and vocabulary, which are presented in meaningful contexts to develop speaking, listening, and pronunciation.
Learning Outcomes: At the end of this course students will be able to… • Recognize and produce high-frequency idioms, expressions, and vocabulary • Apply different idioms in different contexts and in natural language • Recognize resemblance among different American idioms • Connect idioms to students' own experiences • Understand context and background information about the use of expressions and vocabulary (when it is appropriate to use an idiom) • Speak with less anxiety and more naturally

Targeted Skill Elective **Course: Business English**
Program Level: Academic English Advanced
Duration: 12 Weeks
CEFR proficiency goal upon completion: C1
Description: This topic-based course offers an accessible introduction to key concepts in business whilst building their English skills. Informative and up-to-date authentic material from the Economist makes the content authentic and relevant.
Objectives: This class is designed for advanced ESL students to improve their English in professional settings and get an insight on common and customary business practices. The course will focus on advanced vocabulary and grammar, pronunciation, and common business idioms. Topics include, but are not limited to, Strategic Alliances, Marketing, Advertising, Project Management, Information Technology, Business Law, Banking Systems, Corporate Investment Strategies, Modern Training Methods and Consulting.
Learning Outcomes: By the end of this course, students will be able to…

- Recognize different principles of grammar relating to tenses, articles, modals, relative clauses, gerunds and infinitives, passive voice, conditionals, future forms, time clauses, reference words, and reported speech in the specialized materials provided.
- Demonstrate a proficiency of career-skills vocabulary relating to building relationships, setting goals, team-building, questioning techniques, briefing, storytelling, negotiating, prioritizing, problem-solving, making a presentation, handling conflict, persuading, motivating and reporting.
- Review and analyze modern case studies in relation to various topics as outlined in course textbooks.
- Understand the fundamental concepts of a wide range of business topics as they relate to the current global business climate.

Targeted Skill Elective **Course: Pronunciation and Accent Training**
Program Level: Academic English Advanced
Duration: 12 Weeks
Required material will be provided by the Academic Advisor. The approved textbook for this course is: *1.* Mastering the American Accent (Barron's) *2.* Clear Speech (Cambridge)
CEFR proficiency goal upon completion: C1
Description: This course will train students in accurate and clear speech by modeling and practicing speech patterns found in what is called Standard American English (SAE. To complement, instructors will provide examples from different sources, such as television, online videos, radio, and movies. This course is designed for high intermediate to advanced students interested in modifying their accent and pronunciation or trying to get closer to certain target sounds. Course features include intonation training, linking and reductions, and rhythm of speech.
Objectives: This course provides training on sounds and stress patterns found in SAE. It will include an explanation of vowel sounds, diphthongs, the schwa, consonant clusters and minimal pairs. Students will see modeling of sounds using mouth and tongue position diagrams and identify intonation in words and phrasing important to daily communication. Part of the course will explore different regional dialects in the US, address common speaking practices, and help students find similarities and differences when comparing to their native languages.
Learning Outcomes: By the end of this course, students will be able to – • Improve production of SAE vowels, schwa, diphthongs, consonants and consonant clusters • Identify minimal pair sounds and distinguish between them in a communicative context • Identify the position of the tongue, lips, and teeth in specifically challenging English sounds and replicate them through training exercises

- Recognize and better produce correct intonation and stress in concatenated speech.
- Self-assess own speech for volume, intonation, stress, and pronunciation

Targeted Skill Elective **Course: Project Based Learning**
Program Level: Academic English Advanced
Duration: 12 Weeks
Required material will be provided by the Academic Advisor and may include relevant articles, TED Talks videos, journals, user manuals, and other materials as needed.
CEFR proficiency goal upon completion: C1
Description: This multidisciplinary and highly engaging class is designed for students to work in teams on projects, which allow them to apply and practice the language skills they have acquired. Each project lasts 12 weeks and is based on a specific deliverable product. Each week, students will be given a task and a project log. Final presentations are due at the end of each project. This class is for high intermediate and advanced ESL students to use different English skills in problem solving for a specific issue or with a common goal in mind. Project themes may include: programming, accounting, film, photography, web-development, business, tourism, field trip planning, and/or research.
Objectives: This course provides learning experiences and guided activities for intermediate to advanced students to improve their English skills in specialized fields. The course is multi-disciplinary as it allows students to practice speaking, reading, critical thinking, and writing. The secondary objective is for students to concepts previously learned within their professional/academic background into the resolution of the task at hand. The students will be given smaller tasks to complete on a weekly basis that will lead up to the final capstone project.
Learning Outcomes: By the end of this course, students will be able to – • Plan and conduct class presentations • Conduct basic research about different topics • Complete project and presentation outlines • Paraphrase information and cite sources • Use visual aids during presentations (e.g. Powerpoint, Prezi, Keynote, Canva, etc.) • Actively participate in class discussions • Participate in debates and provide examples to arguments • Write response paragraphs and descriptive essays • Provide peer to peer feedback