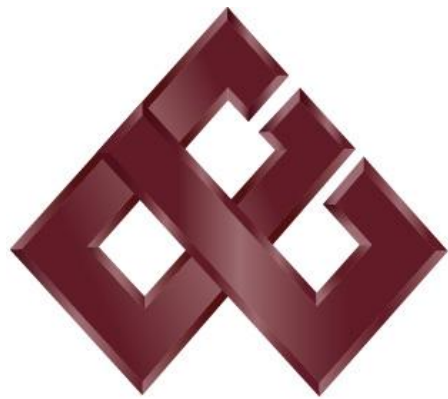




STUDENT CATALOG 2019

Published by UNILATINA LANGUAGE INSTITUTE, Miramar, Florida
January 2019, Vol. II



ULI

UNILATINA LANGUAGE INSTITUTE

HOURS OF OPERATION

The ULI is open Monday through Fridays from 8:00 a.m. to 10:00 p.m.,
3130 Commerce Parkway, Miramar FL 33025

www.unilatina.edu

(954) 607 - 4344

Published by UNILATINA LANGUAGE INSTITUTE, Miramar, Florida

January 2019, Vol. II

2019 ACADEMIC CALENDAR

| EVENT | MONTH | DAY | YEAR |
|---------------------------|---------------------|---------|-----------|
| ESL Christmas Holiday | December - January | 8 - 6 | 2018-2019 |
| Christmas Holiday | December - January | 15 - 6 | 2018-2019 |
| M. L. King Jr. B. Holiday | January | 21 | 2019 |
| Winter Term Starts | January | 7 | 2019 |
| Withdrawal Deadline | January | 18 | 2019 |
| President's Day Holiday | February | 18 | 2019 |
| ESL Final Exams | March | 11 - 14 | 2019 |
| ESL Winter Term Ends | March | 14 | 2019 |
| ESL Spring Vacation | March | 15 - 31 | 2019 |
| Spring Term Starts | April | 1 | 2019 |
| Withdrawal Deadline | April | 13 | 2019 |
| Easter Holiday | April | 18 - 21 | 2019 |
| Memorial Day Holiday | May | 27 | 2019 |
| ESL Final Exams | June | 3 - 6 | 2019 |
| ESL Spring Term Ends | June | 6 | 2019 |
| ESL Summer Vacation | June - July | 7 - 7 | 2019 |
| Independence Day Holiday | July | 4 | 2019 |
| Summer Term Starts | July | 8 | 2019 |
| Withdrawal Deadline | July | 19 | 2019 |
| Labor Day Holiday | September | 2 | 2019 |
| ESL Final Exams | September | 9 - 12 | 2019 |
| ESL Summer Term Ends | September | 12 | 2019 |
| ESL Fall Vacation | September | 13 - 29 | 2019 |
| Fall Term Starts | September | 30 | 2019 |
| Withdrawal Deadline | October | 11 | 2019 |
| UNIEMPRESARIOS | October | 24 - 25 | 2019 |
| Veteran's Day Holiday | November | 11 | 2019 |
| Thanksgiving Break | November - December | 28 - 1 | 2019 |
| ESL Final Exams | December | 2 - 5 | 2019 |
| ESL Fall Term Ends | December | 5 | 2019 |
| ESL Winter Vacation | December - January | 6 - 12 | 2019-2020 |

2020 ACADEMIC CALENDAR

| EVENT | MONTH | DAY | YEAR |
|----------------------------------|--------------------|---------|-----------|
| ESL Christmas Holiday | December - January | 6 - 5 | 2019-2020 |
| M. L. King Jr. B. Holiday | January | 20 | 2020 |
| Winter Term Starts | January | 6 | 2020 |
| Withdrawal Deadline | January | 16 | 2020 |
| President's Day Holiday | February | 17 | 2020 |
| ESL Final Exams | March | 9 - 12 | 2020 |
| ESL Winter Term Ends | March | 12 | 2020 |
| ESL Spring Vacation | March | 13 - 29 | 2020 |
| Spring Vacation | March | 20 - 29 | 2020 |
| Spring Term Starts | March | 30 | 2020 |
| Withdrawal Deadline | April | 10 | 2020 |
| Easter Holiday | April | 9 - 12 | 2020 |
| Memorial Day Holiday | May | 25 | 2020 |
| ESL Final Exams | June | 1 - 4 | 2020 |
| ESL Spring Term Ends | June | 4 | 2020 |
| ESL Summer Vacation | June - July | 5 - 5 | 2020 |
| Independence Day Holiday | July | 4 | 2020 |
| Summer Term Starts | July | 6 | 2020 |
| Withdrawal Deadline | July | 17 | 2020 |
| Labor Day Holiday | September | 7 | 2020 |
| ESL Final Exams | September | 8 - 10 | 2020 |
| ESL Summer Term Ends | September | 11 | 2020 |
| ESL Fall Vacation | September | 11 - 27 | 2020 |
| Constitution and Citizenship Day | September | 17 | 2020 |
| Fall Term Starts | September | 28 | 2020 |
| Withdrawal Deadline | October | 9 | 2020 |
| UNIEMPRESARIOS | October | 14 - 15 | 2020 |
| Veteran's Day Holiday | November | 11 | 2020 |
| Thanksgiving Break | November | 26 - 29 | 2020 |
| ESL Final Exams | December | 30 - 3 | 2020 |
| ESL Fall Term Ends | December | 3 | 2020 |
| ESL Winter Vacation | December - January | 4 - 10 | 2020-2021 |

PRESIDENT'S MESSAGE



Thank you for choosing Unilatina Language Institute (ULA) and welcome to our school!

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

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

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

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

Once again, welcome to UNILATINA LANGUAGE INSTITUTE!

Lydia Bautista Moller
President

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I. INSTITUTIONAL DESIGN

HISTORY



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

MISSION STATEMENT

Our Mission

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

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

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

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

The objectives of ULI are:

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

Values

CREATIVITY

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



FREEDOM

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

HUMAN GROWTH

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

UNIQUENESS AND RESPECT

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

COMMUNICATION

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

HONESTY

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

FRATERNITY

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

CULTURAL DIVERSITY

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

OWNERSHIP

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

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

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

GOVERNING BODY

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

Administrative Staff

| | |
|--|--|
| President Lydia B. Bautista Möller | ESL Program Coordinator International Student Advisor /PDSO Karlo David Lesser |
| Student Services Director Dr. Lina Maria Moyano | Academic Director/DSO Angélica Moyano Bautista |
| Admissions Coordinator Laura Gonzalez | Registrar Sandra Agudelo |
| Bursar Lydia Bautista | |

President

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

Academic Director

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

Student Services

Performs highly responsible administrative work as chief student services officer. Establishes and maintains programs and services in support of student opportunities for success. Responsible for the organization and administration of the various student services functions and extracurricular activities.

Bursar

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

Admissions Coordinator

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

Registrar

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

International Student Advisor

Assists and advises international students on immigration and related issues



II. SCHOOL POLICIES

ADMISSION PROCEDURES AND POLICIES

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

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

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

International Students Admissions

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

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

ESL Placement Level

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

lower and higher level ESL class to gauge the best fit. After doing so, a final meeting with the ESL Director is set to determine outcome of student's experience between levels and additional assessments results.

ESL Placement Test Appeals

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

International Students

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

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

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

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

F-1 Visa/Status Laws

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

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

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

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

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

Arrival

When arriving to the United States, F students must:

- Enter the United States no more than 30 days before your program of study begins.
- Immediately contact your designated school official (DSO) when you enter the United States.
- When you arrive at school, you need to contact your DSO again, no later than the program start date listed on your Form I-20, "Certificate of Eligibility for Nonimmigrant Student Status."

Education

While studying in the United States, F students must:

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

Work and Practical Training for F Students

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

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

Upon Program Completion

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

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

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

Talk with your DSO first

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

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

- Change your major, program, or degree level.
- Change your education level.
- Transfer to a new school or take a leave of absence.
- Take a break from school.
- Travel outside the United States.
- Move to a new address.
- Request a program extension.

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

Non-Matriculated Student Policy

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

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

Reasons for Denying Admissions

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

A student will be denied for admissions if:

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

Scholarships

English Learning Scholarship

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

Award Condition:

- Scholarship awarded by the Academic Board of Unilatina International ULI.
 - Scholarship awarded for up to 40% of the total tuition.
 - It will be awarded and disbursed as follows: 100% at the time student enrolls in ULI.
- Scholarship is valid as long as the student fulfills the following conditions each term:
- o Complete 10 hours of service to ULI. Please present signed work-study form
 - o Maintain a minimum CGPA of 3.0
 - o Maintain attendance in good standing
 - o Make all payments in a timely manner
- In the event that the student decides to withdraw from ULI, all tuition calculations will be made without the scholarship.
 - The decision of the Academic Board will be final.

Supporting Documentation:

- 1- Personal Essay:** Write an ESSAY about why you deserve to receive this Scholarship. Indicate your objectives. You may want to include information about your educational and personal goals. Write about any special interests or special circumstances that you may wish the Academic Board to consider. Address in your essay evidence of leadership as well as your desire to study ESL at ULI. **Essay Format:** Use 8 ½" x 11" white paper; minimum two pages or 1000 words. Times new roman or similar **12pt - Double-space** the body of your essay and use 1" margins all around.
- 2-** Include **two letters of recommendation** with your application from previous or current professors or employers. All documentation must be submitted in English or translated into English.
- 3-** Government-issued proof of ID
- 4-** There are 10 English Learning scholarships available to be granted for 2018
- 1-** Application Deadline: December 8th, March 5th, June 11th, September 3rd, 2018.

English Learning for locals Scholarship

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

Award Condition:

- Scholarship awarded by the Academic Board of Unilatina International ULI.
 - Scholarship awarded for up to 100% of the total tuition.
 - It will be awarded and disbursed as follows: 100% at the time student enrolls in ULI.
- Scholarship is valid as long as the student fulfills the following conditions each term:
- o Complete 2 hours of service to ULI. Please present signed work-study form
 - o Maintain a minimum CGPA of 3.0
 - o Maintain attendance in good standing

- o Make all payments in a timely manner
- The decision of the Academic Board will be final.

SUPPORTING DOCUMENTATION:

- 2- Personal Essay:** Write an ESSAY about why you deserve to receive this Scholarship. Indicate your objectives. You may want to include information about your educational and personal goals. Write about any special interests or special circumstances that you may wish the Academic Board to consider. Address in your essay evidence of leadership as well as your desire to study ESL at ULI.
- 3-** Include one letter of recommendation with your application from previous or current professors or employers. All documentation must be submitted in English or translated into English.
- 4-** Government-issued proof of ID
- 5-** There are 25 English Learning scholarships available to be granted for 2018
- 6-** Application Deadline: January 8th, 2018

ESL Transfer to Associate program Scholarship

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

Tuition and Fees

(Effective date: 01/01/2014)

| | |
|----------------------|--------------------|
| Registration Fee | \$100.00 |
| Tuition | \$9,950 (5 Levels) |
| Tuition per Level | \$1990 |
| Books | \$900 |
| Official Transcripts | \$10.00 |

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

Estimated Total Cost of Books and Supplies

| Program | Cost |
|------------------------------|-------------|
| English as a Second Language | \$900 |

Estimated Other Costs

| Others | Cost |
|---|-------------|
| ESL Lab/per term | \$25 |
| VERSANT Placement Test | \$20 |
| Student ID replacement | \$10 |
| Field Trips/Student Activities per term | \$50 |

Methods of Payment

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

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

<https://secure.usaepay.com/interface/epayform/Kcd6bfN0cBD0lnI3Oyva335i81tNCF8A/>

ACADEMIC POLICIES

School Calendar

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

Holidays

Our institution will be closed the following holidays:

M. L. King Jr. Birthday

President's Day

Easter Holiday
Memorial Day Holiday
Independence Day Holiday
Labor Day Holiday
Veteran's Day
Thanksgiving Day Holiday

Students will be off for the following breaks and vacations:

1. Spring Break: March 16th – April 1st
2. Summer Break: June 8th – July 8th
3. Fall Break: September 14th – September 30st
4. Christmas Break: December 7th – January 7th

Academic Year

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

Class Schedule

ESL classes are in session from 8:30 am to 1:00 pm, Monday through Thursday or 6:00 pm to 9:30 Monday through Friday. Full time students are expected to be registered in at least 180 hours per term. Part-time student must be registered in at least 90 hours per term. If a situation arises where the school has to close due to bad weather or any other situation, we will contact all the students and inform them of the fact via text message, e-mail or ULI's social media accounts. The maximum number of students per classroom is between 15 to 25 students. International Students must complete at least 18 hours of study per week. Class schedules may vary to accommodate all classes and complete all hours.

Students' E-mail Mail and Telephone Messages

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

Definition of a Clock Hour

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

Description of the Course Code Numbering

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

Academic Honesty

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

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

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

Graduation Requirements

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

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

Attendance Policy

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

Student Tardiness Policy

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

Leave of Absence

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

Vacation Policy for International Students

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

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

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

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

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

Make-Up Policy

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

Cancellation and Refund Policy

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

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

Withdrawal from individual courses

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

Procedure

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

Withdrawal from ULI

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

Procedure

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

Refund Table

| Student is entitled to upon withdrawal/Cancellation | Refund |
|--|--------|
| Within first 3 days after signing enrollment agreement | 100% |
| Withdrawal during Week 1 (Drop/Add Period) | 100% |

| | |
|--|-----------|
| Withdrawal during Week 2 (Drop/Add Period) | 100% |
| Withdrawal during Week 3 | 70% |
| Withdrawal during Week 4 | 60% |
| Withdrawal during Week 5 | No refund |

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

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

STANDARDS OF SATISFACTORY ACADEMIC PROGRESS

All students are required to meet the standards of academic performance that are outlined in the sections below and they are evaluated regularly to determine that the standards are met. These standards have various components: a minimum cumulative grade point average (CGPA) of 2.0; a minimum successful completion rate of 75% based on all clock hours attempted; and, a maximum time frame 1.5 times of the normal program length to successfully complete all required clock hours for the diploma program.

As described below, each student must achieve the minimum CGPA within the maximum time frame established, achieving the **required completion rate of 75%** at each evaluation point. Failure to meet these standards may result in dismissal from ULI. Our institution is committed to assist all of our students in order to provide an optimal learning experience so that they will be able to succeed in achieving their educational goals.

Maximum Time Frame of Program Completion

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

| | Normal Program Length | Maximum Time Frame |
|------------------------------|----------------------------|----------------------------|
| English as a Second Language | 900 clock hours / 50 weeks | 900 clock hours / 75 weeks |

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

Class Repetition

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

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

Satisfactory Academic Progress (SAP) Evaluation

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

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

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

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

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

Academic Appeals

Any student who has been placed on academic warning, probation or dismissal and feels that there were mitigating circumstances that caused him or her to fail the SAP standard, may file a

written appeal within 10 business days of the SAP notification with supporting documentation to the Academic Director who will determine, based on the appeal, if the student would be able to meet the SAP standards by the end of the subsequent payment period. If the student's appeal is granted, the student will be placed on Academic Probation or Academic Plan depending on the student status at the time the appeal is filed.

Academic Dismissal

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

SAP and Attendance for International Students

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

Records and Grading System

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

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

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

| | |
|----|-------|
| I | 0.0 |
| W | ---- |
| WP | ---- |
| WF | 0.0 |
| TC | ----- |

Course Failure (F)

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

Course Incomplete (I)

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

Course Withdrawal (W)

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

WP Grade

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

WF Grade

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

ESL Course-Level Progression Policy

Any student who passes a class with a grade of D-or better (60% or above out of a 100% value) will be promoted to the next level of that particular class. Otherwise, a student will be required to retake such class. However, as some classes are grouped together, such classes must be taken and/or repeated together. For instance, ESL 101 and ESL 107A are interconnected prerequisite courses which must be satisfied together in order to advance to ESL 201 and ESL 207A respectively. No

student who fails **ESL 101**, and passes **ESL 107A** will be permitted to advance to **ESL 201 or ESL 207A**. ESL students with a completion grade of "F" in any course will need to retake both courses, aforementioned above. Please see below for specific course-level progression sequence for the complete ESL program.

| | Promotion Sequence | | | | |
|------------------|--------------------|-------------------|-------------------|-------------------|-------------------|
| Courses by Level | ESL 101, ESL 107A | ESL 201, ESL 207A | ESL 301, ESL 307A | ESL 401, ESL 407A | ESL 501, ESL 507A |
| | ESL 103 | ESL 203 | ESL 303 | ESL 403 | ESL 503 |
| | ESL 105 | ESL 205 | ESL 305 | ESL 405 | ESL 505 |
| | ESL 107B | ESL 207B | ESL 307B | ESL 407B | ESL 507B |
| | ESL 111 | ESL 211 | ESL 311 | ESL 411 | ESL 511 |

STUDENT RIGHTS AND RESPONSIBILITIES

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

Your rights

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

Your responsibilities

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

Student Grievance Procedure

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

RULES AND REGULATIONS

Code of Conduct

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

1. Students are required to wear clothing that will not be offensive to others or may be unprofessional. For safety, proper footwear must be worn.
2. Students must be in class on time. Students who are late fifteen minutes may not be admitted to class.
3. Students must be responsible for all of their personal belongings.
4. Smoking is not permitted anywhere inside the school building.
5. Eating or drinking is only allowed in designated areas.
6. Students are responsible for their personal hygiene and appearance.
7. Students must complete all assignments and respectfully follow the direction of the instructor.
8. Personal phone calls will not be permitted during class time, unless they are of an emergency nature.
9. All cellular phones must be turned off at the start of class as to not interrupt or create a distraction in class. If the phone has a vibrating feature, you may leave it on.
10. Weapons of any kind are strictly prohibited in school property and grounds.

Disciplinary Actions

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

Disciplinary Appeals

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

Disciplinary Dismissal

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

ULI's POLICIES

Alcohol Beverage And Drug Policy

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

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

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

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

Copyright Infringement Policy

Purpose

The purpose of the Copyright Infringement Policy is to comply with copyright law for the use of copyrighted material on ULI's computer systems and networks. In addition, this policy seeks to make aware to all users the seriousness as well as possible consequences for unauthorized use of

copyrighted material. It is illegal. This policy applies to all users and subscribers of the ULI Network. Users are required to comply with the legal safeguards provided for copyrighted and licensed works.

What is Copyright?

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

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

US Copyright Office (www.copyright.gov)

Policy

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

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

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

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

Sexual Harassment Policy

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

Anti-Hazing Policy

Unilatina Language Institute strictly prohibits hazing of any kind.

According to Florida Statute 240.36 hazing is defined as:

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

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

Policy on Secondary Confirmation FERPA

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

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

- Parents or eligible students have the right to inspect and review the student's education records maintained by the school. Schools are not required to provide copies of records unless, for reasons such as great distance, it is impossible for parents or eligible students to review the records. Schools may charge a fee for copies.
- Parents or eligible students have the right to request that a school correct records which they believe to be inaccurate or misleading. If the school decides not to amend the record, the parent or eligible student then has the right to a formal hearing. After the hearing, if the school still decides not to amend the record, the parent or eligible student

has the right to place a statement with the record setting forth his or her view about the contested information.

- Generally, schools must have written permission from the parent or eligible student in order to release any information from a student's education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions (34 CFR § 99.31):
 - ✓ School officials with legitimate educational interest;
 - ✓ Other schools to which a student is transferring;
 - ✓ Specified officials for audit or evaluation purposes;
 - ✓ Appropriate parties in connection with financial aid to a student;
 - ✓ Organizations conducting certain studies for or on behalf of the school;
 - ✓ Accrediting organizations;
 - ✓ To comply with a judicial order or lawfully issued subpoena;
 - ✓ Appropriate officials in cases of health and safety emergencies; and
 - ✓ State and local authorities, within a juvenile justice system, pursuant to specific State law.

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

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

III. STUDENT LIFE AND SERVICES

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



Halloween 2017



Vizcaya Museum 2017

New Student Orientation

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

Academic Advising

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

Student Record Services

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

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

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

Counseling Office

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

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

Tutoring and Testing

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

Writing Center

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

Assignment guidelines

Relevant questions

Session Objective

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

Library Resources

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

Abi/Inform and Research Library databases, assisting students in necessary research in project-building and/or acquiring information beneficial to their overall learning and scholastic development. Moreover, UIC's automated system (OPALS) allows students to search the library catalog to see what is available as well having the ability to access their own account to verify the circulation books they have checked out during their tenure at UIC.

Tertulia

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

Tuna Unilatina – Musical Group

The *Tuna UNILATINA “Tribute to J. Alberto Moyano”* is a musical group, which resembles the Spanish tradition born in the middle Ages. The Tuna is a VIII century tradition from the ULI and university students, who used to musically entertain banquets and social celebrations in order to be able to eat the leftovers of the parties and reunions. In the colonization of the Americas, the Spanish brought the tradition primarily to Colombia, which is the country with more tuna groups in the world, after Spain. The Tuna expanded throughout South America and became very popular as a musical group from the colleges and universities.

Our College is proud to present for the first time in the United States the *TUNA UNILATINA “Tribute to J. Alberto Moyano.”* The Tuna Unilatina carries the name of UNILATINA’s founder, J. Alberto Moyano, whose one of his dream when he was alive, was to have a Tuna as part of the student life.



Uniempresarios – Annual Entrepreneurship Conference

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

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



Mr. Luis Capo, President of El Dorado Furniture

Health and Prevention

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

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

Housing

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

Safety Policy During Social and Recreational Activities

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

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

The Physical Plant

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

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

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



UIC's Campus, Miramar, Florida

Points of interest in Miramar

Miramar Regional Park

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

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

Miramar Branch Library and Education Center

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

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

Miramar Cultural Center-Arts Park

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

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

Ansin Sports Complex

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

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

Miramar Community Garden

3700 Largo Dr, Fairway Park, Miramar, FL 33023-6416
+1 954-602-3270

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

Miramar Police Department

11765 City Hall Promenade, Miramar, FL 33025
+1 954 602-4000

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

IV. PROGRAM OUTLINE

ENGLISH AS A SECOND LANGUAGE

900 Clock Hours

Credential Issued: Diploma

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

Program Objective

1. To achieve a high-intermediate to advanced proficiency level and command of the English language, in order to comprehend and communicate effectively for the purposes of career possibilities, and within the social world.
2. To encourage students in learning to fit within and understand American life through culturally based conversation and holiday activities, intense focus on automatic processing of popularly used grammar forms, updated and dynamic reading and writing conventions, and small-group, intensively-assessed American English listening practice.

Program Description

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

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

Program Curriculum

| Course Number | Course Title | Clock Hours |
|---------------|--|-------------|
| LEVEL I | | |
| ESL 101 | Beginning Grammar | 40 |
| ESL 103 | Introductory Reading and Writing | 40 |
| ESL 105 | Listening/Speaking I | 40 |
| ESL 107A | Introductory Conversation/Vocabulary Builder | 20 |
| ESL 107B | Introductory Communicative Conversation | 20 |
| ESL 111 | Language Lab I | 20 |
| | | |

| Course Number | Course Title | Clock Hours |
|----------------------|---|--------------------|
| LEVEL II | | |
| ESL 201 | Intermediate Grammar | 40 |
| ESL 203 | Intermediate Reading and Writing | 40 |
| ESL 205 | Cultural Listening I | 40 |
| ESL 207A | Intermediate Conversation/Vocabulary Builder | 20 |
| ESL 207B | Pronunciation I | 20 |
| ESL 211 | Language Lab II | 20 |
| | | |
| LEVEL III | | |
| ESL 301 | High-Intermediate to Advanced Grammar | 40 |
| ESL 303 | High-Intermediate to Advanced Reading and Writing | 40 |
| ESL 305 | Cultural Listening I | 40 |
| ESL 307A | High - Intermediate to Advanced Conversation/Vocabulary Builder | 20 |
| ESL 307B | Communicative Conversation/Presentation I | 20 |
| ESL 311 | Language Lab III | 20 |
| | | |
| LEVEL IV | | |
| ESL 401 | Advanced Grammar-Vocabulary | 40 |
| ESL 403 | Advanced Reading and Writing I | 40 |
| ESL 405 | Advanced Listening and Speaking | 40 |
| ESL 407A | Advanced Conversation/Pronunciation II | 20 |
| ESL 407B | Communicative Conversation/Presentation II | 20 |
| ESL 411 | Language Lab IV | 20 |
| | | |
| LEVEL V | | |
| ESL 501 | TOEFL Preparation | 40 |
| ESL 503 | Advanced Reading and Writing II | 40 |
| ESL 505 | TOEFL Listening/Cultural Listening II | 40 |
| ESL 507A | TOEFL Speaking | 20 |
| ESL 507B | Communicative Conversation/Presentation III | 20 |
| ESL 511 | Language Lab V | 20 |
| | | |
| | | |
| | | |
| | TOTAL: | 900 |

UIC ESL Achievement Scale

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

Students working at Level 2 continue to develop and progress in their abilities in lower-intermediate grammatical structures and vocabulary distinction through the four skill areas. In addition, students will continue to improve in the areas of lower-intermediate comprehension of more complex reading contexts, identifying main ideas and details, inferencing, and paraphrasing through structured reading and listening and constructs and group interaction. Furthermore, students will continue the process of building of writing skills through sentence-to-paragraph level modeled writing activities. A more formal pronunciation course will introduce, reinforce and strengthen pronunciation abilities through instructor modeling, individual and group practice, and external analysis. Through textbook instruction, classroom modeling, individual/group engagement and cooperative activities, students will further progress in their conversational fluency while incorporating newly learned vocabulary and syntactic structures. A lab retention course will continually build upon learned grammar rules and application of syntax through contextual interactive content and communicative activities, and as a listening lab will reinforce learned vocabulary and general to specific listening skills on culturally interesting themes and constructs.

Students working at Level 2 (for example):

- Can demonstrate adequate comprehension and application of learned lower-intermediate to intermediate grammatical forms.
- Can demonstrate adequate comprehension of lower-intermediate to intermediate level reading tasks, and produce lower-intermediate to intermediate, connected writing structures on topics that are cultural, social, or of personal interest.
- Can adequately comprehend and respond to lower intermediate to intermediate listening tasks, including responding to inquiries on details and relationship to main ideas, learned vocabulary, summarizing, expressing opinions and inferring on topics.
- Can effectively apply fundamental beginner to lower-intermediate grammar with newly-acquired, relevant vocabulary to structured-output conversational activities.
- Can be understood by native English speakers and communicate with greater confidence in the classroom and off-campus social interactions using learned pronunciation forms and rules for effective enunciation of American English.

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| <p>Level 3</p> <p>Students working at Level 3 begin to master intermediate level grammatical structures and vocabulary, including an abundance of regular and irregular verbs and common phrases. In addition, students will continue to improve in the areas of intermediate comprehension of more complex reading contexts, including identifying main ideas and details, inferencing, and paraphrasing through structured reading and listening content and group interaction. Furthermore, students will learn to develop skills in creating paragraph-level compositions based on learned information from reading texts. Furthermore, students will develop comprehension and application of cultural language, including idiomatic phrases and phrasal constructs, which will include daily group interaction, scenario-based projects, and individual presentations. Continual building and mastery of intermediate conversational abilities will take place through both structured and student-centered speaking activities and group tasks that allow students to speak freely on a variety of learned and new subject matter. A lab retention course will help master learned intermediate grammar rules and application of syntax through contextual interactive content and communicative activities, and a reading and writing lab will reinforce learned vocabulary, transition development, and more advanced writing themes which are based on culturally interesting topics.</p> | <p>Students working at Level 3 (for example):</p> <ul style="list-style-type: none"> • Can demonstrate adequate comprehension and application of learned intermediate to upper intermediate/advanced grammatical forms. • Can demonstrate adequate comprehension of intermediate to upper-intermediate level reading tasks, and produce upper-intermediate, connected writing structures on topics that are cultural, social, or of personal interest. • Can demonstrate adequate comprehension and grammatical application of phrasal verbs in context, including applying learned vocabulary accurately to scenario-based applications. • Can effectively apply fundamental intermediate to upper intermediate grammar with newly-acquired, relevant vocabulary to structured-output activities that simulate everyday speaking constructs and group/peer interaction. • Can demonstrate adequate exchange of intermediate information on textbook and instructor-driven topics in the areas of cultural and social life and American customs. |
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| <p>Level 4</p> <p>Students working at Level 4 will engage in the development of advanced vocabulary with a focus on more advanced grammatical structures and vocabulary collocation. Along with developing more mastery in the areas of reading comprehension, paragraph writing, and listening-to-speaking development, students will be introduced to and engage in formal public speaking techniques and dynamics. Public speaking classes will include instructor modeling, external research, individual and group tasks, and pronunciation improvement. A lab retention course will help to continually master upper intermediate learned reading and writing skills and listening and speaking abilities through interactive online content and instructor feedback.</p> | <p>Students working at Level 4 can (for example):</p> <ul style="list-style-type: none"> • Can demonstrate adequate comprehension of advanced grammatical structures and complex vocabulary, and effectively apply to critical thinking applications. • Can demonstrate adequate comprehension of upper-intermediate to advanced level reading tasks, and produce upper-intermediate to advanced, connected writing structures on topics that are cultural, social, or of personal interest. • Can adequately comprehend and respond upper-intermediate to advanced listening tasks, including responding to inquiries on details and relationship to main idea, learned vocabulary summarizing, expressing opinions and inferring on topics that are of upper-intermediate to advanced cultural, social and personal interest. • Can demonstrate adequate comprehension, improved pronunciation, and detail-focused response abilities utilizing learned grammar and vocabulary structures through in-class focused-output drills, group engagement activities, and formal interviews. • Can demonstrate adequate upper-intermediate to advanced public speaking skills, including improvement of creation and delivery of rehearsed speech tasks and pronunciation/cadence abilities in creating speaker intention for greater audience effect. |
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Level 5

Students working at Level 5 will be introduced to and develop the necessary strategies and techniques in order to achieve a C1 (CEFR) level score on the TOEFL IBT test. Instruction in advanced vocabulary development, grammar, pronunciation, elimination, note-taking, paraphrasing, summarizing, and synthesizing will take place through intense instructor modeling, a variety of in and out of class preparatory and advancement tasks, and lab practice for retention of strategies/techniques and ultimate progression. Additionally, student will continue to develop public speaking abilities, including more advanced pronunciation, through classroom activities and engagement and as well TOEFL speaking practice and progression assessments as well. A TOEFL Lab will reinforce learned strategies and techniques and allow for an increase in application speed.

Students working at Level 5 can (for example):

- Can effectively comprehend, explain and ultimately demonstrate high-intermediate to advanced abilities utilizing the TOEFL reading and writing strategies and techniques.
- Can demonstrate adequate comprehension of advanced level reading tasks, including applying critical thinking skills, and produce advanced, connected writing structures on topics that are cultural, social, or of personal interest, including demonstration of various writing themes and design/creation of the five-paragraph essay.
- Can effectively comprehend, explain and ultimately demonstrate high-intermediate to advanced abilities utilizing TOEFL listening, note-taking and selection strategies and techniques.
- Can demonstrate adequate comprehension, critical thinking skills, and application abilities of learned oral American sociological behavioral norms and customs.
- Can effectively comprehend, explain and ultimately demonstrate high-intermediate to advanced abilities utilizing TOEFL strategies and techniques.
- Can demonstrate an advanced level of proficiency in creating and delivering of rehearsed public speaking/speech tasks and pronouncing/using cadence in creating improved speaker intention for greater audience effect.

V. COURSE DESCRIPTIONS

ESL 101 Beginning Grammar

Introduction to basic rules and key grammar structures to assure that the student acquires a good foundation of the language at the principle proficiency level. Students engage in and focus on the beginner to low-intermediate forms and functions of grammar in context and apply to beginner to lower-intermediate level formations of English syntax and associated vocabulary. **(40 Clock Hours)**

ESL 103 Introductory Reading and Writing

Introduction to basic reading comprehension and sentence-level to short paragraph composition structures. Practice with short, sentence-level writing modules and reading constructs will take place. Direct focus on building comprehension through short stories and content-based contexts will build vocabulary, develop the beginnings of developing comprehension, and lead to productive, basic writing tasks, which in turn will further develop grammatical structure and compositional cohesion. **(40 Clock Hours)**

ESL 105 Listening/Speaking I

Introduction to basic intake strategies of audible comprehension in English, including numbers, family events and normal routines, foods, indoor and outdoor activities, cultural behaviors, greetings, places, celebrations, work-related customs, and time, among others. Students will learn to interpret and continually develop their listening and comprehension skills in basic concepts of life through the American English spectrum. Additionally, students will acquire new vocabulary associated with specific contexts and behaviors and apply through beginner to lower-intermediate level output oral activities. **(40 Clock Hours)**

ESL 107A Introductory Conversation/Vocabulary Builder

Beginning of basic conversation skills, with a focus on beginner to low-intermediate grammar application and vocabulary development. Reinforcement of newly-learned grammatical structures will be accompanied by vocabulary-development activities, appropriate to level and proficiency speed of beginning students. **(20 Clock Hours)**

ESL 107B Introductory Communicative Conversation

Development of basic, natural speaking abilities in the areas of everyday conversations and common topics, including discussions on free time activities, people and behaviors, money, travel, entertainment, customs, food and drink, and the future, among others, will take place. Grammatical structures and rules will be reinforced through dynamically structured output activities, instructor-driven group projects, and homework research. Overall, this course will help students gain confidence when speaking “basic” English and starting/holding simple conversations with native speakers. **(20 Clock Hours)**

ESL 111 Language Lab I

Computer-based application practice in the language laboratory to accompany ESL 101/ESL 103. Learning and retention activities in Grammar and Reading and Writing will take place. **(20 Clock Hours)**

ESL 201 Intermediate Grammar (Pre: ESL 101)

Designed for low-intermediate students, this course expands upon the rules and grammar structures acquired in ESL 101. Students will engage in more dynamic structural forms in richer contexts and syntactic constructs. Continually focusing on the forms and functions of grammar in context and application of lower-intermediate to intermediate level formations of English syntax and associated vocabulary, students will more fully recognize, interpret, comprehend and apply low-intermediate to intermediate structures of English grammar. **(40 Clock Hours)**

ESL 203 Intermediate Reading and Writing (Pre: ESL 103)

This course introduces students to low-intermediate reading and writing modules, including focus on identifying main ideas and supporting information, making inferences, responding to readings, paragraph and writing organization and format, basic writing techniques such as brainstorming, rudimentary outlining, adding details, enumeration, sequencing, and defining writing purpose. Extensive reading practice with new vocabulary and accuracy in comprehension tasks will take place. Additionally, students will achieve the basic skills necessary in preparation for high-intermediate writing courses. **(40 Clock Hours)**

ESL 205 Listening/Speaking II (Pre: ESL 105)

Further development in intake strategies of audible comprehension of lower-intermediate to intermediate English, including cultural behaviorisms, social life, and human-interest stories. Students will learn to interpret and continually develop their listening and comprehension skills in low-intermediate to intermediate concepts of life through the American English spectrum. Additionally, students will acquire new vocabulary associated with specific contexts and behaviors and apply through low-intermediate to intermediate-output oral activities. **(40 Clock Hours)**

ESL 207A Intermediate Conversation/Vocabulary Builder (Pre: ESL 107A)

This course further develops lower-intermediate to intermediate conversation skills, with a specific focus on previously learned low-intermediate to intermediate grammar application and vocabulary development. Reinforcement of newly-learned grammatical structures will be accompanied by vocabulary-development activities, appropriate to level and proficiency speed of low-intermediate to intermediate learners. **(20 Clock Hours)**

ESL 207B Pronunciation I (Pre: ESL 107A)

Introduction to formal English phonology through guided practice, both in explicit written and oral forms. Learners will engage in modeled explanations and application of phonological rules and standards in pronouncing American English effectively. A large percentage on this course will focus on vowel and consonant cluster, which include final past tense pronunciation of regular verbs and final “s” sounds. Students will be assessed on their ability to develop rhythms of native-like pronunciation, including intonation, stress patterns, and accent reduction. **(20 Clock Hours)**

ESL 211 Language Lab II (Pre: ESL 111)

Computer-based application practice in the language laboratory to accompany ESL 201/ESL 205. Learning and retention activities in Grammar and Listening modules will take place. **(20 Clock Hours)**

ESL 301 High - Intermediate to Advanced Grammar (Pre: ESL 201)

Designed for intermediate to upper-intermediate students, this course expands upon the rules and grammar structures acquired in ESL 201. Learners will engage in intermediate to upper-intermediate structural forms in richer contexts and syntactic constructs. Continually focusing on the forms and functions of grammar in context and application of formations of English syntax and associated vocabulary, students will more fully recognize, interpret, comprehend and apply more complex structures of English grammar. Moreover, ESL 301 is designed to increase students' knowledge and usage of complex verb tenses and sentence structures. **(40 Clock Hours)**

ESL 303 High - Intermediate to Advanced Reading and Writing (Pre: ESL 203)

Students will begin to refine their intermediate to upper-intermediate reading and writing skills through level-based passages and stories and writing modules based on paragraph-building compositions. Application of learned reading skills will include: building better prediction and differencing skills in reading/comprehension module and writing journals, formal and informal letters, short compositions and essays. Additionally, practice in intermediate to upper-intermediate editing tasks will take place. The course also emphasizes critical thinking and comprehension skills, making deep connections to current events, social content and intermediate to upper-intermediate vocabulary. Students will begin to learn and practice with avoiding plagiarism and using resources to support their ideas, facts, and opinions. A focus on higher-intermediate punctuation and syntactic error correction will as well take place. **(40 Clock Hours)**

ESL 305 Cultural Listening I (Pre: ESL 205)

The course is designed to develop intermediate to upper-intermediate comprehension skills in interpreting and applying phrasal verbs and their cultural functions. Instructor-driven classroom listening/response activities that build accurate comprehension of the significance of phrasal verbs in context will take place. Students will be introduced to, continually develop, and apply learned vocabulary in various cultural contexts, input/output applications, and oral scenarios. Constant review of the differences and similarities in the comprehension and application of phrasal verbs will also take place, including proficiency in identifying particle form and function, literal and figurative meanings, and connection to connotative culture. **(40 Clock Hours)**

ESL 307A High - Intermediate to Advanced Conversation/Vocabulary Builder (Pre: ESL 207A)

This course further develops intermediate to upper-intermediate conversation skills, with a specific focus on grammar applications and vocabulary development. Reinforcement of newly-learned grammatical structures will be accompanied by intermediate to upper-intermediate vocabulary-development activities, appropriate to level and proficiency speed of intermediate to upper-intermediate learners. **(20 Clock Hours)**

ESL 307B Communicative Conversation/Presentation I (Pre: ESL 207B)

Development of intermediate to upper-intermediate conversation skills with a focus on the beginnings of self and group-based presentations and public speaking processes. Engagement in daily cultural topics, musical-based tasks, classroom games on cultural norms, and real-life scenarios will take place. A majority of the course will lead the learner to better preparation of structure and development of both quick response and presentation-style activities, including presenter/student feedback interaction. **(20 Clock Hours)**

ESL 311 Language Lab III (Pre: ESL 211)

Computer-based application practice in the language laboratory to accompany ESL 301/ESL303. Learning and retention activities in Grammar, Reading, and Writing modules will take place. **(20 Clock Hours)**

ESL 401 Advanced Grammar/Vocabulary (Pre: ESL 301)

This course is designed to increase students' knowledge and usage of advanced English grammatical structure and vocabulary skills to improve accuracy and variety in comprehensive of these forms and as well as for the purposes of developing more effective critical thinking skills. Specifically, students will learn to develop their abilities in the areas of vocabulary and structural morphology (affixes and parts of speech), vocabulary concepts, advanced collocations, connotations, metaphor, register, polysemy, and compound structures, among others. Additionally, students will engage in computer-based lab practice which will reinforce their competency of advanced vocabulary structures and syntactic constructs. **(40 Clock Hours)**

ESL 403 Advanced Reading and Writing I (Pre: ESL 303)

Students will continue to improve and enhance their high-intermediate to advanced reading competencies and writing skills acquired in ESL 303. The course will additionally emphasize on basic introduction to more advanced writing styles such as the pre-five-paragraph essay, transitioning between ideas, and writing effective introductions, developmental paragraphs, and conclusions. Further development and application of critical thinking and comprehension skills, as well as making deep connections to current social constructs and vocabulary used in professional settings, will be applied and continually reinforced. Students will continue to practice/ develop their understanding and avoidance of plagiarism and using resources to support their ideas, facts, and opinions. Focus on proper punctuation and syntactic error correction will as well take place. **(40 Clock Hours)**

ESL 405 Advanced Listening and Speaking (Pre: ESL 305)

The course is designed to build and refine advanced listening/comprehension and response skills of previously learned and newly acquired knowledge in the content areas of cultural, professional, and technical instruction, including level-appropriate vocabulary integration. This course is laden with advanced communicative activities with skill-building exercises to boost students' success in preparation of pre-TOEFL lectures and discussion modules. Pre- and Post-listening activities, including vocabulary development, individual and group comprehensive response modules, and scaffolding activities will take place. **(40 Clock Hours)**

ESL 407A Advanced Conversation/Pronunciation II (Pre: ESL 307A)

Interpretation and development of advanced collocations in formal contexts will be highlighted in this course. Learners will engage in individual and group scenarios/debates/topical discussions based on learned phrases and vocabulary concepts. Furthermore, beyond the advancement and retention of learned cluster and stress patterns in basic American English pronunciation, advanced pronunciation practice including sentence-level intonation and pitch variance, verb and noun variants, vowel reduction, consonant blending, and contrasting operative/inoperative sounds will be highlighted and further developed through classroom activities and blended assessments. **(20 Clock Hours)**

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

This class focuses on the beginnings of formal public speaking through multiple, scenarios, debates, presentations, and group interaction. Students will apply all formally acquired grammatical structures, advanced vocabulary, and presentation skills in a variety of modules that will begin to develop and test students' abilities to continually improve and develop their pronunciation, organization, technique, and overall communicative abilities in presenting in a formal English atmosphere. Students will engage in at minimum two formally researched, planned, revised and delivered presentations during this course. **(20 Clock Hours)**

ESL 411 Language Lab IV (Pre: ESL 311)

Computer-based application practice in the language laboratory to accompany ESL 405/ESL 403. Learning and retention activities in Reading and Writing, and Listening and Speaking modules will take place. **(20 Clock Hours)**

ESL 501 TOEFL Preparation (Pre: ESL 401)

Students develop the skills necessary to obtain high proficiency scores for the TOEFL exam. Lecturing on TOEFL standards and question/response categories, as well as application, both within the classroom and via internet-based software (IBT), will take place. Students will continually engage in three skills areas (AWL vocabulary and advanced grammar, reading and writing) through lecturing, classroom and homework practice, and assessments that assess formative and summative learning of techniques/strategies and high-level comprehension of TOEFL abilities. **(40 Clock Hours)**

ESL 503 Advanced Reading and Writing II (Pre: ESL 403)

Learners develop the ability to utilize advanced level structural/organizational forms of professional writing structures through authentic writing themes and contexts. Assessments in fluency, complexity, and accuracy will be held weekly. Instructor-guided practice through a variety of activities including avoiding common mistakes, topic discussion and organizational development (Mind maps and Outlining), essay writing, portfolio building, writing styles and purposes, and basic APA citation and resourcing will take place. At minimum, students will complete six textbook/instructor-driven formal compositions, including revising and peer evaluations, during the term. **(40 Clock Hours)**

ESL 505 TOEFL Listening/Cultural Listening II (Pre: ESL 405)

This is a two-part course. The first section aids in the development of advanced listening and note-taking skills for the purpose of advanced listening comprehension and in obtaining high scores on the TOEFL test. As well as being assessed weekly in the question/response categories of the listening sections, including note-taking accuracy and comprehension of format and intention, students will develop paraphrasing, inference and summarizing skills. The second section of this course develops comprehension in American culture, including sociological behavioral customs and norms not always commonly known by international students. Students will engage in bi-weekly learning tasks, including association-building comprehension tasks and individual/group-based scenario activities. Students will develop advanced cultural skills in both interpreting and applying critical thinking skills related to American sociological culture intertwined with their own cultural experiences. **(40 Clock Hours)**

ESL 507A TOEFL Speaking (Pre: ESL 407A)

Students develop the necessary advanced organization and delivery skills for the purposes of obtaining high scores on the TOEFL speaking sections of the test. Overall presentation structure and accuracy including development of critical thinking skills on the topical direction (angle), pronunciation and speaking rhythm practice, structural development of each response, response-timing sequencing, alternative strategies for each task, and continual development of dynamics will be targeted through a variety of practice TOEFL speaking assessment modules and extensive practice. Pre-task lecturing and internet-based/textbook(s) samples, followed by group and individual presentation and peer reviews will take place. **(20 Clock Hours)**

ESL 507B Communicative Conversation/Presentation III (Pre: ESL 407B)

This class continues the development of advanced public speaking modules including debates, presentations, and group interaction. Students will further their application of formal presentation skills in a variety of modules that will assist learners in further mastering their overall communicative abilities in presenting through advanced topics and constructs in a formal English atmosphere. Students will engage in at minimum two formally researched, planned, revised and delivered presentations during this course. **(20 Clock Hours)**

ESL 511 Language Lab V (Pre: ESL 411)

Students will reinforce learned TOEFL-based strategies and techniques through guided an online language lab application. Students will work together with instructor to achieve an advanced level of application in TOEFL test-taking modules. Lab will reinforce ESL 501, ESL 505, and ESL 507A course materials/textbook content. **(20 Clock Hours)**

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



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

APENDIX A

| FACULTY MEMBER: | COURSE(S) TAUGHT: | DEGREES/ DIPLOMAS HELD & AWARDED INSTITUTION: |
|------------------------|--------------------------|--|
| Lesser, Karlo David | ESL I, II, III, IV, V | B.A. in Languages and Linguistics, Florida Atlantic University. Boca Raton, FL Certificate in ESOL Studies, Florida Atlantic University. Boca Raton, FL |
| Perez, Erleen | ESL I, II, III, IV, V | BA in Modern Languages. Major English |
| Walsh, Ruth | ESL I, II, III | B. A in Psychology, Gama Filho University. Rio de Janeiro, Brazil CERTIFICATE OF PROFICIENC IN ENGLISH in ECPE TESOL Certificate International Open Academy |
| Juan Osorio | ESL I, II, III | B.A Business Administration University of Medellin Diploma English Language Teaching |