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A message from the Director

Dear Student,

Welcome to the English Language Institute. I am sure that you will benefit greatly from your experience this semester. In addition to learning a new language, you will be learning about another culture. In fact, you will be learning about many cultures because our students come from all over the world. This is sure to be one of the most memorable experiences of your life.

While you are here at the ELI, remember that we have advisors to counsel you on university majors and admission requirements. If you need some assistance in choosing a school, our advisors are ready to help. If you encounter any other problems, our experienced instructors, as well as our well-trained staff, are here to help you. In fact, we are all here to help you. No problem is too great or too small.

I hope that you will come to think of the ELI as your home away from home. We are happy to have you with us this semester.

Sincerely,

Luis Sanchez, Director
FLORIDA INTERNATIONAL UNIVERSITY’S MISSION STATEMENT
Approved by Florida Board of Regents, September 1993.

Florida International University (FIU) is an urban, multi-campus, doctoral-granting institution located in Miami, Florida’s largest population center, with campuses at University Park and North Miami, selected programs offered in Davie and Fort Lauderdale, and off-campus continuing education programs. The mission of this state University is to serve the people of Southeast Florida, the state, the nation and the international community by imparting knowledge through excellent teaching, creating new knowledge through research, and fostering creativity and its expression.

Chartered by the Florida Legislature in 1965, the University opened its doors in 1972 to the largest entering class in United States collegiate history. With strong undergraduate programs centered around a rigorous liberal arts core curriculum, FIU now offers more than 200 baccalaureate, master’s and doctoral degree programs through its many Colleges and Schools: Arts and Sciences, Business Administration, Education, Engineering and Design, Health, Hospitality Management, Journalism and Mass Communication, Nursing, and Urban and Public Affairs. The University continues to balance its programs for full and part-time degree-seeking students and learning. Campus life fosters a sense of community which provides for the intellectual, aesthetic, social, emotional, physical and moral development of students while providing opportunities for leadership training, awareness of cultural diversity, and sensitivity to social issues and concerns.

Southeast Florida and FIU are alike in their explosive growth, rich ethnic and cultural diversity, and quest for excellence. FIU is a leading institution in one of the most dynamic, artistically expressive, and cosmopolitan cities in the United States, the gateway for Latin America and the Caribbean. The continued globalization of the world’s economic, social and political systems adds to the importance of FIU’s mission, and combines with our subtropical environment, and our strategic location to strengthen Southeast Florida’s role as an information and transportation center.

From this unique setting we have derived four key strategic themes that guide the University’s development: International, Environmental, Urban, and Transportation and Information Systems. We focus on these themes with a commitment to quality management and cultural diversity. To summarize the University priorities: first, to graduate a well-educated, ethnically diverse student body by continuing to enhance our teaching and by broadening our graduate and professional programs; second, to promote research and creative activities by nurturing strategically selected disciplines which contribute to the social, artistic, cultural, economic, environmental and technological foundations for the 21st century; third, to solve critical health, social, educational, and environmental problems through applied research and service. These strategic themes and priorities guide our pursuit of recognition as one of America’s top 25 urban public research universities by the end of this century.
THE ELI’S MISSION AND VISION STATEMENTS

The English Language Institute was founded in 1978 and since its inception has hosted thousands of students from all over the world. The ELI has a clearly stated mission and a far-reaching vision.

MISSION
To provide quality English language instruction to all individuals who have chosen English as their medium of communication for academic or professional pursuits, and to promote international and intercultural understanding.

VISION
To become one of the leading institutes in the U.S. by setting standards of excellence in innovative curriculum design, teaching, professional development, and cross-cultural understanding.

The ELI’s Mission and Vision are consistent with those of Florida International University.
SECTION 1: ELI ADMISSION

ELIGIBILITY FOR ADMISSION TO THE ELI
All applicants must meet the following requirements:
- Be at least 17 years old
- Hold a high school diploma
- Be literate in their native language
- Meet all F-1 status requirements

ADMISSION TO THE ELI AND THE UNIVERSITY: THE BIG DIFFERENCE
Although the ELI is a unit under the Office of the Faculty & Global Affair, Admission to the ELI does not mean admission to any other certificate, undergraduate, or graduate programs at Florida International University (FIU).

In order to be admitted into any certificate, undergraduate, or graduate programs at Florida International University (FIU), students must meet all the requirements set by FIU. Please check the University’s catalogue or website for details on these requirements.

APPLICATION FEE POLICY
A non-refundable fee will be charged for processing all applications. Students who register and apply for student visas but who are unable to begin study in the program of their choice or find it necessary to delay their enrollment until the following semester are subject to the same refund policy stated therein. Students who find it necessary to withdraw for a given semester or wish to delay enrollment until the following term will have their F-1 visa withdrawn for that semester.

GENERAL REFUND POLICY
The following is the ELI’s Refund Policy for each program:

- **Intensive English Program**: Students in the IEP must withdraw within the first 5 days of class to receive an 80% refund.
- **Intensive Conversation Program**: Students in the ICP must withdraw within the first 2 days of class to receive an 80% refund.
- **Community Programs**: Students in the COP must withdraw within the first 2 days of class to receive an 80% refund.

Students should check their receipts. All the important refund information is found therein.

PAYMENTS, REFUNDS, AND TRANSFERS

Payments:

1. The **application fee** and **course fee** must be paid in full on or before the first day of classes.
2. Payments are accepted in either: credit or check card, cashier’s check / money order, or bank wire transfer.
No cash or personal checks are accepted.

3. The application fee is nonrefundable and nontransferable.

**Refunds:**

1. The application fee is nonrefundable.
2. In order to request a refund of your payment for a course, you must forward your written request for refund of the course fee on or before the fifth day after the program begins.
3. If the request for refund is approved by ELI, the refund will be for 80% of the course fee.
4. No refund will be made for a course that is cancelled five days after the program begins.

**Transfers:**

1. The application fee is nontransferable.
2. You may only request a transfer of the course fee to cover a course fee at ELI for the following semester and not beyond. In order to request a transfer of the course fee you must:
   a. submit a request in writing
   b. forward your written request for transfer of the course fee on or before the end of the second week of classes in the five-week program or on or before the end of the third week of classes in the ten-week program.
   c. provide ELI with a valid reason for requesting a transfer of the course fee.
3. Transfers of course fees are made at the discretion of the ELI Director and the Registrar.
4. No transfer request will be approved after the second week of classes in the five-week program, or the third week of classes in the ten-week program.

**Notes:**

1. You must submit any cancellations, refund requests, or transfer requests in writing to the ELI Registrar. Failure to submit the cancellation, refund request, or transfer request in a timely manner waives any claims you may have had for a refund or transfer of course fees.
2. ELI will not schedule make-up classes or refund any of the fees related to classes that are cancelled by ELI due to emergencies or for weather-related reasons.

**LATE ARRIVALS & ORIENTATION**

At the ELI we are aware that it is not always possible for students to arrive in Miami on time. Visa issuance, travel and accommodation problems, and flight delays are among the many issues that interfere with students’ on-time arrival. Therefore, the ELI has made arrangements to provide late arriving students with the opportunities to take their placement test and receive orientation information.
DESCRIPTION OF FEES
The ELI at FIU is not different from any other institution in terms of dealing with rising costs. Therefore, it is important that students be informed as to the reasons they pay for different facilities and services not included in their tuition.

Application Fee
The application fee includes the handling and processing of all immigration forms and registration documents.

Technology Fee
The ELI technology fee provides for the maintenance of all laboratory computers, equipment and software, as well as all classroom technical equipment. It also entitles students to have unlimited access to the computer lab for educational purposes during posted hours of operation.

Activity Fee
The ELI activity fee provides funding for any student activity held on campus. This may include holiday celebrations, welcome breakfasts, and end-of-term celebrations.

Facilities Fee
The facilities fee provides funding for any ELI current or future building improvement projects, including expansion, painting, paving, landscaping, or others. It also provides funding for the ELI’s day-to-day maintenance.

TRANSFERRING FROM ONE ELI PROGRAM TO ANOTHER
Please remember that each of the ELI programs has its own goals and objectives. Therefore, its levels are not necessarily the same. Consequently, if a student is in one particular level in one program, he/she will not necessarily be in the same level in another program.

It is important that students check with their current program coordinator or registration clerks as to the testing dates of the ELI program they would like to join in the future, since they will need to be tested again to be properly placed.

Please remember that you may always add classes to your schedule, but you may not drop any classes from your schedule.

READMISSION
Students returning after skipping a term
Students returning to the ELI after skipping a term or more must retake the placement test. This is done in order to reassess the students’ language proficiency, which could have increased or decreased during his or her absence.

Students returning after failing the same class twice
Students who failed the same class twice will not be readmitted to the ELI.

Students dismissed due to attendance or disruptive behavior
Students who were dismissed from the ELI or any other FIU program will not be readmitted.

The ELI reserves the right to deny readmission to students based on their performance and behavior in and out of class.
REGISTRATION HOLDS INFORMATION
Students who have registration holds cannot receive their schedules until the hold is removed. Students will not receive schedules if they have the following holds:

Insurance
Due to the high cost of medical or hospital treatment, the State University System makes it mandatory for all students entering the United States to participate in the University’s major medical insurance program. You will be required to purchase medical insurance at F.I.U. No other policies are accepted.

Immunization:
The State University System of Florida requires all students born after January 1, 1957 to present documented proof of immunity to MMR (measles, mumps, rubella). If you are unable to bring this proof with you, then you can receive this immunization at our Health Clinic for a nominal fee. In addition to the University’s MMR immunization requirements, all FIU housing residents must provide proof of meningitis and hepatitis B immunization.

Payment of fees:
All new and returning students are required to pay all fees before receiving their schedules. Registration is not complete until all fees are paid in full.

Important information on payments of fees: Failure to pay fees by the established deadlines will cause all courses to be cancelled and will add late fees to the tuition and health insurance fees. Delinquent accounts are sufficient cause to prohibit registration, graduation, release of transcripts, or release of diplomas.

Late registration fee: The ELI follows FIU’s late registration fee policy:
Students who do not register by the Friday before classes start will be subject to a late registration fee. This fee will apply as follows:

- A $100 late registration fee will be charged to all students who register during the first week of class.
- A $200 late registration fee will be charged to all students who register during the second week of class.

No students will be accepted after the second week of class.

Students who have sent in their application fee for the handling and processing of all immigration forms and documents are not fully registered until tuition fees, and insurance premiums (when applicable) have been paid in full and immunization records have been approved.
Please pay all the above and comply with immunization and insurance requirements before the first week of classes. Any student who registers on or after the first day of classes will be subject to a late fee.

**Deferral fee:**

Students who have sent in their application documents but decide to defer their registration for another term will be subject to a deferral fee of $150. This fee will cover the processing of the students’ documents in order to defer their I-20.

**MEDICAL INSURANCE AND IMMUNIZATION**

**Medical Insurance**

Due to the high cost of medical or hospital treatment, the State University System makes it mandatory for all students entering the United States to participate in the University’s major medical insurance program. *You will be required to purchase medical insurance at F.I.U. No other policies are accepted.* This policy was made in order to protect all students. Medical costs in the U.S. are very high, so by carrying medical insurance students will avoid paying large sums of money.

**Immunization**

The State University System of Florida requires all students born after January 1, 1957 to present documented proof of immunity to MMR (measles, mumps, and rubella). If you are unable to bring this proof with you, then you can receive this immunization at our Health Clinic for a nominal fee. In addition to the University’s MMR immunization requirements, all FIU housing residents must provide proof of meningitis and Hepatitis B immunization. According to University policy, all international students must be immunized against measles, mumps, and rubella (MMR). This policy was made to protect all students.

Note: A Panther ID Number is required to request immunization at the Health Clinic.
SECTION 2: UNIVERSITY SERVICES

THE HEALTH AND WELLNESS CENTER CLINIC

Health Care Center appointments.

- Open Monday through Friday, hours as posted.
- A $100 fee must be paid at the Health Clinic to receive services.
- Appointments are strongly recommended. If an appointment must be cancelled, students must notify the Health Care Center at least 24 hours in advance.
- Registered nurses are available during regular clinic hours for appointments. Physician office visits are available by appointment only.
- Advanced Registered Nurse Practitioners are available by appointment for GYN and general medical care.
- All medical records and clinical consultations are strictly confidential. Medical records cannot be released without the written consent of the student patient. In case of emergency on campus (illness or injury), Public Safety is to be called immediately, 24 hours a day, at the following extensions: Modesto Maidique Campus: Ex. 2626.

Students’ Responsibilities

- Written immunization documentation must be provided to the Health Care and Wellness Center on either campus prior to registration. Students must present a photo I.D. validated for the current semester to utilize Health Care and Wellness Center services.
- Disabled students who require special medical services are encouraged to notify the Health Care Center at least one week prior to the visit (whenever possible).
- Most services provided by the Health Care and Wellness Center are funded by the Student Health Fee.
- Students are expected to communicate with their professors about reasons for missing classes. Medical excuses cannot be issued retroactively.
- Students are expected to pay for tests, vaccines and medications at the time of service. Only checks, money orders, credit cards, cash and the FIU Student Debit Card are accepted at the Health Care Center cashier.

Services provided for free by the Health Care Center

- Routine medical care and preventive medicine
- Physical examinations
- Individual medical consultations
- Family planning consultations
- Diet consultations
• Medical self-care modules
• Certain health screenings
• 24-hour health information telephone line

Also available for a nominal fee
• Laboratory tests: strep screen, chemistries, blood count, mono test, cholesterol, urinalysis, pregnancy tests, cultures, and others
• EKG
• Testing and treatment for sexually transmitted diseases
• Respiratory therapy
• HIV antibody testing and counseling
• Pap smears
• Prescription and over-the-counter medications on Health Care Center formulary
• Immunization: measles, mumps, rubella, hepatitis, influenza, tetanus, and chicken pox
• TB screen
• Allergy testing

Services which are not provided
• X-rays and other sophisticated diagnostic testing
• Specialty physician care (i.e. obstetrics, orthopedics, ophthalmology, surgery, cardiology, gastroenterology, etc.) & dental care
• Emergency care after hours
• Overnight infirmary services

If the above services are needed or requested, referrals will be made to several local hospitals, pharmacies, and physicians. The student must assume financial responsibility for these services, as the Student Health Fee only covers services which are performed at the campus Health Care Center. To help offset these costs, the University strongly recommends purchase of health insurance. Brochures describing special student health insurance plans are available at the Health Care and Wellness Center offices on both campuses.

Health wellness and education
Programs and presentations on topics such as nutrition, weight management, first aid, exercise, stress, wellness, HIV/AIDS, sexually transmitted diseases, contraception, eating disorders, healthy heart, and substance abuse are available to all student groups including students living in FIU housing, athletes, sororities, fraternities, classes and clubs. The programs are presented by Health Care and Wellness Center staff and/or student peer health educators.

Increase your knowledge
• Video tapes, audio tapes, computer interactive software, pamphlets, textbooks, journals, and brochures
• Medical self-care resources
• Wellness activities throughout the school year, including health-theme weeks, health fairs, healthy cooking demos, exercise testing, stress management classes, and nutrition groups
• Computerized fitness assessments
• 24-hour “Access Health” Info-line
• Personal health consultations
• Free condoms
PARKING SERVICES

Visitors

Visitors must park at the meters. Visitors who do not park at the meters will get a ticket. The police make no exceptions.

If you do not have a valid parking permit, you must park at the meters. If you don’t, you will get a ticket. The police make no exceptions. You may purchase a one-day permit in advance. This one-day parking permit is not valid for any of the Parking Garages. You need to park in the regular student parking lots (#8 FOR THE LABOR CENTER or PANTHER GARAGE). For more information please contact the University’s Parking and Traffic department located in the Parking Garage 5 (112th Avenue and 8 Street entrance) or call 305-348-3615 (Monday – Friday). The ELI is not responsible for parking permits or any vehicle violation tickets issued to you. ALL fees are nonrefundable and nontransferable.

Students

Students must get a STUDENT PARKING PERMIT. Students have two choices: (1) A permit for the academic semester or (2) A permit for the academic year. Please check the current parking fees. Once students have the permit, they can park anywhere except the blue spaces marked Faculty/Staff, or the white spaces marked Administrative. Students who do not obtain a permit will receive a ticket. Their car may also be towed away at their expense.

Students must get their permit at the Parking Garage (PG) 5. The Parking Services Office is on the first floor. Students may pay with a check or in cash.

Students in the Dormitories

Students who are staying in the dormitories will receive a HOUSING DECAL that shows that they are residents of the dormitories, but they must also buy a STUDENT PARKING PERMIT.

Students who change their car, rent a car, or drive someone else’s car into the University must get a permit at PG 5 or park at the meters. Students who don’t follow the instructions described above will get a ticket.

Parking suggestions

Lot #8 is right behind the LC/ELI, but it is usually full. If you wish to get a parking space there, you need to arrive early. There are usually more parking spaces available in the Panther Garage.

ATTENTION: Students, who have been in the U.S. for more than one month, must get a FLORIDA DRIVERS LICENSE. It is the LAW.
PUBLIC SAFETY

Authority
University Police are State Certified Law Enforcement Officers, as defined in section 240.268 Florida Statutes. They have authority to make arrests, serve warrants, enforce traffic regulations and are mandated with similar responsibilities to other State, County and Municipal Law Enforcement Officers. In addition; University Police are responsible for the enforcement of the University’s policies, rules and regulations.

DISABILITY SERVICES

The Disability Resource Center
The DRC is a student-centered department within the Division of Student Affairs dedicated to support student learning at Florida International University. The DRC team is composed of a multidisciplinary team of professionals, who affirm that disabilities intersect with every facet of the university’s values, mission and vision. Our responsibility is to promote accessibility while facilitating awareness through partnerships, training, information-sharing and innovative programs. Disability is an aspect of diversity that is integral to our society and to the Florida International University campus community. The Disability Resource Center collaborates with students, faculty and staff to create educational environments that are usable, equitable, sustainable and inclusive of all members of the university community. However, if you encounter academic or physical barriers on campus, the DRC staff is available to partner with you in finding good solutions or to implement reasonable accommodations.

Mission and Goal
The Disability Resources Center strives to promote student success by working collaboratively with students, faculty and staff to create an inclusive educational environment. We are committed to advancing students learning and enhancing personal development.

Goals:

☐ Foster collaborations between students, faculty and staff to design and create educational environments that are diverse, accessible and inclusive.
☐ To ensure compliance with university policies and federal guidelines
☐ Empower students with disabilities to fully participate and experience all aspects of the FIU community

Hours and location
- Modesto Maidique Campus
  Graham Center (GC) 190
  Phone: 305-348-3532
  Fax: 305-348-3850

- Biscayne Bay Campus
  Wolf University Center (WUC) 131
  Phone: (305) 919-5345
  Fax: (305) 919-5211
The Disability Resource Center offices are open:
Monday - Friday 8:00 AM - 5:00 PM
You may also email the DRC at drc@fiu.edu
SECTION 3: ELI SERVICES

The ELI Student Services have been developed with our students in mind. Over the years, ELI students have provided our Institute with information regarding their special needs and interests, and the ELI has responded by creating services to meet them. It is, therefore, important that all new and returning students be informed as to the services available to them.

University I.D. (University Identification card) and access to

All University I.D. fees have not been included in the tuition of any of our ELI programs. Including all the University I.D. fees and privileges in the tuition of our programs would have increased the total cost of those programs and penalized those students who are not interested in using the card. Nevertheless, in order to give those students who would like the opportunity to have a University I.D. to use the Recreation Center, or the Health and Wellness Center (Clinic), the ELI has made special arrangements, and students must do the following;

For the University I.D. Card:

   1) Request a Panther ID number and memo at the ELI Registration Office.
   2) Take the memo to the ID Office
   3) Pay the fee
   4) Get your picture taken
   5) Receive ID

For access to the Recreation Center:

   1) Obtain University I.D. card (see above)
   2) Complete Recreation Center Access Form
   3) Pay for the Recreation Access Fee at the ELI Registration Office

For access to the Health and Wellness Center (Clinic):

   1) Obtain a Panther ID Number (see above)
   2) Pay for Health and Wellness Center (Clinic)

Note: Please be advised that the fees for all of the above are subject to change.

ORIENTATION DAY

A formal orientation program is held at the beginning of every semester for I.E.P. students and students in other international programs. A smaller, community-oriented program is offered to the C.O.P. students. The ELI Orientation deals with academic, social (cultural), and psychological issues.

During Orientation students are introduced to the ELI Student Services available. Speakers from different University departments or units such as Public Safety or the Health and Wellness Center inform students as to relevant issues and answer questions regarding their fields of expertise.
University Tour
You will be given a university tour by a qualified FIU Admissions staff and the ELI Student Activities Coordinator, who will answer your questions and give you important information about FIU and the ELI. During the tour, you will visit the following: Recreation Center, Green Library, Graham Center (Student Center), FIU Bookstore, among others.

ON-GOING ORIENTATION
At the ELI, we do not think of orientation as a one-time event, but rather as an ongoing series of events. Therefore, during the semester, you will be notified as to the different types of on-going orientation sessions available to you such as University admissions, academic advising, immigration, and others.

LATE ORIENTATION
Our Student Activities Coordinator will provide an orientation session and tour to our late arrivals. This special orientation will take place on the Monday of week 1. Students will be informed about location and meeting times during late testing.

ADVISING

Academic Advising
The ELI offers academic advising to those students interested in continuing their academic studies at FIU or other American universities. The ELI/Office of Admissions Liaison helps ELI students to fill out all the necessary documents to begin the admissions process at FIU. The Liaison will also advise students, to the best of his/her ability, as to what classes to take and/or which academic advisor/counselor to contact to get the right advice on a specific major or field of study in an academic department. Students should follow said advisor’s recommendation since they will probably continue to consult him/her when they become full-time students.

Housing Advising
Students with questions or problems regarding their accommodations should bring their concerns to the ELI Housing Advisor. Any major housing problems will be referred to a higher housing authority.

Health and Insurance Advising
The ELI Health and Insurance Liaison will help students with their medical insurance application and health forms. The Liaison will also help students contact insurance company representatives who will address major concerns such as outstanding bills or claims. Students are encouraged to visit the Health/Insurance Liaison. No question is too small.

During the semester the ELI will hold health seminars in cooperation with the Health and Wellness Center (“The Clinic”). Students are encouraged to attend.

Student Services Advising
Students who need assistance in getting a rental car, filling out credit card applications, finding out information about the city, or just getting answers to non-academic questions should contact the ELI Student Services Advisor. A warm, friendly person, the ELI Student Advisor can help ELI students with just about anything they might need or put them in touch with the person who will.
**Immigration Advising**

It is necessary that students on F1 (student) visas understand that the status of international students is by definition legally distinct and is defined and regulated by U.S. Immigration Law. All international students are responsible for their own immigration status. No other individual or institution is. Students should always know their immigration status.

Students with questions regarding their immigration status are encouraged to consult the ELI Registrar. Although not an immigration lawyer, the ELI Registrar is trained and well versed in questions pertaining to U.S. Citizenship and Immigration Services (USCIS) rules and regulations affecting international students.

Students whose problems are beyond the ELI Registrar and the staff's knowledge will be advised to seek legal counsel from an immigration attorney. The ELI does not recommend or endorse the hiring of any attorney. The hiring of an attorney is based on a student’s personal decision.

During the semester, the ELI will host immigration meetings or seminars. All students are encouraged to attend.

**STUDENT ACTIVITIES**

In order to provide international students with opportunities where they can interact with other students as well as with other members of the community, the ELI has planned a series of cultural events and activities on and off campus. The ELI believes that its students should have the opportunity to see and experience what our community has to offer.

The ELI Student Activities Coordinator is in charge of planning and hosting all of the ELI cultural and extra-curricular activities. Students are encouraged to offer their ideas for cultural and extra-curricular activities.

All pertinent information on ELI activities will be posted in the language lab and all around the ELI. Except for certain end-of-the-semester activities which are to be attended by students in a particular program, all ELI students are encouraged to participate in all the other ELI cultural and extra-curricular activities.

**REGISTERED STUDENT ORGANIZATIONS**

Here are some of the many registered student organizations. Students who would like to start an organization or get more information about the below-listed organizations should visit GC 340 (3rd floor) in the Graham Center (GC) or visit cso.fiu.edu.

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<td>American Medical Association/ Florida Medical Association-Herbert Wertheim College of Medicine Chapter</td>
<td>College Democrats</td>
<td>Campus Bible Fellowship</td>
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<td>Phi Alpha Delta (Pre-Law Fraternity)</td>
<td>American Medical Student Association-Herbert Wertheim College of Medicine Chapter</td>
<td>GLBT Advocacy Coalition @FIU</td>
<td>Catholic Student Union</td>
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<td>Non Profit and Global Health Interest Group</td>
<td>American Medical Women's Association</td>
<td>Students for a Free Tibet</td>
<td>Center for Islamic Studies</td>
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<td>Emergency Medicine Interest Group</td>
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<td>Public Health Community Project for Immigrants</td>
<td>Family Medicine Interest Group</td>
<td>Students for Justice in Palestine</td>
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<td>Student Dietetic Association</td>
<td>Student Health Advocates for Peer Education</td>
<td>Internal Medicine Interest Group</td>
<td>The American Civil Liberties Union @FIU</td>
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<td>Yoga Club @ FIU</td>
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FINANCIAL AID
The ELI does not offer financial aid to its students. In fact, financial aid is not available for any of the ESL institutes in the State University System. However, it might be available at the community college level. Students seeking financial assistance in order to take ESL classes should call the community college of their choice.
SECTION 4: IMMIGRATION: POLICIES & PROCEDURES FOR ELI STUDENTS

RECEIVING YOUR I-20

1. Your I-20 Form

When you receive your I-20 form, you must review the document and verify that the following is correct:

A. Name
B. Date of birth
C. Country of birth
D. Country of citizenship
E. Initial start date (see section 5)
   **Note:** This is the date by which you must report to FIU’s ELI.
F. Financial verification (see section 8)
G. Signature of designated school official (see section 10)
H. Signature of student and/or parent/guardian (see section 11)

2. SEVIS Fee

After receiving your I-20 and verifying the information, you must pay the SEVIS fee (Form I-509) before you report to the U.S. Embassy for your F1 student visa interview.

The fee is paid on-line at the following address:
https://www.fmjfee.com/index.jhtml

The following information is required on your I-20 form.

A. Last Name
B. First Name
C. Middle Name (if applicable)
D. SEVIS Identification Number (see I-20 upper right-hand corner N0000...)
E. FIU – ELI School Code = MIA214F00503002

3. The U.S. Embassy

You may find the local U.S. Embassy in your country using the following address:
http://usembassy.state.gov

Note: Please follow the directions to apply for an F1 student visa carefully.

**Alert:** You must have the original I-20 form in hand when you enter the U.S.
Remember that it must be signed or it is not valid, and you must present the document to a U.S. Immigration & Customs Enforcement agent immediately upon entering the country.
ARRIVING IN THE UNITED STATES

1. When you arrive in the United States, you must have the following documents:

   A. **Passport**
      This document must be valid for at least six months from your date of entry.

   B. **F1 Student Visa**
      It must be valid at the time of entry. Under the “entries” section of the F1 visa, the “M” represents multiple entries, which means you may enter the U.S. multiple times as long as your visa is valid, and you have a valid I-20 form.
      If you have a specific number under the “entries” section, then that is the number of times you are allowed to enter on that visa.

   C. **I-20 Form**
      You must have the original I-20 form in hand when you enter the U.S.
      Remember that it must be signed or it is not valid.
      If you do not, you will be issued an I-515A and given only 30 days to remain in the country. If this happens, you must contact FIU’s ELI immediately to solve the situation within the allotted time.
      You must not enter the U.S. more than 30 days before the initial start date on your I-20 form (see section 5). You should not enter after the start date of your I-20 form.

      **Alert**: If you enter the U.S. for the first time more than 30 days before or any time after the initial start date (see section 5), you may have your I-20 form terminated, which would place you out of status.

   D. **I-94 Card**
      This document is provided by the airline, and you must present it to a USICE agent.

2. You must report to FIU’s ELI no later than initial start date on your I-20 form.

   **Alert**: If you do not report to FIU’s ELI by the initial start date, you may have your I-20 form terminated, which would place you out of status.

FIRST-TERM REGISTRATION

1. **Reporting to ELI**
   You must report to the FIU’s ELI Registration Office the week before the start of the program and register by doing the following:

   A. Present your passport, F1 student visa, I-20 form & I-94 card;
   B. Submit payment of all course tuition and fees
C. Submit payment of all medical insurance or provide an approved alternative insurance form;
D. Submit proof of immunization against MMR (measles, mumps & rubella); and
E. Submit signed originals of all FIU’s ELI policies and forms

Alert: If you do not complete your registration within the first week of classes, your I-20 form may be terminated, which would place you out of status.

2. ELI Programs
If you requested the Intensive English Program when applying to the ELI, you must register for that program. You will not be allowed the register for a program with fewer classes.

Full Term/ Half Term: You may register for a full term at any time as long as your status allows it. You may register for the first-half term and then continue to the second half.

Note: If you register for the first half but do not register for the second half, you must either provide a letter stating you will not continue your studies, or you must transfer to another school.

3. Testing, Cultural Orientation, Academic Orientation and the First Week of Classes
You must attend the following:

A. Testing:
   This corresponds to the initial start date on your I-20 form (see section 5). During testing you will take a battery of tests to determine your level. These tests will include grammar, reading & vocabulary, writing, and conversation.

B. Cultural Orientation:
   During Cultural Orientation you will learn about all the practical things you need to know about studying at FIU and living in Miami.

Studying at FIU:
You will receive information on the following:
- ID card
- Parking information
- Payments & refunds
- Dates to remember
- Immigration regulations
- Health insurance
- The university community

Living in Miami:
You will receive information on the following:
- Places to go & things to do
- Safety
- Transportation
- Driver license information
- Postal services
C. Academic Orientation:
During Academic Orientation you will learn about all the important things you need to know about the English Program you selected. You will receive information on the following:

- Expectations about learning English
- Description of classes
- Program placement
- Books & curriculum
- Class policies & procedures
- Grade scales & GPA
- Class schedules
- Extra-curricular activities
- Academic scholarships
- Applying to FIU for a degree

D. The first week of classes:
It is important for you to be here during the first week of classes. If you miss the first week of classes, your I-20 form may be terminated, which would place you out of status.

ATTENDANCE/GRADES AND STATUS ALERT

ELI Attendance:
This is a general review of the Attendance Policy and how it affects your immigration status.
If you are absent more than 12 days, you must bring an excuse for each day after your 12th absence. You must bring your valid excuse within 3 days after you return to class. If you do not bring a valid excuse for any day(s) after your 12th absence, your I-20 will be terminated, and you will be out of status. Your SEVIS record will show that your I-20 has been terminated.
If you drop below two classes, your I-20 form may be terminated, which would cause you to be out of status.
If you are an embassy-sponsored or government agency-sponsored student, you must obtain written permission from your embassy or government agency to make any changes to your schedule. Also, please be advised that a record of your attendance will be forwarded to your sponsor after midterm and final exams.

Grades:
1. You must maintain a C+ average or above at all times in all your classes.
2. If you received a final grade of C or below, you will need to repeat the class.
3. You may only take the same class twice. You cannot stay in the same class for more than two terms. If you do, you will be asked to transfer to another school.

Status Alert:
If you drop below two classes on your overall schedule for any reason or if you do not pass at least two of your classes, your I-20 form may be terminated, which would place you out of status. Please be aware that you are responsible for maintaining your status.
END OF CURRENT TERM AND THE BEGINNING OF THE FOLLOWING TERM

At the end of the term, you must decide to do one of the following three things:
1. Register for the following term
2. Transfer to another school
3. Leave the U.S.

Alert: You must make your decision before the beginning of the following term. If you have not communicated your intentions to FIU’s ELI, your I-20 form may be terminated, which would place you out of status.

1. If you decide to register for the next term, you would need to do the following:
   A. Go to the ELI Registration Office and pay the tuition and fees for the program of your choice.
   B. Pay for your medical insurance.

2. If you decide to transfer to another school the following steps must be taken:
   A. You must obtain an acceptance letter and a transfer form from the school you want to attend.
   B. You must submit both documents to the ELI Registration Office.
   C. The ELI Registrar will complete the transfer form and electronically transfer your I-20 form to the school you applied to. The school must be in the SEVIS system.
   D. Once your record is transferred, you will no longer be an official student at FIU’s ELI.
   E. The new school will need to issue you a new I-20 and discuss the requirements you must follow.

3. If you decide to leave the U.S., the following steps must be taken:
   A. You must submit your decision by writing to and/or by e-mailing the ELI Registrar.
   B. The ELI Registrar will electronically change the end date of your I-20 form to the last day of the current term.
   Note: You are recommended to wait for confirmation that the preceding has been done.
   C. You will now have 60 days from the end of the current term to remain in the U.S. before you depart.

Vacation
There are different types of vacation:

1. Semester breaks
2. Breaks outside the U.S. & the Five-Month Rule
3. Breaks inside the U.S. & the 60-Day Rule
4. Summer vacation

Alert: Unauthorized vacation/breaks may require that your I-20 form be terminated, which would place you out of status.
Semester Breaks

A. The period between each semester, of which there are four, are known as semester breaks, and international students can remain in the U.S. or travel outside the country before returning to study in the following term.

Note: Traveling outside the U.S. requires that the third page of your I-20 be signed by an FIU’s ELI DSO (Designated School Official). Each signature is valid for one year.

Breaks Outside the U.S.

A. You may leave the U.S. and travel outside, but you should communicate that information to the ELI Registration Office.

B. If you are outside the U.S. for more than five months, your I-20 form will be invalid for re-entry, and you will need to obtain a new I-20 form and pay the SEVIS fee before returning to the U.S.

Breaks Inside the U.S. & the 60-Day Rule

A. If you complete your studies and are not planning to return to FIU’s ELI, you may remain in the U.S. for up to 60 days from the last day of the program, but not longer.

4. Summer Vacation

A. If you start in our fall term, and you register for the winter & spring terms, you may request the summer term off and remain in the U.S. if you are registering for the following fall term.

Alert: You must register at FIU’s ELI or at FIU for the fall term when you return from summer vacation. Otherwise, your I-20 form may be terminated, which would place you out of status.

I-20 STATUS EXPLANATION OF TERMS: INITIAL, CANCELED, AND TERMINATED

Your I-20 form represents an electronic record in SEVIS (Student & Exchange Visitor Information System). This is the automated system which the U.S. government created to track international students studying in the country.

Immigration monitors SEVIS to determine where students are and if they are complying with the requirements of their status.

The following is an explanation of the system and terminology associated with your I-20 forms.

Initial When an I-20 form is created, but has not yet been used to enter the U.S., its status is set to initial.

Canceled When an I-20 form is created, but has not been used to enter the U.S. within 60 days of its start date, the record is canceled automatically by SEVIS. However, the school official may cancel a record if he/she knows that it will not be used.
**Active**
When an I-20 form is used to enter the U.S. and the student registers for classes, the record is then set to active status by the school official. This lets immigration know that the student has registered for classes. Two dates are input into the system: the end date of the current semester, and the beginning date of the following term.

The cycle of activation begins again every term.

**Terminated**
When a student enters the U.S. and does not register for classes, does not register for the following term, drops below a minimum number of classes, or passes fewer than two classes, the student is out of status and the record is then terminated.

The school official can terminate a record for any of the above reasons or for many other reasons which placed the student out of status.

In addition, if the student is not registered every term, the SEVIS system will automatically terminate the I-20.

**Note:** Remember that as an international student it is your responsibility to maintain your status. The best way of doing that is by registering every term, attending your classes, doing well academically, and communicating your intentions to the ELI Registration Office.

**EMPLOYMENT**

The employment of international students is subject to USCIS regulations and generally students are only allowed to work on campus. Students should check with the ELI Registrar as to USCIS regulations on employment.
SECTION 5: LEARNING ENGLISH

REALISTIC EXPECTATIONS ABOUT LEARNING ENGLISH

At the ELI, we are interested in your learning. Therefore, we want you to be satisfied with your classes and your total learning experience with us. However, for you to be satisfied, you must have some realistic expectations. Here are some of them:

In class
If you come to class regularly, attend the laboratory, do all your assigned homework, practice with your friends, and study as much as you can, you will learn English and you will achieve all the objectives in your level. However, if you don’t, you cannot expect to pass your classes and succeed in your new language.

Be realistic! We can teach you, but only you can learn. Learning a language is hard work but it can be fun if you make it so. Take advantage of all that the ELI offers you, and you will learn!

Outside of class
Although your time in class is your foundation to learn English, your time outside of class is also important. Many students stop practicing English outside of class because they talk to their friends in their native language. This is not only wrong, it is a waste of time. If you speak to your friends in English in class, you should continue speaking to them outside of class. Don’t worry if your English or theirs is not perfect. Continue to practice.

Also, be realistic about the community you are studying in. How much time do you really talk to a waitress, a taxi or bus driver? Not much. However, how long do you talk to your friends? A lot, right? Well, there’s your answer! Continue practicing with your friends, make new friends, join a club, a team, a religious group or business organization where you can practice. It is not the community; it’s you!

Be realistic! You cannot wait until your English is perfect to speak it. Begin speaking it today. Don’t be shy! Make friends and practice, practice, practice. Many have done it, you can too!! Language is communication, and you need another person to communicate with!

At the University
At the ELI we will not give you false expectations. You cannot come to us in level 1 and believe that you will pass the TOEFL and enter the university in a few short months. This is not realistic. It takes time to learn a language. Do you think an American can learn your language well enough to enter a university in your country in a few short months? Of course, not! Well, what makes you think that you can?

Be realistic! If you pass all the required levels at the ELI by doing all that is asked of you, your chances of passing the TOEFL and entering the University (provided that you meet all university requirements, not just English) are pretty good. However, it all depends on you.

In conclusion, at the ELI we want you to have some realistic expectations about our program and what it can do for you. Will we teach you as best as we can? Yes! Can you learn? Only you can answer that, but if you do all that is asked of you, you will learn. Can you practice English outside of class? Yes, but you must make the effort by practicing with your friends, making new
friends, and trying to find organizations or clubs where you can practice. Can you enter the University? Only if you are qualified and if you are realistic about how long it will take you to learn English. In other words, if your expectations are realistic, you will be happy and satisfied, and you will have a great semester!!

QUESTIONS ELI STUDENTS FREQUENTLY ASK
Over the years, we have collected many questions that our students have asked. We are sure that these questions and our answers to them will help you understand some basic information about our programs.

WHAT IS ESL?
English as a second language (ESL) means learning English in a country where it is the native language. Before coming to the United States, you may have studied English as a foreign language (EFL). ESL and EFL are taught in different ways and have different purposes. ESL prepares you to live and work in a total English environment. EFL prepares you to know a little about the language's grammar and vocabulary. It does not prepare you to live and work in an English-speaking country! Therefore, do not expect your studies in the ELI to be similar to any other classes in English that you may have taken.

The ELI has a curriculum that is designed to prepare you to be a successful communicator, a person who can live and work among English speakers. In order to be successful, you must learn to use English to express your thoughts. You must become a good listener, reader, writer, and speaker.

WHY DOES THE TEACHER SPEAK SO FAST?
In all your ELI classes, you will listen to English spoken at a normal speed and with normal pronunciation. You will be forced to THINK in English. You will learn vocabulary by using it, not by memorizing a list of words. You will be required to PERFORM in English.

WHAT WILL I STUDY AT THE E.L.I.?
Students at the ELI study different language skills depending on the program of their choice. The skills are integrated so that each class reinforces what has been taught in other classes.

CAN I START IN ANY LEVEL I WANT?
No, each student will be tested for his/her proficiency and placed accordingly.

HOW CAN I BE SUCCESSFUL AT LEARNING ENGLISH?
You are the most important factor in the language learning process. The teacher is here to help you learn and to measure your progress, but you are in charge of your own failure or success.

WHAT DO SUCCESSFUL ENGLISH LEARNERS DO?
SUCCESSFUL ENGLISH LEARNERS:
• have a positive attitude about the English language and its speakers,
• come to all classes and are prepared to participate,
• do all homework completely and neatly,
• try to use English although it is not perfect English,
• use English during class hours, after classes, and during the evenings,
• try to meet and talk with native speakers of English,
• go to the movies, watch TV, and read the newspaper in English,
• remember that language is communication, and that they cannot communicate without having another person to talk with,
• are highly motivated,
• are flexible and tolerant, and
• are realistic about their goals.

WHAT ADVICE CAN YOU GIVE ME?

Years of experience have shown that STUDENTS WHO FAIL in their efforts to learn English:

• study English casually and not seriously,
• miss classes frequently,
• spend their free time speaking their native language with friends,
• try to translate from their native language into English,
• avoid North Americans, and
• speak their native language in classes.

THE DIFFERENCE BETWEEN STUDENTS’ PERCEPTIONS AND REALITY

Over the years, those who teach in or administer international programs have observed that students’ perceptions differ greatly from the reality of the new world they live in. Therefore, it is very important that you be aware of these differences as they affect your status in the US.

Attendance

Students’ perception
Students believe that once they have arrived in the US, they do not have to come to class and that as long as they show up once in a while and pass a test or two, they are fine. After all, according to them, if they are absent but still pass their tests, who cares, right? Shouldn’t they be promoted anyway?

Reality
Students must realize that they need to abide by their institution's policies. This is an integral part of their agreement with the U.S. Immigration officials. They are not here as tourists, and they must be accounted for at all times. Students who do not meet their institution's policies may be considered out of status by the U.S. government. In the case of those students who pass their tests when they come in although they have been absent, they have violated their immigration status by being absent more than their institution's policy allows. There have been documented cases of students who have willingly underplaced themselves so that they can be absent yet pass their tests. Unfortunately, said students have not realized that by violating either the attendance or academic progress policy they have violated their I-20 requirements.
**Academic Progress**

**Students’ perception**  
Students believe that as long as they are in school they do not really need to study. After all, they say, it is their money, and no one should care what they do with it.

**Reality**  
The I-20 form clearly states that students must show academic progress. This means that students must meet the minimum academic requirements of their institution’s academic policy. If students fail to show academic progress, they are in violation of their I-20 requirements.

**Purchase of instructional materials**

**Students’ perceptions**  
Students complain that books, workbooks, access codes and other materials are too expensive, and they should not be forced to purchase them. After all, if they come to class, listen, and take notes, they shouldn’t have to buy the materials they are asked to.

**Reality**  
While instructors and administrators sympathize with students and try to find a way to reduce the number of books used in class, students must also realize that when they furnished the American embassy or consulate with financial documentation stating that they had enough funds to live and study in the United States for their “duration of stay”, the costs of those study materials (books, workbooks, access codes) were included! In other words, students who do not make use of their funds to buy said materials are not adhering to the terms of their agreement.

**Plagiarism or cheating**

**Students’ perception**  
Many students do not think that copying and pasting other people’s work from the internet or other sources is a problem. After all, they insist, they are doing the writing now. Their work is to copy. Isn’t that enough?

**Reality**  
Plagiarism and/or cheating is not acceptable in academic circles. Universities take these transgressions very seriously.

**University Policies**

**Students’ perception**  
“It’s my life. If I want to smoke and get sick, it’s my problem. This is a free country,” stated an angry student after being asked to stop smoking by a university official.

**Reality**  
While students believe that many policies are arbitrary and challenge their freedom, reality is totally different. Students must understand that policies and procedures are written and enforced to protect others and university property.

In the case of smoking, university officials have based its policy on the fact that second-hand smoking does affect those in close proximity to smokers, and while it is true that the student has a right to get sick if he wants to, he does not have the right to make others sick.
Signs on the grass saying “Do not walk on grass” are not taking away the students’ right to walk where they want but giving the students a beautiful lawn in front of their building. Simply put, students should not look at how some policies affect them but how said policies benefit them and others.
### SECTION 6: DESCRIPTION OF CLASSES

#### The Intensive English Program (IEP)

The following is a general description of each of your classes:

<table>
<thead>
<tr>
<th>Class</th>
<th>Description</th>
</tr>
</thead>
</table>
| **Communicative Grammar**    | • In this class you will study the form or structure of English. Every structure or form that you learn will be practiced and used in a communicative context.  
• Language research has shown that students who undergo form-focused instruction and corrective feedback learn languages faster than those who do not.  
• In this class, you will also do a lot of homework and take a lot of tests. Active participation is required. |
| **Reading/Vocabulary**       | • In this class you will learn the skills necessary to become a better and faster reader. For example, you will learn how to find the main idea in a story, how to skim and scan, and other reading skills and strategies. You will also learn word forms and families, focus on words from the Academic World List, and use critical thinking skills.  
• You must come to this class fully prepared to participate. You will only accomplish that if you read the assigned story or stories, complete the assigned exercises, and use the vocabulary orally and in writing. |
| **Communication**            | • In this class you will have the opportunity to talk to your teachers and classmates and get involved in projects that might include debates and/or presentations. You will also be expected to attend lectures or presentations and report back to your class on your experience. In some of your classes you will also do listening and pronunciation exercises, and timed presentations that will prepare you for the oral section of the IBT TOEFL.  
© However, you are responsible for actively participating in class. If you are not willing to speak, you will not learn. |
| **Writing**                  | • From the simple sentence in Level 1 to the research paper in the University Bridge Program, you will need to write, write, and write in this class. You will also learn different styles of writing, punctuation, and spelling rules. You must complete all the assignments on time and come to class ready to discuss your work or critique that of your classmate(s). Compositions/essays will be written in or outside of class. |
| **TOEFL/ Test Preparation Class** | • This class is for intermediate and advanced students only. In this class, you will study and learn grammar structures, reading skills, and vocabulary. However, it is not a substitute for any of your classes. This class will deal with the strategies needed to pass the TOEFL and/or other standardized tests successfully. |

**Tests:** You will be tested at the end of each unit in each of your classes.  
**Transcripts (Grades):** You will receive a transcript of your grades at the end of the term.  
**Certificate (Diploma):** You will receive a Florida International University English Language Institute certificate (diploma) upon successful completion of your program.  
**Note:** Your transcripts and certificate will be mailed to you 7 days after the end of the course.
Description of classes: University Bridge (IEP Level 7)

The following is a general description of each of your classes:

| **Essay and Research Paper-Writing** | • In this class you will study all the rhetorical forms needed to write college-essays. In addition, you will study the process of writing a research paper- a must for every university-bound student. Special emphasis will be placed on library research skills. |
| **College Vocabulary** | • In this course you will study the word forms (i.e.: roots, prefixes, suffixes) of the most frequently encountered college words derived from the academic word list. The use of these words both orally and in writing will be the main objective of this course. |
| **Academic Presentations** | • In this course you will learn all the skills necessary to make a powerful oral presentation. The skills in this course will also make you a good public speaker- an asset in today's business world. From the right body language to the skillful use of technology, this course will change the way you make and evaluate oral presentations. |
| **Reading & Critical Thinking** | • In this course you will discuss and evaluate real college-course articles. You will learn how to analyze different kinds of academic articles and discuss their content. |

**Tests:** You will be tested at the end of each unit in each of your classes.

**Transcripts (Grades):** You will receive a transcript of your grades at the end of the term.

**Certificate (Diploma):** You will receive a Florida International University English Language Institute certificate (diploma) upon successful completion of your program.

**Note:** Your transcripts and certificate will be mailed to you 7 days after the end of the course.
Description of classes:

**Intensive Conversation Program (ICP)**
The following is a general description of your class:

- The Intensive Conversation Program is a non-academic immersion course in English conversation. During this practical course, students will talk, talk, and talk in English all day. If you want English conversation only, this is the program for you.

**Testing:** You will be given a placement test, but no other tests are required.

**Transcripts:** No transcripts.

**Certificate (Diploma):** You will receive a certificate at the end of the course.

**Note:** Your transcripts and certificate will be mailed to you 7 days after the end of the course.
STANDARDIZED TESTS

TOEFL

FIU participates in the Institutional Testing Program which is provided to universities to administer to their international students. The Institutional TOEFL consists of 3 parts: a 40-minute listening comprehension section, a 25-minute grammar section and a 55-minute vocabulary and reading comprehension section. The Institutional TOEFL’s score acceptable to FIU’s admissions is found in the University catalogue. Institutional TOEFL scores are to be used only by FIU and are not transferable unless special arrangements have been made with other universities.

The institutional TOEFL is administered every month. Check the exact dates with our office staff in LC 101 or visit our website at eli.fiu.edu.

TOEIC

The ELI also administers the Test of English for International Communication. Check dates and times in LC 101 or visit our website at eli.fiu.edu
SECTION 7: PROGRAM PLACEMENT AND RELATED ISSUES

PLACEMENT TESTING: THE ELI PLACEMENT TESTS
In order to be placed in the correct level, you will be tested according to the program you have chosen. In other words you will take a placement test for the program of your choice. For example, if you registered for the Intensive English Program, you will take a series of tests that will help us place you in the correct level in each of the skills offered in the program. In other words, you will take a grammar test to place in one of your six levels of grammar, a communication test to place you in one of our six levels of communication classes, and so forth.

LEVEL PLACEMENT AND PLACEMENT PROFILE
After the tests have been corrected, your scores will be entered in your Placement Profile. This is a document that shows your scores and the level where you have been placed. Your profile will be available to you for inspection.

LATE TESTING
There will be two additional placement testing days for late arrivals. They will take place on the Wednesday and Thursday of the regular testing & orientation week.

PROFICIENCY LEVELS
The ELI offers courses at 8 levels of proficiency from 0 (Foundation) to 7 (University Bridge). The time required for the completion of the 8 levels is the following:

8 10-week terms= 80 weeks= 20 months= 1 year and 6 months.

Please see Appendix A for a detailed description of the ELI Proficiency Scale.

LEVEL CHANGES
If you feel that you have not been properly placed, you should consult your instructors. The instructors will evaluate your performance and refer the matter to the Academic Coordinator or Director if they feel a change is necessary. Your instructors or ELI Administrators may initiate a change to your schedule if they believe you will benefit from said change. Students are not allowed to place themselves.

DROP/ADD PERIOD
The ELI drop/add period will take place during the first two weeks of classes. Students may drop or add classes until the Friday of the 2nd week of class. After that day, no changes will be made. Government-sponsored students may not drop any classes until they receive approval from their sponsoring agency or advisor.

POSSIBILITY OF CLASSES BEING DIVIDED
The average class size is 12 with a range of 8-15 students in each class. When a class grows to the size of 16, it will be divided.
SECTION 8: ELI POLICIES AND PROCEDURES

GENERAL CLASSROOM POLICIES
The following are the ELI's general class policies for all programs. Please read the specific class policies for each individual instructor.

1. Attendance and class participation

   Success in language learning is based on performance. Class participation is part of a student’s performance; thus, in considering a student’s final grade, attendance will be a determining factor. Please refer to the ELI’s Attendance Policy.

2. Punctuality

   Punctuality is very important in North American culture. All classes begin on time. If a student is 10 minutes late, he/she is considered absent. Check each program’s specific rules and check with the program’s instructor.

   When a student comes to class late, he or she should enter the classroom quietly, sit down in the first available seat, and try not to disrupt the class. Disruptive students will be politely asked to leave the class.

   If after 15 minutes an instructor hasn't arrived for class, assume that he or she is absent. Go to the main office for instructions.

3. Textbooks

   Students are responsible for purchasing texts for all classes. Students who do not have their books cannot expect to succeed in their classes. Students who do not have their textbooks by the second week of classes will not be allowed in class.

4. Homework

   Incomplete homework will lower a student’s final grade. If a student is absent, he/she should call another student to find out about that day’s homework in order to bring it completed to class the following day.

5. Tests

   Tests are necessary to measure a student’s progress. Students will not be promoted if they have failed their tests.

6. Cheating

   Cheating is very serious. Any student who looks at another student's test will receive a "0" (zero) for the test. Students must not talk during a test and must always do their own homework.

7. Academic Warning

   Any student whose grades fall below the minimum passing grade will receive an academic warning, indicating the areas where said student needs to show improvement.
8. **Courtesy**
Students must respect other students’ rights, cultures, ideas, and opinions. It is important to remember that listening is a part of communication. Students must be aware that walking out of class without asking for permission, talking out of turn, or interrupting others who have the right to have their opinions heard is not appropriate behavior. Polite behavior in class differs from culture to culture, and ELI students must be aware of the behavioral norms expected here in the U.S. by American instructors.

9. **English**
English is the ONLY LANGUAGE to be used in the classroom or anywhere in the ELI. Over the years, students have asked for the enforcement of this policy.

10. **Classroom Maintenance**
Students are not allowed to smoke, eat or drink in class. Students must leave their classrooms as neat and as clean as they found them.

11. **Use of cellular phones**
It is important to remember that loud rings disturb classes. Students should turn their cellular phones to “silent mode” when attending classes. Also, students should advise friends and family not to call except in case of an emergency. Texting is absolutely forbidden in class.

12. **Individual instructor’s policies**
Each instructor has the right to set his/her own policies for grade distribution, homework, and other important issues.

**LABORATORY INFORMATION AND POLICIES**

**General laboratory work**
During laboratory class students will be working with computers (software and internet), video and/or audio programs designed to reinforce skills and concepts studied in the classroom. Grades will be based on attendance and participation as well as completion of specific in-class assignments and quizzes. Since the laboratory is mainly used for reinforcement and practice, students will generally receive no homework assignments.

**Laboratory Policies**
All students are responsible for the following:

- **Attendance**
Students are expected to attend all lab classes since lab attendance will count towards final grades for each class. The ELI Attendance Policy applies to laboratory classes, too!

- **Tardiness**
Students are expected to come to class on time. Students who are late should enter the laboratory quietly and join classes in progress without disturbing others. Laboratory doors will be closed 10 minutes after each class begins. If you are 10 minutes late, you will be marked as absent.
• **Conduct**
The ELI Language Laboratory is a warm, friendly part of the Institute, but it is not a meeting place or a social club. The lab is a place of study and should be treated as such. ELI students are fortunate in that there are areas available for them to meet friends and socialize (such as the patio or the terraces on the first and second floors of the LC/ELI Building). Students are encouraged to use said areas, not the lab, for social purposes.

Consistent with the above stated, students should be aware of the following:

* No food, chewing gum, beverage, or smoking will be tolerated.
* No meetings or gatherings other than those authorized will be permitted.
* Only an acceptable level of noise will be tolerated. Students who refuse to refrain from making excessive noise will be asked to leave.

• **Use of equipment**
The ELI lab is equipped with modern, up-to-date audio/visual and computer technology. Repairs are expensive and damage to any piece of equipment prevents other students from using it. It is important to remember that willful destruction or damage of any University equipment is a criminal offense and will be treated as such by University authorities. To prevent damage or theft, video cameras have been placed on the premises.

In order to protect the lab equipment and the ELI student’s right to use it, the following rules will be strictly enforced:

* Any student found defacing the lab will be reported to the Director and/or the University police.
* Students are not allowed to use any discs or computer programs other than those authorized by the E L I .
* Students who experience technical problems with a computer program should ask a lab attendant for help. Students should not attempt to “fix” a software program or any piece of lab equipment.

□ **E-mail and/or internet access**
E-mail and internet should be used for class assignments and language learning activities. No printing of material is allowed except for class purposes.

• **Class Assignments**
ELI instructors will assign specific chapters or lessons to be covered in the lab. Lab instructors and/or individual class instructors will train students in the basic use of the lab. Students are responsible for learning how to manage their software program.

• **Laboratory Users**
The laboratory is open to ELI students, alumni, and employees. Modern Language Department students may use the lab during open hours (see below). All others will be asked to leave.

• **Laboratory Hours**
The ELI prides itself on having the largest, most up-to-date E.S.L. laboratory in the State University System. Students and faculty should enjoy its benefits and guarantee its integrity through proper training and use.
Laboratory hours will be posted on the lab door. Students should check current semester hours and TOEFL dates, since the laboratory will be closed during testing sessions.
• **Required Laboratory Hours**
Each term students are required to fulfill a certain number of independent laboratory hours. You may complete your hours after class on the days the laboratory is open. Please check your required number of hours for your program.

**NOTE:** Please be advised that other policies may be added to this list by individual instructors.

**THE ELI ATTENDANCE POLICY**

• **Your Responsibility**
In order to maintain your F-1 student status, you must maintain a good attendance record and show progress in your studies. By regularly attending class, you show that you are serious about learning English.

Your success in learning English depends entirely on you. You have a responsibility to yourself to learn English. You also have a responsibility to your classmates and teachers. Your attendance and participation in class are the most important parts of successful language learning. If you are not in class or if you do not come to class on time, you cannot learn and you cannot successfully participate in class. It is important for you to be in class, and it is also important for you to be in class on time. Therefore, you must understand and comply with the ELI attendance policy.

• **The ELI Attendance Policy: Special rules and procedures you must follow**

  ➢ **Un-excused Absence(s)**
  You can only miss a certain number of classes. Upon reaching 8 absences, you will receive an attendance warning from your teacher. If you miss 10 classes, you will be required to meet with the Director to discuss your problems. You might be at risk of losing your status. If you are absent 12 days, you will have to repeat the course. If you are absent more than 12 days, you must bring an excuse for each day after your 12th absence. You must bring your valid excuse within 3 days after you return to class. If you do not bring a valid excuse for any day(s) after your 12th absence, your F-20 will be terminated, and you will be out of status. Your SEVIS record will show that your F-20 has been terminated.

  Your absences will affect your grades. For every absence- regardless of the reason- two (2) points will be deducted from your final grade.

  ➢ **Tardiness**
  If you are not in the classroom after the class is scheduled to begin, you will be counted as late.
  If you are late three (3) times to the same class, you will be counted as absent for one class (i.e., 3 times late to class = 1 absence)
  If you are more than ten (10) minutes late to class, you will be counted as absent.
  If you walk out of class, you have 10 minutes, to come back. If you don’t, you will be counted as absent. You have enough time during the break to go to the restroom, get coffee, or talk to your friends. You are not allowed to do this during the time classes are in session.
Excused Absence(s)
Excused absences only apply after your 12th absence. The following steps and guidelines MUST be followed if you believe your absence falls under one of the following EXCUSED CATEGORIES. YOU MUST SHOW PROOF THAT YOUR ABSENCE WAS VALID. Excused absences will only be taken into consideration for immigration purposes after your 12th absence. Remember that if you are absent 12 days, you will have to repeat the course.

Health Related
If you become ill and do not present an official medical excuse on official stationery from your doctor, you will be assigned an unexcused absence for each day missed due to illness. Doctor's excuses must be received within three instructional days from the day that you return to class. If you have ongoing health problems or an appointment, you should immediately contact your instructor orally and in writing. If you are absent 12 days, you will have to repeat the course.

Religious Holidays
The staff and instructors at the ELI are always very aware of the many religious holidays or holy days. However, you are responsible for notifying your instructor or the Director, orally and in writing, one week before the absence if you would like that absence to be excused. Please ask your instructor for an excused absence form.

Call-Ins
When you call the ELI in the morning in order to notify your teachers that you will be absent from class(es) that day, you will be assigned an unexcused absence. Calling the ELI if you are going to be absent does not excuse you from the absence.

***Please note that your attendance must stay above 80% in order for you to continue studying in the United States and at the ELI. The above rules and regulations are to assist you in keeping in status with your current visa and in status with the ELI policy. It will be the decision of the Director if the excuses presented are valid or if they will be honored.
* The ELI Attendance Policy: a short version

➢ Unexcused Absence(s)

❖ If you are absent 8 days, you will receive an attendance warning.
❖ If you are absent 10 days, you must speak to the Director about your problem.
❖ If you are absent 12 days, you will have to repeat the course.
❖ If you are absent more than 12 days, you must bring an excuse for each day after your 12th absence. You must bring your valid excuse within 3 days after you return to class. If you do not bring a valid excuse for any day(s) after your 12th absence, your I-20 will be terminated, and you will be out of status. Your SEVIS record will show that your I-20 has been terminated.
❖ For every absence- regardless of the reason- two (2) points will be deducted from your final grade.

➢ Tardiness

❖ If you come to class 10 minutes after the class has begun, you will be counted as absent.
❖ If you are late to class 3 times, you will be counted as absent for 1 class.
❖ If you walk out of class, you have 10 minutes to come back. If you don’t, you will be counted as absent.

➢ Excused Absence(s)

❖ Excused absences only apply after your 12th absence.
❖ You must show proof that your absence was valid.
❖ You must notify your instructor, orally and in writing, of your absence. Ask your instructor for an excused absence form.
❖ If you bring in or send in your valid excuse within 3 days after your 12th absence, your I-20 will not be terminated, but you will need to repeat the course.

Note: Your attendance must stay above 80% in order for you to continue studying in the United States and at the ELI.

*You were given a copy of this policy to sign and date at registration.

ACHIEVEMENT TESTS
During the term you will be tested regularly to find out if you are achieving the objectives of each of the courses in your program. These tests are called achievement tests because they measure what you have learned or achieved during your course of studies. The two most important achievements test are the mid-terms and final exams. Please remember that one of your F1 Visa requirements is that you show academic progress.

MIDTERM AND FINAL EXAMS
Students will take midterm and final exams for all skills according to the testing schedule the instructor distributes.
STUDENTS MUST REMEMBER THE FOLLOWING POLICIES ABOUT MIDTERM AND FINALS:

1. Students **MUST** take midterm and final exams.
2. There are no early midterms or finals.
3. Students who do not take the midterm or the final will receive a "0 (Zero)" averaged into their existing grade.

GRADE REPORTS

After midterm and final exams, each student will receive a grade report. Grades are cumulative. If a student passes his/her final, that does not necessarily mean he/she will pass the course.

PROGRESS REPORTS AND PROCEDURES

Students are expected to show satisfactory academic progress in order to maintain their F-1 student status as required by SEVIS. In order to inform students of their progress at midterm, each instructor will complete a Student Progress Report and hand it to each student for his/her review. A copy of the report will be included in each student’s file.

The Student Progress Report will inform students of their grades, their progress or lack thereof. Instructors will also write comments on the student’s academic performance and if necessary on ways to improve it.

All students’ progress reports will be submitted to the Director or Academic Coordinator who will review them and may request a meeting with instructors and/or students to discuss any issues of concern.

UNIVERSITY GRADING SYSTEM

GRADING SYSTEM FOR G.P.A.

The following is the grading system currently in use at FIU as found in section 16.10 of the University Academic Affairs and Procedures Manual and reproduced here in its entirety:

Grading System

Effective: May 11, 1998

**PURPOSE**

To explain the University’s Grading System.

**AUTHORITY/SOURCE**

FAC 6C8-3.009

Provost and Vice President for Academic Affairs

**POLICY**

The grading system described in this rule is applicable to all schools, colleges and divisions of the University, and has been approved by the Florida Board of Regents. The grading system employs the following grades:
### GRADES
Grade Points per Grade Credit Hour

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.00</td>
</tr>
<tr>
<td>A-</td>
<td>3.67</td>
</tr>
<tr>
<td>B+</td>
<td>3.33</td>
</tr>
<tr>
<td>B</td>
<td>3.00</td>
</tr>
<tr>
<td>B-</td>
<td>2.67</td>
</tr>
<tr>
<td>C+</td>
<td>2.33</td>
</tr>
<tr>
<td>C</td>
<td>2.00</td>
</tr>
<tr>
<td>D+</td>
<td>1.33</td>
</tr>
<tr>
<td>D</td>
<td>1.00</td>
</tr>
<tr>
<td>D-</td>
<td>0.67</td>
</tr>
<tr>
<td>F</td>
<td>0.00 (failure)</td>
</tr>
<tr>
<td>P</td>
<td>0.00 (pass)</td>
</tr>
<tr>
<td>IN</td>
<td>0.00 (incomplete)</td>
</tr>
<tr>
<td>WI</td>
<td>0.00 (withdrew after deadline w/passing grade)</td>
</tr>
<tr>
<td>WF</td>
<td>0.00 (withdrew after deadline w/failing grade)</td>
</tr>
<tr>
<td>AU</td>
<td>0.00 (audit)</td>
</tr>
<tr>
<td>DR</td>
<td>0.00 (dropped course)</td>
</tr>
<tr>
<td>DP</td>
<td>0.00 (dropped after deadline w/passing grade)</td>
</tr>
<tr>
<td>DF</td>
<td>0.00 (dropped after deadline w/failing grade)</td>
</tr>
<tr>
<td>NR</td>
<td>0.00 (grade not reported or invalid)</td>
</tr>
<tr>
<td>EM</td>
<td>0.00 (examination)</td>
</tr>
</tbody>
</table>

### HOW TO CALCULATE YOUR G.P.A.

Here is a website to help you calculate your G.P.A.:

http://www.back2college.com/gpa.htm
THE ELI GRADE GUIDELINES

GRADES

Students who do not obtain a grade of "C+" (77) or better in a class will not progress to the next level.

The following are the ELI guidelines for grades:

<table>
<thead>
<tr>
<th>%</th>
<th>GRADE</th>
</tr>
</thead>
<tbody>
<tr>
<td>100</td>
<td>A+</td>
</tr>
<tr>
<td>99</td>
<td>A+</td>
</tr>
<tr>
<td>98</td>
<td>A+</td>
</tr>
<tr>
<td>97</td>
<td>A</td>
</tr>
<tr>
<td>96</td>
<td>A</td>
</tr>
<tr>
<td>95</td>
<td>A</td>
</tr>
<tr>
<td>94</td>
<td>A</td>
</tr>
<tr>
<td>93</td>
<td>A</td>
</tr>
<tr>
<td>92</td>
<td>A-</td>
</tr>
<tr>
<td>91</td>
<td>A-</td>
</tr>
<tr>
<td>90</td>
<td>A-</td>
</tr>
<tr>
<td>89</td>
<td>B+</td>
</tr>
<tr>
<td>88</td>
<td>B+</td>
</tr>
<tr>
<td>87</td>
<td>B+</td>
</tr>
<tr>
<td>86</td>
<td>B</td>
</tr>
<tr>
<td>85</td>
<td>B</td>
</tr>
<tr>
<td>84</td>
<td>B</td>
</tr>
<tr>
<td>83</td>
<td>B</td>
</tr>
<tr>
<td>82</td>
<td>B-</td>
</tr>
<tr>
<td>81</td>
<td>B-</td>
</tr>
<tr>
<td>80</td>
<td>B-</td>
</tr>
<tr>
<td>79</td>
<td>C+</td>
</tr>
<tr>
<td>78</td>
<td>C+</td>
</tr>
<tr>
<td>77</td>
<td>C+</td>
</tr>
<tr>
<td>76</td>
<td>C</td>
</tr>
<tr>
<td>75</td>
<td>C</td>
</tr>
<tr>
<td>74</td>
<td>C</td>
</tr>
<tr>
<td>73</td>
<td>C</td>
</tr>
<tr>
<td>72</td>
<td>C-</td>
</tr>
<tr>
<td>71</td>
<td>C-</td>
</tr>
<tr>
<td>70</td>
<td>C-</td>
</tr>
<tr>
<td>69</td>
<td>D+</td>
</tr>
<tr>
<td>68</td>
<td>D+</td>
</tr>
<tr>
<td>67</td>
<td>D+</td>
</tr>
<tr>
<td>66</td>
<td>D</td>
</tr>
<tr>
<td>65</td>
<td>D</td>
</tr>
<tr>
<td>64</td>
<td>D</td>
</tr>
<tr>
<td>63</td>
<td>D-</td>
</tr>
<tr>
<td>62</td>
<td>D-</td>
</tr>
<tr>
<td>61</td>
<td>D-</td>
</tr>
<tr>
<td>60</td>
<td>D-</td>
</tr>
<tr>
<td>59 &amp; BELOW</td>
<td>F</td>
</tr>
</tbody>
</table>
The English Language Institute uses the same grading system as Florida International University. However, in order to be promoted to the next level, ELI students must obtain a C+ (77%). Students who earn below a C+ must repeat the class. A student is allowed to take the same class twice. After taking the class two times and failing it, said student will be dismissed from the program due to lack of academic progress, a requirement of the student’s F-1 visa.

The chart below lists and explains the grades, point value, grade point average (GPA), performance level, learning outcome results, and promotion status.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
<th>Point Value</th>
<th>Grade Point Average (GPA)</th>
<th>Performance Level</th>
<th>Learning Outcome Results</th>
<th>Promotion Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Excellent</td>
<td>100-93</td>
<td>4.00</td>
<td>Exceptional</td>
<td>Met 100-93% of all expected learning outcomes</td>
<td>Promoted to next level</td>
</tr>
<tr>
<td>A-</td>
<td>Excellent</td>
<td>92-90</td>
<td>3.67</td>
<td>Outstanding</td>
<td>Met 92-90% of all expected learning outcomes</td>
<td>Promoted to next level</td>
</tr>
<tr>
<td>B+</td>
<td>Good</td>
<td>89-87</td>
<td>3.33</td>
<td>Commendable</td>
<td>Met 89-87% of all expected learning outcomes</td>
<td>Promoted to next level</td>
</tr>
<tr>
<td>B</td>
<td>Good</td>
<td>86-83</td>
<td>3.00</td>
<td>Notable</td>
<td>Met 86-83% of all expected learning outcomes</td>
<td>Promoted to next level</td>
</tr>
<tr>
<td>B-</td>
<td>Good</td>
<td>82-80</td>
<td>2.67</td>
<td>Satisfactory</td>
<td>Met 82-80% of all expected learning outcomes</td>
<td>Promoted to next level</td>
</tr>
<tr>
<td>*C+</td>
<td>Fair</td>
<td>79-77</td>
<td>2.33</td>
<td>Acceptable</td>
<td>Met 79-77% of all expected learning outcomes</td>
<td>Promoted to next level</td>
</tr>
<tr>
<td>C</td>
<td>Fair</td>
<td>76-73</td>
<td>2.00</td>
<td>Not Acceptable</td>
<td>Did not meet all expected learning outcomes</td>
<td>Not promoted and must repeat</td>
</tr>
<tr>
<td>C-</td>
<td>Fair</td>
<td>70-72</td>
<td>1.67</td>
<td>Not Acceptable</td>
<td>Did not meet all expected learning outcomes</td>
<td>Not promoted and must repeat</td>
</tr>
<tr>
<td>D+</td>
<td>Poor</td>
<td>67-69</td>
<td>1.33</td>
<td>Not Acceptable</td>
<td>Did not meet all expected learning outcomes</td>
<td>Not promoted and must repeat</td>
</tr>
<tr>
<td>D</td>
<td>Poor</td>
<td>64-66</td>
<td>1.00</td>
<td>Not Acceptable</td>
<td>Did not meet all expected learning outcomes</td>
<td>Not promoted and must repeat</td>
</tr>
<tr>
<td>D-</td>
<td>Poor</td>
<td>60-63</td>
<td>0.067</td>
<td>Not Acceptable</td>
<td>Did not meet all expected learning outcomes</td>
<td>Not promoted and must repeat</td>
</tr>
<tr>
<td>F</td>
<td>Failure</td>
<td>59 and below</td>
<td>0.00</td>
<td>Not Acceptable</td>
<td>Did not meet all expected learning outcomes</td>
<td>Not promoted and must repeat</td>
</tr>
<tr>
<td>IN</td>
<td>Incomplete</td>
<td>N/A</td>
<td>0.00</td>
<td>Not Acceptable</td>
<td>Did not meet all expected learning outcomes</td>
<td>Not promoted and must repeat</td>
</tr>
<tr>
<td>WI</td>
<td>Withdrew from course</td>
<td>N/A</td>
<td>0.00</td>
<td>Not Acceptable</td>
<td>Did not meet all expected learning outcomes</td>
<td>Not promoted and must repeat</td>
</tr>
<tr>
<td>DR</td>
<td>Dropped course</td>
<td>N/A</td>
<td>0.00</td>
<td>Not Acceptable</td>
<td>Did not meet all expected learning outcomes</td>
<td>Not promoted and must repeat</td>
</tr>
<tr>
<td>NR</td>
<td>Grade not reported or invalid</td>
<td>N/A</td>
<td>0.00</td>
<td>Not Acceptable</td>
<td>Did not meet all expected learning outcomes</td>
<td>Not promoted and must repeat</td>
</tr>
</tbody>
</table>

*Reminder:* In order to ensure that students are prepared to succeed in their university classes, the ELI will not promote students who score below a C+ (77%/2.33 GPA).
SKIPPING LEVELS

If an instructor feels that a student will benefit from skipping a level, said instructor may initiate the process by talking to the student and discussing the advantages and/or disadvantages of skipping a level. A change form must be completed, and copies filed in the students’ records. Copies must also be given to both the former instructor and the new instructor. The change must also be approved by the Program Academic Coordinator and/or Director.

PROMOTION CRITERIA

In order to be promoted, students must earn at least a C+ (77%) in each of their classes by demonstrating orally and in writing that they have met the minimum expected learning outcomes. Learning outcomes describe what students can do at the end of each course or class. Students who show lack of academic progress will not be promoted or readmitted.

Please see Appendix B for details on learning outcomes and promotion criteria.

ACADEMIC PROBATION

Students with a passing average (77%/C+) who are failing a class due to excessive absences/tardiness may be promoted to the next level at the instructor’s discretion for a probationary period of 2 weeks. If they maintain good attendance and a passing average during this period, they may stay in the higher level. In addition, the students must agree to abide by the terms of the Academic Probation form that will be issued to them by the ELI. Copies of Academic Probation letters will be sent to sponsoring agencies. In the case of minors, said letters will be sent to parents or guardians. Students who fail the same class for two consecutive terms will not be readmitted to the program and copies of letters denying re-admission will be sent to sponsoring agencies. In the case of minors, said letters will be sent to parents or guardians.

ACADEMIC AND ATTENDANCE DISMISSAL POLICIES

The ELI dismissal policies will apply to students who have violated the ELI’s attendance policy, academic policy, or FIU’s student code of conduct. Said students will receive a notice of dismissal.

Attendance Dismissal Policy
Students who have missed more than 12 days without a verifiable excuse (hospital stay, court appearance, death in the family) will be dismissed from the ELI.

Academic Dismissal Policy
Students who have taken the same class twice and earned a grade lower than a C+ 77 will be dismissed from the ELI at the end of the term without further notice since they have failed to show academic progress.

GRADE APPEALS

Students’ Rights
Students have the right to appeal midterm and final grades if they feel that an error has been made or that their grade does not reflect their work.
Students are encouraged to exhaust all other means before filing an appeal. They should review their file and have a conference with their instructor. Only after doing all of the above-mentioned should they file an appeal.

**Filing an Appeal**
An appeal for a final grade must be filed before the following term begins. An appeal for a midterm grade must be filed before the second half begins.

In order to file a grade appeal, a student must do the following:

1. Notify the instructor, in writing, of the student's intention to file an appeal.
2. Notify the IEP Academic Coordinator, in writing, of the student's intention to file an appeal to challenge a grade given to said student by the instructor in question.
3. Complete a Grade Appeal Form (see Appendix C) and submit it to the IEP Academic Coordinator, who will present it to the Appeals Committee.

The student has the right to appear before the committee to argue his/her case. The student may also decide to waive said right on the appeals form.

**Appeals Committee Procedures**
After receiving notification from the IEP Academic Coordinator, the Appeals Committee will convene to examine all the facts and listen to the instructor's argument as well as the student's if he/she has chosen to appear before the committee. The committee will meet with each party separately.

The committee will convene for one session only to reach a final decision, which will be communicated to the student by the IEP Academic Coordinator. It is important for all students to know that the committee's decision is final and irreversible.

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**ELI STUDENT COMPLAINTS/GRIEVANCE**

ELI students have the right to have their complaints heard. In fact, students have the right to bring grievances against faculty members or administrators concerning academic matters.

In order to grant its students their rights, the ELI has set up procedures that will help students have their grievances heard, reviewed, and resolved. These include an informal and a formal process. If both of these fail to resolve the conflict, the student's grievance will be forwarded to the competent University authorities.

---

**ELI STUDENT COMPLAINTS/GRIEVANCE PROCEDURES**

**The ELI Informal Procedure**
It is important to understand that a student is required to exhaust all the informal procedures available before filing a written, formal complaint. The student should attempt to resolve the complaint by first meeting with the instructor on an informal basis to resolve the issue. If no solution is found, the student should consider filing a written complaint.
The ELI Formal Procedure
After failing to find a solution, the student should file a written complaint with the director. This is done by filing a Student Complaint Form, available from the ELI Director’s secretary.

After receiving the student’s written complaint, the ELI Director will forward the same to the ELI Grievance Committee for a decision. If no solution is found, the student may decide to meet with the Director in order to forward the complaint to the proper University authorities.

The following is a flow chart illustrating the steps and timeline for both the informal and formal procedures:
The ELI 7-STEP COMPLAINT RESOLUTION PROCESS FLOWCHART

1. Incident occurs
   - 1/ Student brings a complaint against a teacher to the ELI Director, who refers student to teacher for a meeting

2. Student and teacher meet
   - Conflict not resolved
     - 3/ Student files written complaint against teacher
     - 4/ Grievance Committee reviews complaint
       - Conflict not resolved
         - 5/ Director meets with student to discuss options
         - 6/ Student files formal complaint
       - Conflict resolved
         - 7/ Director forwards complaint to University authorities for formal process
           - Conflict resolved
   - Conflict resolved

Time Line

5 Working Days

10 Working Days
FIU GRIEVANCE PROCEDURES
Since the ELI is a non-credit program, the more general Undergraduate Student Academic Grievance Procedures will be followed by the University.

The Undergraduate Student Academic Grievance Procedures can be found in section 11 of this handbook.

ELI ACADEMIC MISCONDUCT
The ELI adheres to the University Code of Academic Conduct and expects all of its students to adhere to the highest standards of integrity both in and out of the classroom and in every aspect of their lives.

Definition of Academic Misconduct
For your convenience, all of the following have been written in easy-to-understand English. The full text is found on pages 142-143 of the FIU Student Handbook and in section 11 of this handbook.

- **Cheating**
  This means that you cannot copy or help any other student copy during exams or assignments.

- **Plagiarism**
  You cannot use somebody else’s work as your own. In other words, you cannot copy any text from a book and say that you wrote it yourself. This is also true of internet sources. The fact that you worked hard copying something doesn’t make it right. If you decide to use words from a text or any other source, you must give the author credit for doing so. Plagiarism is not acceptable in the United States. In fact, it is one of the worst acts of academic misconduct.

- **Misrepresentation**
  You cannot lie to your instructor, Director, staff member or anyone to take advantage of a situation in order for you or others to advance in your courses or any academic endeavor. Also, you cannot interfere with any investigation against you or another person for academic misconduct.

- **Misuse of computer services**
  You cannot use computers, computer resources or computer numbers if you don’t have the authorization to do so. Also, you cannot alter or destroy information on files, and you cannot use other person’s program(s) without authorization.

- **Bribery**
  You cannot offer or give money, services, or gifts to your instructors, Director, staff members or others to help you to gain any academic advantage.

- **Conspiracy and collusion**
  You cannot get together with other persons (instructors, staff, administrators, students) in order to plan and commit academic misconduct.

- **Falsification of records**
  You cannot alter (change) any academic record used or maintained by the University.

- **Academic dishonesty**
  The University considers as academic dishonesty any act or omission not specifically mentioned above and which is outside the customary scope of preparing and completing academic assignments and/or contrary to the above stated policies concerning academic integrity.
Any violation of this section will first require a determination to whether the act or omission constitutes academic dishonesty.

ELI ACADEMIC MISCONDUCT PROCEDURES

All ELI students must abide by all FIU regulations and procedures. They are to adhere to the highest standards of conduct as stated in the FIU Student Handbook. They are also expected to conduct themselves appropriately and follow all ELI policies.

However, if a student is charged by an ELI faculty member or administrator of any form of academic misconduct, the student and the person bringing the charge against said student has the right to have their arguments heard, reviewed, and resolved.

The ELI Informal Procedure
It is important to understand that a faculty member or administrator bringing a charge of academic misconduct against a student is required to exhaust all the informal procedures available before filing a written, formal complaint. The faculty member of administrator should attempt to resolve the issue by first meeting with the student on an informal basis. If no solution is found, the faculty member or administrator should consider filing a written complaint.

The ELI Formal Procedure
After failing to find a solution, the faculty member or administrator should file a written complaint with the ELI Director. This is done by filing an Academic Misconduct Form, available from the ELI Director’s secretary.

After receiving the faculty member or the administrator’s written complaint, the ELI Director will forward the same to the ELI Academic Misconduct Committee for a decision. If no solution is found, the faculty member or administrator may decide to meet with the ELI Director in order to forward the complaint to the proper University authorities.

The following is a chart illustrating the steps for both the informal and the formal procedures:
The ELI 7-STEP ACADEMIC MISCONDUCT PROCESS FLOWCHART

1/ Instructor brings case of academic misconduct to Director, who refers instructor to student for an informal meeting

2/ Instructor and student meet

Conflict not resolved

3/ Instructor files written complaint against student for violating code(s)

4/ ELI Academic Conduct Committee reviews violation

Conflict not resolved

Conflict resolved

5/ Director meets with instructor to discuss case

6/ Instructor files formal complaint to Director to be forwarded to University authorities

7/ Director forwards complaint to University authorities for due process

Conflict resolved

All of the FIU Academic Misconduct procedures are found on pages 142-145 of the FIU Student Handbook
SECTION 9: AWARDS, CERTIFICATES, AND TRANSCRIPTS

THE ACADEMIC EXCELLENCE AWARD

Every semester each teacher nominates one or more students for the Academic Excellence Award. The nominated students have proven to be outstanding in the following areas:

- academic excellence (3.75 - 4.0),
- attendance (classroom and laboratory with no more than 8 absences for full-term students and 4 for half-term students),
- high personal motivation (class participation),
- academic goals,
- initiative (requests help on extra work, helps others, strives to speak English outside of class).

A committee makes the final decision based on teacher recommendations. The Academic Excellence Award is presented at the ELI End-of-Semester Awards Ceremony.

WORLD SCHOLARSHIP AWARD

The ELI is proud to offer a one-term scholarship to a deserving ELI student from each of the following regions: Africa, Asia, Europe, Latin America & the Caribbean, the Middle East, and North America.

Eligibility criteria
To qualify for the ELI’s World Scholarship students must meet the following requirements:

- be enrolled in the ELI’s Intensive English Program, (levels 4 – 7) for one ten-week prior to applying for the scholarship;
- maintain an “A” average in all ELI class;
- show proof of academic excellence (3.5 GPA) from previous schools, colleges and/or universities, and
- apply to one of FIU’s undergraduate or graduate degree or certificate programs.

THE GOODWILL AWARD

Although this is not an academic award, its importance cannot be understated, for it is given to students who have shown that they are Worlds Ahead as global citizens.

The students chosen for this award are friendly, cooperative, eager to help, and open to other languages and cultures. In other words, they are true global citizens.

SPECIAL CERTIFICATES

Students who have made significant accomplishments in academic, cultural, or social fields will be awarded a special certificate.

PROGRAM CERTIFICATES AND TRANSCRIPTS
Students in all of the ELI academic programs will receive a certificate and a transcript upon completing the program of their choice. Certificates and transcripts will be mailed 7 days after the end of each term.

Students in the Intensive Conversation Program will receive a certificate. There are no tests or grades given to our ICP students.

**TRANSCRIPTS**

The following is an example of the transcript students will receive at the end of the semester.

<table>
<thead>
<tr>
<th>Skill &amp; Level</th>
<th>Grade</th>
<th>Absences</th>
</tr>
</thead>
<tbody>
<tr>
<td>GRAMMAR</td>
<td>A</td>
<td>0</td>
</tr>
<tr>
<td>READING/VOCABULARY</td>
<td>C+</td>
<td>9</td>
</tr>
<tr>
<td>WRITING</td>
<td>C+</td>
<td>4</td>
</tr>
<tr>
<td>COMMUNICATION</td>
<td>B-</td>
<td>2</td>
</tr>
</tbody>
</table>

**EXPLANATION OF LEVELS**

- 0  Foundation
- 1  Low Beginning
- 2  High Beginning
- 3  Low Intermediate
- 4  High Intermediate
- 5  Low Advanced
- 6  Advanced
- 7  Superior/University Bridge

**EXPLANATION OF GRADES**

- A  Excellent
- B  Good
- C  Fair
- D  Poor
- F  Failure
- P  Pass
- I  Incomplete
- N.A.  Never Attended Classes
- +  Top of grade range
- -  Bottom of grade range
IMPORTANT:

10-week programs:
Students who complete the 10-week Intensive English Program will receive a certificate of completion at the end of the term.

5-week programs:
Students who complete the 5-week program will receive a certificate of attendance. To receive a certificate of completion, a student must complete the full 10-week program.

Students who take the first-half program will need to be re-tested if they come the following term or any term thereafter.
REQUEST FOR ADDITIONAL TRANSCRIPTS (GRADES) AND CERTIFICATES

Students will receive a copy of their transcripts and a certificate at the end of the program they are enrolled in. It is important that students furnish the ELI Registrar’s Office with their correct address so that their certificate can be mailed. The ELI is not responsible for any mail that is not delivered or any mistake that students make when writing down their address. Certificates and transcripts will be mailed 7 days after the end of each term.

According to University policy, students will receive the first copy of their transcripts and their certificate (the original) free of charge. However, any other copies are subject to a $10 charge per set (transcripts and diploma/certificate).

If students change their address before the program ends, they must notify the ELI Registrar’s Office as to the change at least 5 days before the end of the program. All notifications must be in writing. Copies of the Change of Address Form and the Transcript Request Form are available at the Registrar’s Office.

See Appendix D for a sample of a Transcript Request and Appendix E for a sample of a Change of Address Form.
**SECTION 10: THE ELI PROGRAMS AND SERVICES EVALUATIONS**

In order to improve its programs and services, the ELI needs to find out what its students need, how well its teachers and staff members are doing their jobs. In order to obtain this information, the ELI conducts surveys and the beginning and evaluations at the end of its programs. All ELI students will receive surveys and evaluation forms that they must fill out and return to the ELI Director or the Coordinator of each program. All evaluations are anonymous and confidential and will not affect a student’s grades. Instructors and staff members will read the evaluations after all grades have been handed in and the program has ended.

It is very important for all students to turn in their evaluations. The ELI will use the results to improve its programs and services.

**Surveys and Evaluations**

At the ELI we want to know our students well so that we can meet their needs. Therefore, we have designed a series of surveys given at the beginning and end of each term to find out how we can meet those needs. We also administer evaluations to know how we can improve the quality of teaching and services we provide to the students. Here is a list of those surveys and evaluations, the time they are administered, and a brief description of each.

<table>
<thead>
<tr>
<th>Survey/Evaluation</th>
<th>Time Administered</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demographics</td>
<td>At Orientation</td>
<td>This survey will ask you questions such as your age, nationality, income and other important questions. This survey is anonymous. In other words, you do not need to write your name.</td>
</tr>
<tr>
<td>Needs Assessment (Analysis)</td>
<td>At Orientation</td>
<td>This survey will ask you questions about your academic goals and your academic strengths and weaknesses. In other words, it will let us know where you want to go, where you are right now, and what you need to do to get there. It is very personal because it focuses on you, the individual. Therefore, you will need to write your name and other personal information. This survey will ensure that you are in the right program and that said program will meet your needs. All information is confidential.</td>
</tr>
<tr>
<td>Student Services Evaluation</td>
<td>At the end of the term</td>
<td>This evaluation will tell us if you were satisfied with all the services provided to you by our staff. It is extremely important that you fill out this evaluation. This evaluation is anonymous.</td>
</tr>
<tr>
<td>Student Evaluation of Individual Instructors</td>
<td>At the end of the term</td>
<td>Students will evaluate each of their instructors on a five-point scale. Number 1 is the lowest evaluation you can give an instructor, while number 5 is the highest. You are encouraged to write comments on the instructor and class. This evaluation is anonymous.</td>
</tr>
</tbody>
</table>
ELI ALUMNI INFORMATION
The ELI Alumni (students who have studied at the ELI in past semesters) are important. Successful former students are a credit to themselves and to the Institute.

The ELI encourages its ELI alumni to maintain a two-way communication with the Institute. All ELI alumni are invited to attend ELI events and share their experiences at the ELI and in their countries with the new ELI students. They are also encouraged to visit our web page at www.eli.fiu.edu to link to the ELI Newsletter and Alumni Web Page, where they can read about upcoming events and other important information. In addition, alumni are encouraged to write to the ELI by using the following e-mail address: eliinfo@fiu.edu.
SECTION 11: UNIVERSITY POLICIES AND REGULATIONS:

FIU/ELI STUDENTS’ RESPONSIBILITIES
All FIU students (including ELI students) are bound by all the FIU policies and regulations found in the current academic year FIU Student Handbook, which is also available online at campuslife.fiu.edu. Also, for the latest Student Code of Conduct, please refer to the website of the Office of Student Conduct & Conflict Resolution (SCCR) at http://conduct.fiu.edu.

Please remember that the ultimate responsibility for knowing University requirements and regulations rests with the student.

FIU STUDENT ACADEMIC GRIEVANCES PROCEDURES

For your convenience we have copied said grievance procedures as they appear in the 2014-2015 FIU Student Handbook:

UNDERGRADUATE STUDENT ACADEMIC GRIEVANCE DEFINITIONS AND PROCEDURES

PREAMBLE

Quality undergraduate education is most likely to occur in academic environments that include the following elements: effective student mentoring, informal and accessible student-faculty relations, mutual respect and collegiality, cooperation, as well as open communication and transparency. Often grievances grow out of misunderstandings or misperceptions between faculty and students regarding expectations for performance or behavior. Faculty and advisors have an obligation to ensure that undergraduate students are aware of academic expectations. Undergraduate students have a concomitant obligation to pursue diligently and to satisfy those standards. They are bound to observe and respect the policies, rules and regulations of the University, of their respective departments, and of their professors. Many grievances related to student-faculty relations should be settled informally, via open and transparent processes of communication. Occasionally, however, a disagreement develops and persists despite the application of informal procedures to resolve the matter. Although students have the right to seek redress for academic grievances, they often forgo their rights so as not to offend professors involved in those disagreements. Students should be aware that bringing a formal grievance may have the consequence of damaging working relationships with professors, and that the straining of student-faculty relationships may impact negatively the learning environment. When all means of informal resolution have been exhausted, the parties involved must have an impartial and transparent forum in which to seek review and resolution of the academic grievance.

Purpose
The purpose of this policy and procedure is to provide a means for undergraduate students to seek investigation and possible resolution of academic grievances, as defined below.

Scope of Guiding Principle
The definitions and procedures address grievances by undergraduate students in which the complaint or controversy alleges: (a) arbitrary and capricious awarding of grades; (b) unprofessional conduct by a professor that affects adversely either the student’s ability to satisfy academic expectations, whether in the classroom, a field setting, a laboratory or other setting, or
the student’s actual performance; (c) inappropriate or inadequate academic advising concerning requirements not published in official University documents; (d) arbitrary dismissal from an undergraduate course or program except as described below; and (e) irregularities in the implementation of policies or procedures in grievance hearings at the college or school level.

This guideline does not address:
(a) Issues related to sexual harassment, or discrimination based on age, sex, sexual orientation, religion, race, marital status, national origin or disability. The Equal Opportunity Programs (EOP) Office is responsible for handling such issues in accordance with procedures developed to comply with the Florida Equity Act; (b) Issues related to research misconduct. If the undergraduate student alleges unauthorized utilization of research materials by a professor, resolution of the issue must be sought using the University Research Misconduct policy; (c) Issues related to professional misconduct. If the student is dismissed from a course or program due to violation of professional code of conduct, those decisions are addressed at the school or college level; and (d) Issues related to grading, except arbitrary and capricious awarding of grades. Students who dispute a grade received must follow the grade appeals process established by the applicable college. The student may request further discussion at a department conference with the instructor and the department chair. The department chair issues a written "Statement of Action" within seven (7) calendar days from the date of the conference and delivers it to the student and the dean of the college involved. The student shall not proceed beyond the department chair’s decision except when the student can demonstrate malice on the part of the instructor, in which case the student may file a grievance under this policy.

**Informal Academic Grievance Procedure**
Undergraduate students must attempt to resolve informally an academic grievance as soon as possible. A student must initiate informal resolution procedures by contacting the professor (or administrator as the instructor of record) no later than ten (10) business days* after classes begin in the semester following that in which the complaint arose, or the grievance will be deemed untimely. The student must first attempt to resolve the academic grievance through an informal meeting with the professor. If the matter cannot be resolved, or if the professor cannot be reached, the student must meet next with the department chair. If the student’s grievance is against a committee, the student must meet with the committee chairperson. If the matter cannot be resolved, the student must meet next with the department chair the informal grievance process is terminated at the department level except when the department chair is the subject of the complaint in which case the grievance continues to the college or school dean. A mutually agreeable resolution shall be formalized through a notation in the student’s file/record which is initialed by the student and the professor or college or school dean.

**Formal Grievance Procedure**
The academic grievance procedure within the Office of Undergraduate Education is initiated by filing a written complaint with the Dean of Undergraduate Education or designee. The complaint must be filed within fifteen (15) business days* of the date the informal resolution process ends, or within twenty (20) business days* after classes begin in the semester following that in which the complaint arose--whichever is later. After receipt, the Dean of Undergraduate Education or designee, in consultation with the chairperson of the Undergraduate Education Grievance Committee, will review the complaint to determine whether it falls within the scope of this policy and whether a formal hearing is warranted. When there are disputed issues of material fact which must be determined, a formal hearing is warranted. If the complaint does not fall within the scope of this policy, then the student shall be so notified in writing.
A. Undergraduate Student Academic Grievance Committee
Where a complaint falls within the scope of this policy and there are disputed issues of material fact to be determined, the Dean of Undergraduate Education or designee will refer the matter to the Undergraduate Student Academic Grievance Committee. The grievance committee will be composed of five members, two of whom should be undergraduate students selected by the Dean of Undergraduate Education or designee from a list of names supplied by the Student Government Association (SGA) and/or the academic deans. The other members of the committee shall be three full-time faculty who have experience with undergraduate programs. They will be selected from lists supplied by the academic deans and/or the Faculty Senate. The faculty members of the committee will include two faculty from academic units outside of the school/college where the student is enrolled and where the grievance has been filed. The chairperson of the committee will be jointly selected by the Dean of Undergraduate Education or designee and the chairperson of the Faculty Senate.

B. Procedure
A hearing shall be scheduled as soon as possible but no later than 45 business days* after receipt of the grievance. The grieving party and the professor shall be notified in writing by the Dean of Undergraduate Education or designee, of the date and time in which to appear for the formal hearing. The hearing shall be conducted with such formality as is necessary to insure the proceeding is fair and in a manner that allows both sides of the dispute to be presented. The hearing shall be recorded. At the conclusion of the hearing, the members of the committee shall have the opportunity to deliberate outside the presence of the parties. A written report including findings of facts, conclusions and recommendations shall be prepared and forwarded to the Dean of Undergraduate Education or designee. The Dean of Undergraduate Education or designee shall issue a written decision within fifteen (15) business days* of receipt of the committee’s report. The student and the professor will be sent copies of the Dean of Undergraduate Education’s determination by certified mail.

C. Appeals
Any decision of the Dean of Undergraduate Education may be appealed by either the grieving student or the professor where there is evidence that a significant impropriety in the review process occurred. The appeal must be in writing, specify in detail the alleged procedural impropriety, and must be filed in the Office of the Provost within ten (10) business days*, of the date of receipt of the Dean’s decision. The Provost or a designee shall review the appeal and the record of the formal hearing and issue a decision within twenty (20) business days*. The decision of the Office of the Provost is final.

ACADEMIC MISCONDUCT
The ELI abides by FIU’s definition of academic misconduct as outlined in FIU’s Student Handbook:

Definition of Academic Misconduct
Academic misconduct is defined as the following intentional acts or omissions committed by any FIU undergraduate student:

Cheating: The unauthorized use of books, notes, aids, electronic sources; or unauthorized use of on-line exams, library materials or assistance from another person with respect to examinations, course assignments, field service reports, class recitations; or the unauthorized possession of examination papers (or on-line examination) or course materials, whether
originally authorized or not. Any student helping another cheat may be found guilty of academic misconduct.

**Plagiarism**: The deliberate use and appropriation of another’s work without any indication of the source and the representation of such work as the student’s own. Any student who fails to give credit for ideas, expressions or materials taken from another source, including internet sources, is guilty of plagiarism. Any student helping another to plagiarize may be found guilty of academic misconduct.

**Misrepresentation**: Intentionally lying to a member of the faculty, staff, administration, or an outside agency to gain academic advantage for oneself or another, or to misrepresent or in other ways interfere with the investigation of a charge of academic misconduct.

**Misuse of Computer Services**: The unauthorized use of any computer, computer resource or computer project number, or the alteration or destruction of computerized information or files or unauthorized appropriation of another's program(s).

**Bribery**: The offering of money or any item or service to a member of the faculty, staff, administration or any other person in order to commit academic misconduct.

**Conspiracy and Collusion**: The planning or acting with one or more fellow students, any member of the faculty, staff or administration, or any other person to commit any form of academic misconduct together.

**Falsification of Records**: The tampering with, or altering in any way any academic record used or maintained by the University.

**Academic Dishonesty**: In general, by any act or omission not specifically mentioned above and which is outside the customary scope of preparing and completing academic assignments and/or contrary to the above stated policies concerning academic integrity. Any violation of this section shall first require a determination as to whether the act or omission constitutes academic misconduct.

The definition and procedure do not address:
1) Issues related to sexual harassment, or discrimination based on age, sex, sexual orientation, religion, race, marital status, national origin or disability. The Equal Opportunity Programs (EOP) Office is responsible for handling such issues in accordance with procedures developed to comply with the Florida Equity Act; 2) Issues related to research misconduct. If the graduate student alleges unauthorized utilization of thesis, dissertation or research materials by a professor, resolution of the issue must be sought using the University Research Misconduct policy and; 3) Issues related to professional misconduct. If the student is dismissed from a course or program due to violation of a professional code of conduct, those decisions are addressed at the school or college level.

**DISABLED STUDENT POLICY**

**Purpose**
The following policy will be followed to meet the needs of qualified students with disabilities. In implementing the policy, academic standards shall not be compromised, and accommodations / services of students with disabilities shall not mean that course content is diluted. Students with disabilities are encouraged to request any necessary accommodations/ services prior to the beginning of the semester.

**Admissions**
An applicant with a disability, which prevents the applicant from meeting standard admissions criteria, may seek admission under alternate criteria, by requesting it in writing when applying.
An applicant may amend his or her request for alternative admission consideration at any time by sending a letter requesting admission based on disability to Enrollment Services. Enrollment Services will send a letter requesting current and appropriate documentation to any applicant that requests consideration based on disability on his/her application.

The applicant must provide Enrollment Services with current and appropriate documentation certifying the existence of a disability and the functional limitations imposed by the disability in order to be eligible for alternative admission consideration. Enrollment Services will forward all information to DRC. DRC will review all the information and confirm that the applicant's disability necessitates using alternate criteria. Enrollment Services will then review all relevant information and refer all appropriate information to the appropriate academic units for an admission decision. The applicant will be informed of the University's decision.

**Course Modifications / Substitutions / Waivers**

Students with disabilities who are unable to complete the University Core Curriculum requirements should request course substitution from Undergraduate Studies. When deemed appropriate, The DRC will support and recommend that the student's request be granted. Requests should be made as early as possible.

Students with disabilities who require course modifications should request such accommodations from the Disability Resource Center. The Disability Resource Center will determine what accommodations will be provided. Students with disabilities should be aware that course accommodations will not substantially alter or lower course requirements. If a disability prevents a student from successfully completing a required course, an application for a course substitution may be filed. Each School/College will designate a committee to review the application for course substitution. A determination of whether the failure to meet the requirement would result in a fundamental alteration of the academic program will be made as part of the substitution procedure. Student should contact DRC to confirm the existence of the disability and its effect on the student's ability to meet the requirement. Students, who are not registered with DRC, and wish to receive consideration for a course substitution, shall provide documentation of their disability to DRC. Approval of a substitution should be sent to Registration and Records, so the substitution can be noted on the SASS degree audit as an approved substitution. When deemed necessary the DRC will collaborate with appropriate professionals who have the training and expertise in dealing with an adult population to assist academic departments in identifying courses, which are viable alternatives. DRC will identify functional limitations present in specific disabilities and advise departments on how to match course requirements with the limitations to best meet the needs of the student while maintaining the academic integrity of the program.

**Testing**

Students must request adapted testing at the time they register for services. A student may amend his or her request for services at any time while a client of the Disability Resource Center ("DRC"), by requesting such change from a DRC Disability Specialist and providing documentation supporting the request. Students must provide DRC with a copy of his or her class schedule, as soon as it is available (or if service is requested after commencement of term, at the time the request if made). A DRC Disability Specialist will discuss the need with the student and determine if adapted testing is needed and the nature of the auxiliary aids and services which are appropriate. If the request is deemed appropriate, a letter is sent via email to the instructor advising him or her of the need for adapted testing, suggestions on how this can be appropriately accomplished, and advising the instructor to contact DRC if there is difficulty in providing the adapted testing. In the event the instructor is unable to provide appropriate testing
within the department, DRC will oversee the administration of the exam. If DRC oversees the administration, the student must inform DRC of this need at least five (5) days in advance of the exam to allow time to secure a testing location, a proctor or an assistant. Any request to take an exam at a time and/or date other than the standard test administration date and time (with an allowance for extra time) will require advance consent of the professor. DRC will also work with other offices of the University or testing organizations (College Board, ACT, etc.) to assist in providing adapted testing for standardized exams (University placement exams, CLAST, SAT, ACT, GRE, etc.). It shall be the student’s responsibility to remind professors and the DRC five (5) days or more before the exam that adapted testing is needed.

Training
The DRC and Equal Opportunity Programs and Diversity (EOPD) will coordinate the provision of training to academic advisors and faculty members regarding classroom accommodation, course modification, testing modification, and related issues.

Classroom Accommodation
Upon a student's written request, DRC will notify the student's professors of the need for classroom accommodation. DRC will assist faculty in identifying ways of meeting student needs for accommodation. If a student requests classroom accommodation directly from the faculty member, the faculty member must contact the DRC to confirm the need for the accommodation and to identify accommodations and services that are required. Dissemination of the Policy The University Catalog shall include notification that disabled applicants and students may apply for reasonable accommodation in admissions, programs of study, testing, and course requirements. DRC shall be listed as the contact point for initiation of such requests. Each School/College shall display a copy of this policy in public areas where students typically gather while waiting for course advisement. Copies of the policy shall be provided to all faculty, including adjunct faculty members.

Student Appeal
Students who disagree with decisions on admissions, testing, and course substitutions may file a complaint under the provisions of the Florida Educational Equity Act, through EOP.

Contact: Amanda Niguidula, Director
Location(s): GC 190, MMC
WUC 131, BBC
Phone(s): 305-348-3532, MMC
305-919-5345 BBC

SEXUAL HARASSMENT RULE

FIU-104 SEXUAL HARASSMENT

(1) General Statement
(a) Sexual harassment undermines the integrity of the academic and work environment and prevents its victims and their peers from achieving their full potential. All members of the University community are entitled to work and study in an atmosphere free from sexual overtures or innuendoes that are unsolicited and unwelcome. It is the particular responsibility of those members of the University community who hold positions of authority over others to avoid actions that are, or can be considered, sexually abusive or unprofessional.
(b) It shall be a violation of this rule on sexual harassment for any officer, employee, student, or agent to sexually harass, as sexual harassment is hereinafter defined, any other officer, employee, student, visitor, or agent. Sexual harassment is a type of misconduct which may result in disciplinary or other action as provided by the rules of the University.

(c) When an individual evaluates or supervised another individual with whom he or she has an amorous or sexual relationship, a conflict is created. The University discourages amorous or sexual relations between employees and students. Such relationships, even when consensual, may be exploitive, and imperil the integrity of the educational process or work environment. They may also lead to charges of sexual harassment. The University requires the resolution of any conflict of interest created by these relationships.

(d) Whenever a conflict of interest situation arises or is reasonably foreseen, the employee in a position of authority must resolve any potential conflict of interest by taking necessary steps, including removing himself or herself from evaluative decisions concerning the other individual. If he or she is unable to personally resolve the conflict of interest, he or she is required to inform the immediate supervisor, promptly, and seek advice and counsel in dealing with the conflict. The employee, along with the supervisor, is responsible for taking steps to ensure unbiased supervision or evaluation of the employee or student. Failure to resolve potential or actual conflict of interest situations as described in this rule may result in disciplinary action.

(2) Definitions
(a) For the purpose of this rule, sexual harassment is defined as any unwelcome sexual advances, requests for sexual favors or other verbal or physical conduct of a sexual nature which:
1. Makes submission to, or rejection of, such conduct, either an explicit or implicit basis for employment and/or academic decisions affecting the individual; or,
2. Unreasonably interferes with the individual’s employment or academic performance by creating an intimidating, hostile, or offensive environment.

(b) Conduct which falls into the definition of sexual harassment includes, but is not limited to:
1. Unwelcome physical contact of a sexual nature such as patting, pinching, or unnecessary touching.
2. Overt or implied threats against an individual to induce him or her to provide sexual favors or to engage in an unwelcome sexual relationship.
3. Verbal harassment or abuse of a sexual nature, including intimating by way of suggestion a desire for sexual relations, or making jokes or remarks of a sexual nature which are not germane to academic course content.
4. Use of sexually suggestive terms or gestures to describe a person’s body, clothing, or sexual activities.
5. Displaying or posting through any medium, including, but not limited to, electronic communication, offensive, sexually suggestive pictures, or materials in the workplace.

(3) Procedures for Reporting Violations and Conducting Investigations and Complaints
The procedures described in the University regulation concerning non-discrimination shall be followed.

(4) Prohibition of Retaliation
No University employee shall retaliate against a complainant. Any attempt to penalize a student, employee or agent for initiating a complaint through any form of retaliation shall be treated as a separate allegation of discrimination.

(5) Frivolous or Malicious Complaints
In the event that a claim of sexual harassment is found to be frivolous or malicious, appropriate University sanctions shall be taken against the complainant, including disciplinary action where appropriate. Disciplinary action against students shall be taken in accordance with the University’s code of conduct for students.

(6) General University Responsibility
(a) It is expected that vice presidents, deans, chairs, department heads, directors, and other supervisors shall continue to monitor and take corrective action whenever instances of sexual harassment are either observed or reported to them. While the decision regarding resolution remains within the unit, all allegations of sexual harassment are to be immediately reported to the Office of Equal Opportunity Programs & Diversity, which will provide advice and monitor the administrator’s actions and/or take appropriate action.
(b) There may be instances in which a potential complainant is unable or unwilling to pursue a complaint of sexual harassment, but where the University administration is aware of the behavior and may incur liability if action is not taken. In such instances, the Office of Equal Opportunity Programs & Diversity may choose to pursue an investigation of the alleged offense. The decision of whether or not to pursue an administrative complaint will be based on the egregiousness of the alleged offense, the basis for the aggrieved party’s decision not to pursue a complaint, and the apparent evidence supporting the allegations. The decision to pursue an administrative complaint shall be made by the director of the Office of Equal Opportunity & Diversity in consultation with the Vice President in charge of the aggrieved party’s unit and the vice president in charge of the alleged offender’s unit, in the event that the two parties are in different units. An administrative complaint will follow the same procedures as formal complaints, except that no complainant will be named.

(7) Education and Notification
(a) Copies of this rule shall be widely disseminated in order that the University Community clearly understands which acts constitute sexual harassment and recognize that the University regards sexual harassment as a serious offense.
(b) This regulation shall be included in the University catalog and the student handbook. Periodic workshops and other educational programs shall be offered to University personnel regarding the topic of sexual harassment.

Specific Authority: Resolution of the Board of Governors dated January 7, 2003. History-New 7-6-97, Formerly 6C8-1.010, Amended 9-12-08.
SECTION 12: LIVING IN THE UNITED STATES AND MIAMI

HIGHER EDUCATION IN THE UNITED STATES

In the United States institutions referred to as "higher education" are as follows:

1 UNIVERSITIES are the highest educational institutions. They offer three levels of degrees in a wide variety of fields of study.

   Bachelor's degree, usually granted after four years of study.
   Master's degree, usually granted after six years of study.
   Doctor's degree, the highest degree in the U.S. educational system.

2 COLLEGES in the U.S. generally offer a four-year program of study leading to:

   Associate's degree after completion of two years of study and conferred upon request.
   Undergraduate or Bachelor's degree.

   Many colleges also offer graduate programs in various fields of study.

3 JUNIOR OR COMMUNITY COLLEGES offer the first two years of study toward an undergraduate degree, after completion of which the student would transfer to a college or university to complete his/her undergraduate program. Junior colleges grant associate degrees upon completion of the two-year program or upon a student's request.

4 PROFESSIONAL SCHOOLS offer advanced training in a specific field of study such as law, medicine, pharmacy, etc., and grant degrees in those fields of study. The school may be a part of a university or an independent institution.

5 INSTITUTIONS OF TECHNOLOGY AND TECHNICAL INSTITUTES offer undergraduate, graduate and doctorate degrees emphasizing fields of study in science and technology and enjoy the same status as colleges and universities. Generally, they are schools of engineering such as M.I.T., Texas A & M, Georgia Tech, CA., Institute of Technology, etc.

6 TEACHERS' COLLEGES offer undergraduate degrees in various professions at the elementary and secondary education level.

7 COMMUNITY COLLEGES offer continuing education programs to support the local community. Many offer two-year programs toward an undergraduate degree. Also, they welcome and accept foreign students.

8 VOCATIONAL SCHOOLS provide training in many skilled occupations. Programs vary in length and certificates of completion are awarded at the end of the training period.
Culture Shock
By Dr. Patrick Kennell, Florida State University

The term, culture shock, was introduced for the first time in 1958 to describe the anxiety produced when a person moves to a completely new environment. This term expresses the lack of direction, the feeling of not knowing what to do or how to do things in a new environment, and not knowing what is appropriate or inappropriate. The feeling of culture shock generally sets in after the first few weeks of coming to a new place.

We can describe culture shock as the physical and emotional discomfort one suffers when coming to live in another country or a different place from the place of origin. Often, the way that we lived before is not accepted as or considered as normal in the new place. Everything is different, for example, not speaking the language, not knowing how to use banking machines, not knowing how to use the telephone and so forth.

The symptoms of cultural shock can appear at different times. Although one can experience real pain from culture shock, it is also an opportunity for redefining one's life objectives. It is a great opportunity for leaning and acquiring new perspectives. Culture shock can make one develop a better understanding of oneself and stimulate personal creativity.

Symptoms:
- Sadness, loneliness, melancholy
- Preoccupation with health
- Aches, pains, and allergies
- Insomnia, desire to sleep too much or too little
- Changes in temperament, depression, feeling vulnerable, feeling powerless
- Anger, irritability, resentment, unwillingness to interact with others
- Identifying with the old culture or idealizing the old country
- Unable to solve simple problems
- Lack of confidence
- Feelings of inadequacy or insecurity
- Developing stereotypes about new culture
- Longing for family
- Feelings of being lost, overlooked, exploited, or abused.

Stages of Culture Shock

Culture shock has many stages. Each stage can be ongoing or appear only at certain times. The first stage is the incubation stage. In this first stage, the new arrival may feel euphoric and be pleased by all of the new things encountered. This time is called the “honeymoon” stage, as everything encountered is new and exciting.

Afterwards, the second stage presents itself. A person may encounter some difficult times and crises in daily life. For example, communication difficulties may occur such as not being understood. In this stage there may be feelings of discontent, impatience, anger, sadness, and feeling incompetence. This happens when a person is trying to adapt to a new culture that is very different from the culture of origin. Transition between the old methods and those of the new country is a difficult process and takes time to complete. During the transition, there can be strong feelings of dissatisfaction.
The third stage is characterized by gaining some understanding of the new culture. A new feeling of pleasure and sense of humor may be experienced. One may start to feel a certain psychological balance. The new arrival may not feel as lost and starts to have a feeling of direction. The individual is more familiar with the environment and wants to belong. This initiates an evaluation of the old ways versus the new.

In the fourth stage, the person realizes that the new culture has good and bad things to offer. This stage can be one of double integration or triple integration depending on the number of cultures that the person has to process. This integration is accompanied by a more solid feeling of belonging. The person starts to define him/herself and established goals for living.

The fifth stage is the stage that is called the “re-entry shock.” This occurs when a return to the country of origin is made. One may find that things are no longer the same. For example, some of the newly acquired customs are not in use in the old culture.

These stages are present at different times and each person has his or her own way of reacting in the sates of culture shock. As a consequence, some stages will be longer and more difficult than others. Many factors contribute to the duration and effects of culture shock. For example, the individual’s state of mental health, type of personality, previous experiences, socio-economic conditions, familiarity with the language, family and/or social support systems, and level of education

How to Fight Culture Shock
The majority of individuals and families that immigrate from other countries have the ability to positively confront the obstacles of a new environment. Some ways to combat stress produced by culture shock are:

- Develop a hobby
- Don’t forget the good things that you already have!
- Remember that there are always resources that you can use.
- Be patient. The act of immigrating is a process of adaption to new situations. It is going to take time
- Learn to be constructive. If you encounter an unfavorable environment, don’t put yourself in that position again. Be easy on yourself.
- Don’t try too hard
- Learn to include a regular form of physical activity in your routine. This will help combat the sadness and loneliness in a constructive manner. Exercise, swim, take aerobics class, etc.
- Relaxation and meditation are proven to be very positive for people who are passing through periods of stress
- Maintain contact with your ethnic group. This will give you a feeling of belonging and you will reduce your feelings of loneliness and alienation
- Maintain contact with the new culture. Learn the language. Volunteer in community activities that allow you to practice the language that you are learning. This will help you feel less stress about language and useful at the same time.
- Allow yourself to feel sad about the things that you have left behind: your family, your friends, etc.
- Recognize the sorrow of leaving your old country. Accept the new country. Focus your power on getting through the transition.
- Pay attention to relationships with your family and at work. They will serve as support for you in difficult times.
• Establish simple goals and evaluate your progress.
• Find ways to live with the things that don’t satisfy you 100%.
• Maintain confidence in yourself. Follow your ambitions and continue your plains for the future.
• If you feel stressed, look for help. There is always someone here at ELI to help you!

AMERICAN CULTURE: SOME FREQUENTLY ASKED QUESTIONS

How big is the United States?
As you may already know, the United States is a very big country. Covering a land area approximately 3,618,777 square miles (9,408,802 km), the United States is inhabited by 313.9 million people according to the 2012 U.S. census.

What is an American?
America’s population includes people from very diverse ethnic, races, and religious backgrounds. For example, you will often hear people speak of themselves as Italian American, Arab American, and Cuban American. The use of these terms reflects the many ethnic heritages within the United States. It is often said that this is a country of immigrants who have brought the best from their countries to enrich this land called the United States of America.

What are some American values?
In his excellent book American Way (2003), Gary Althen tells us that the following are some American values and assumptions:
• Individualism, freedom, competitiveness, and privacy
• Privacy
• Equality
• Informality
• The future, change, and progress
• Goodness of humanity
• Time
• Achievement, action, work, and materialism
• Directness and assertiveness

Your communication classes offer you an excellent opportunity to ask your instructors about these assumptions and values. You should also consider purchasing the books recommended here or one of your choice to learn more about American culture.

During orientation, you were given two booklets published by NAFSA:
• U.S. Classroom Culture by Eland, A., Smithee, M. & Greenblatt, S.
• Introduction to American Life by Tinkham, M., Denslow, L. & Willer, P.

See bibliography for other recommended books on American culture.

Please make time to read them. They provide you with excellent information on very relevant cultural issues.
The following pages in this handbook will provide you with some basic but very important information to help you adapt to your new surroundings.
LIVING IN MIAMI: A FEW TIPS FOR INTERNATIONAL STUDENTS

MONEY AND BANKING

Using Money
In general, most purchases and transactions in the US are made electronically using debit or
credit cards. Most people do not carry large sums of money. Students are encouraged to open a
checking and/or savings account to deposit their money and to use debit or credit cards for their
purchases.

Here is some practical information about money you should know:

- A dollar is divided into 100 cents (1 USD = 100 cents)
- US currency (money) comes in paper and coins
- Paper money goes by the name of “bills”. Bills come in the following
denominations: $1, $2, $5, $10, $20, $50, $100
- People in the US rarely carry bills higher than $20
- A popular name for a dollar is “buck”, so you will often hear people say, “I
paid twenty bucks for that book!” or “Hey, can you lend me a buck?”
- US coins are made of metals. They come in the following denominations:
  - 1¢ called a penny
  - 5¢ called a nickel
  - 10¢ called a dime
  - 25¢ called a quarter

Be careful! There are $1 and $2 coins available but their circulation is limited.

Opening a bank account
Banks - It is to the advantage of a foreign student to open an account at a local bank upon his/her
arrival in the U.S. There are several advantages: 1) the student's money is in a safe place; 2) withdrawals are not limited nor penalized up to the amount in his account; 3) the balance can earn interest.

1 Checking account. Upon opening of a checking account, the bank will provide the student
with a check book and checks personalized with the student's name, address, and telephone
number, if requested. Utility bills and monthly rent can be paid by the student's personal check. Restaurants, in general, do not accept personal checks and most of the department stores require
two identification cards before honoring personal checks.

2 Savings account. The money that is not needed for immediate use may be deposited in a
savings account to take advantage of earning a higher interest rate. Students can transfer money
from their savings account to their checking account as needed or can directly withdraw from the
savings account.

There is no limit as to the amount of money the student may deposit in both accounts. Yet, some
banks place restrictions on the number of checks which may be written on a savings account and
the number of checks issued on a checking account. In either case, a small service charge or
penalty fee is assessed for not complying with the bank's regulations.
It is recommended that a student investigate different banks in order to choose the one that offers the higher interest rate and more advantages.

The exchange rates are determined by the currency trading in the financial markets.

Banking hours may vary from one bank to another and from one city to another. Nevertheless, hours are generally from 9:00 a.m. to 3:00 p.m., Monday through Friday.

Credit cards are very popular because they are generally accepted all over the U.S. and abroad. Credit cards must be used very carefully. Students should make every effort to spend within the limits of their financial resources because purchases on credit mean obligations that must be honored in the future.

**TRANSPORTATION**

Miami and Los Angeles are famous for being difficult cities to get around without a car. While this is true, there are some ways you can find to navigate around our beautiful city.

**Public Transportation**

**Bus service**

As you may have already experienced, distances are long, and it takes some time to get from point A to point B if you do not plan your time carefully and allot enough time for it. Bus service in Miami runs every 15 minutes to an hour depending where you are going. Sometimes you may have to transfer from one bus to another to get to your destination, so this would add more time to your trip.

You should check schedules and times at the following website:

http://www.miamidade.gov/transit/routes.asp

**Metrorail**

Although limited, Miami does have a rapid transit service. Its trains are fast, and service is dependable. Check to see if there is a Metrorail station near you.

Here is the Metrorail website:

http://www.miamidade.gov/transit/metrorail.asp

**Car Rentals**

Since Miami is a very popular destination, there are many car rental companies competing for customers. This is good news for you since there be many deals available. Always ask if there are student discounts. Please remember that you must be over 21, have a valid driver’s license and insurance if you wish to rent a car.

**Important tip**: Check the current car rental company doing business with FIU. It may give you a nice discount!

Here are some rental companies you may want to try:

<table>
<thead>
<tr>
<th>Company Name</th>
<th>Toll Free</th>
<th>Local</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advantage Rent A Car</td>
<td>1 800 777-5500</td>
<td>305 874-2135</td>
</tr>
<tr>
<td>Alamo</td>
<td>1-800-327-9633</td>
<td>305-633-6076</td>
</tr>
<tr>
<td>All Day Rent A Car</td>
<td>1 800 220-5011</td>
<td>305 634-3422</td>
</tr>
<tr>
<td>Avis</td>
<td>1-800-331-1212</td>
<td>305-341-0936</td>
</tr>
<tr>
<td>Car Rental</td>
<td>Phone 1</td>
<td>Phone 2</td>
</tr>
<tr>
<td>-----------------</td>
<td>------------------</td>
<td>------------------</td>
</tr>
<tr>
<td>Budget</td>
<td>1-800-527-0700</td>
<td>305-871-2722</td>
</tr>
<tr>
<td>Dollar</td>
<td>1-800-800-4000</td>
<td>1866-434-2226</td>
</tr>
<tr>
<td>Enterprise</td>
<td>1-800-325-8007</td>
<td>305-633-0377</td>
</tr>
<tr>
<td>E-Z Rent A Car</td>
<td>1 800 277-5171</td>
<td>305-635-3230</td>
</tr>
<tr>
<td>Firefly Car Rental</td>
<td>1-888-296-9135</td>
<td>305-526-1733</td>
</tr>
<tr>
<td>Hertz</td>
<td>1-800-654-3131</td>
<td>305-871-0300</td>
</tr>
<tr>
<td>National</td>
<td>1-800-227-7368</td>
<td>305-638-1026</td>
</tr>
<tr>
<td>Payless</td>
<td>1-800-729-5377</td>
<td>305 870-0397</td>
</tr>
<tr>
<td>P &amp; P Family Auto Rental</td>
<td>1 800 531-1177</td>
<td>305-638-9400</td>
</tr>
<tr>
<td>Royal</td>
<td>1-800-314-8616</td>
<td>305-871-3000</td>
</tr>
<tr>
<td>Sixt rent a car</td>
<td>1-888-749-8227</td>
<td>305-503-9849</td>
</tr>
<tr>
<td>Thrifty</td>
<td>1-800-367-2277</td>
<td>1-800-367-2277</td>
</tr>
</tbody>
</table>

**Taxi Service**

Taxis are readily available in Miami, but they can be expensive if you are the only passenger, so try to share your ride with friends so that you can split the cost.

Websites and phones:

- **Super e-Z TAXI**
  - www.ez-taxi.net
  - Miami, FL
  - (305) 885-5555

- **Airport Taxi**
  - www.airporttaximiami.com
  - Hialeah, FL
  - (305) 556-6666

- **Padrino Limousine Service**
  - www.padrinolimousine.com
  - 2355 NW 35th Ave
  - Miami, FL
  - (305) 871-6767

- **American Shuttle**
  - www.americanshuttle.com
  - 2766 NW 62nd St
  - Miami, FL
  - (305) 871-1000

**Warning:** Weekends can be very busy, especially in South Beach. You may have to wait for a taxi for a long time, so plan accordingly.
OBTAINING A DRIVER’S LICENSE

General Information
Every state in the United States has its own driving laws. Therefore, it is necessary that you get a Florida Driver License even if you have one from another state. There is no U.S. (national) driver license.
If you have a license from your country, you can use it for 60 days only. In Florida, you need to be 21 years old to get a driver license and you must pass a vision test, a written test, and a driving test. Most students find the driving test quite easy compared to their country’s test.

Required Documents
In order to obtain a Florida Driver License you need to take the following documents with you to the Florida Division of Motor Vehicles (DMV):

- I-551 stamp in passport or on I-94
- Educational institution transcript forms for the current school year
- Utility bills, not more than two months old

Find the nearest Florida Division of Motor Vehicles on the web at http://www.flhsmv.gov/. You may need or call or make an appointment on-line.

Steps you need to follow to get a driver license:
1) Go to the nearest Florida Division of Motor Vehicles (DMV) office
2) Complete the Florida Driver License application
3) Take the 3 tests: vision, written, and driving
4) Pay the fees. Check what the current fees are before you arrive at the DMV office!

U.S. MAIL SERVICE

On-Campus
Unfortunately, there is no U.S. Post Office on campus. However, there are express mail services through RICOH Copy Center in the Graham Center (GC), where you can also buy boxes and shipping supplies.

Off-Campus
The nearest U.S. Post Office is located at 3801 SW 117th Ave Miami, FL, right off 117th Avenue, a short drive from the university.

Receiving Mail
You may want to receive mail at the ELI. If you do, you must make sure that the package or letter you want to receive is correctly addressed as follows:

Your Name
Florida International University
English Language Institute, LC 204
11200 S.W. 8th Street
Miami, FL 33199
Please make sure that you communicate to your friends and family when you will stop receiving mail. Unclaimed mail will be returned.

**Sending Mail**

You may send mail from the mail boxes around campus and the city. They are clearly marked US Mail. Of course, you can also send it from the post office. However, if you are mailing a package, make sure you check on the post office hours of operation to see what days and times the lines are shorter. Also, make sure you buy the correct postage or number of stamps as prices differ from country to country.

For more information on the United States postal service go on-line at [https://www.usps.com/](https://www.usps.com/).

If you have never sent a letter to someone in the U.S. or another country, this is the way you need to address the envelope:

<table>
<thead>
<tr>
<th>Your name Address</th>
</tr>
</thead>
<tbody>
<tr>
<td>City/State/Zip code</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Person you are writing to:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name</td>
</tr>
<tr>
<td>Address</td>
</tr>
<tr>
<td>City/State/Country/Zip code</td>
</tr>
</tbody>
</table>

**LAUNDRY AND DRY CLEANING SERVICES**

**Laundries**

Most people have washing machines at home or in their apartment buildings. There are some laundries around the city, but they are becoming a thing of the past. Make sure you have enough coins to wash your clothes!

**Day Cleaners**

There are many day cleaners located around the city. Prices vary greatly. Do not assume that there is a standard price. Check around before you decide to take your clothes. Ask your neighbors and other locals. Sometimes prices may be low, but the service may be poor. At other times, you may see high prices. However, that does not guarantee quality service either. In other words, when it comes to day cleaners, you must always remember to ask.

**SHOPPING IN MIAMI: CLOTHES AND SHOE SIZES**

If you like shopping, you are in the right place at the right time! Some years ago, most people thought of New York as the best place to shop in the U.S. However, in the last few years, the focus has shifted to Miami, and now millions of people flock to our city to take advantage of the many malls, shopping centers, and specialty stores that are found throughout the city.

Besides being surprised at the many spots where you can go shopping, you will also be amazed at the many sale opportunities that seem to be going on every day at bargain prices.

In order to help you choose among the many choices available, a list of the most popular malls has been listed here along with a comparison table of clothes and shoe sizes.
For more information on shopping, visit:

<table>
<thead>
<tr>
<th>Mall</th>
<th>Address</th>
<th>Phone</th>
<th>Website</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aventura Mall</td>
<td>19501 Biscayne Blvd, Aventura, FL 33180</td>
<td>(305) 935-1110</td>
<td><a href="http://www.aventuramall.com">www.aventuramall.com</a></td>
</tr>
<tr>
<td>Bal Harbour Shops</td>
<td>9700 Collins Avenue, Bal Harbour, FL 33154</td>
<td>(305) 866-0311</td>
<td><a href="http://www.balharbourshops.com">www.balharbourshops.com</a></td>
</tr>
<tr>
<td>Bayside Marketplace</td>
<td>401 Biscayne Blvd R106, Miami, FL 33132</td>
<td>(305) 577-3344</td>
<td><a href="http://www.baysidemarketplace.com">www.baysidemarketplace.com</a></td>
</tr>
<tr>
<td>CocoWalk</td>
<td>3015 Grand Ave, Coconut Grove, FL 33133</td>
<td>(305) 444-0777</td>
<td><a href="http://www.cocowalk.net">www.cocowalk.net</a></td>
</tr>
<tr>
<td>Dadeland Mall</td>
<td>7535 N Kendall Dr, Miami, FL 33156</td>
<td>(305) 665-6226</td>
<td><a href="http://www.simon.com/mall/dadeland-mall">www.simon.com/mall/dadeland-mall</a></td>
</tr>
<tr>
<td>Dolphin Mall</td>
<td>11401 NW 12th St, Miami, FL 33172</td>
<td>(305) 365-7446</td>
<td><a href="http://www.shopdolphinmall.com">www.shopdolphinmall.com</a></td>
</tr>
<tr>
<td>International Mall</td>
<td>1455 NW 107th Ave, Doral, FL 33172</td>
<td>(305) 593-1777</td>
<td><a href="http://www.simon.com/mall/miami-international-mall">www.simon.com/mall/miami-international-mall</a></td>
</tr>
<tr>
<td>Lincoln Road</td>
<td>Lincoln Road Mall, Miami Beach, FL 33139</td>
<td></td>
<td><a href="http://www.lincolnroadmall.com">www.lincolnroadmall.com</a></td>
</tr>
<tr>
<td>Miracle Mile</td>
<td>Miracle Mile, Coral Gables, FL 33134</td>
<td></td>
<td><a href="http://www.shopcoralgables.com">www.shopcoralgables.com</a></td>
</tr>
<tr>
<td>Sawgrass Mills</td>
<td>12801 W Sunrise Blvd, Sunrise, FL 33323</td>
<td>(954) 846-2350</td>
<td><a href="http://www.simon.com/mall/sawgrass-mills">www.simon.com/mall/sawgrass-mills</a></td>
</tr>
<tr>
<td>The Falls</td>
<td>8888 SW 136 St, Miami, FL 33176-5883</td>
<td>(305) 255-4571</td>
<td><a href="http://www.simon.com/mall/the-falls">www.simon.com/mall/the-falls</a></td>
</tr>
</tbody>
</table>
Here are several charts to make our shopping easy:

### Women’s Clothing Sizes

<table>
<thead>
<tr>
<th>UK</th>
<th>US</th>
<th>Japan</th>
<th>France, Spain &amp; Portugal</th>
<th>Germany &amp; Scandinavia</th>
<th>Italy</th>
<th>Australia &amp; New Zealand</th>
</tr>
</thead>
<tbody>
<tr>
<td>6/8</td>
<td>6</td>
<td>7-9</td>
<td>36</td>
<td>34</td>
<td>40</td>
<td>8</td>
</tr>
<tr>
<td>10</td>
<td>8</td>
<td>9-11</td>
<td>38</td>
<td>36</td>
<td>42</td>
<td>10</td>
</tr>
<tr>
<td>12</td>
<td>10</td>
<td>11-13</td>
<td>40</td>
<td>38</td>
<td>44</td>
<td>12</td>
</tr>
<tr>
<td>14</td>
<td>12</td>
<td>13-15</td>
<td>42</td>
<td>39</td>
<td>46</td>
<td>14</td>
</tr>
<tr>
<td>16</td>
<td>14</td>
<td>15-17</td>
<td>44</td>
<td>40</td>
<td>48</td>
<td>16</td>
</tr>
<tr>
<td>18</td>
<td>16</td>
<td>17-19</td>
<td>46</td>
<td>42</td>
<td>50</td>
<td>18</td>
</tr>
<tr>
<td>20</td>
<td>18</td>
<td>19-21</td>
<td>48</td>
<td>44</td>
<td>52</td>
<td>20</td>
</tr>
</tbody>
</table>

### Men's Pants/Trouser Sizes (Waist)

<table>
<thead>
<tr>
<th>UK / US</th>
<th>European</th>
</tr>
</thead>
<tbody>
<tr>
<td>32</td>
<td>81 cm</td>
</tr>
<tr>
<td>34</td>
<td>86 cm</td>
</tr>
<tr>
<td>36</td>
<td>91 cm</td>
</tr>
<tr>
<td>38</td>
<td>97 cm</td>
</tr>
<tr>
<td>40</td>
<td>102 cm</td>
</tr>
<tr>
<td>42</td>
<td>107 cm</td>
</tr>
</tbody>
</table>
### Women's Shoe Sizes

<table>
<thead>
<tr>
<th>UK</th>
<th>European</th>
<th>US</th>
<th>Japanese</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>35 1/2</td>
<td>5</td>
<td>22 1/2</td>
</tr>
<tr>
<td>3 1/2</td>
<td>36</td>
<td>5 1/2</td>
<td>23</td>
</tr>
<tr>
<td>4</td>
<td>37</td>
<td>6</td>
<td>23</td>
</tr>
<tr>
<td>4 1/2</td>
<td>37 1/2</td>
<td>6 1/2</td>
<td>23 1/2</td>
</tr>
<tr>
<td>5</td>
<td>38</td>
<td>7</td>
<td>24</td>
</tr>
<tr>
<td>5 1/2</td>
<td>39</td>
<td>7 1/2</td>
<td>24</td>
</tr>
<tr>
<td>6</td>
<td>39 1/2</td>
<td>8</td>
<td>24 1/2</td>
</tr>
<tr>
<td>6 1/2</td>
<td>40</td>
<td>7 1/2</td>
<td>25</td>
</tr>
<tr>
<td>7</td>
<td>41</td>
<td>9 1/2</td>
<td>25 1/2</td>
</tr>
<tr>
<td>7 1/2</td>
<td>41 1/2</td>
<td>10</td>
<td>26</td>
</tr>
<tr>
<td>8</td>
<td>42</td>
<td>10 1/2</td>
<td>26 1/2</td>
</tr>
</tbody>
</table>

### Men's Shoe Sizes

<table>
<thead>
<tr>
<th>UK</th>
<th>European</th>
<th>US</th>
<th>Japan</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>38 1/2</td>
<td>6 1/2</td>
<td>24 1/2</td>
</tr>
<tr>
<td>6 1/2</td>
<td>39</td>
<td>7</td>
<td>25</td>
</tr>
<tr>
<td>7</td>
<td>40</td>
<td>7 1/2</td>
<td>25 1/2</td>
</tr>
<tr>
<td>7 1/2</td>
<td>41</td>
<td>8</td>
<td>26</td>
</tr>
<tr>
<td>8</td>
<td>42</td>
<td>8 1/2</td>
<td>27 1/2</td>
</tr>
<tr>
<td>8 1/2</td>
<td>43</td>
<td>9</td>
<td>27 1/2</td>
</tr>
<tr>
<td>9</td>
<td>43 1/2</td>
<td>9 1/2</td>
<td>28</td>
</tr>
<tr>
<td>9 1/2</td>
<td>44</td>
<td>10</td>
<td>27 1/2</td>
</tr>
<tr>
<td>10</td>
<td>44</td>
<td>10 1/2</td>
<td>28 1/2</td>
</tr>
<tr>
<td>10 1/2</td>
<td>44 1/2</td>
<td>11</td>
<td>29</td>
</tr>
<tr>
<td>11</td>
<td>45</td>
<td>12</td>
<td>29 1/2</td>
</tr>
</tbody>
</table>
Miami Restaurants

One more reason to love Miami is its restaurants, so if you enjoy eating out, Miami offers an array of restaurants seldom found in other cities.

Due to its geographic location, Miami offers almost every single type of Latin American and Caribbean restaurant serving delicious dishes ranging from simple, home-made meals at a small family owned cafeteria, to fancy dinners at a candle-lit restaurant. Therefore, if you like Latin American food or if you want to try it for the first time, you will find that the choices are endless.

However, there is more – a lot more! Since Miami is now an international city, the choice of restaurants goes beyond those from Latin America to those from all over the world. Miami’s culinary map is filled with French, Greek, Italian, Spanish and other European eating establishments, not to mention the many Chinese, Japanese, Korean, Thai, Vietnamese and other Asian restaurants. You must also try some of the delicacies found at the Arabic, Turkish, and African establishments. Last but not least, don’t forget to try some good American food. Many students enjoy a good steak dinner at some of the best steakhouse in our city, while others enjoy a simple hamburger or BBQ ribs.

Whatever your eating habits are, you will not be disappointed. Miami offers a tremendous array of choices to please the most demanding tastes.

Tipping

First-time travelers to the U.S. sometimes find themselves in difficult and/or embarrassing situations when they are handed a restaurant check and they find themselves trying to decide what to do. Therefore, it is important for you to know what tipping is and how to do it.

In the United States, tipping is a usual practice in most, if not all, restaurants. A tip is the extra money you would like to leave on the table for your waiter/waitress according to the service you received.

For example, if your server was polite, patient, and helpful, you should reward the server with a good tip. However, if your server was rude and inefficient your tip should reflect on the server’s service.

The situation above describes a general practice: good service = good tip and bad service = bad tip. However, what does a “good tip” consist of? In general, 15% -20% of the bill is considered a good tip. Most people leave 15%, leaving 20% when the service was extraordinary. Some restaurants include tipping suggestions for their customers.

For your information, here are some examples of restaurant checks:
### Restaurant of the Americas

Server: Paula  
02:44 p.m.  
Table: 22  

Amex  
Card: XXXXIII  
ELI Mundo  
Approval: 569211  

D/o/B: 4/6/2014  
Amount: $23.93  
+Tip: $3.32  
= Total: $26.25  

***Suggested tip***  
(15%) $3.32  
(18%) $3.99  
(20%) $4.43  

X

---

### La Maison Cher

Server: Maurice  
08:30 p.m.  
Table: 40  

Amex  
Card: XXXXIII  
ELI Mundo  
Approval: 57921  

D/o/B: 4/7/2014  
Amount: $125.00  
+Tip: $18.75  
= Total: $143.75  

***Suggested tip***  
(15%) $18.75  
(18%) $22.50  
(20%) $25.00  

X

---
Please remember that there is no tipping at fast food restaurants and no tipping when you order food to take home (take-out food). However, you should tip the person who delivers food to your house.

SOME “UNUSUAL” AMERICAN RESTAURANT CUSTOMS

“How many in your party?”
At American restaurants, you will never be turned away! As long as you are willing to wait, there will be a table for you. The question “How many in your party?” is usually asked to find out how many people make up your group. Perhaps two of your friends decided to go to the restaurant with you that day, so you will answer “Three”. At that point, the host or hostess (the person in charge of taking your name and perhaps taking you to your table) will ask you your name. After giving him/her your name, you will proceed to wait around the waiting area or outside the restaurant until your name and the number of people in your party (group) is called, so when you hear “(your name), party of three!” it’s time for you to go in and enjoy your meal.

“Would you care for some dessert or coffee?”
“Anything else today?” “Take your time, whenever you are ready”
In the United States, waiters and waitresses (servers) make most of their money on tips because their salaries are traditionally low. Therefore, the more tables they serve, the more money they make.
Therefore, it is important for you to know that there is a certain amount of time for you to eat and leave the restaurant, leaving your table for others who are waiting outside and allowing the waiter to make more money. Americans “know” how long is long enough, so there is usually no need to pressure them. However, questions such as “Would you like anything else?” are warning signs that politely tell you that your time is up.

All of the above behavior may seem strange to you depending on the area of the world you are from. For example, in Europe you may stay in a restaurant as long as you like, and no one will ever ask you to leave. In fact, it is common for diners to enjoy two-hour dinners without even getting a single comment from a server. This is also due to the fact that waiters in that part of the world are paid employees of a restaurant and tips are rare.

“Would you like me to wrap that up for you?”
Another American custom is to take home whatever food is left. Sometimes you will hear the word “doggie bag,” as if the food were to be taken home for the dog when in fact those asking for it may not even have a dog!

Therefore, do not be embarrassed! If you did not manage to eat all the food on your plate, you should say, “Could you wrap this for me?” and you will see how the waiter takes the food to wrap it for you or brings you a container so that you can put it away yourself. In any case, look at this as another cultural experience for you to enjoy.

For more information on restaurants in the greater-Miami area, please visit:

www.miamiandbeaches.com/things-to-do/dining
SOCIAL CUSTOMS

Your language
All languages are beautiful! You should be proud of your country, culture, and language. At the ELI, we encourage diversity and inter-cultural understanding. Both are part of our mission. However, you are here to learn English, and we want to make sure that you learn it. Therefore, it is important that you practice, practice, and practice as much as possible. Please be polite to other students who do not speak your language. When they are present, use English to communicate.

American food
Unlike students in many other parts of the country, you will probably be able to find a restaurant that serves food from your country. However, remember that part of the fun of traveling, living, and studying in another country is the opportunity to be adventurous and try foods that are different from yours. While you may not like many American dishes, you may find that you love some of them. Don't be afraid. Try some typical American dishes.

Consumption of alcohol
Florida has very strict laws on drinking alcohol. You must be at least 21 years old to drink in this state. If you are under 21 and you are caught drinking, you can face serious penalties, including prison.

Smoking
In the last 15 years or so, there has been a significant decrease in the number of smokers in the U.S. In addition, most restaurants no longer have a smoking section. Government buildings are now smoke-free. These include schools and universities.

At FIU, smoking is forbidden, and any university employee can request that you stop smoking. If you do not desist, you may face stiff penalties.

If you visit a home, restaurant, or institution, please ask if you may smoke. Do not be offended if you are told that smoking is not allowed.

Dating
In the U.S., it is assumed that both sexes have equal rights. Therefore, a date is not looked at as an activity previous to marriage or as an invitation to sex. It is very important to understand that in the U.S. someone is considered an adult at 18 years of age, not younger. A person under 18 years of age is considered a minor. Under U.S. law an adult and a minor are not allowed to engage in a sexual relationship, and there are very strict penalties for those who break it, including long-term prison sentences.

Visiting an American family
During your stay you may be invited over to visit an American family. Here are some tips that may help you make it a pleasant and rewarding occasion:

- **Invitations**
  Invitations can be (and usually are!) informal or formal.
  - Informal invitations
    These can be either in person or by phone. Your new American friend may approach you and say the following:
“Jose, how would you like to join my parents and me for dinner on Friday?”

To which you should reply with the following:
“I’d be delighted to have dinner with all of you. What time should I be there?”

- Formal written invitations
  Sometimes Americans will send you an invitation that reads RSVP. This is a polite form in French (“Répondez si vous plait”), which means please respond, and you should do so as soon as possible.

- **Punctuality**
  In general, you should arrive 5 to 10 minutes before the scheduled time.
  Don’t be late! If you think that you are going to be late, make sure that you call, apologize, and tell your host when you expect to arrive.

- **Attire**
  Follow your hosts’ suggestions. Do not underdress or overdress. If you are not sure, ask.

- **Gifts**
  Students are always concerned about what to bring to someone’s home when they are invited. In general, Americans do not expect fancy gifts from their guests. You may want to bring a box of candy (chocolate) or flowers. A small souvenir from your country will be greatly appreciated.

- **Thank-you notes**
  It is a good idea to write a thank-you note to your hosts telling them how much you enjoyed your visit. You should do this not later than a day or two after your visit.

- **Meal times**
  International visitors are always surprised when they see that restaurants seem to be open at all times serving all kinds of food. In some cases, they are shocked to find that some of them serve breakfast 24 hours a day!
  While it is true that Americans seem to have endless choices of places to eat at different times, the truth is that meal times at home follow a pretty set schedule. Here is a typical day for an American family:

  - **Breakfast**: between 7:00 and 8:00 a.m.
  - **Lunch**: usually 12:00 to 1:00 p.m.
  - **Dinner**: between 6:00 and 7:00 p.m. This is usually very early for many cultures around the world!
  
  As always, you should try to adapt to your new environment in order to enjoy your cultural experience to the maximum.

**CLEANLINESS: TIPS ON HYGIENE & GROOMING**

Since ideas about cleanliness differ from culture to culture, it is necessary that international students be aware of the minimum level of cleanliness accepted by many Americans. Therefore, here are a few helpful tips:

- **Wash your clothes after every use.**
  While in your culture or climate this may not be necessary, it is important in the U.S.
• Take a daily shower to remove personal, natural odor. 
  Again, this may be an accepted way in your culture. However, Americans find body 
  odors offensive. This also concerns your oral hygiene. 
• Use deodorant to avoid body odor. 
  In some cultures, people use cologne or perfume. This is also acceptable in this culture, 
  but don’t use too much since it may cause others to have allergic reactions.

HEALTHCARE PROVIDERS

Hospitals
Miami is home to some world-renown medical centers such as the Bascom-Palmer Eye Institute. 
It also boasts numerous excellent hospitals and health systems, one of which is the Baptist 
Healthcare System.

However, you must keep in mind that healthcare in the United States is very expensive. Therefore, 
it is necessary that you keep your health insurance coverage current at all times. Check the 
hospital(s) near your area.

Here is a list:

• **Kendall Regional Medical Center (nearest ER):** 
  11750 SW 40 Street (West of Turnpike, on Bird Road) 
  Miami, FL 33175 
  ER phone: (305)227-5544

• **Baptist Hospital of Miami** 
  8900 N. Kendall Drive (West of Palmetto Expressway) 
  Miami, FL 33176 
  ER phone: (305)596-6556

• **South Miami Hospital** 
  6200 SW 73 Street (North of US 1, West of Univ. of Miami, East of Dadeland Mall) 
  South Miami, FL 33143 
  ER phone: (786)662-8181

• **Health South Larkin Hospital** 
  7031 SW 62nd Avenue 
  Miami, FL 33143 
  Phone: (305)284-7500

• **Palmetto General Hospital (Tenet)** 
  2001 W. 68 Street (West of Palmetto Expressway) 
  Hialeah, FL 33016 
  ER phone: (305)364-2124

• **Miami Children’s Hospital** 
  6125 SW 31st Street 
  Miami, FL 33155 
  Phone: (305)666-6511
Doctors

Again, this is a question of choice. Hospitals and insurance companies offer referral lists of doctors available in your area and those covered by your insurance company. Ask around and check credentials.

Remember: Your insurance will typically cover only 80% of your costs, so you have to pay for the other 20%, which could be very costly. Be informed!

PHARMACIES AND MEDICATIONS

Pharmacies

Although you can still find some small family-owned pharmacies, most pharmacies are found in large drugstores, which sell all kinds of items, including food. Two big drug stores in Miami are Walgreens and CVS, both found across the street from FIU.

Big department stores such as Wal-Mart also operate pharmacies housed within their stores. Supermarket chains such as Publix also have in-store pharmacies in their larger stores. The choices are endless. Here is a short sampling:

- CVS Pharmacy
  1549 SW 107th Avenue
  Miami, FL 33199
  (305) 220-0147

- Walgreens Pharmacy
  1601 SW 107th Avenue
  Miami, FL 33165
  (305) 554-1706

Medication

Prescription drugs

You may be surprised that the prescription medication that you are looking for is available here but under a different name! Call your doctor in your country and make sure that he gives you the medical name or names of the medication you are taking so you can buy a similar one here.

Over-the-counter medications (OTC)

These are medications or products that do not need a prescription. You may not find the same products here because the US does not usually import OTC product medications. Ask your friends about anything that is comparable to that in your country, but never, ever take any medication without consulting a doctor. Do not take any unnecessary risks. It’s your health and your life.

RENTING

LANGUAGE OF RENTAL PROPERTY

EVICTION - Legal proceeding by which a landlord can force a tenant to move out.
FLORIDA RESIDENTIAL LANDLORD AND TENANT ACT - A 1973 Florida statute designed to make landlords and tenants compromise when they have a problem and settle their disputes without going to court. If differences cannot be resolved, the law provides the means through which the legal system can be used to solve the problem.

FORFEITURE - Giving up your security deposit when you fail to meet your lease obligations.

HOUSING-AUTHORITY - City or county agency set up to uphold building and housing codes.

LANDLORD (LESSOR) - Person owning the house or apartment you have rented.

LEASE - Legal agreement between you and the landlord which lists all of the obligations and restrictions on your occupancy.

RENT - Payment for the use of property, usually made on a monthly basis.

SECURITY DEPOSIT - Money deposited in advance by a tenant on a rental agreement.

SUBLET - When you rent your apartment or house to someone else and you continue to pay the landlord.

TENANT (LESSEE) - Person renting the house or apartment.

RENTAL PROPERTY CHECKLIST

1. Availability of maintenance services.
2. Refuse disposal.
3. Plumbing in good working order.
4. Kitchen appliances in good working order.
5. Air conditioning and/or heating functioning properly.
6. Electrical (number of outlets, lighting, circuit breakers)
7. Water-heating capacity.
8. Windows (ventilation, drafts, cleaning).
9. Floors (ease of maintenance, damage).
10. Walls and ceilings (plaster, paint, stains, soundproofing).
11. Storage space (closets, kitchen and bathroom cabinets).
12. Security (smoke detectors, fire alarms, locks, fire exits).
13. Laundry facilities.

WHEN LANDLORD MAY ENTER A TENANT’S RENTAL UNIT
The landlord may enter the dwelling unit at any time necessary to protect or preserve the premises under the following circumstances:

1. With the tenant’s consent;
2. In the case of an emergency;
3. When consent has been unreasonably withheld by the tenant;
   or
4. If the legal presumption for abandonment has occurred. The landlord shall not abuse his right of access nor use it to harass the tenant.

(Florida Statute 83.51)
DO NOT GET CAUGHT IN A RENTAL PITFALL! BEWARE OF:

- Renting without a written lease.
- Signing a lease with blank spaces.
- Not reading the small print in the lease.
- Renting damaged property.
- Assuming responsibility for repairs and maintenance.
- Subletting.
- Breaking the lease, thus losing security deposit.
- Failure to purchase rental insurance.
- Signing an open-ended lease (allows landlord to show apartment while you are still living there).
- Overlooking lease cancellation clause (buyer is found, and the lease is canceled).
- Signing a lease which includes "waiver" provisions (eviction at whim of landlord).
- Giving landlord unlimited access to your rental unit.
- Making improvements that the landlord may have the right to keep.

PUBLIC UTILITIES

WAYS TO SAVE ON YOUR ELECTRIC BILL

1. Set air conditioner thermostat for the highest comfortable temperature in the summer (recommend 78°) and the lowest comfortable temperature in the winter (recommend 68°).
2. Set the water heater thermostat to provide the temperature of water needed (120° without dishwasher, 140° with dishwasher). Turn off water heater when leaving for more than two days.
3. Turn off the air conditioner when no one will be home for an extended period of time (4 hours or more).
4. Keep air conditioner filters clean.
5. Take showers instead of baths.
6. Run your dishwasher only when you have a full load and no more than once a day.
7. Wait until you have a full load of laundry to run the washing machine.
8. Don't overuse portable electric heaters.
9. Turn off television when no one is watching.
10. Use fluorescent lights whenever it is practical.
11. Turn out lights whenever possible.
12. Replace existing light bulbs with lower wattage bulbs.
13. Clean lint trap in dryer and provide a vent from dryer to the outside.
14. Use high on a range only to bring food to steaming and then switch to a lower heat.
15. Make use of ceiling fans and exhaust fans in various rooms to keep your home cooler.
16. Check with your local utility for any conservation programs offered.
## WEIGHTS & MEASURES: METRIC EQUIVALENCE

<table>
<thead>
<tr>
<th><strong>WEIGHTS &amp; MEASURES</strong></th>
<th><strong>Weights Metric Equivalent</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>U.S.A.</strong></td>
<td></td>
</tr>
<tr>
<td>Ounce</td>
<td>28.35 grams</td>
</tr>
<tr>
<td>Pound</td>
<td>0.45 Kilograms</td>
</tr>
<tr>
<td>Ton</td>
<td>0.91 metric ton</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Liquid Measure</strong></th>
<th><strong>Metric Equivalent</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>U.S.A.</strong></td>
<td></td>
</tr>
<tr>
<td>Pint</td>
<td>0.47 liter</td>
</tr>
<tr>
<td>Quart</td>
<td>0.95 liter</td>
</tr>
<tr>
<td>Gallon</td>
<td>3.79 liters</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Length Metric</strong></th>
<th><strong>Equivalent</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>U.S.A.</strong></td>
<td></td>
</tr>
<tr>
<td>Inch</td>
<td>2.54 centimeters</td>
</tr>
<tr>
<td>Foot</td>
<td>0.30 meter</td>
</tr>
<tr>
<td>Yard</td>
<td>0.91 meter</td>
</tr>
<tr>
<td>Mile</td>
<td>1.61 Kilometer</td>
</tr>
</tbody>
</table>

**Mini Ruler:**
A U.S. dollar bill is approximately 6 7/8 inches by 2 5/8 inches high.

<table>
<thead>
<tr>
<th><strong>Temperature</strong></th>
<th><strong>C</strong></th>
<th><strong>F</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>100</td>
<td>212</td>
<td></td>
</tr>
<tr>
<td>37</td>
<td>98</td>
<td></td>
</tr>
<tr>
<td>0</td>
<td>32</td>
<td></td>
</tr>
</tbody>
</table>

°C = (°F - 32) / 1.8
°F = °C x 1.8 + 32
Bibliography:


APPENDICES

Appendix A: Proficiency Scale
Appendix B: Learning Outcomes & Promotion Criteria
Appendix C: Grade Appeals Form
Appendix D: Transcript Request Form
Appendix E: Change of Address Request Form
Appendix F: Student Classroom Contract
## PROFICIENCY SCALE

This proficiency scale describes the abilities of those students who place into or are promoted to each of the skill strands in each level. For the learning outcomes required by the end of each level, please check Appendix B.

<table>
<thead>
<tr>
<th>Level</th>
<th>Proficiency</th>
<th>Grammar</th>
<th>Reading/Vocabulary</th>
<th>Writing</th>
<th>Communication</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>Foundation</td>
<td>• Has no knowledge of English grammar</td>
<td>• Cannot read in English</td>
<td>• Cannot write phrases or sentences</td>
<td>• Cannot communicate in English</td>
</tr>
<tr>
<td>1</td>
<td>Low-beginner</td>
<td>• Can use basic grammatical structure learned in a basic/foundation level: be, some pres. prog verbs and some simple pres. verbs</td>
<td>• Can demonstrate understanding of main idea in very short, simplified texts</td>
<td>• Can write a limited number of sentences</td>
<td>• Can speak about daily activities</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Can express himself/herself at basic level both orally and in writing</td>
<td>• Can use limited reading strategies: previewing, predicting</td>
<td>• Can write about a limited number of routine activities with very basic syntax</td>
<td>• Can ask/answer questions about personal information</td>
</tr>
<tr>
<td>2</td>
<td>High-beginner</td>
<td>• Can use patterns with some limited but more complex grammatical structures</td>
<td>• Can understand texts with high frequency vocabulary</td>
<td>• Can write several sentences in a unified paragraph on a topic with basic syntax</td>
<td>• Can complete basic tasks: Give/ask for direction, answer simple question about routine or actions in progress</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Can contrast s. present and pres. prog. pres. prog and past progressive</td>
<td>• Can identify main idea</td>
<td>• Can use basic connectors: and/but/so/because but no sequence markers</td>
<td>• Can give limited personal opinions on simple, familiar topics</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Can use basic subject + verb agreement</td>
<td>• Use skimming and scanning to find special information in a short reading</td>
<td>• Can use basic mechanics</td>
<td>• Can give a short presentation on basic immediate information or activities in progress</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Can distinguish some progressive from non-progressive verbs</td>
<td>• Can predict topic through contextual clues such as pictures, graphs, titles, and others</td>
<td>• Can use some descriptive adjectives</td>
<td>• Can answer questions on basic requests and personal information</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Can use some basic irregular verbs</td>
<td>• Can guess meaning of basic words in context</td>
<td>• Can write simple and compound sentences</td>
<td>• Cannot read phrases or sentences</td>
</tr>
<tr>
<td>3</td>
<td>Low-intermediate</td>
<td>• Can use all simple tenses and correct verb forms in limited time clauses</td>
<td>• Can identify and show understanding of main idea</td>
<td>• Can write a paragraph with a topic sentence and several related sentences but no real introduction</td>
<td>• Cannot communicate on routine matters</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Can use comparative and superlative forms</td>
<td>• Can guess meaning of words through contextual clues</td>
<td>• Can write simple, compound, and some complex sentences</td>
<td>• Can talk about simple matters such as dealing with school problems, social activities, and personal interests</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Can use comparative forms with count and non-count noun</td>
<td>• Can sequence and classify specific information</td>
<td>• Can use basic sequence words: then, first, also, finally</td>
<td>• Can ask and answer a variety of questions on all of the above topics</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Can use some forms of modals both orally and in writing: can, would, might, should</td>
<td>• Can identify a relatively large number of words in appropriate text according to form and context</td>
<td>• Can write a concluding sentence to “end” the paper (no real conclusion)</td>
<td>• Can show understanding of and present short “speeches”</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Can make appropriate conclusions about a simple text</td>
<td>• Make appropriate conclusions about a simple text</td>
<td>• Can use end marks, commas, and capital letters</td>
<td>• Cannot talk about simple matters such as dealing with school problems, social activities, and personal interests</td>
</tr>
</tbody>
</table>

### Appendix A

PROFICIENCY SCALE
<table>
<thead>
<tr>
<th>Level</th>
<th>Proficiency</th>
<th>Grammar</th>
<th>Reading/Vocabulary</th>
<th>Writing</th>
<th>Communication</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>High-intermediate</td>
<td>• Can use all simple and progressive tenses&lt;br&gt;• Can use present perfect and present perfect progressive&lt;br&gt;• Can identify and contrast but not consistently use present and past perfect&lt;br&gt;• Can use all simple modals&lt;br&gt;• Can use some gerunds and infinitives</td>
<td>• Can read and show understanding of short texts of interest to reader&lt;br&gt;• Can identify and differentiate facts and opinion in graded level texts&lt;br&gt;• Can identify and make inferences&lt;br&gt;• Can identify affixes&lt;br&gt;• Can identify collocations</td>
<td>• Can write a composition of at least 3 paragraphs: introduction, body, conclusion&lt;br&gt;• Can write a topic sentence, show relevant support, give an explanation, and conclusion&lt;br&gt;• Can use varied sentence structure: simple, compound, and some complex&lt;br&gt;• Can use adverb clauses: time, purpose/reason, result (though not perfectly)&lt;br&gt;• Can use transitions and corrections for coherence: also, in addition, so, as a result, because, in order to, in conclusion&lt;br&gt;• Can use verbs with appropriate time words: ago vs. since, for, etc.&lt;br&gt;• Can use a sufficient range of vocabulary to explain and describe without repetition&lt;br&gt;• Can demonstrate fair control of paragraphs, mechanics, and spelling&lt;br&gt;• Can make limited use of gerunds and infinitives&lt;br&gt;• Can usually use subject + verb agreement correctly</td>
<td>• Can utilize some academic speaking strategies&lt;br&gt;• Can give short presentations on more complex subjects&lt;br&gt;• Can actively participate in conversations on some complex topics of personal interest&lt;br&gt;• Can summarize and paraphrase a story or short academic presentation&lt;br&gt;• Can usually use all time frames when speaking but still make errors in the perfect aspect</td>
</tr>
<tr>
<td>Level</td>
<td>Proficiency</td>
<td>Grammar</td>
<td>Reading/Vocabulary</td>
<td>Writing</td>
<td>Communication</td>
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<td>--------------------------------------------------------------------------</td>
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<td>--------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------</td>
</tr>
</tbody>
</table>
| 5     | Low-advanced| - Can use most but not all tenses: simple present, simple past, past progressive  
|       |             | - Can use some verbs in the present perfect or present perfect progressive  
|       |             | - Can contrast present perfect and past perfect in some structured exercises  
|       |             | - Can use active and passive voice adequately  
|       |             | - Can use most modals and semi-auxiliaries (have to)  
|       |             | - Can use basic verb + inf and verb + ing  
|       |             | - Can use action and non-action verbs  
|       |             | - Can use some phrasal verbs and idiomatic expressions  
|       |             | - Can use some adjective and adverb clauses  
|       |             | - Can read and understand with uneven comprehensions  
|       |             | - Can read text with high-frequency structures and vocabulary  
|       |             | - Can mainly comprehend texts that deal with topics of personal academic interest  
|       |             | - Can make inferences  
|       |             | - Can differentiate facts from opinions  
|       |             | - Can identify the author’s tone  
|       |             | - Can identify prefixes and suffixes  
|       |             | - Can skim and scan a text  
|       |             | - Can sequence events  
|       |             | - Can write a 4-5 paragraph composition: intro + thesis statement, body paragraphs, and conclusion  
|       |             | - Can write well-developed content to support thesis statement logically and correctly  
|       |             | - Can use an acceptable range of vocabulary and transitional elements (fluency) to avoid choppiness and repetition  
|       |             | - Can use some adjectives and adverb clauses  
|       |             | - Can make limited use of idioms, phrasal verbs, gerunds and infinitives, and participle  
|       |             | - Can use appropriate word forms  
|       |             | - Can use some advance punctuation  
|       |             | - Can demonstrate adequate control of both the active and passive voices in both the affirmative and negative  
|       |             | - Can demonstrate readiness for essay writing  
|       |             | - Can participate in conversations on academic and social topics although some hesitation is present  
|       |             | - Can give short academic presentations  
|       |             | - Can speak with ease about some social and controversial subjects as well as current events although grammar errors are frequent and their vocabulary is still made up of high frequency words and many specific words are missing  

<table>
<thead>
<tr>
<th>Level</th>
<th>Proficiency</th>
<th>Grammar</th>
<th>Reading/Vocabulary</th>
<th>Writing</th>
<th>Communication</th>
</tr>
</thead>
</table>
| 6     | High-advanced | • Can use all time frames and aspects although not perfectly  
• Can use all modals: simple, progressive, and perfect  
• Can use the passive and active voices correctly  
• Can use a large number of irregular verbs both orally and in writing  
• Can identify count and non-count nouns with ease  
• Can use a large number of phrasal verbs  
• Can use a large number of preposition combinations  
|       |             | • Can read some adapted college-level material  
• Can read material not related to academic field of interest  
• Can use most reading skills with ease  
• Can identify author’s tone  
• Can identify author-intended inferences  
• Can read most narrative, descriptive and factual material, but can show lack of comprehension when presented with structurally complex texts  
|       |             | • Can write solid intro + thesis, 2-3 body paragraphs, and conclusion  
• Can write using meaningful significant content  
• Can use concrete examples, facts, illustration  
• Can demonstrate wide range of vocabulary  
• Can use a variety of sentence structure and syntax  
• Can maintain formal/academic register  
• Can demonstrate near-native control of verb tenses and time phrases, subject-verb agreement, and the correct use of participial adjectives  
• Can demonstrate use of abstractions, concepts, constructs and can define with clarity  
• Can use excellent (though not perfect) punctuation, capitalization  
• Can use wide range of transitions/corrections of all kinds with proper use of commas and semicolons  
• Can demonstrate near-native level and readiness  
• Can tell a story, talk about a movie, a newscast, or tv program with ease using all time frames and aspects although not perfectly  
• Can discuss a variety of topics but can speak more easily on those related to their interests  
• Can use academic/formal register when called upon to make an academic presentation  
• Can talk about topics abstractly but can speak more freely and comfortably about a number of topics concretely  
• Can use communication strategies effectively to make up for lack of special vocabulary  |
<table>
<thead>
<tr>
<th>Level</th>
<th>Proficiency</th>
<th>Grammar</th>
<th>Reading/Vocabulary</th>
<th>Writing</th>
<th>Communication</th>
</tr>
</thead>
</table>
| 7     | Superior    | • Can use all tenses and aspects correctly  
         |           | • Can use all modal forms  
         |           | • Can use all types of clauses: noun, adjective, adverb  
         |           | • Can reduce adjective clauses to adjective phrases and use them both orally and in writing  
         |           | • Can reduce adverb clauses to adverb phrases and use them both orally and in writing  
         |           | • Can identify “dangling” participles  
         |           | • Can use direct and indirect (reported) speech both orally and in writing  
         |           | • Can use mandative verbs and adjectives of urgency  
         |           | • Can use the verb + inf and verb + ing patterns with ease both orally and in writing  
         |           | • Can distinguish the correct register both orally and in writing | • Can effectively use all reading skills learned in all previous levels  
         |           | • Can demonstrate comprehension of all types of texts ranging from colloquial to literacy  
         |           | • Can distinguish types of style  
         |           | • Can distinguish between implicit and explicit meaning | • Can write college level essays  
         |           | • Can organize and write research papers  
         |           | • Can write using proper documentation  
         |           | • Can write summaries of articles | • Can speak fluently on a variety of topics  
         |           | • Can communicate meaning accurately with the use of modification techniques  
         |           | • Can use academic speaking strategies  
         |           | • Can give long formal presentation using PowerPoint  
         |           | • Can participate in panel discussions  
         |           | • Can work with group partners in academic discussions |
English Language Institute  
Intensive English Program  

Learning Outcomes

Students in the Intensive English Program must demonstrate that they have met the learning outcomes for each of the skills and levels described below. Only those students who can demonstrate that they have met them will be promoted to the next level.

**Level 0 (Foundation)**

<table>
<thead>
<tr>
<th>Skill</th>
<th>Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grammar</td>
<td>By the end of Grammar 0 (Foundation), students will be able to…</td>
</tr>
<tr>
<td></td>
<td>• Possessive adjectives my, your, his, her; the verb be: affirmative statements and contractions</td>
</tr>
<tr>
<td></td>
<td>• Articles a, an, and the; this/these, it/they; plurals; yes/no and where questions with be; prepositions of place: in, in front of, behind, on, next to, and under</td>
</tr>
<tr>
<td></td>
<td>• The verb be: affirmative and negative statements, short answers, and Wh-questions</td>
</tr>
<tr>
<td></td>
<td>• Possessives: adjectives our and their, pronouns, names, and whose; present continuous statements and yes/no questions; conjunctions and but; placement of adjectives before nouns</td>
</tr>
<tr>
<td></td>
<td>• Time expressions: o’clock, A.M., P.M., noon, midnight, in the morning/afternoon/evening, at 7:00/night/midnight; present continuous Wh-questions; conjunction so</td>
</tr>
<tr>
<td></td>
<td>• Simple present statements with regular and irregular verbs; simple present yes/no and Wh-questions; time expressions; early, i.e.: every day, on Sundays/weekends/weekdays</td>
</tr>
<tr>
<td></td>
<td>• Simple present short answers; there is, there are; there’s no, there isn’t a, there are no, there aren’t any</td>
</tr>
<tr>
<td></td>
<td>• Simple present Wh-questions with do and does; placement of adjectives after be and before nouns</td>
</tr>
<tr>
<td></td>
<td>• Some and any; count and non-count nouns; specific and general nouns; adverbs of frequency: always, usually, often, sometimes, hardly ever, never</td>
</tr>
<tr>
<td></td>
<td>• Simple present Wh-questions; can for ability; yes/no and Wh-questions with can</td>
</tr>
<tr>
<td></td>
<td>• The future with be going to; yes/no and Wh-questions with be going to; future time expressions</td>
</tr>
<tr>
<td></td>
<td>• Have + noun; feel + adjective; negative and positive adjectives; imperatives</td>
</tr>
<tr>
<td></td>
<td>• Prepositions of place: on, on the corner of, across from, next to, between; giving directions with imperatives</td>
</tr>
</tbody>
</table>

**Grammar 0 promotion requirements:**

1. Students must pass the class with a C+ (77%) or higher.
2. Students must meet 80% (# of outcomes) of all learning outcomes for the course.

Students must meet the minimum 77% attendance record.
### Level 0 (Foundation)

<table>
<thead>
<tr>
<th>Skill</th>
<th>Learning Outcomes</th>
</tr>
</thead>
</table>
| **Reading/Vocabulary** | By the end of Reading/Vocabulary 0 (Foundation), students will be able to…  
• Pre-read  
• Activate previous knowledge  
• Elicit the vocabulary of the story  
• Post-read  
• Pronounce words to correlate letters with sounds  
• Spell words  
• Complete reading computer exercises  
• Talk about the story  
• Ask questions to check listening/reading comprehension  

**Reading/Vocabulary 0 promotion requirements:**  
1. Students must pass the class with a C+ (77%) or higher.  
2. Students must meet 80% of all learning outcomes for the course.  
Students must meet the minimum 77% attendance record. |
| **Writing**         | By the end of Writing 0 (Foundation), students will be able to…  
• Print the English alphabet  
• Take dictation: letters and numbers up to 1,000  
• Write simple sentences  
• Use basic punctuation  
• Use limited vocabulary  
• Copy paragraphs correctly  
• Write a limited number of basic compound sentences  
• Use required correct punctuation  

**Writing 0 promotion requirements:**  
1. Students must pass the class with a C+ (77%) or higher.  
2. Students must meet 80% of all learning outcomes for the course.  
Students must meet the minimum 77% attendance record. |
| **Communication**   | By the end of Communication 0 (Foundation), students will be able to…  
• Greet people  
• Introduce themselves  
• Spell names aloud  
• Listen to names spelled aloud and choose correct written form  
• Ask and answer questions about name and spelling, address, and telephone number |
<table>
<thead>
<tr>
<th>Communication</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Repeat information to check understanding</td>
</tr>
<tr>
<td>• Listen to phone numbers and apartment numbers and choose correct written form</td>
</tr>
<tr>
<td>• Introduce family members</td>
</tr>
<tr>
<td>• Talk about a family photo</td>
</tr>
<tr>
<td>• Identify and locate classroom objects</td>
</tr>
<tr>
<td>• Identify and locate classroom actions</td>
</tr>
<tr>
<td>• Give and follow simple classroom commands</td>
</tr>
<tr>
<td>• Describe objects and people’s actions in a classroom scene</td>
</tr>
<tr>
<td>• Talk about everyday activities</td>
</tr>
<tr>
<td>• Inquire by phone about a person’s activities</td>
</tr>
<tr>
<td>• Listen to and identify everyday activities</td>
</tr>
<tr>
<td>• Describe the weather</td>
</tr>
<tr>
<td>• Ask and answer personal information questions</td>
</tr>
<tr>
<td>• Ask and answer addition problems</td>
</tr>
<tr>
<td>• Listen and identify numbers, times</td>
</tr>
<tr>
<td>• Ask and tell time</td>
</tr>
<tr>
<td>• Say days of the week and months of the year</td>
</tr>
<tr>
<td>• Ask and answer about where they live</td>
</tr>
<tr>
<td>• Say a date</td>
</tr>
<tr>
<td>• Ask and give information about birthday</td>
</tr>
<tr>
<td>• Listen and identify dates</td>
</tr>
<tr>
<td>• Say names and values of coins &amp; currency</td>
</tr>
<tr>
<td>• Ask and give information about a transportation schedule</td>
</tr>
<tr>
<td>• Identify rooms in the home</td>
</tr>
<tr>
<td>• Identify home appliances &amp; features</td>
</tr>
<tr>
<td>• Ask for information about an apartment</td>
</tr>
<tr>
<td>• Ask and answer questions about home activities</td>
</tr>
<tr>
<td>• Identify furniture</td>
</tr>
<tr>
<td>• Ask for and give instructions</td>
</tr>
<tr>
<td>• Talk about types of housing in the community</td>
</tr>
<tr>
<td>• Identify places in the community</td>
</tr>
<tr>
<td>• Ask and answer questions about destination</td>
</tr>
<tr>
<td>• Ask and give the location of places in the community</td>
</tr>
<tr>
<td>• Get someone’s attention politely</td>
</tr>
<tr>
<td>• Identify food items</td>
</tr>
<tr>
<td>• Express food needs</td>
</tr>
<tr>
<td>• Listen and identify food items</td>
</tr>
<tr>
<td>• Locate food items in a store</td>
</tr>
</tbody>
</table>
**Level 0 (Foundation)**

| Communication | • Identify food containers & quantities  
|               | • Order food items in a fast-food restaurant or coffee shop  
|               | • Identify units of measure  
|               | • Make a polite request  
|               | • Ask and tell about recreation & entertainment activities  
|               | • Express likes  
|               | • Identifying parts of the body  
|               | • Ask about another person’s health  
|               | • Describe ailments, symptoms, & injuries  
|               | • Listen and identify ailments, symptoms, & injuries  
|               | • Indicate what hurts to medical personnel  
|               | • Locate items in a drug store  
|               | • Understand a doctor’s basic medical advice  
|               | • Repeat information to check understanding  
|               | • Ask and answer questions about health habits  
|               | • Understand a pharmacist’s dosage instructions for prescription medicines  
|               | • Identify modes of travel  
|               | • Get someone’s attention politely  
|               | • Ask for and give directions to a place  
|               | • Listen and identify correct locations on a map  
|               | • Ask for and give information about local transportation & routes  
|               | • Listen and identify correct destination signs on buses & trains & correct street signs  
|               | • Ask passengers on local transportation where to get off a destination  
|               | • Ask and tell about modes of transportations used  
|               | • Warn a driver about an upcoming traffic sign  
|               | • Ask and tell about a bus schedule  
|               | • Repeat to confirm information  

**Communication 0 promotion requirements:**

1. Students must pass the class with a C+ (77%) or higher.
2. Students must meet 80% of all learning outcomes for the course.
3. Students must meet the minimum 77% attendance record.
## Level 1

<table>
<thead>
<tr>
<th>Skill</th>
<th>Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grammar</td>
<td>By the end of grammar 1, students will be able to…</td>
</tr>
<tr>
<td></td>
<td>• Use be + noun(s)</td>
</tr>
<tr>
<td></td>
<td>• Use contractions with be</td>
</tr>
<tr>
<td></td>
<td>• Use negative with be</td>
</tr>
<tr>
<td></td>
<td>• Use yes/no questions</td>
</tr>
<tr>
<td></td>
<td>• Use questions with be: using where</td>
</tr>
<tr>
<td></td>
<td>• Use have and has</td>
</tr>
<tr>
<td></td>
<td>• Use my, your, his, her, our, their</td>
</tr>
<tr>
<td></td>
<td>• Use this and that and these and those</td>
</tr>
<tr>
<td></td>
<td>• Ask questions with what and who + be</td>
</tr>
<tr>
<td></td>
<td>• Use frequency adverbs: always, usually, often, sometimes, seldom, rarely, never</td>
</tr>
<tr>
<td></td>
<td>• Use other frequency expressions</td>
</tr>
<tr>
<td></td>
<td>• Use frequency adverbs with be</td>
</tr>
<tr>
<td></td>
<td>• Use spelling and pronunciation of final –es</td>
</tr>
<tr>
<td></td>
<td>• Add final –s/-es to words that end in –y</td>
</tr>
<tr>
<td></td>
<td>• Use irregular singular verbs: has, does, goes</td>
</tr>
<tr>
<td></td>
<td>• Use spelling and pronunciation of final –s/-es</td>
</tr>
<tr>
<td></td>
<td>• Use the simple present: Affirmative or negative</td>
</tr>
<tr>
<td></td>
<td>• Use the simple present: yes/no questions</td>
</tr>
<tr>
<td></td>
<td>• Use be + -ing: the present progressive tense</td>
</tr>
<tr>
<td></td>
<td>• Use non-action verbs not used in the present progressive</td>
</tr>
<tr>
<td></td>
<td>• Use look at, watch, hear, and listen to</td>
</tr>
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<td></td>
<td>• Use think about and think that</td>
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<tr>
<td></td>
<td>• Use it to talk about time/weather</td>
</tr>
<tr>
<td></td>
<td>• Use it to talk about the weather</td>
</tr>
<tr>
<td></td>
<td>• Use there + be</td>
</tr>
<tr>
<td></td>
<td>• Use there + be: yes/no questions</td>
</tr>
<tr>
<td></td>
<td>• Use there + be: asking questions with how many</td>
</tr>
<tr>
<td></td>
<td>• Use prepositions of place</td>
</tr>
<tr>
<td></td>
<td>• Use need and want + a noun or an infinitive</td>
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<tr>
<td></td>
<td>• Use would like</td>
</tr>
<tr>
<td></td>
<td>• Use would like vs. like</td>
</tr>
<tr>
<td></td>
<td>• Use nouns: subjects and objects</td>
</tr>
<tr>
<td></td>
<td>• Use adjective + noun</td>
</tr>
</tbody>
</table>
### Level 1

| Grammar | • Use Nouns: irregular plural form  
|         | • Use nouns: count and non-count  
|         | • Use *an* vs. *a*  
|         | • Use *a/an* vs. *some*  
|         | • Use measurements with non-count nouns  
|         | • Use *many, much, a few, a little*  
|         | • Use *the*  
|         | • Use Ø (no article) to make generalizations  
|         | • Use *some and any*  
|         | • Use *be*: past time  
|         | • Use past of *be*: negative  
|         | • Use past of *be*: questions  
|         | • Use the simple past tense: using –*ed*  
|         | • Use past time words: *yesterday, last, and ago*  
|         | • Use the simple past: irregular verbs  
|         | • Use the simple past: negative  
|         | • Use the simple past: yes/no questions  
|         | • Use basic irregular verbs  
| **Grammar 1 promotion requirements:** |  
|         | 1. **Students must pass the class with a C+ (77%) or higher.**  
|         | 2. **Students must meet 80% of all learning outcomes for the course.**  
| Reading/Vocabulary | By the end of Reading/Vocabulary 1, students will be able to…  
|         | • Preview and predict  
|         | • Identify the main idea  
|         | • Get the gist of an article  
|         | • Find details  
|         | • Find references  
|         | • Use vocabulary in context  
|         | • Classify information  
|         | • Identify nouns by the suffixes –*ance, -ence* and –*ist*  
|         | • Add –*ation, -ion* and –*sion* to verbs to form nouns  
|         | • Add –*full* to words to form adjectives  
|         | • Use the prefix *un-* to mean “not”  
|         | • Add –*er* or –*or* to form nouns  
|         | • Add –*en* to adjectives to form verbs  
| **Reading/Vocabulary 1 promotion requirements:** |  
|         | 1. **Students must pass the class with a C+ (77%) or higher.**  
|         | 2. **Students must meet 80% of all learning outcomes for the course.**  
|         | 3. **Students must meet the minimum 77% attendance record.**  

<table>
<thead>
<tr>
<th>Skill</th>
<th>Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing</td>
<td>By the end of Writing 1, students will be able to…</td>
</tr>
<tr>
<td></td>
<td>• Develop and write topic sentences</td>
</tr>
<tr>
<td></td>
<td>• Write a narrative paragraph</td>
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<td></td>
<td>• Write a descriptive paragraph</td>
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<td></td>
<td>• Use basic punctuation</td>
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<td></td>
<td>• Use margin conventions</td>
</tr>
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<td></td>
<td>• Use required correct punctuation</td>
</tr>
<tr>
<td></td>
<td><strong>Writing 1 promotion requirements:</strong></td>
</tr>
<tr>
<td></td>
<td>1. Students must pass the class with a C+ (77%) or higher.</td>
</tr>
<tr>
<td></td>
<td>2. Students must meet 80% of all learning outcomes for the course.</td>
</tr>
<tr>
<td></td>
<td>3. Students must meet the minimum 77% attendance record.</td>
</tr>
<tr>
<td>Communication</td>
<td>By the end of Communication 1, students will be able to…</td>
</tr>
<tr>
<td></td>
<td>• Ask for/and answer simple information: name, address, telephone number, nationality, and major/profession</td>
</tr>
<tr>
<td></td>
<td>• Use ordinal and cardinal numbers up to 1000</td>
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<tr>
<td></td>
<td>• Use the letters of the alphabet</td>
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<td></td>
<td>• Use and refer to the days of the week and the months of the year</td>
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<td></td>
<td>• Recognize the singular/plural, present/past/future tenses, and basic prepositions in contextualized speech</td>
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<td></td>
<td>• Spell out words (ex. give spelling of name, home country…)</td>
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<td></td>
<td>• Use basic vocabulary such as days of the week, months of the year and dates (ordinals), as well as vocabulary for performing basic tasks such as shopping, riding the bus, going to the doctor, and eating in a restaurant</td>
</tr>
<tr>
<td>Skill</td>
<td>Learning Outcome</td>
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</tr>
<tr>
<td><strong>Grammar</strong></td>
<td>By the end of Grammar 2, students will be able to…</td>
</tr>
<tr>
<td></td>
<td>• Simple Present:</td>
</tr>
<tr>
<td></td>
<td>• Negatives, Yes/No &amp; Information Questions, Frequency Adverbs</td>
</tr>
<tr>
<td></td>
<td>• Present Progressive: Negatives, Questions, Non-Action Verbs</td>
</tr>
<tr>
<td></td>
<td>• Simple Past, Present Progressive, &amp; Past Progressive: Yes/No &amp; Information Questions, Who vs. Whom, Time Clauses w/ before, after, when, &amp; while, action vs. non-action verbs</td>
</tr>
<tr>
<td></td>
<td>• Future Time: using be going to, will, &amp; present progressive</td>
</tr>
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<td></td>
<td>• Time words: a couple of or a few with ago and in and today, tonight, and this + morning, afternoon, evening, week, month, year.</td>
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<td></td>
<td>• May/Might vs. Will</td>
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<td></td>
<td>• Maybe vs. may be</td>
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<td></td>
<td>• Future Time Clauses with before, after, and when</td>
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<td></td>
<td>• Clauses with if</td>
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<td></td>
<td>• Can, Could, be able to, and know how to</td>
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<td></td>
<td>• Have to and must</td>
</tr>
<tr>
<td></td>
<td>• Polite Questions with may I, could I, can I</td>
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<td></td>
<td>• Polite Questions with could you and would you</td>
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<tr>
<td></td>
<td>• Imperative</td>
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<tr>
<td></td>
<td>• Modifying nouns with adjectives and nouns</td>
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<td></td>
<td>• Adjective word order</td>
</tr>
<tr>
<td></td>
<td>• Expressions of quantity: one of, none of, some of, all of , most of</td>
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<tr>
<td></td>
<td>• Using every</td>
</tr>
<tr>
<td></td>
<td>• Indefinite pronouns: nothing, something, no one, someone, anything, anyone</td>
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<td></td>
<td>• Linking verbs + adjs.</td>
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<td></td>
<td>• Adjectives vs. Adverbs</td>
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<td></td>
<td>• Possessive nouns</td>
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<td></td>
<td>• Possessive irregular plural nouns</td>
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<td></td>
<td>• Possessive pronouns</td>
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<tr>
<td></td>
<td>• Questions with whose</td>
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<td></td>
<td>• Comparisons using: the same (as), similar (to), different (from), and like vs. alike</td>
</tr>
<tr>
<td></td>
<td>• The comparative using –er and more</td>
</tr>
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<td></td>
<td>• The Superlative using est and the most</td>
</tr>
</tbody>
</table>

**Grammar 2 promotion requirements:**

1. **Students must pass the class with a C+ (77%) or higher.**
2. **Students must meet 80% of all learning outcomes for the course.**
## Level 2

<table>
<thead>
<tr>
<th>Skill</th>
<th>Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading/Vocabulary</td>
<td>By the end of Reading/Vocabulary 2, students will be able to...\</td>
</tr>
<tr>
<td></td>
<td>- Recognize: reading structure in a text book, main ideas, supporting details, and topics</td>
</tr>
<tr>
<td></td>
<td>- Get meaning from context</td>
</tr>
<tr>
<td></td>
<td>- Identify parts of speech</td>
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<td></td>
<td>- Identify cause and effect</td>
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<td>- Recognize titles and paragraph topics</td>
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<td>- Identify main ideas</td>
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<td>- Recognize supporting details</td>
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<td>- Recognize one-or two-sentence statements of the main idea</td>
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<td>- Match paragraph titles with topics</td>
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<td></td>
<td>- Use context in determining parts of speech</td>
</tr>
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<td></td>
<td>- Identify paragraph and whole reading topics</td>
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<td>- Identify main ideas by asking questions</td>
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<td>- Use punctuation to recognize supporting details</td>
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<td></td>
<td>- Skim for topics and main ideas</td>
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<td>- Recognize words with similar meanings and meaning categories</td>
</tr>
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<td>- Recognizing nouns and verbs</td>
</tr>
<tr>
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<td>- Word parts (prefix, root, suffix) -Pronouns</td>
</tr>
<tr>
<td></td>
<td>- Skim to find time and place in history</td>
</tr>
<tr>
<td></td>
<td>- Get meaning from context: punctuation and phrase clues</td>
</tr>
<tr>
<td></td>
<td>- Read structure: conversation in paragraph form</td>
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<td>- Recognize supporting detail: opinions</td>
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<td>- Recognize nouns, verbs, and adjectives</td>
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<td>- Use adverbs of manner</td>
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<td>- Make inferences</td>
</tr>
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<td>- Recognize details after punctuation, numbers, and connecting words</td>
</tr>
<tr>
<td></td>
<td>- Identify synonyms and parts of speech from suffixes</td>
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<td>- Understanding the point and recognizing supporting details</td>
</tr>
<tr>
<td></td>
<td>- Put events in order</td>
</tr>
<tr>
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<td>- Understand suffixes (nouns, adverbs, adjectives)</td>
</tr>
<tr>
<td></td>
<td>- Use word families</td>
</tr>
<tr>
<td></td>
<td>- Comprehend paragraphs</td>
</tr>
<tr>
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<td>- Recognize the structure of written conversations</td>
</tr>
<tr>
<td></td>
<td>- Use let-out words and references</td>
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<td></td>
<td>- Read for literal meaning and inferences</td>
</tr>
<tr>
<td></td>
<td>- Identify and use negative prefixes</td>
</tr>
<tr>
<td></td>
<td>- Figure out vocabulary from prefixes and suffixes</td>
</tr>
</tbody>
</table>

**Reading/Vocabulary 2 promotion requirements:**

1. **Students must pass the class with a C+ (77%) or higher.**
2. **Students must meet 80% of all learning outcomes for the course.**
3. **Students must meet the minimum 77% attendance record.**
### Level 2

<table>
<thead>
<tr>
<th>Skill</th>
<th>Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Writing</strong></td>
<td>By the end of Writing 2, students will be able to…</td>
</tr>
<tr>
<td></td>
<td>• Continue developing topic sentences</td>
</tr>
<tr>
<td></td>
<td>• Write simple, compound, and complex sentences</td>
</tr>
<tr>
<td></td>
<td>• Edit paragraphs</td>
</tr>
<tr>
<td></td>
<td>• Write sentences using correct word order using adjectives</td>
</tr>
<tr>
<td></td>
<td>• Write paragraphs using appropriate supporting sentences</td>
</tr>
<tr>
<td></td>
<td>• Use required correct punctuation</td>
</tr>
<tr>
<td></td>
<td><strong>Writing 2 promotion requirements:</strong></td>
</tr>
<tr>
<td></td>
<td>1. Students must pass the class with a C+ (77%) or higher.</td>
</tr>
<tr>
<td></td>
<td>2. Students must meet 80% of all learning outcomes for the course.</td>
</tr>
<tr>
<td></td>
<td>3. Students must meet the minimum 77% attendance record.</td>
</tr>
<tr>
<td><strong>Communication</strong></td>
<td>By the end of Communication 2, students will be able to…</td>
</tr>
<tr>
<td></td>
<td>• Use common, idiomatic expressions</td>
</tr>
<tr>
<td></td>
<td>• Use and make simple requests related to your daily life in the U.S.</td>
</tr>
<tr>
<td></td>
<td>• Ask for and respond to directions</td>
</tr>
<tr>
<td></td>
<td>• Use common prepositions correctly</td>
</tr>
<tr>
<td></td>
<td>• Use ordinal and cardinal numbers up to one million</td>
</tr>
<tr>
<td></td>
<td>• Understand short, informal presentations</td>
</tr>
<tr>
<td></td>
<td>• Give a short, informal presentation in class using the past and present tenses</td>
</tr>
<tr>
<td></td>
<td>• Understand and respond to a teacher’s short yes/no and wh- questions</td>
</tr>
<tr>
<td></td>
<td>• Use the pronunciation rules for past tense form, final –ed, and plural and third</td>
</tr>
<tr>
<td></td>
<td>person final –s</td>
</tr>
<tr>
<td></td>
<td>• Ask and answer questions about types of jobs and everyday activities.</td>
</tr>
<tr>
<td></td>
<td>• Describe current activities; feeling and emotions.</td>
</tr>
<tr>
<td></td>
<td>• Describe people and cities.</td>
</tr>
<tr>
<td></td>
<td>• Recount past leisure activities and describe types of entertainment and</td>
</tr>
<tr>
<td></td>
<td>recreational activities.</td>
</tr>
<tr>
<td></td>
<td>• Describe buildings, things, and transportation in a city.</td>
</tr>
<tr>
<td></td>
<td>• Express preference in types of food and clothing.</td>
</tr>
<tr>
<td></td>
<td>• Ask for and give directions.</td>
</tr>
<tr>
<td></td>
<td>• Describe hobby preferences and future travel plans.</td>
</tr>
<tr>
<td></td>
<td>• Use the partitive to give instructions in the kitchen and describe quantities of</td>
</tr>
<tr>
<td></td>
<td>food and drink.</td>
</tr>
<tr>
<td></td>
<td>• Describe one’s and other’s abilities and skills.</td>
</tr>
<tr>
<td></td>
<td><strong>Communication 2 promotion requirements:</strong></td>
</tr>
<tr>
<td></td>
<td>1. Students must pass the class with a C+ (77%) or higher.</td>
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<tr>
<td>Skill</td>
<td>Learning Outcomes</td>
</tr>
<tr>
<td>---------</td>
<td>-------------------</td>
</tr>
<tr>
<td>Grammar</td>
<td>By the end of Grammar 3, students will be able to…</td>
</tr>
<tr>
<td></td>
<td>• Use the simple present and the present progressive</td>
</tr>
<tr>
<td></td>
<td>• Use frequency adverbs</td>
</tr>
<tr>
<td></td>
<td>• Use final-( s )</td>
</tr>
<tr>
<td></td>
<td>• Use spelling of final –( s/\text{-}es )</td>
</tr>
<tr>
<td></td>
<td>• Use non-action verbs</td>
</tr>
<tr>
<td></td>
<td>• Use present verbs: short answers to yes/no questions</td>
</tr>
<tr>
<td></td>
<td>• Express part time: the simple past</td>
</tr>
<tr>
<td></td>
<td>• Use forms of the simple past: regular verbs</td>
</tr>
<tr>
<td></td>
<td>• Use forms of the simple past: be</td>
</tr>
<tr>
<td></td>
<td>• Use regular verbs: pronunciation of ( 0ed ) endings</td>
</tr>
<tr>
<td></td>
<td>• Spell –( ing ) and –( ed ) form</td>
</tr>
<tr>
<td></td>
<td>• Use the principle parts of a verb</td>
</tr>
<tr>
<td></td>
<td>• Use irregular verbs</td>
</tr>
<tr>
<td></td>
<td>• Use the simple past and the past progressive</td>
</tr>
<tr>
<td></td>
<td>• Use forms of the past progressive</td>
</tr>
<tr>
<td></td>
<td>• Use past habit: used to</td>
</tr>
<tr>
<td></td>
<td>• Use future time: be going to and will</td>
</tr>
<tr>
<td></td>
<td>• Use forms with be going to</td>
</tr>
<tr>
<td></td>
<td>• Use forms with will</td>
</tr>
<tr>
<td></td>
<td>• Use be going to vs. will</td>
</tr>
<tr>
<td></td>
<td>• Express the future in time clauses and if-clauses</td>
</tr>
<tr>
<td></td>
<td>• Use the present progressive to express future time</td>
</tr>
<tr>
<td></td>
<td>• Use the simple present to express future time</td>
</tr>
<tr>
<td></td>
<td>• Use parallel verbs</td>
</tr>
<tr>
<td></td>
<td>• Use past participle</td>
</tr>
<tr>
<td></td>
<td>• Use forms of the present perfect</td>
</tr>
<tr>
<td></td>
<td>• Use meanings of the present perfect</td>
</tr>
<tr>
<td></td>
<td>• Use simple past vs. present perfect</td>
</tr>
<tr>
<td></td>
<td>• Use since and for</td>
</tr>
<tr>
<td></td>
<td>• Use present perfect progressive vs. present perfect</td>
</tr>
<tr>
<td></td>
<td>• Use already, yet, still, and anymore</td>
</tr>
<tr>
<td></td>
<td>• Use yes/no questions and short answers</td>
</tr>
<tr>
<td></td>
<td>• Use yes/no questions and information questions</td>
</tr>
<tr>
<td></td>
<td>• Use Where, why, when, and what time</td>
</tr>
<tr>
<td></td>
<td>• Use questions with who, who(m), and what</td>
</tr>
</tbody>
</table>
# Level 3

## Grammar

- Use *what kind of*
- Use *which, whose, how, how often, how far*
- Use length of time: *it + take and how long*
- Use more questions with *how*
- Use how about and what about
- Use the form of modal auxiliaries
- Express ability: *can and could*
- Express possibility: *may and might*
- Express permission: *may and can*
- Use *could* to express possibility
- Use polite questions: *may I, could I, can I*
- Use polite questions: *would you, could you, will you, can you*
- Express advice: *should and ought to*
- Express advice: *had better*
- Express necessity: *have to, have got to, must*
- Express lack of necessity: *do not have to*
- Express prohibition: *must not*
- Make logical conclusions: *must*
- Give instructions: imperative sentences
- Make suggestions: *let’s and why don’t*
- State preferences: *prefer, like…better, would rather.*

**Grammar 3 promotion requirements:**

1. **Students must pass the class with a C+ (77%) or higher.**
2. **Students must meet 80% of all learning outcomes for the course.**

## Reading/Vocabulary

By the end of Reading/Vocabulary 3, students will be able to…

- Preview and predict
- Scan
- Use vocabulary in context
- Make inferences
- Sequence events
- Identify and use advice (noun) and advise (verb)
- Skim for main idea
- Identify word-partnerships (collocations)
- Identify the purpose of the reading
- Find details
- Summarizing
- Match words with definitions
- Find the purpose of the passage
- Identify the main idea
### Level 3

- Using words in context

**Reading/Vocabulary 3 promotion requirements:**
1. Students must pass the class with a C+ (77%) or higher.
2. Students must meet 80% of all learning outcomes for the course.
3. Students must meet the minimum 77% attendance record.

<table>
<thead>
<tr>
<th>Writing</th>
<th>By the end of Writing 3, students will be able to…</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Develop ideas for writing (brainstorm)</td>
</tr>
<tr>
<td></td>
<td>• Write an outline</td>
</tr>
<tr>
<td></td>
<td>• Write a complete paragraph (topic sentence, supporting sentences, details, conclusion)</td>
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<td></td>
<td>• Analyze paragraphs</td>
</tr>
<tr>
<td></td>
<td>• Proofread and edit a paragraph</td>
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<tr>
<td></td>
<td>• Write sentences using simple adjective clauses</td>
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<tr>
<td></td>
<td>• Write a process analysis paragraph using chronological order and transition words</td>
</tr>
<tr>
<td></td>
<td>• Write and organize a descriptive paragraph</td>
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<tr>
<td></td>
<td>• Write a narrative paragraph</td>
</tr>
<tr>
<td></td>
<td>• Use required correct punctuation</td>
</tr>
</tbody>
</table>

**Writing 3 promotion requirements:**
1. Students must pass the class with a C+ (77%) or higher.
2. Students must meet 80% of all learning outcomes for the course.
3. Students must meet the minimum 77% attendance record.

<table>
<thead>
<tr>
<th>Communication</th>
<th>By the end of Communication 3, students will be able to…</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Conduct short interviews and report back on the conversation</td>
</tr>
<tr>
<td></td>
<td>• Prepare and present short presentations</td>
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<tr>
<td></td>
<td>• Use common idiomatic expressions</td>
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<tr>
<td></td>
<td>• Give and take telephone messages</td>
</tr>
<tr>
<td></td>
<td>• Pronounce the past tense of irregular verbs, final –ed, and plural and third person final –s correctly.</td>
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<td></td>
<td>• Make polite requests</td>
</tr>
<tr>
<td></td>
<td>• Give a short, formal presentation</td>
</tr>
<tr>
<td></td>
<td>• Use common phrasal verbs</td>
</tr>
</tbody>
</table>

**Communication 3 promotion requirements:**
1. Students must pass the class with a C+ (77%) or higher.
2. Students must meet 80% of all learning outcomes for the course.
3. Students must meet the minimum 77% attendance record.
<table>
<thead>
<tr>
<th>Skill</th>
<th>Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grammar</td>
<td>By the end of Grammar 4, students will be able to…</td>
</tr>
<tr>
<td></td>
<td>• Connect ideas with <em>and</em></td>
</tr>
<tr>
<td></td>
<td>• Connect ideas with <em>but</em> and <em>or</em></td>
</tr>
<tr>
<td></td>
<td>• Connect ideas with <em>so</em></td>
</tr>
<tr>
<td></td>
<td>• Use auxiliary verbs after <em>but</em> and <em>and</em></td>
</tr>
<tr>
<td></td>
<td>• Use <em>and</em>, <em>too</em>, <em>so</em>, <em>either</em>, <em>neither</em></td>
</tr>
<tr>
<td></td>
<td>• Connect ideas with <em>because</em></td>
</tr>
<tr>
<td></td>
<td>• Connect ideas with <em>even though</em>/although</td>
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<tr>
<td></td>
<td>• Make comparisons with <em>as...as</em></td>
</tr>
<tr>
<td></td>
<td>• Use comparative and superlative forms of adjectives and adverbs</td>
</tr>
<tr>
<td></td>
<td>• Complete a comparative</td>
</tr>
<tr>
<td></td>
<td>• Use modifying comparatives</td>
</tr>
<tr>
<td></td>
<td>• Use comparisons with <em>less... than</em> and <em>not as... as</em></td>
</tr>
<tr>
<td></td>
<td>• Use <em>more</em> with nouns</td>
</tr>
<tr>
<td></td>
<td>• Repeat a comparatives</td>
</tr>
<tr>
<td></td>
<td>• Use double comparative</td>
</tr>
<tr>
<td></td>
<td>• Use superlatives</td>
</tr>
<tr>
<td></td>
<td>• Use the same, similar, different, like, alike</td>
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<tr>
<td></td>
<td>• Use sentences with passive verbs</td>
</tr>
<tr>
<td></td>
<td>• Use transitive and Intransitive verbs</td>
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<td></td>
<td>• Use the passive forms of the present and past progressive</td>
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<td></td>
<td>• Use passive modal auxiliaries</td>
</tr>
<tr>
<td></td>
<td>• Use past participles as adjectives (stative passive)</td>
</tr>
<tr>
<td></td>
<td>• Use participial adjectives: <em>-ed vs. -ing</em></td>
</tr>
<tr>
<td></td>
<td>• Use get+ adjective; get + past participle</td>
</tr>
<tr>
<td></td>
<td>• Use <em>be used/ accustomed to</em> and <em>get used/ accustomed to</em></td>
</tr>
<tr>
<td></td>
<td>• <em>Use to vs. be used to</em></td>
</tr>
<tr>
<td></td>
<td>• Use <em>be supposed to</em></td>
</tr>
<tr>
<td></td>
<td>• Use <em>a vs. an</em></td>
</tr>
<tr>
<td></td>
<td>• Count and Non-count nouns</td>
</tr>
<tr>
<td></td>
<td>• Use several, a lot of, many/much, and a few/ a little.</td>
</tr>
<tr>
<td></td>
<td>• Use nouns that can be count or non-count</td>
</tr>
<tr>
<td></td>
<td>• Use units of measure with non-count nouns</td>
</tr>
<tr>
<td></td>
<td>• Use guidelines for article usage</td>
</tr>
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<td></td>
<td>• Use the or with names</td>
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<td></td>
<td>• Use capitalization</td>
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<tr>
<td><strong>Level 4</strong></td>
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<tr>
<td>---</td>
<td></td>
</tr>
<tr>
<td><strong>Grammar</strong></td>
<td></td>
</tr>
</tbody>
</table>
| • Use who, who(m), and that in adjective clauses  
• Use prepositions in adjective clauses  
• Use whose in adjective clauses  
• Use verb + Gerunds  
• Use go + -ing  
• Use verb + infinitive  
• Use verb + Gerund or infinitive  
• Use preposition + Gerund  
• Use by and with to express how something is done  
• Use gerunds as subjects; using it+ infinitive  
• Use it + infinitive: use for (someone)  
• Express purpose with in order to and for  
• Use infinitives with too and enough  
• Use phrasal verbs: introduction  
• Use phrasal verbs: intransitive  
• Use three-word phrasal verbs  

**Grammar 4 promotion requirements:**  
1. **Students must pass the class with a C+ (77%) or higher.**  
2. **Students must meet 80% of all learning outcomes for the course.**

<table>
<thead>
<tr>
<th><strong>Reading/Vocabulary</strong></th>
</tr>
</thead>
</table>
| By the end of Reading/Vocabulary 4, students will be able to…  
• Read for main idea  
• Expand vocabulary through prefixes, suffixes and roots  
• Read for inferences  
• Expand knowledge of parts of speech and vocabulary in context  
• Identify main idea, parts of speech, and vocabulary in context  
• Discern fact and opinion  
• Read for inferences in more complicated texts  
• Use comprehensive review of prefixes, suffixes and roots as well as vocabulary in context exercises  
• Overview all material covered  
• Preview and predict  
• Scan  
• Use vocabulary in context  
• Make inferences  
• Sequence events  
• Identify and use advice (noun) and advise (verb)  
• Skim for main idea  
• Identify word-partnerships (collocations)  
• Identify the purpose of the reading |
# Level 4

- Find details
- Summarize
- Match words with definitions
- Find the purpose of the passage
- Identify the main idea
- Use words in context

**Reading/Vocabulary 4 promotion requirements:**
1. **Students must pass the class with a C+ (77%) or higher.**
2. **Students must meet 80% of all learning outcomes for the course.**
3. **Students must meet the minimum 77% attendance record.**

## Writing

By the end of Writing 4, students will be able to…
- Analyze and write a controlling idea
- Connect sentences, use transitions, write concluding sentences
- Analyze and identify the 4 elements of good writing: audience, clarity, coherence, and unity
- Use proofreading techniques
- Outline a descriptive essay
- Organize descriptive essay
- Write a descriptive essay
- Analyze the writing process: topic selection, brainstorming, outlining, and drafting
- Analyze the paragraph: introduction, body, conclusion
- Identify, write, and analyze parallel structures
- Write a classification essay
- Use required correct punctuation

**Writing 4 promotion requirements:**
1. **Students must pass the class with a C+ (77%) or higher.**
2. **Students must meet 80% of all learning outcomes for the course.**
3. **Students must meet the minimum 77% attendance record.**

## Communication

By the end of Communication 4, students will be able to…
- Interview and report information to class
- Give advice
- Describe a place or person in detail
- Participate in class discussion
- Report the main points of a TV program, newscast, or movie
- Give a short academic presentation and answer questions about the presentation
- Listen to an academic presentation, make notes and report on main topics covered
- Use reduced forms of *going to, would have, could have, might have, should have*

**Communication 4 promotion requirements:**
1. **Students must pass the class with a C+ (77%) or higher.**
2. **Students must meet 80% of all learning outcomes for the course.**
3. **Students must meet the minimum 77% attendance record.**
<table>
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<tr>
<th>Skill</th>
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</tr>
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<tbody>
<tr>
<td><strong>Grammar</strong></td>
<td>By the end of Grammar 5, students will be able to…</td>
</tr>
<tr>
<td></td>
<td>• Simple present and present progressive.</td>
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<tr>
<td></td>
<td>• Simple present and present progressive; simple past and past progressive</td>
</tr>
<tr>
<td></td>
<td>• Present perfect and present perfect progressive; past perfect and past perfect progressive</td>
</tr>
<tr>
<td></td>
<td>• Future with will and be going to</td>
</tr>
<tr>
<td></td>
<td>• Present, past, and future (simple, perfect and progressive)</td>
</tr>
<tr>
<td></td>
<td>• Subject-verb agreement</td>
</tr>
<tr>
<td></td>
<td>• Count and non-count nouns</td>
</tr>
<tr>
<td></td>
<td>• Subject, object, possessive and reflexive pronouns</td>
</tr>
<tr>
<td></td>
<td>• Will, may, might, could, must, should, had better</td>
</tr>
<tr>
<td></td>
<td>• Comprehensive review on all points reviewed throughout the course</td>
</tr>
<tr>
<td><strong>Grammar 5 promotion requirements:</strong></td>
<td>1. Students must pass the class with a C+ (77%) or higher.</td>
</tr>
<tr>
<td></td>
<td>2. Students must meet 80% of all learning outcomes for the course.</td>
</tr>
<tr>
<td><strong>Reading/Vocabulary</strong></td>
<td>By the end of Reading/Vocabulary 5, students will be able to…</td>
</tr>
<tr>
<td></td>
<td>• Demonstrate the ability to read for main idea as shown through written exercises</td>
</tr>
<tr>
<td></td>
<td>• Demonstrate knowledge of prefixes, suffixes and roots through oral and written exercises</td>
</tr>
<tr>
<td></td>
<td>• Demonstrate the ability to read for inferences as shown through written and oral exercises</td>
</tr>
<tr>
<td></td>
<td>• Demonstrate the ability to choose correct vocabulary words from context and choose the correct parts of speech as shown in oral and written exercises</td>
</tr>
<tr>
<td></td>
<td>• Demonstrate an understanding of main idea, parts of speech, inferences as demonstrated through satisfactory performance on the midterm examination</td>
</tr>
<tr>
<td></td>
<td>• Demonstrate further understanding of inferences, main ideas and vocabulary in context as shown in oral and written exercises</td>
</tr>
<tr>
<td></td>
<td>• Demonstrate an understanding of fact versus opinion as demonstrated by satisfactory performance on exercises. Identify correct vocabulary words in context from ARP exercises.</td>
</tr>
<tr>
<td></td>
<td>• Demonstrate proficiency of prefixes, suffixes, roots, parts of speech and vocabulary through written and oral exercises</td>
</tr>
<tr>
<td><strong>Reading/Vocabulary 5 promotion requirements:</strong></td>
<td>1. Students must pass the class with a C+ (77%) or higher.</td>
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<tr>
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</tr>
<tr>
<td></td>
<td>3. Students must meet the minimum 77% attendance record.</td>
</tr>
<tr>
<td><strong>Writing</strong></td>
<td>By the end of Writing 5, students will be able to…</td>
</tr>
<tr>
<td></td>
<td>• Analyze a five-paragraph essay</td>
</tr>
<tr>
<td></td>
<td>• Write a five-paragraph narrative essay</td>
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<td></td>
<td>• Write a five-paragraph comparison essay</td>
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<td></td>
<td>• Write a five-paragraph cause-effect essay</td>
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<td></td>
<td>• Write an argumentative essay</td>
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<tr>
<td></td>
<td>• Use cause/effect connections</td>
</tr>
<tr>
<td></td>
<td>• Use required punctuation</td>
</tr>
<tr>
<td><strong>Writing 5 promotion requirements:</strong></td>
<td>1. Students must pass the class with a C+ (77%) or higher.</td>
</tr>
<tr>
<td></td>
<td>2. Students must meet 80% of all learning outcomes for the course.</td>
</tr>
<tr>
<td></td>
<td>3. Students must meet the minimum 77% attendance record.</td>
</tr>
</tbody>
</table>
## Level 5

<table>
<thead>
<tr>
<th>Skill</th>
<th>Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication</td>
<td>By the end of Communication 5, students will be able to…</td>
</tr>
<tr>
<td></td>
<td>• Use correct presentation/public speaking skills</td>
</tr>
<tr>
<td></td>
<td>• Participate in large and small-group discussions</td>
</tr>
<tr>
<td></td>
<td>• Participate in round table discussions</td>
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<tr>
<td></td>
<td>• Take surveys and give opinions</td>
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<tr>
<td></td>
<td>• Lead a discussion</td>
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<tr>
<td></td>
<td>• Give a short, formal academic presentation</td>
</tr>
</tbody>
</table>

**Communication 5 promotion requirements:**

1. **Students must pass the class with a C+ (77%) or higher.**
2. **Students must meet 80% of all learning outcomes for the course.**
3. **Students must meet the minimum 77% attendance record.**
## Level 6

<table>
<thead>
<tr>
<th>Skill</th>
<th>Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grammar</td>
<td>In order to complete level 6 and be promoted to the next level, students must be able to...</td>
</tr>
<tr>
<td></td>
<td>• Ask/answer question using embedded structures.</td>
</tr>
<tr>
<td></td>
<td>• Write <strong>that</strong> noun clauses to state reasons, conclusions, research results, opinions and feelings.</td>
</tr>
<tr>
<td></td>
<td>• Write sentences using reported/indirect speech to report questions, commands, requests, or advice.</td>
</tr>
<tr>
<td></td>
<td>• Orally report questions, commands, requests, or advice.</td>
</tr>
<tr>
<td></td>
<td>• Write sentences using adjective clauses to describe people, objects, or places.</td>
</tr>
<tr>
<td></td>
<td>• Talk about people, objects or places using adjective clauses.</td>
</tr>
<tr>
<td></td>
<td>• Write sentences with the most common verbs + infinitives and adjectives + infinitives in academic writing.</td>
</tr>
<tr>
<td></td>
<td>• Write sentences with the most common verbs + gerunds in academic writing.</td>
</tr>
<tr>
<td></td>
<td>• Write sentences using reduced adverb clauses.</td>
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<tr>
<td></td>
<td>• Write unreal conditional sentences to explain ideas using hypothetical situations.</td>
</tr>
<tr>
<td></td>
<td>• Ask/answer oral questions about hypothetical situations using the correct conditional.</td>
</tr>
</tbody>
</table>

**Grammar 6 promotion requirements:**

1. **Students must pass the class with a C+ (77%) or higher.**
2. **Students must meet 80% of all learning outcomes for the course.**
3. **Students must meet the minimum 77% attendance record.**
# Level 6

<table>
<thead>
<tr>
<th>Skill</th>
<th>Learning Outcomes</th>
</tr>
</thead>
</table>
| **Reading/Vocabulary** | In order to finish level 6, students must be able to…  
• Demonstrate the ability to read for main idea as shown through written exercises  
• Demonstrate knowledge of prefixes, suffixes and roots through oral and written exercises  
• Demonstrate the ability to read for inferences as shown through written and oral exercises  
• Demonstrate the ability to choose correct vocabulary words from context and choose the correct parts of speech as shown in oral and written exercises  
• Demonstrate an understanding of main idea, parts of speech, inferences as demonstrated through satisfactory performance on the midterm examination  
• Demonstrate further understanding of inferences, main ideas and vocabulary in context as shown in oral and written exercises  
• Demonstrate an understanding of fact versus opinion as demonstrated by satisfactory performance on Mosaic exercises. Identify correct vocabulary words in context from ARP exercises.  
• Demonstrate proficiency of prefixes, suffixes, roots, parts of speech and vocabulary through written and oral exercises |

**Reading/Vocabulary 6 promotion requirements:**  
1. Students must pass the class with a C+ (77%) or higher.  
2. Students must meet 80% of all learning outcomes for the course.  
3. Students must meet the minimum 77% attendance record.

| Writing | In order to complete level 6 and be promoted to the next level, students must be able to  
• Write a 5-6 paragraph process analysis essay  
• Write a 5-6 paragraph comparison essay  
• Write a 5-6 paragraph argumentative essay  
• Write a 5-6 paragraph narrative essay  
• Write short essay responses to test questions  
• Write a brief summary of texts  
• Write definitions of academic term  
• Write personal reflections on topics of interest  
• Use required correct punctuation |

**Writing 6 promotion requirements:**  
1. Students must pass the class with a C+ (77%) or higher.  
2. Students must meet 80% of all learning outcomes for the course.  
3. Students must meet the minimum 77% attendance record.

| Communication | In order finish level 6, students must be able to…  
• Listen to an academic lecture and demonstrate comprehension by taking clear, accurate notes  
• Ask questions about the lecture  
• Give a formal academic presentation  
• Take active part in academic discussions  
• Negotiate transactions over the phone |

**Communication 6 promotion requirements:**  
1. Students must pass the class with a C+ (77%) or higher.  
2. Students must meet 80% of all learning outcomes for the course.  
3. Students must meet the minimum 77% attendance record.
### Level 7

<table>
<thead>
<tr>
<th>Skill</th>
<th>Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Grammar</strong></td>
<td>In order to complete level 7 and exit the IEP, students must be able to…</td>
</tr>
<tr>
<td></td>
<td>• Use all verb tenses correctly in speaking and writing exercises</td>
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<td></td>
<td>• Use all modal auxiliaries correctly in speaking and writing exercises</td>
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<tr>
<td></td>
<td>• Identify and use all types of adverbs in context</td>
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<td></td>
<td>• Use relative (adjective) noun, an adverb clauses in writing</td>
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<td></td>
<td>• Write sentences using correctly placed participle phrases</td>
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<tr>
<td></td>
<td>• Identify and correct dangling participles/misplaced modifiers</td>
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<tr>
<td></td>
<td>• Identify and labels simple, compound, complex, and compound-complex sentences</td>
</tr>
<tr>
<td></td>
<td>• Write and correctly punctuate simple, compound, complex, and compound-complex sentences</td>
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<tr>
<td></td>
<td>• Use the correct forms of real and unreal conditionals both orally and in writing</td>
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<td></td>
<td>• Use the subjunctive mood in sentences using mandative verbs</td>
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<tr>
<td></td>
<td>• Identify and use the formulaic subjunctive in appropriate contexts</td>
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<tr>
<td></td>
<td>• Identify and label simple, compound, complex, and compound-complex sentences</td>
</tr>
<tr>
<td></td>
<td>• Write and correctly punctuate simple, compound, complex, and compound-complex sentences</td>
</tr>
<tr>
<td></td>
<td>• Use the correct forms of real and unreal conditionals both orally and in writing</td>
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<tr>
<td></td>
<td><strong>Grammar promotion requirements:</strong></td>
</tr>
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<td>1. Students must pass the class with a C+ (77%) or higher.</td>
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</tr>
<tr>
<td></td>
<td>3. Students must meet the minimum 77% attendance record.</td>
</tr>
<tr>
<td><strong>Academic Reading &amp; Critical Thinking</strong></td>
<td>In order to complete level 7 and exit the IEP, students must be able to…</td>
</tr>
<tr>
<td></td>
<td>• Adjust reading strategies (reading rate, test taking skills, etc.) according to text</td>
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<tr>
<td></td>
<td>• Demonstrate general understanding of conceptually and/or linguistically complex materials within a wide range of personal, professional, and academic contexts</td>
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<td></td>
<td>• Explain and justify an opinion in reaction to authentic reading and listening materials</td>
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<td></td>
<td>• Apply the following critical thinking skills when reading:</td>
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<tr>
<td></td>
<td>• Distinguish facts from opinions</td>
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<td></td>
<td>• Evaluate the credibility (Fallacies, biases, etc.) and argumentation of a text</td>
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<td></td>
<td>• Infer hypotheses</td>
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<td></td>
<td>• Interpret aesthetic properties of language, i.e., figurative language</td>
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<td></td>
<td>• Interpret the author’s purpose, point of view, and tone</td>
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<td></td>
<td>• Extrapolate and manipulate facts</td>
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<td></td>
<td>• Demonstrate familiarity with common cultural schema</td>
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<td></td>
<td>• Demonstrate an understanding of main ideas, parts of speech, inferences as demonstrated through satisfactory performance on the midterm examination</td>
</tr>
<tr>
<td></td>
<td>• Demonstrate further understanding of inferences, main ideas and vocabulary in context as shown in oral and written exercises</td>
</tr>
<tr>
<td></td>
<td>• Demonstrate an understanding of fact versus opinion as demonstrated by satisfactory performance on exercises. Identify correct vocabulary words in context from exercises</td>
</tr>
<tr>
<td></td>
<td>• Demonstrate proficiency of prefixes, suffixes, roots, parts of speech and vocabulary through written and oral exercises</td>
</tr>
<tr>
<td><strong>Academic Reading &amp; Critical Thinking promotion requirements:</strong></td>
<td></td>
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<td>1. Students must pass the class with a C+ (77%) or higher.</td>
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<tr>
<td>2. Students must meet 80% of all learning outcomes for the course.</td>
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<tr>
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<td></td>
</tr>
<tr>
<td>Skill</td>
<td>Learning Outcomes</td>
</tr>
<tr>
<td>------------------------------</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Writing</td>
<td>In order to complete level 7 and exit the IEP, students must be able to...</td>
</tr>
<tr>
<td></td>
<td>• Write clear and well-structured formal and informal letters</td>
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<tr>
<td></td>
<td>• Write clear and well-developed summaries and reports</td>
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<tr>
<td></td>
<td>• Write research papers on varied and complex professional and academic topics</td>
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<tr>
<td></td>
<td>• Explain complex issues in writing</td>
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<td></td>
<td>• Use organizational principles (e.g., comparison, chronology, cause and effect)</td>
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<tr>
<td></td>
<td>• Use proper grammar, syntax, and punctuation</td>
</tr>
<tr>
<td></td>
<td>• Use appropriate vocabulary</td>
</tr>
<tr>
<td>Writing 7 promotion requirements:</td>
<td>1. Students must pass the class with a C+ (77%) or higher.</td>
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<td></td>
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<td></td>
<td>3. Students must meet the minimum 77% attendance record.</td>
</tr>
<tr>
<td>Speaking, Listening, and Academic Presentations</td>
<td>In order to complete level 7 and exit the IEP, students must be able to...</td>
</tr>
<tr>
<td></td>
<td>• Use grammatical structures consistent with levels 1-6</td>
</tr>
<tr>
<td></td>
<td>• Use supra-segmental (e.g. rhythm, stress, intonation) and extra linguistic features to convey precise meaning</td>
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<tr>
<td></td>
<td>• Use formal and informal language (persuasion, negotiation, debate, etc.) tailored to specific audiences and contextual settings (mainstream listeners in social, professional and academic situations will understand the students)</td>
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<tr>
<td></td>
<td>• Comprehend, analyze, synthesize and summarize extensive discourse</td>
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<tr>
<td></td>
<td>• Take notes during academic lectures</td>
</tr>
<tr>
<td></td>
<td>• Adjust listening strategies according to the complexity and content of the task at hand.</td>
</tr>
<tr>
<td></td>
<td>• Demonstrate the following analytical listening skills:</td>
</tr>
<tr>
<td></td>
<td>o Distinguish fact and opinion</td>
</tr>
<tr>
<td></td>
<td>o Evaluate the credibility and argumentation of the speech</td>
</tr>
<tr>
<td></td>
<td>o Interpret a speaker’s purpose, point of view, tone, or use of figurative language</td>
</tr>
<tr>
<td>Speaking, Listening, and Academic Presentations promotion requirements:</td>
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<td></td>
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</tr>
</tbody>
</table>
Grade Appeals Form

Student’s name (print): ______________________  Term: ______________

I hereby request that my grade(s) be reviewed by the ELI Appeals Committee.

The grade(s) was/were for my (check one)  □ Midterm  □ Final

<table>
<thead>
<tr>
<th>Class/Level</th>
<th>Grade</th>
<th>Instructor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grammar</td>
<td>_____</td>
<td>__________</td>
</tr>
<tr>
<td>Reading/Voc.</td>
<td>_____</td>
<td>__________</td>
</tr>
<tr>
<td>Writing</td>
<td>_____</td>
<td>__________</td>
</tr>
<tr>
<td>Communication</td>
<td>_____</td>
<td>__________</td>
</tr>
</tbody>
</table>

(Check one)

□ I would like to appear before the committee.
□ I waive the right to appear before the committee.

Comments:

____________________________________________________________________________________
____________________________________________________________________________________

Student’s Signature ____________________________  Date __________
Transcript Request Form

- All transcripts are $10 each.
- Allow 5 working days for processing.
- Transcripts will not be released to anyone whose financial obligations have not been satisfied.
- Please use a separate form for each different address.

Number of Copies: ______________________

Send Transcript To:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Student Information:

Last name ______________________  First name ______________________  M.I. __________

________________________________________________________________________ Address ______________________________________________________________________
________________________________________________________________________

City ______________________  State __________  Zip Code __________

Student’s Signature ______________________  Date ______________________
Appendix E

CHANGE OF ADDRESS FORM

PLEASE PRINT CLEARLY:

______________________________  ________________________  
Last name                     First name                      M.I.                     

______________________________  
Address

______________________________  ________________________  
City                          State                             Zip Code

______________________________  
Phone Number
Classroom Contract

Students are expected to conduct themselves appropriately in the classroom. They are expected to RESPECT the professor as well as their classmates at all times through word, honor, and obedience. Students are required to observe the following rules and regulations:

1. **Attendance & Tardiness**: Students will abide by the ELI Attendance Policy as stipulated in the ELI Student Handbook. If you leave during class for more than 10 minutes for any reason, take your books and do not return. Students with more than 12 absences will be required to repeat the course. Excessive absences (more than 12) and or tardiness will result in dismissal and revocation of a student’s I-20 visa.

2. **Mobile Devices**: Cell phones or other electronic devices are not allowed without permission of the instructor. Phone calls & text messaging are prohibited in class. If asked, you are to hand in all electronic devices to the professor. All phones must be placed in the classroom cell phone rack.

3. **Disruptions**: Private conversations, disruptions, or other behavior which make it difficult to conduct a class will not be tolerated. Students who continually interrupt class by talking out of turn, yelling across the room, using profanity, or any form of derogatory remarks will be dismissed. To progress in this program, only English will be used in class.

4. **Academics**: Students are expected to read and adhere to the rules, procedures, and policies as stipulated in course syllabi and the ELI Student Handbook.

5. **Student Responsibilities**: Students are responsible for maintaining records of their grades, absences and tardiness. They are expected to be prepared for classes, quizzes, and tests. *Cheating of any kind*, including copying and plagiarism, will not be tolerated and will result in disciplinary action.

6. **Class Material & Text Books**: Students will not be permitted to enter class without required texts and class materials by *Tuesday of the second week* of class.

7. **Smoking, Food, Drink**: Food, drink, or gum chewing is not allowed in the classroom. In addition, *smoking* is prohibited on the campus of FIU.

8. **Violence (Physical or Verbal)**: Violence or abuse, including physical, verbal or written threats which may injure the person, property, or reputation of another is prohibited. Offenders will be immediately dismissed.
Failure to adhere to any of these rules and regulations will result in immediate dismissal. If a student refuses to cooperate, he/she will be excluded from class and university security will be notified.

Please be aware that repeated or continued incidents of disruptive or inappropriate behavior will result in disciplinary action. Offenders will be referred to the Director and not be allowed to return to class.

Your cooperation is appreciated to maintain order and discipline in the classroom, and to promote an optimum learning environment.

By signing this document, I, the student, agree to abide by all the rules and regulations as described herein until I leave the English Language Institute at Florida International University.

Student Signature: ____________________________ Date:________________
Student Printed Name: ___________________________