

ULA
UNITED LANGUAGES OF AMERICA

STUDENT HANDBOOK

2026 Edition



TABLE OF CONTENTS

ABOUT US	4
Mission	4
Vision.....	4
Values.....	4
Locations	4
INTERNATIONAL STUDENT (F-1 VISA HOLDER)	4
SEVIS.....	5
DSO (Designated School Official)	5
F-1 Visa	5
I-20 Form	5
I-94 Form	5
Passport	5
Length of Stay	6
Extension of Stay.....	6
Financial Support	6
Termination of Status	6
Employment.....	7
RECREATIONAL STUDENT (NON-VISA HOLDER)	7
PROGRAM OVERVIEW	8
Intensive English Program.....	8
Express Course.....	8
Faculty.....	8
CLASS SCHEDULE	9
SCHOOL CALENDAR	9
REGISTRATION POLICIES AND PROCEDURES	9
Entrance Requirements	9
Registration Policy	9
Placement Test.....	10
Placement Test Appeal	10
Orientation.....	10
TUITION AND ADDITIONAL COSTS	10
Tuition	10
Additional Costs	11
REFUND POLICY	11
DELINQUENT ACCOUNT	11
WITHDRAWAL PROCEDURE	11
45 Days' Written Notice of Student's Intention to Withdraw	11
Recreational Students.....	12
F-1 Visa Holders	12
DISSEMINATION OF INFORMATION	12
CODE OF CONDUCT	13
PROGRAM POLICIES AND PROCEDURES	14
Classroom Rules	14
English-Only Pledge.....	14
Student Complaint	14
Attendance.....	14
Assessment System and Make-Up Tests	15

Grading System and Promotion.....	17
Online Program: Grading and Academic Progression Policy.....	18
Vacation	19
Student Records.....	21
Copyright Policy	21
STUDENT SERVICES	21
Inseconds (Student Portal).....	21
General Advising Service.....	21
Learning Support.....	21
Student Activities	22
Field Trips	22
Health Insurance	22
Housing	22
Student ID	22
ULA Club.....	22
SCHOOL POLICIES	22
Student Contact Information.....	22
Early Dismissals, Holidays and Breaks.....	23
Inclement Weather	23
Dissemination of Information	23
PROGRAMS OFFERED	23
LEVEL 1	23
LEVEL 2	24
LEVEL 3	25
LEVEL 4	25
LEVEL 5	26
LEVEL 6	27
TOEFL iBT Exam Preparation.....	28
Business English	28
Online / Express English	29
LEVEL 1	29
LEVEL 2	29
LEVEL 3	30
LEVEL 4	30
LEVEL 5	31
LEVEL 6	31
Express Business.....	32
DATA AND IDENTITY SECURITY	
Data Protection and Security.....	33
Photo and Identity Verification	34

ABOUT US

Mission

“To transform people's lives through the proficiency of the English language by offering quality education and meaningful experiences that empower them for the future.”

Vision

To be a center that attracts and supports union through communication and culture. Fostering global citizenship and the understanding of people from different nations.

Values

Education; Respect; Ethics; Creativity; Constant Updating; Social, Economical and Environmental Compromise.

Locations

Orlando Campus I

5950 Lakehurst Dr - Orlando, FL 32819 :: +1 (407) 985-2999 :: orlando@harvest.net

Orlando Campus II

8570 Palm Pkwy - Orlando, FL 32836 :: +1 (407) 777-4770 :: orlando@harvest.net

The campuses located in Orlando are modern, lively, and equipped with the latest technology. The average class size for in-person campus classes is approximately 17 students. This average applies to face-to-face instruction only and does not apply to Distance Education classes. Moreover, the students have access to social areas, excellent facilities, and onsite parking.

The highly qualified staff from United Languages of America Orlando makes sure to implement the English-only policy in the classroom and field trips to maximize our students' learning opportunities.

We are just a few miles away from important companies, like Lockheed Martin, and attractions like Universal Studios, Festival Bay, Disney Parks, shopping centers, restaurants, and the Market Place. It is also close to hotels, restaurants, and meeting places in Orlando. It is minutes from the Convention Center. Students that enjoy soccer games have easy access to the Orlando City Stadium, and hundreds of other free activities.

INTERNATIONAL STUDENT (F-1 VISA HOLDER)

F-1 visa holders must take full responsibility for understanding and following the law. For more information not included in this handbook, read the "Instructions to Students" section on the second page of the I-20 form. The ULA must inform the government if students withdraw from the program, stop coming to class, fall below the required weekly hours or fail to be registered for classes due to unpaid tuition payments. Losing status is a serious violation which may result in deportation and/or a ban on re-entry to the United States in the future. If students have any questions about their status, they must consult with the DSO.

SEVIS

The Student and Exchange Visitor Information System (SEVIS) is an Internet-based government program that keeps track of international students, scholars, and their dependents. SEVIS communicates with schools and universities, U.S. Embassies and Consulates, airports and other ports of entry into the U.S., the Immigration Service (USCIS), and the Department of Homeland Security (DHS).

DSO (Designated School Official)

The DSO is authorized by the American Government to verify and certify documents for F-1 visa students. The DSO will also issue I-20 forms to qualified students and ensure that F-1 visa students remain in compliance with state and federal laws. Students must communicate regularly with the DSO to address any questions or problems involving visas or other official paperwork.

F-1 Visa

Only a U.S. Embassy or Consulate abroad can grant a visa. We do not **issue or extend visas**. If students are in the U.S. and their visa expires, permission to be in the U.S. remains valid for the time stated on the I-20 form. Registration in SEVIS for each school term is required. If students decide to leave the country, they must verify their visa expiration before they re-enter the U.S. If their visa expires while they are outside of the U.S., they will need to obtain a new visa through a U.S. Embassy or Consulate to reenter the country.

I-20 Form

The I-20 form, also called the “Certificate of Visa Eligibility”, is created by schools and universities through the SEVIS system. Students’ I-20 forms and electronic updates in SEVIS are permanent records of students’ activities and a direct link to authorities. Students are advised to retain all I-20 forms while in the United States. The ULA does not keep/provide copies of previously issued I-20 forms. Students must immediately report any lost, damaged, or stolen I-20s to the DSO who will need to input the reason in SEVIS for issuing a replacement I-20 form. I-20 forms are the sole property of the government of the United States of America.

I-94 Form

The I-94 form is the document that determines the duration of students’ stay in the U.S. If provided a paper form, DHS officer attaches the I-94 to students’ passports. If it is an electronic form, students may be provided with an annotated stamp in their passport. The notation “D/S” on their I-94 means “Duration of Status” and refers to the program length indicated on their current I-20 form. The I-94 also records students’ arrivals and departures. Visit <https://i94.cbp.dhs.gov/i94/#/home> to get a copy of the most recent I-94 form.

Passport

While in the United States, students must maintain a valid foreign passport. If their passport is set to expire within six months or less, they must contact their country’s consulate or embassy for help and information on renewal.

Length of Stay

Length of stay is determined by the I-20 form. Students can enroll from 1 to 52 weeks in a full-time program (18+ hours weekly). If students complete their program before the end date written on the I-20 form, we shorten the I-20 form to that new date.

Extension of Stay

It is the students' responsibility to extend their I-20 form before it expires. If they are still pursuing advancement on their program and the United Languages of America offers that program beyond the end date on their I-20 form, they must request an extension at least four (4) weeks before their current I-20 form expires. Extensions require students to provide financial documentation to support the fact that they and/or a sponsor can support their studies for the time requested in the extension.

An **expedite fee** will apply if an extension is requested two (2) weeks before the I-20 program end date.

Financial Support

Students must demonstrate that they are financially able to support themselves and any dependents they may have for the entire period of their stay in the United States while pursuing a full course of study. This evidence must satisfy the cost of students' education, living, and travel expenses.

Termination of Status

It is the students' responsibility to maintain their immigration status. F-1 students who violate the conditions of their F-1 status are considered out-of-status and unlawfully present in the United States. The DSO is required by law to report to the United States Department of Homeland Security and Immigration and Customs Enforcement. when students fail to maintain their status. Termination of students' records in the SEVIS system cannot be voided.

Common violations include:

- Attendance - Failure to maintain a full course-load (18 hours per week)
- Attendance - Taking time off from classes (other than authorized vacations)
- Employment - Working without authorization
- Failure to Enroll - either upon arrival or as the result of unpaid tuition payments
- Not completing the transfer process within 15 days of transferring from another school
- Remaining in the U.S. with an expired I-20 form
- Failure to report a change of address within 10 days
- Failure to maintain good academic standing
- Withdrawing without authorization

The DSO is available to assist and offer guidance to students, but the DSO is also responsible for ensuring the school's compliance with immigration regulations concerning the enrollment of international students.

NOTE: If students are aware of a potential problem with their immigration status, they must contact the DSO before it becomes an actual problem. In general, the options to correct a situation become limited once a problem has developed. Students are encouraged to contact the DSO anytime any questions or concerns arise.

Employment

As F-1 visa holders, students are not permitted to work off campus or engage in business without an explicit employment authorization issued by DHS. Doing so is considered a serious violation of their student status and may result in termination of status leading to unlawful presence in the United States. Students are encouraged to contact the DSO for further information.

F-1 visa holders are eligible to work on campus for a maximum of 20 hours per week. For more information, visit <https://studyinthestates.dhs.gov/>.

RECREATIONAL and EXPRESS/ONLINE STUDENTS (NON-VISA HOLDER)

Recreational and Express/Online students should also follow the rules of the school, excluding what pertains to F-1 visa holders.

Recreational and Express/Online students are non-visa students who enroll for personal, professional, or academic development and are not issued Form I-20 by ULA. These students are responsible for following all applicable school policies, including attendance, payment, code of conduct, academic progression, and withdrawal procedures. Express/Online students are not eligible for F-1 status through the online program.

Intensive English Program

The Intensive English Program (IEP) prepares students to communicate in English with a diverse array of speakers from around the world, who have a wide range of native and non-native accents. An emphasis on cultural fluency enables students to navigate the social, travel, and business situations that they will encounter in their everyday lives. The general instructional goal of our IEP is to collaborate with the students' desire to speak English fluently with the academic environment in mind seeking a college or University degree in the future; it also caters to community students who take our courses for personal development. The primary instructional approach is student-centered, and our methodological approach is Communicative. Although the IEP is not a college-credit program, it provides consistent English language instruction that may support students with future academic, professional, and personal goals.

The Intensive English Program is subdivided into 6 levels of instruction from Beginners to Advanced in its Core Course Curriculum, Business and a TOEFL test preparation course. To complement the core program, we offer Supplemental Skills Courses: Pronunciation for levels 1 and 2, Conversation for levels 3 and 4, Writing for level 5 and 6, Business, and TOEFL Test Preparation. Additionally, there are 30 minutes of Culture Immersion classes daily.

Each level is 16 weeks long subdivided into 2 terms of 8 weeks each, 18 hours per week.

Express / Live Online Core Course

The Express/Live Online Core Course takes six levels to complete. Each level lasts four terms, equivalent to 32 weeks of study. Classes are held twice a week for 1 hour and 30 minutes each, totaling 3 hours per week.

Each level is 32 weeks long subdivided into 4 terms of 8 weeks each, 03 hours per week.

Express Business and Advanced Conversation

Express Business and Advanced Conversation are advanced-level courses offered separately from the six-level core sequence. Each course is 96 hours and is designed for students who have completed Level 6 or otherwise demonstrate advanced English proficiency.

Each level is 32 weeks long subdivided into 4 terms of 8 weeks each, 03 hours per week.

Faculty

Our faculty plays an important role in the carrying out of our program. With their knowledge of the American culture and professional experience, our ESL instructors help us focus on the relevant aspect that pertains to the mission, curriculum and goals of the program.

They are dedicated, hardworking and willing to always go the extra mile to help students whenever needed. They also participate in various cultural and educational events during the year, contributing to the enrichment of the student's experience.

The hiring qualifications are based on education and experience. The minimum education accepted is a BA in ESL or a BA in an unrelated area of study plus TESOL/TEFL/CELTA certificate.

CLASS SCHEDULE

Students are required to take a Placement Test (written and oral), which will determine their class schedule. Students will be provided with a schedule and are expected to attend classes punctually. Students are only excused from regular classes when participating in school-organized activities outside of class.

Regularly scheduled classes meet to the extent that students and faculty can safely travel to the campus and attend classes. However, we follow government guidance and in the events of emergency, pandemic, or other forces caused by or beyond nature we will follow the guidance from the Municipal, State, and Federal Governments.

For online classes, emergency events affecting physical travel to campus generally do not affect the class schedule. However, classes may be delayed, rescheduled, or canceled if the emergency affects access to internet, electricity, technology platforms, faculty availability, or institutional operations.

For more information regarding our Academic & Holiday Calendars, please:

1. Go to <https://ulamerica.com>
2. Click on Student Resources
3. Click on Become a Student;
4. Click on Academic & Holiday Calendar

REGISTRATION POLICIES AND PROCEDURES

Entrance Requirements

To be eligible for admission, students must:

1. be at least 18 years of age;
2. be literate in their native language;
3. F-1 visa holders must fulfill all requirements of their visa status;
4. take a Placement Test (written and oral).

Registration Policy

The ULA has an open registration policy, which means students can enroll in classes in weeks one through three and five through seven of each term. It is the Institute's policy not to accept students on test weeks, which are the fourth and eighth weeks of the term. New students are always advised that their courses begin on Mondays unless there are holidays that affect the week, then an alternate day is assigned. Students may be placed in an ongoing class.

After taking a written and oral Placement Test, students are given all student-related materials, including the copy of the curriculum, syllabi, and course schedule through the Student Portal. New student placement adaptation follow-up is done by the faculty within the first 7 to 10 days after placement and forwarded to the Head Teacher through SMS system. During this follow-up, teacher and Head Teacher discuss the new students' integration into the class. This can cause a reassignment of class, level or extra classes (S.O.S. Classes) if it is determined that the students require extra help to catch up on any specific topic(s).

Placement Test

Before starting classes, students must take a Placement Test (written and oral) which is designed to give a quick assessment of their knowledge of the English language. They will be placed into the class level that best suits them based on their placement test results.

Placement Test Appeal

If students are not happy with their placement, they may appeal their initial placement by submitting a Placement Appeal Request through the Student Portal. The Education Department will receive the request, and the Head Teacher will offer them the opportunity to take the final test of the level indicated on their placement test report. They only progress if their score is 70 or higher for the current level they were placed. During the Orientation Session, students are also advised to report any placement related matter by using the Request feature in Inseconds, where the student can appeal their placement. In such a case, the Head Teacher evaluates and resolves the issue with the student.

Orientation

New students are required to complete an orientation prior to the start of their course of study. Orientation includes, but is not limited to, academic expectations, attendance policies, use of the Student Portal, placement and appeal procedures, student services, health and safety information, and immigration-related reminders for F-1 students, as applicable.

TUITION AND ADDITIONAL COSTS

Tuition

Tuition payments are determined according to the course type and length. Registration fees and book costs are not included in tuition and are non-refundable and non-transferable. Each course typically requires a specific book or set of books, and students are responsible for confirming which materials are required and obtaining them before the first day of class.

If the school authorizes monthly payments, those payments must be made according to the established schedule. If a student withdraws from a course for any reason, any outstanding balance must be paid before leaving the school.

Tuition is due on the scheduled payment date. ULA allows a five-day grace period beginning on the due date. If payment is not made within that grace period, a late fee will be charged according to the student's contract. Returned checks are subject to a \$40.00 fee, regardless of the reason. Students with unpaid balances may not be admitted to class until their account is brought current.

Tuition, materials, and other fees are established by the school and may change without prior notice. F-1 students must make tuition payments on time in order to be registered for classes in SEVIS for their term of study. Failure to pay tuition may result in termination of SEVIS status due to failure to enroll.

Additional Costs

Registration fee: \$100.00 or \$75.00 for Express Students

I-901 SEVIS Fee: must be paid directly at www.fmjfee.com

Books: \$85.00 per level (included for Express Students; values included in online courses)

Additional Service Fees

Official Transcript: \$50.00

Previous Form(s) I-20: \$0.75 per page

Financial Records: \$0.75 per page

Report Cards: \$0.75 per page

Reference Letter: \$30.00

Customized Letter: \$100.00

Urgency Fee: \$100.00

Student ID: \$15.00

Makeup Test: \$25.00

REFUND POLICY

Refund information is available in the Enrollment Agreement signed by the student and in the full Enrollment and Refund Policy published on the school website. Students should review the policy carefully before enrollment. The policy includes applicable refund conditions, non-refundable fees, and processing procedures

DELINQUENT ACCOUNT

Collections

All account balances not paid in full when due are the sole responsibility of the student.

Past due balances not resolved in a timely manner may result in collections action being taken. Students are responsible for all costs incurred by the Institute to collect such debt. This may include, but is not limited to, late fees, interest and collections costs (including attorney's fees), and if legal action is necessary – the Institute's court costs and attorney's fees.

Hold Status

In addition, all Delinquent Accounts will be placed in HOLD status. This means that an administrative hold will be placed on students' account when there is a past due balance or the account is delinquent. When an account is in HOLD status, students will not be admitted to class, and any certificate, reference letters, and transcript requests will not be processed until the past due balance is paid in full. Attendance records reflect actual non-attendance due to unresolved holds. A HOLD status may only be removed by paying the past due or delinquent balance.

WITHDRAWAL PROCEDURE

In order to withdraw from the program, students should proceed as follows:

45 Days' Written Notice of Student's Intention to Withdraw

IMPORTANT: all students who intend to permanently withdraw from classes at ULA **MUST PROVIDE NOTICE IN WRITING** (through the Student Portal) of their intention to withdraw from their course of study **AT LEAST Forty-five (45) DAYS PRIOR TO THEIR NEXT TUITION PAYMENT** to avoid any additional tuition charge on their account.

Failure to provide the required Forty-five (45) Days' written notice may result in additional charges, and if paid in advance, their next tuition payment will be applied and non-refundable.

Recreational and Express/Online Students

Students must officially withdraw from their program in writing by submitting a Termination Request (Non-visa Student) through the Student Portal. The official date of the withdrawal will be the date chosen by the students on the request.

F-1 Visa Holders

If withdrawing from the program, they must submit a Termination Request (F1-visa Student) through the Student Portal. The official date of the withdrawal will be the date chosen by the students on the request. All F1 students are required to attend at least 1 term (8 weeks). Otherwise, there is an early withdrawal fee of \$200.

If transferring to another SEVP-authorized school, students must officially withdraw from their course by notifying the school in writing presenting the transfer form from another SEVP-authorized school. Students must keep attending classes until they are accepted by the other SEVP-authorized school. The SEVIS release date will be determined by the student based on the date listed on their acceptance letter from the transfer-in school.

Students attendance must be at least 70% by the SEVIS release date, and students are required to maintain good academic achievement and a grade average of 70% or more. If students fail to maintain status requirements, their SEVIS records may need to be terminated for failure to maintain status, as applicable.

The transfer process must be fully completed within 15 days.

If a refund is due, it will be processed according to the school's refund policy.

Grace Periods

The period of time referred to as the Grace Period is derived from the duration of status provisions:

- a) An F-1 student may be admitted up to 30 days before the program start date listed on Form I-20 form.
- b) An F-1 student may remain in the United States for up to 60 days beyond the completion date of the program of study;
- c) An F-1 student who has been granted an authorized early withdrawal by the DSO may remain in the United States for up to 15 days following the withdrawal date noted in SEVIS to prepare to depart the United States.

8 C.F.R. § 214.2(f)(5)(iv)

Preparation for departure. An F-1 student who has completed a course of study and any authorized practical training following completion of studies will be allowed an additional 60-day period to prepare for departure from the United States or to transfer in accordance with paragraph (f)(8) of this section. An F-1 student authorized by the DSO to withdraw from classes will be allowed a 15-day period for departure from the United States. However, an F-1 student who fails to maintain a full course of study without the approval of the DSO or otherwise fails to maintain status is not eligible for an additional period for departure.

CODE OF CONDUCT

The following are **not** accepted and will not be tolerated:

- [1] Use of other languages at the Institute. The Institute implements and enforces an "English Only" policy;
- [2] All forms of Bias and Discrimination, including but not limited to race, color, creed, ethnicity, gender, disability, national origin, sexual preference, and religion - whether demonstrated through verbal and written communications, physical acts or otherwise;
- [3] All forms of Sexual harassment including hostile environment and "quid pro quo" harassment (forcing an individual to perform sexual favors in return for something);
- [4] Violations of local, state, and federal law on the Institute premises in a way that affects the Institute community's pursuit of its proper educational objectives. Such violations include but are not limited to, the use of alcoholic beverages and controlled dangerous substances on the Institute premises;
- [5] All types of dishonesty including cheating, plagiarism, and knowingly furnishing false information to the institution, and forgery, alteration or use of the Institute documents for identification with the intent to defraud;
- [6] Intentional disruption of teaching, research, administration, disciplinary proceedings, public meetings, and programs, or other Institute activities;
- [7] Physical, verbal or threatening abuse or bullying of any Student, Faculty, Administrator, or any person on the Institute premises or any person at any function sponsored or supervised by the Institute;
- [8] Theft of or damage to the Institute property and premises, or theft or damage to the property of any Student, Faculty, Administrator or person in the Institute premises;
- [9] The possession of weapons in the Institute property. No weapons of any kind (including but not limited to knives, guns, throwing stars, toy knives, toy guns, etc.) or anything that looks like a weapon is permitted in the Institute;
- [10] Insubordination or failure to comply with the directions of Institute officials acting under their official capacities;
- [11] Food or beverages in the classrooms. We allow students to bring snacks and non-alcoholic beverages into the classroom, but maintain a rule that the student is responsible for cleaning after themselves after consuming such items;
- [12] Use of mobile telephones during classes;
- [13] Inappropriate dress, such as torn clothing, clothing with offensive language or obscenities, or going shirtless or shoeless while in the premises. Respectable attire expected. In such cases, the Institute reserves the right to send the Student home to change clothing;
- [14] Any unlawful acts may be reported to the appropriate authorities;
- [15] Every act of incitation of other students and employees and defamation is strictly prohibited; and
- [16] Filming and recording the school and its employees as well as other students on school premises without previous authorization is strictly prohibited.
- [17] If a student's tuition remains unpaid for more than two months, the student may be expelled from school.
- [18] Romantic or sexual relationships between students and faculty members are prohibited.

The consequences of infringing our code of conduct depend on the circumstances. A student can be either immediately expelled or given a warning by the DSO or Head Teacher. Provided there is no change of behavior after the first warning, the student will meet with the Administrative Director, who will inform the student of his/her invitation to leave the school.

Classroom Rules

- English Only;
- Be in class on time;
- Do homework;
- Bring textbooks to class. Failure to bring the required materials may be treated as failure to meet classroom participation requirements and may lead to disciplinary or attendance consequences in accordance with school policy.
Students SHOULD purchase the books in advance from United Languages of America. We advise students to order the books at least 7 days prior to the new term. If students do not have the book in class when the level is in progress, the teacher will mark them absent. If students purchase the book from the Institute, it is our responsibility to have the books ordered or equivalent available for the current lesson until the book arrives in case it has been back ordered. The Institute will not accept excuses.
- Be polite to staff members and classmates.
- Respect other students' opinions and challenges.
- Respect the teacher: do not converse with classmates if it is not related to the teaching topic.
- Remove any trash brought in, so the classroom is clean for the next group.

English-Only Pledge

The “**English-Only**” Pledge is a formal commitment to use English as the only means of communication in class and in the school premises, and it is **required** of all United Languages of America students. The English Only Pledge plays a major role in the success of the program, both as a symbol of commitment and as an essential part of the language-learning process. This pledge has been a major key in the success of the United Languages of America for over the years. We are confident that students understand its importance and will adhere to it.

Student Complaint

If students have a complaint about anything during their studies at the institute, they should submit a Complaint through the Student Portal where they can explain **in writing** their concerns. It will be submitted to the director of the department receiving the complaint and the issue will be analyzed and resolved the best way possible respecting immigration and school rules up to 10 business days. Following the review, the director might decide to have a meeting with the student to get more clarification. Otherwise, a final decision will be provided.

Attendance

F-1 visa holders must maintain a full course load of at least 18 hours per week and a minimum attendance rate of 70% per term. Attendance is recorded daily by instructors and reviewed regularly by the DSOs. Failure to maintain the minimum attendance requirement may result in warning, final warning, or termination of SEVIS status, in accordance with school policy and applicable regulations. The ULA-Orlando expects regular and punctual attendance in all courses. Students are marked absent if they frequently use a language other than English in class, refuse to follow faculty instructions to speak English only, don't bring their textbooks to class, use personal computers, tablets or phones for activities unrelated to the class being taught.

Monitoring attendance: Attendance is recorded daily by instructors in the classroom. Every student's attendance is tracked for each class and for total registered hours.

Sickness: If the F-1 students are ill and cannot attend class, they should contact the DSO. A valid medical excuse with clear authorization dates that have been signed by a U.S.-based licensed physician or psychologist can be submitted to the DSO for authorization of an absence. Acceptance of a medical excuse is at the discretion of the DSO. The DSO may need to verify the validity of a medical excuse with the healthcare provider.

Punctuality: If students arrive 15 minutes after class has started, they will be marked absent for that class. If students leave before the teacher dismisses the class, they will also be marked absent.

Absences: If students miss 2 consecutive days of class, they should call the school and inform us of their absence.

Probation and Dismissal (F-1 visa holders): Each incident where attendance falls below 70% will be documented as follows:

- 1st Lack of Compliance, the student receives a "**Warning Letter.**"
- 2nd Lack of Compliance, the student receives a "**Final Warning.**"
- 3rd Lack of Compliance of maintaining 70% minimum attendance, the student will be sent a "**Termination Notice**" and the student status will be **terminated** on SEVIS unless documented and an acceptable justification is provided by the student.

Any F-1 student who fails to attend all classes without prior DSO authorization over a consecutive 14-day period is subject to an immediate termination of status in SEVIS. The warnings and termination letters are issued by the DSO through Inseconds. They are displayed on a pop-up window (Announcements) as soon as the student logs into the Student Portal.

Assessment System and Make-Up Tests

The competencies taught in the courses offered at the ULA will be evaluated by both written and oral examinations. The minimum passing grade is 70%.

- Progress tests are taken on last day of the last term week (fourth week);
- Tests are corrected the same day or on next day and grades are put into the school management system and made available to the Head Teacher;
- Upon the completion of the final term (16 weeks) of each level students will be promoted on the following week (first day of new term), if students achieve a passing grade they will be automatically promoted to the next level; a new schedule will be distributed, and they will be ready to begin the new level;
- If students score between 60% and 69% they will have to meet with the Head Teacher and a remediation plan will be organized (extra class work is handed out and a tutoring session is scheduled, if needed). Students will be promoted to the next level, but they must satisfactorily complete the remedial work. If it is not satisfactorily completed, they must retake the level;
- If students score below 60%, they will be notified that they have to retake that level;
- Students can only fail one level at a time. A second repetition may be considered under exceptional circumstances.

For Online Students:

Students are required to have their cameras on during the evaluation to ensure accountability and engagement. Additionally, students must be alone in the room during these assessments to maintain the integrity of the evaluation process.

Academic Integrity and Plagiarism Policy

Commitment to Academic Integrity

United Languages of America (ULA) expects all students to uphold the highest standards of academic honesty. All work submitted for evaluation, including essays, presentations, assignments, and distance education coursework, must reflect the student's own effort and ability. Plagiarism is prohibited. This includes using another person's words, ideas, or work without proper acknowledgment, as well as using unauthorized digital tools or outside assistance to complete academic work.

How Academic Integrity Is Monitored

Because ULA maintains small class sizes, instructors become familiar with each student's individual level of language proficiency. This allows instructors to identify work that may not accurately reflect a student's actual ability.

During the first weeks of class, instructors observe and evaluate each student's writing and speaking performance to establish a general understanding of that student's normal level. If a later assignment shows a significant and unexplained change in vocabulary, grammar, structure, or overall language use, the instructor may review the work more closely.

When necessary, instructors may compare the assignment to publicly available sources and use standard similarity-checking methods to determine whether outside material has been copied or improperly used.

Consequences of Academic Dishonesty

If plagiarism or cheating is confirmed, the school will apply disciplinary measures.

For a first offense, the student will receive a grade of zero on the assignment or exam, and the instructor will meet with the student to explain the violation. A written warning will also be placed in the student's academic file.

For a second offense, the student will receive a failing grade for the course and will be placed on Academic Probation for the remainder of the term.

Appeal Process

A student who believes they have been wrongly accused of plagiarism may appeal the decision. The appeal must be submitted in writing to the Education Department within three business days of receiving notice of the decision. The Education Department will review the assignment, the instructor's documentation, and the student's written explanation before issuing a final decision.

Assessment Scale Criteria:

70 – 100	PASS	WD	WITHDRAW
60 – 69	REMEDIAL WORK	INC	INCOMPLETE
59 – 0	FAIL		

PASS: Student has successfully completed course work and is prepared to move to next level.

REMEDIAL WORK: Student must commit to extra class work to catch-up to content as they progress.

FAILURE: Student work did not meet passing standards. Student must repeat course or move to lower level.

WITHDRAWAL: Student attended class but withdrew before term ended. Work cannot be assessed

INCOMPLETE: Due to insufficient number of class hours and/or failure to satisfactorily complete specified learning objectives, student's work is deemed unsatisfactory for the time being.

Make-up test:

If students miss any oral, written or supplemental skill assessment they must do the following:

1. Submit a Make-Up Test Request through the Student Portal;
2. Pay a non-refundable fee (\$25.00) for each test missed.

Note: Students are not allowed to keep their tests. Once corrected, teacher will revise the test with students for grade accuracy and will recollect them. Corrected tests are reviewed with students for grade accuracy and then collected by the instructor. Tests and/or assessment records are retained according to the school's student records retention policy. Students who do not complete an approved make-up test may receive a grade of zero for the missed assessment.

Grading System and Promotion

Tests are graded on a scale from 0 to 100 and final grade is calculated as follows:

- a. **Recreational student:** Oral assessment is worth 50% and the written assessment is worth 50% of the student's final grade. If students take any elective course, the grade will be factored into the written/oral assessments.
- b. **F-1 visa holder:** Oral assessment is worth 40%, the elective is worth 10%, and the written assessment is worth 50% of the students' final grades.
- c. **Express Students:** Oral project presentation (50%), the other 50% is based on daily observations by the teacher. (punctuality, attendance, adherence to English-only communication (10% each), and participation (20%))

Students need to maintain an average of 70% to advance to the next level. If they fail to advance, they need to stay in the current level until the final grade meets the requirement for advancement. F-1 students can only fail one level at a time. A second repetition may be considered under exceptional circumstances. If they fail more than twice, student must transfer or will have his/her status terminated. Exception to this rule is: excessive absences for medical reasons or learning disabilities, properly documented and approved by the Head Teacher and DSO.

To successfully complete the program and receive a certificate of completion, students must complete Level 6 with a minimum of 70%. Students who score between 60% and 69% may be required to complete remedial work before progressing, according to the Education Department's decision. Certificates are not issued per level. If student does not complete the program (Level 1 – 6), a reference letter will be provided upon request. Reference letter fee is \$30.00.

cademic grades and level-to-level advancement are based solely on the formal assessments. Other behaviors (such as attendance, participation, and class preparedness) are recorded to ensure your compliance with the Code of Conduct and Classroom Rules established in this Student Handbook and maintain a positive educational environment in the classroom. Non-compliance with these behaviors may affect enrollment at the school but does not affect grades.

For **course** grades or promotion decisions in which the student disagrees with the outcome, the student can file an appeal request through InSeconds. It will be submitted to the Department of Education where the Head Teacher will analyze it and work with the student and course teacher in order to make a decision. The student may have to take additional tests as a result of the appeal.

Online Program: Grading and Academic Progression Policy

1. Overview of Academic Grading

At United Languages of America (ULA), academic success in the online program is measured by actual English language proficiency. All course grades, level progression decisions, and certificate issuances are based 100% on direct measurements of Student Learning Outcomes (SLOs). This means that the final grade is determined solely by performance on formal academic assessments evaluating reading, writing, listening, and speaking skills.

2. How the Final Grade is Calculated

The final grade in the distance education program is calculated through two standardized assessment categories:

- **Written and Receptive Assessments (50% of Final Grade):** This includes digital quizzes and assignments that directly measure reading comprehension, listening comprehension, and writing abilities.
- **Oral Assessments (50% of Final Grade):** This includes live spoken production, most notably the required end-of-course Oral Presentation or other structured speaking tasks.

All assessments are graded using detailed, level-specific rubrics calibrated from beginner to advanced levels. Instructors provide or explain the applicable evaluation criteria at the beginning of the course so that students understand how grammar, vocabulary, pronunciation, structure, and content delivery will be evaluated.

3. Online Assessment Security Procedures

To maintain academic integrity in distance education courses, assessments are conducted under institutional security procedures:

- **Asynchronous Quizzes:** Reading, writing, and listening assessments are administered through the secure learning platform. Students must log in using their unique, password-protected credentials to complete these assignments.
- **Synchronous Oral Presentations:** Live oral assessments are conducted through the institution's standard video platform. Before beginning the presentation, students must turn their camera on, verify that they are alone in the room, and present a valid government-issued photo ID to the instructor for identity verification.

4. Level Progression Requirements

To successfully pass the current online course and advance to the next academic level, the student must achieve a minimum final grade average of 70% based on the formal assessments described above. Students who fail to achieve a 70% average will be required to repeat the level, subject to the maximum repetition limits established by institutional policy. To successfully complete the program and receive a Certificate of Completion, the student must pass Level 6 with a minimum score of 70%.

5. Attendance, Participation, and Academic Grades

ULA requires active participation in digital learning activities, punctuality for live synchronous sessions, and adherence to the English-Only policy in order to maintain a positive virtual classroom environment.

However, indirect measures such as online attendance, punctuality, and daily digital participation do not factor into the final academic grade. Non-compliance with online attendance rules or the Code of Conduct may result in disciplinary action or restricted portal access, but the academic percentage score (0–100%) remains based solely on formal assessments of English proficiency.

Vacation (F-1 Students)

If Students are not eligible for vacation, see Temporary Absence.

Before Students Take Vacation Time:

1. After the successful completion of 26 consecutive weeks of full-time study, F-1 visa holders become eligible for eight (8) weeks of vacation. Vacation is not cumulative and cannot be divided or taken in multiple parts.
2. Students must submit a **Vacation Request Form** through the Student Portal **at least four (4) weeks in advance** before they plan to take vacation;
3. The decision to grant or deny vacation time requests shall be made by the ULA in its sole discretion. When requesting vacation, students' previous attendance and payment records will be factors considered as grounds for granting or denying vacation time;
4. F-1 visa holders must obtain approval from the United Languages of America School's Designated School Official (DSO) before taking vacation. This is to protect their immigration status. Taking vacation without previous authorization can result in **Termination of Status**;
5. If F-1/F-2 visa holders plan to travel outside U.S. territory, they must have their passport and an I-20 form signed by DSO on the second page. Please see Temporary Leave for more information.

While Students are on Vacation:

1. Students' tuition payment is NOT waived during vacation and there is no refund or credit for vacation.
2. Students are responsible to study the material they miss during their vacation.

When Students Return from Vacation:

1. It is the students' responsibility to contact the Head Teacher immediately if they have any concerns;
2. On the scheduled make-up test day, students must take any test that they missed while on vacation. If they do not take the make-up test(s), their grade will be zero;
3. While the ULA will attempt to place students appropriately at the closest level possible, they might not be placed in the same class, level, and time that they had prior to their leaving on vacation;
4. Any placement concerns they may have must be brought to the attention of the Head Teacher. The ULA reserves the right to reassign students or allow students to observe other classes at the same level. As a last resort, the ULA may in its sole discretion, ask students to transfer to another school.

How to request a Temporary Absence:

1. Students must submit a Temporary Absence Request through the Student Portal **at least two (2) weeks before** their leave will go into effect;
2. Students must provide a copy of their airfare ticket;
3. Students must provide medical documentation by a licensed medical doctor (MD), doctor of osteopathy (DO), or licensed clinical psychologist if they request a Temporary Absence for medical reasons;
4. Students' SEVIS records will be terminated for "Authorized Early Withdrawal", which will not affect their immigration records. The exact date of the termination will be based on the date they indicate on the form;
5. Students must depart the country within 15 days of the termination date (for "Authorized Early Withdrawal" only);
6. Students cannot be in the U.S. with a terminated record. If students are terminated for another reason, such as a lack of attendance, they do not have a grace period to leave and they must depart immediately.

Temporary Absence for less than 5 months

1. Send an email to the DSO at least 30 days before they plan to return. This will give the DSO time to request that their record is reactivated with USCIS.
2. After the request is made, the DSO will confirm once their records have been reactivated. Students are advised to check their emails for updates.
3. USCIS processing times vary and can take 1 to 4 weeks, so it is important to contact the DSO well in advance. The DSO cannot request reactivation more than 60 days before the students' returning dates.

Temporary Absence for more than 5 months

1. If students need to be outside the U.S. for longer than five (5) months, they must obtain a new I-20 form and they will need to pay the SEVIS fee again. Students' current I-20 forms will be invalid after being outside of the U.S. for more than five months.
2. If students' current F-1 visa is expired, they will need to apply for a new one to re-enter the U.S.

Temporary Absence for Medical Reasons

1. If students are eligible to take a temporary absence due to medical reasons, they will have the option to return to their home country or remain in U.S. to receive medical treatment.
2. If students wish to remain in the U.S., they must provide medical documentation by a licensed medical doctor (MD), doctor of osteopathy (DO), or licensed clinical psychologist recommending that they should remain in U.S. to receive treatment and should not attend classes, in order to be placed on a Reduced Course Load (RCL) in SEVIS. Otherwise, they must leave the U.S.
3. Students' tuition payment is NOT waived if they receive treatment in the U.S.

Student Records

Student records related to F-1 visa holders are kept for a period of three years after the student is no longer pursuing a full course of study. For all students, the ULA will maintain the following records: student information, attendance, grades, and coursework. Records are only released upon written request by student, legal representative, and/or governmental agency.

Academic Records

For all students, ULA maintains student information, enrollment records, attendance, grades, report cards, assessment records, and coursework as applicable.

Copyright Policy

Students are not allowed to make photocopies of or take pictures of the books used by the ULA. Students should purchase the books in advance from the ULA and are advised to order them at least 7 days prior to the new term. Failure to bring the required materials to class may be treated as failure to meet classroom participation requirements and may lead to disciplinary or attendance consequences in accordance with school policy. If students purchase the book from the ULA, it is our responsibility to have the books ordered or equivalent available for the current lesson until the book arrives in case it has been back ordered. The ULA will not accept excuses.

STUDENT SERVICES

Insecons (Student Portal)

Insecons is the school management system. Through the Student Portal, which can be accessed at <https://ulamerica.com/> (menu – Student Resources - Student Portal), students can check their attendance, grades, report card, class schedule, make payments, make requests, and others.

General Advising Service

An appointment can be scheduled to discuss the students' academic goals and concerns. Students can submit their requests through the Student Portal.

- Academic advising on class placement schedule and transfer support is provided by the Head Teacher, and if needed one of the Directors directly linked to the education department.
- Immigration guidance is provided by the DSO
- We do not provide personal advising, but one of our Directors may be able to help students find help locally such as a doctor, lawyer, or a professional that may be able to help.

All student requests are processed within 5 days. In the case of an emergency, a student will receive immediate attention.

Learning Support

If during one of the terms of the program a teacher notices that students are falling behind their academics either by classroom participation or low grades, the teacher will make a recommendation for students to participate in free SOS classes offered by the ULA. The procedure is the following:

1. Teacher will file an SOS Class Recommendation through Insecons;
2. Education Department will approve or deny the request;
3. If approved, the SOS proposed schedule will be discussed with the student;
4. During the first session, it will be determined the extend of the help needed.

The ULA is committed to making sure all students receive the academic support necessary to reach their goals. Students can take up to two hours of free SOS classes each level if they need extra help mastering course material. Students can request it by submitting an SOS Request through the Student Portal.

Student Activities

The ULA organizes activities to promote culture interaction with American life style and English learning at the same time! We offer a variety of on and off-campus activities which are announced on the Student Portal, bulletin boards, email or by Teachers.

Field Trips

Field trips are organized by the administrators, faculty and/or directors. All participants including teachers and/or chaperones must sign a waiver releasing the ULA from any eventual accidents and attesting to the fact that participants will travel at their own cost and risk, when applicable. Every effort will be made to make sure that students understand the waiver they are signing before the field trip.

Health Insurance

Students should be aware that health insurance is very important in the U.S. and even though not required for language students it is highly recommended.

Housing

The ULA does not offer housing nor is partnered with any housing agencies. Housing is expected to be secured individually by student, sponsor, and/or agent. Students are strongly encouraged to use due diligence and to obtain references and other information regarding listings and facilities. The ULA does not warrant services nor endorses housing providers.

Student ID

Students can request their Student ID through the Student Portal. There will be a \$15.00 non-refundable fee for any ID issued, regardless of the reason.

ULA Club

We have partnered with local businesses to offer discount to our students. Students can visit our [website](#) or look for the posters around the school for more information.

SCHOOL POLICIES

Student Contact Information

It is the students' responsibility to ensure that their personal details (name, address, telephone number and e-mail) are correct and up to date. If they change their address, they must notify the school and the Department of Homeland Security **within 10 days** of the change of address by filling out form AR-11. Please provide the DSO with a copy of that form within the same time period.

Early Dismissals, Holidays and Breaks

Early Dismissals: Students will be notified through the School Calendar or notices distributed in class.

Holidays: There are no classes on the following holidays: New Year's Day, Presidents' Day, Memorial Day, Independence Day, Labor Day, Columbus Day, Thanksgiving Day (2 days), and Christmas Day.

Breaks: There are two breaks during the academic year: Summer and Winter vacations, as well as Spring and Thanksgiving breaks for F1 students. Refer to the Academic and Holiday calendars for specific dates.

Inclement Weather

Whenever possible, the ULA continues to function during inclement weather. Regularly scheduled classes meet to the extent that students and faculty can safely travel to the campus and attend classes. Individuals should use good judgment and avoid serious risks in traveling to campus or in attending classes. Hurricanes and other natural disasters may cause classes to be cancelled.

If hazardous weather is forecast, school management reserves the right to cancel or delay classes. In that case, students should check with the school using one of these methods:

1. Visit the school website at www.ulamerica.com for closure announcements;
2. Check their Student Portal for closure announcements;
3. Call the school to verify if classes have been canceled. Please listen carefully for a possible closure.

*** No refunds will be processed due to emergency closure and/or planned holidays**

Dissemination of Information

The ULA informs students through our website, student portal, bulletin boards, e-mails, social networks, memos, SMS, and classroom posters.

Students must keep their contact information current and always check their student portal, e-mails, the school's bulletin boards, website, and Facebook, as well as classroom posters and memos.

PROGRAMS OFFERED

Intensive English Program

LEVEL 1

Duration (288 hours):

Core: 192 hours

Supplemental Skill: 64 hours

Cultural Immersion: 32 hours

Weekly Lessons (hours):

Non-Visa Students: 12 - 16

Visa Students: 18+

Supplemental Skill Course

Pronunciation

LISTENING: Identify a limited range of words and phrase such as: letters, numbers, occupations, places, directions, transportation, clothes, relatives, activities, housing, weather, food, and injuries. Comprehend words in a short slow-paced listening passage.

SPEAKING: Produce comprehensible speech according to the basic vocabulary and sentences learned. Engage in very limited social conversations using familiar English words and supported by gestures to express basic survival needs such as: introduce himself/herself and others, answer where he/she lives and ask others, talk about people he/she knows and things he/she has. Respond to simple questions in short slow-paced conversations, using beginner’s pronunciation/stress/intonation patterns.

READING: Find basic and specific information about dates, names, times, and places through scanning. Answer specific questions about simple sentences with some grammatical accuracy.

WRITING: Produce simple sentences using a limited number of basic words and phrases. Complete very simple forms.

**CEFR – PROFICIENCY SCALE
BASIC USER**

A-1

Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.

LEVEL 2

Duration (288 hours):

Core: 192 hours

Supplemental Skill: 64 hours

Cultural Immersion: 32 hours

Weekly Lessons (hours):

Non-Visa Students: 12 - 16

Visa Students: 18+

Supplemental Skill Course

Pronunciation

LISTENING: Indicate the main idea of a listening passage with the help of visual clues. Comprehend basic information from a short listening passage, such as phrases and short sentences.

SPEAKING: Describe in simple and comprehensible terms aspects of his/her background, immediate environment and matters in areas of immediate need, such as personal and family information, shopping, local geography, and employment. Exchange information related to his/her life and culture, with good pronunciation of consonant and vowels sounds, as well as applying stress to the right syllable of simple words, allowing the student to be understood in simple conversations. Ask and answer questions using basic grammar structures correctly (simple present, past, and future).

READING: Infer information from short texts. Identify details from basic reading passages. Summarize short passages using given prompts.

WRITING: Articulate basic sentences to describe situations and give information. Complete short paragraphs about his/her personal life using given prompts with slightly better grammatical accuracy than in Level 1.

**CEFR – PROFICIENCY SCALE
BASIC USER**

A-1 / A-2

Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help. Can understand sentences and frequently used expressions related to areas of most immediate

relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.

LEVEL 3

Duration (288 hours):

Core: 192 hours

Supplemental Skill: 64 hours

Cultural Immersion: 32 hours

Weekly Lessons (hours):

Non-Visa Students: 12 - 16

Visa Students: 18+

Supplemental Skill Course

Conversation

LISTENING: Identify details and main ideas from a one to two-minute listening passage. Summarize ideas after listening to a low-intermediate passage. Infer meaning from context.

SPEAKING: Describe a sequence of events on a topic related to his/her personal life. Converse and exchange information related to his/her routine and past experiences. Express his/her opinion and converse with few errors of pronunciation and intonation when using low-intermediate grammar structures and vocabulary introduced at this level.

READING: Identify supporting details by answering guided comprehension questions from adapted texts and ads. Identify ideas from low-intermediate reading passages. Draw conclusions.

WRITING: Write a short descriptive paragraph. Write a short paragraph to tell about personal experiences. Write a short opinion-based paragraph.

**CEFR – PROFICIENCY SCALE
BASIC
INDEPENDENT USER
A-2 / B-1**

Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need. Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes & ambitions and briefly give reasons and explanations for opinions and plans.

LEVEL 4

Duration (288 hours):

Core: 192 hours

Supplemental Skill: 64 hours

Cultural Immersion: 32 hours

Weekly Lessons (hours):

Non-Visa Students: 12 - 16

Visa Students: 18+

Supplemental Skill Course

Conversation

LISTENING: Identify main information, author's intent, and ideas from two to three-minute intermediate- level spoken passages on familiar matters and topics of personal interest. Exhibit and use auditory discrimination.

SPEAKING: Discuss details and rate topics according to level of importance. Communicate and exchange information beyond basic needs and use the intermediate target language effectively.

Converse clearly using intermediate grammar structures with few grammatical and pronunciation mistakes.

READING: Compare and contrast ideas from short adapted and authentic texts. Identify the author’s point of view and arguments. Use strategic decoding skills to understand written formats in English sentences as presented in intermediate level texts.

WRITING: Write a 5-sentence descriptive paragraph with good grammatical accuracy. Write a 5-sentence opinion-based paragraph with good grammatical accuracy. Write a 5-sentence paragraph to tell about personal experiences with good grammatical accuracy.

**CEFR – PROFICIENCY SCALE
INDEPENDENT USER
B-1**

Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes & ambitions and briefly give reasons and explanations for opinions and plans.

LEVEL 5

Duration (288 hours):

Core: 192 hours

Supplemental Skill: 64 hours

Cultural Immersion: 32 hours

Weekly Lessons (hours):

Non-Visa Students: 12 - 16

Visa Students: 18+

Supplemental Skill Course

Writing

LISTENING: Identify and infer main ideas, supporting details, specific information, and the speaker’s point of view in natural-paced, complex listening passages. Answer comprehension questions about conversations, presentations, and media sources regarding content, meaning, attitude, and mood. Paraphrase information, opinions, and arguments from various sources of complex speech at natural speed.

SPEAKING: Engage in social interactions such as conversations, giving advice, and making polite requests with a high degree of spontaneity and accuracy, making interactions possible without strain for either party. Confidently explain a point of view or opinion in a well-structured argument using relevant information and examples as support. Describe events, goals, social trends, situations, people, and objects in great detail and with very little hesitation. Speak clearly with few mistakes and very good grammatical accuracy, making it possible to be understood.

READING: Identify and infer main ideas, supporting details, specific information, and the author’s point of view in both longer academic texts and everyday articles and reports. Answer comprehension questions about meaning, opinions, and facts about articles based on contemporary articles related to the student’s life. Summarize the content of longer texts and understand patterns of organization (cause/effect, positives/negatives, change over time, etc.)

WRITING: Write well-structured paragraphs with a clear topic sentence, and detailed, relative support to express opinions and describe people and events. Write extended 6-7 sentence paragraphs to show relationships like problem/solution, compare/contrast, cause/effect, advantages/disadvantages, steps in a process, etc. Employ high-intermediate writing techniques such as complex sentence structure, varied tenses, a broad vocabulary, and linking words and phrases to help writing convey concrete and abstract ideas effectively.

**CEFR – PROFICIENCY SCALE
INDEPENDENT USER
B-2**

Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialization. Can interact with a degree of fluency and spontaneity that makes regular interaction with

native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.

LEVEL 6

Duration (288 hours): Core: 192 hours Supplemental Skill: 64 hours Cultural Immersion: 32 hours	Weekly Lessons (hours): Non-Visa Students: 12 - 16 Visa Students: 18+	Supplemental Skill Course Writing
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LISTENING: Identify and infer main ideas, supporting details, specific information, and point of view from a variety of linguistically complex language sources. Answer comprehension questions and categorize information based on extended conversations and academic/professional presentations about familiar and unfamiliar topics. Make inferences about meaning, attitude, and mood based on discussion between fluent speakers.

SPEAKING: Fluently engage in social interactions such as conversations, arguments, giving advice, expressing regrets, summarizing information, and comforting friends spontaneously and with appropriate regard to the audience. Confidently discuss detailed opinions, attitudes, ideas, written passages, and illustrations using a wide range of vocabulary and lexical structures, as well as idiomatic expressions. Describe goals, people, jobs, past experiences, and other abstract topics in a wide range of contexts and with excellent control of the tone, stress, and structure of the language. Consistently express information clearly and with excellent grammatical accuracy, making it possible to easily be understood in conversations with fluent speakers.

READING: Identify and infer main ideas, viewpoints, and specific details in long academic texts, everyday articles, and social online content. Answer comprehension questions about meaning, opinion, attitudes, and facts based on contemporary articles with wide vocabularies which are related to the student's personal and professional life. Evaluate linguistically complex written passages to compare and contrast information, draw connections between ideas, distinguish between true and false claims, and make predictions.

WRITING: Write well-structured paragraphs with a clear topic sentence, convincing support, and appropriate conclusion to express opinion, give advice, explain personal beliefs, and describe personal experiences. Write extended 7-8 sentence paragraphs with cohesive structure to persuade the reader, compare and contrast ideas, develop arguments, and expand on both abstract and concrete topics. Employ advanced writing techniques such as complex linguistic structures, manipulation of language, a broad vocabulary, accurate conventions, varied use of tenses, and linking words to confidently and effectively express themselves.

Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialization. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options. Can understand a wide range of demanding, longer texts, and recognize implicit meaning. Can express him/herself fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic and professional purposes. Can produce clear, well-structured, detailed text on complex

CEFR – PROFICIENCY SCALE
INDEPENDENT
PROFICIENT USER
B-2 / C-1

subjects, showing controlled use of organizational patterns, connectors and cohesive devices.

TOEFL iBT Exam Preparation

Duration (288 hours):	Weekly Lessons (hours):	Supplemental Skill Course
Core: 192 hours	Non-Visa Students: 12 - 16	None
Open Activities: 64 hours	Visa Students: 18+	
Cultural Immersion: 32 hours		

LISTENING: Infer a speaker's attitude by interpreting their intonation and idiomatic language. Determine the function of what a speaker has said by analyzing their lexical choices and considering context. Determine the relationship between elements in a lecture. Recognize and locate the topic, main idea, and details within a conversation and an academic lecture or discussion.

SPEAKING: Organize spoken discourse using a variety of lexical frames for argumentation and description. Speak clearly, fluently, and accurately using complex grammar and academic vocabulary. Summarize a conversation or lecture using notes. Summarize a short academic reading using notes. Summarize an informal campus conversation using notes. Summarize an academic listening passage using notes. Offer opinions on the information in the passages.

READING: Understand vocabulary from context and also recognize referents. Simplify meanings of sentences by inserting sentences into the passages. Find factual information and also understand negative facts. Make inferences from stated facts and infer rhetorical purpose. Select summary information by completing schematic tables. Answer questions about stated details, inferences, sentence restatements, vocabulary, function, and overall ideas.

WRITING: Take notes effectively and efficiently. Connect sentences and paragraphs using academic connectors and cohesive devices. Organize a multi-paragraph essay using introductory, body, and concluding paragraphs. Support and develop an argument using reasons, examples, and details. Write complex subordinating grammar structures. Use appropriate conventions for spelling and punctuation. Summarize contents from an academic reading and an academic listening into a multi-paragraph essay format. Write about how the ideas in two passages are related when completing the integrated task.

Business English

Duration (288 hours):	Weekly Lessons (hours):	Supplemental Skill Course
Core: 192 hours	Non-Visa Students: 12 - 16	None
Open Activities: 64 hours	Visa Students: 18+	
Cultural Immersion: 32 hours		

Students will:

- 1) Be able to apply speaking skills with clear, fluent, organized, and informed presentations, speech, and conversations with a varied, complex, and accurate range of language about a variety of business topics.
- 2) Be able to comprehend and spontaneously respond to questions about studied business topics in a clear, appropriate, and complete way.
- 3) Have knowledge of business terminology and concepts, as well as the ability to apply them effectively and logically to enhance personal and professional communication.

4) Construct organized, supported, and informed writing with a varied and complex range of language, accurate mechanics, and attention to style for a variety of professional and business purposes.

Online / Express English Course

Live Online classes are limited to a maximum of 16 students to support regular and substantive interaction between students and instructors and among students.

LEVEL 1

Duration: 96 hours

Weekly Lessons (hours): 3 hs

LISTENING: Identify a limited range of words and phrase such as: letters, numbers, occupations, places, directions, transportation, clothes, relatives, activities, housing, weather, food, and injuries. Comprehend words in a short slow-paced listening passage.

SPEAKING: Produce comprehensible speech according to the basic vocabulary and sentences learned. Engage in very limited social conversations using familiar English words and supported by gestures to express basic survival needs such as: introduce himself/herself and others, answer where he/she lives and ask others, talk about people he/she knows and things he/she has. Respond to simple questions in short slow-paced conversations, using beginner’s pronunciation/stress/intonation patterns.

READING: Find basic and specific information about dates, names, times, and places through scanning. Answer specific questions about simple sentences with some grammatical accuracy.

WRITING: Produce simple sentences using a limited number of basic words and phrases. Complete very simple forms.

**CEFR – PROFICIENCY SCALE
BASIC USER**

A-1

Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.

LEVEL 2

Duration: 96 hours

Weekly Lessons: 3 hs

LISTENING: Indicate the main idea of a listening passage with the help of visual clues. Comprehend basic information from a short listening passage, such as phrases and short sentences.

SPEAKING: Describe in simple and comprehensible terms aspects of his/her background, immediate environment and matters in areas of immediate need, such as personal and family information, shopping, local geography, and employment. Exchange information related to his/her life and culture, with good pronunciation of consonant and vowels sounds, as well as applying stress to the right syllable of simple words, allowing the student to be understood in simple conversations. Ask and answer questions using basic grammar structures correctly (simple present, past, and future).

READING: Infer information from short texts. Identify details from basic reading passages. Summarize short passages using given prompts.

WRITING: Articulate basic sentences to describe situations and give information. Complete short paragraphs about his/her personal life using given prompts with slightly better grammatical accuracy than in Level 1.

**CEFR – PROFICIENCY SCALE
BASIC USER**

A-1 / A-2

Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has.

Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help. Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.

LEVEL 3

Duration: 96 hours

Weekly Lessons: 3 hours

LISTENING: Identify details and main ideas from a one to two-minute listening passage. Summarize ideas after listening to a low-intermediate passage. Infer meaning from context.

SPEAKING: Describe a sequence of events on a topic related to his/her personal life. Converse and exchange information related to his/her routine and past experiences. Express his/her opinion and converse with few errors of pronunciation and intonation when using low-intermediate grammar structures and vocabulary introduced at this level.

READING: Identify supporting details by answering guided comprehension questions from adapted texts and ads. Identify ideas from low-intermediate reading passages. Draw conclusions.

WRITING: Write a short descriptive paragraph. Write a short paragraph to tell about personal experiences. Write a short opinion-based paragraph.

Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need. Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes & ambitions and briefly give reasons and explanations for opinions and plans.

CEFR – PROFICIENCY SCALE
BASIC
INDEPENDENT USER
A-2 / B-1

LEVEL 4

Duration: 96 hours

Weekly Lessons: 3 hours

LISTENING: Identify main information, author's intent, and ideas from two to three-minute intermediate-level spoken passages on familiar matters and topics of personal interest. Exhibit and use auditory discrimination.

SPEAKING: Discuss details and rate topics according to level of importance. Communicate and exchange information beyond basic needs and use the intermediate target language effectively. Converse clearly using intermediate grammar structures with few grammatical and pronunciation mistakes.

READING: Compare and contrast ideas from short adapted and authentic texts. Identify the author's point of view and arguments. Use strategic decoding skills to understand written formats in English sentences as presented in intermediate level texts.

WRITING: Write a 5-sentence descriptive paragraph with good grammatical accuracy. Write a 5-sentence opinion-based paragraph with good grammatical accuracy. Write a 5-sentence paragraph to tell about personal experiences with good grammatical accuracy.

**CEFR – PROFICIENCY SCALE
INDEPENDENT USER
B-1**

Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes & ambitions and briefly give reasons and explanations for opinions and plans.

LEVEL 5

Duration: 96 hours

Weekly Lessons: 3 hours

LISTENING: Identify and infer main ideas, supporting details, specific information, and the speaker's point of view in natural-paced, complex listening passages. Answer comprehension questions about conversations, presentations, and media sources regarding content, meaning, attitude, and mood. Paraphrase information, opinions, and arguments from various sources of complex speech at natural speed.

SPEAKING: Engage in social interactions such as conversations, giving advice, and making polite requests with a high degree of spontaneity and accuracy, making interactions possible without strain for either party. Confidently explain a point of view or opinion in a well-structured argument using relevant information and examples as support. Describe events, goals, social trends, situations, people, and objects in great detail and with very little hesitation. Speak clearly with few mistakes and very good grammatical accuracy, making it possible to be understood.

READING: Identify and infer main ideas, supporting details, specific information, and the author's point of view in both longer academic texts and everyday articles and reports. Answer comprehension questions about meaning, opinions, and facts about articles based on contemporary articles related to the student's life. Summarize the content of longer texts and understand patterns of organization (cause/effect, positives/negatives, change over time, etc.)

WRITING: Write well-structured paragraphs with a clear topic sentence, and detailed, relative support to express opinions and describe people and events. Write extended 6-7 sentence paragraphs to show relationships like problem/solution, compare/contrast, cause/effect, advantages/disadvantages, steps in a process, etc. Employ high-intermediate writing techniques such as complex sentence structure, varied tenses, a broad vocabulary, and linking words and phrases to help writing convey concrete and abstract ideas effectively.

**CEFR – PROFICIENCY SCALE
INDEPENDENT USER
B-2**

Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialization. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.

LEVEL 6

Duration: 96 hours

Weekly Lessons: 3 hours

LISTENING: Identify and infer main ideas, supporting details, specific information, and point of view from a variety of linguistically complex language sources. Answer comprehension questions and categorize information based on extended conversations and academic/professional presentations about familiar and unfamiliar topics. Make inferences about meaning, attitude, and mood based on discussion between fluent speakers.

SPEAKING: Fluently engage in social interactions such as conversations, arguments, giving advice, expressing regrets, summarizing information, and comforting friends spontaneously and with appropriate regard to the audience. Confidently discuss detailed opinions, attitudes, ideas, written passages, and illustrations using a wide range of vocabulary and lexical structures, as well as idiomatic expressions. Describe goals, people, jobs, past experiences, and other abstract topics in a wide range of contexts and with excellent control of the tone, stress, and structure of the language. Consistently express information clearly and with excellent grammatical accuracy, making it possible to easily be understood in conversations with fluent speakers.

READING: Identify and infer main ideas, viewpoints, and specific details in long academic texts, everyday articles, and social online content. Answer comprehension questions about meaning, opinion, attitudes, and facts based on contemporary articles with wide vocabularies which are related to the student's personal and professional life. Evaluate linguistically complex written passages to compare and contrast information, draw connections between ideas, distinguish between true and false claims, and make predictions.

WRITING: Write well-structured paragraphs with a clear topic sentence, convincing support, and appropriate conclusion to express opinion, give advice, explain personal beliefs, and describe personal experiences. Write extended 7-8 sentence paragraphs with cohesive structure to persuade the reader, compare and contrast ideas, develop arguments, and expand on both abstract and concrete topics. Employ advanced writing techniques such as complex linguistic structures, manipulation of language, a broad vocabulary, accurate conventions, varied use of tenses, and linking words to confidently and effectively express themselves.

Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialization. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options. Can understand a wide range of demanding, longer texts, and recognize implicit meaning. Can express him/herself fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic and professional purposes. Can produce clear, well-structured, detailed text on complex

**CEFR – PROFICIENCY SCALE
INDEPENDENT
PROFICIENT USER
B-2 / C-1**

Express Business

Duration: 96 hours **Weekly Lessons:** 3 hours

Students will:

- 1) Be able to apply speaking skills with clear, fluent, organized, and informed presentations, speech, and conversations with a varied, complex, and accurate range of language about a variety of business topics.
- 2) Be able to comprehend and spontaneously respond to questions about studied business topics in a clear, appropriate, and complete way.
- 3) Have knowledge of business terminology and concepts, as well as the ability to apply them effectively and logically to enhance personal and professional communication.
- 4) Construct organized, supported, and informed writing with a varied and complex range of language, accurate mechanics, and attention to style for a variety of professional and business purposes.

Advanced Conversation

Duration: 96 hours **Weekly Lessons:** 3 hours

Students will:

- 1) Enhance speaking skills, fluency, and confidence.
- 2) Strengthen listening, reading, and writing abilities through pre and post-lesson tasks.
- 3) Expand your repertoire of high-level vocabulary.
- 4) Fine-tune pronunciation for clearer communication.
- 5) Develop the capability to discuss topics beyond your comfort zone.
- 6) Boost assertiveness and self-awareness in communication.

Data Protection and Security

Data Protection: United Languages of America is committed to protecting the privacy and security of our students' data. All personal and academic information of students using our on-line portal is treated with the utmost confidentiality and in compliance with applicable data protection laws.

Secure Data Storage: Our portal is powered by a robust Enterprise Resource Planning (ERP) system, hosted on Amazon Web Services (AWS), ensuring high standards of data security and reliability. AWS infrastructure is designed to provide optimal data protection and integrity.

Encryption and Access Control: To safeguard student information, all passwords are encrypted. Students are required to register a personal password, and login is facilitated using their email address. This approach ensures that password retrieval is only possible through access to the student's personal email, enhancing security measures.

Compliance with Credit Card Operators: The ERP system adheres to the compliance regulations of credit card operators, ensuring that any financial transactions or data handled through our portal meet stringent security standards.

Intrusion Protection: We employ advanced security protocols and technologies to protect against unauthorized access and cyber threats. Regular security audits and updates are conducted to ensure the ongoing safety of our systems.

Data Breach Notification Procedure: In the unlikely event of a data breach or unauthorized access to student records, United Languages of America will promptly activate its incident response protocol. Affected students will be notified via their registered email addresses as soon as reasonably practicable and in accordance with applicable law and institutional procedures. This notification will include the nature of the breach, the specific data potentially compromised, the immediate steps ULA has taken to secure the system, and recommendations for students to protect themselves (such as changing passwords).

Student Responsibilities: Students are responsible for maintaining the confidentiality of their login credentials and are advised to use strong, unique passwords for their accounts. Any suspected breach of security must be immediately reported to ULA.

Amendments to Security Measures: United Languages of America reserves the right to modify or update these security measures at any time to adapt to new security challenges and technological advancements.

By using our portal, students acknowledge and agree to these data protection and security policies.

Mandatory Photo and Identity Verification Clause

Requirement of Photo and Identity Document: For the purpose of maintaining a secure and trustworthy educational environment, United Languages of America requires all students to upload a recent photograph and a valid identity document to their profile on our portal.

Purpose of Collection: The photograph and identity document are collected solely for the purpose of verifying the student's identity, ensuring the integrity of our academic records and maintaining the security of our educational community.

Acceptable Forms of Identity Documents: The identity document must be government-issued and valid, such as a passport, driver's license, or national identity card, clearly showing the student's full name, date of birth, and photograph.

Privacy and Data Protection: The uploaded photograph and identity document will be stored securely and will only be accessible to authorized personnel. These documents will be handled in strict compliance with our data protection and privacy policies.

Verification Process: Upon receipt, the documents will be reviewed and verified by our staff. Students may be contacted for additional verification or clarification if needed.

Non-Compliance: Failure to upload the required photograph and identity document may result in restricted access to portal services, delay in enrollment processes, or other administrative consequences.

Updating Information: Students are responsible for ensuring that their photograph and identity document on file are current and accurate. Any changes in personal information should be updated promptly in the portal.