

# POLICIES and PROCEDURES

## HANDBOOK

Mission: In **Atlantis Language Institute** we commit to provide essential knowledge and practice to support everyone that seeks growth as a global communicator in the English language.

**ALI** embraces:

- Local and international prospects willing to improve their communication in the English language
- Professionals seeking an enhanced performance in the English language, and
- People seeking social resettlement who desire to overcome the language barrier in an English speaking community.



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### **Enrollment Agreement Disputes/Arbitration Policy**

The enrollment agreement is the legal binding document between the students and the institute. Atlantis Language Institute and Atlantis University reserve the right to make effective changes whenever required or necessary to their course offerings, program curriculum, academic policies and other regulations affecting the students.

ALI states that such changes will govern current and formerly enrolled students. The enrollment status of all students is subject to this statement.

Changes will be publicly accessible for the students in the facility and timely updated on handbooks and website.

If the parties to this enrollment agreement were unable to amicably resolve any dispute, claim or controversy arising out of or relating to this agreement, or a claim arises against by any agent or affiliate of the other, the dispute, claim or controversy shall be resolved by arbitration administered by the American Arbitration Association under its Commercial Arbitration Rules.

If this method of arbitration is unavailable, or for any reason cannot be followed, a court having jurisdiction here under may appoint a panel of arbitrators pursuant to section 682.04, F.S.

The expenses and fees of the arbitrator(s) incurred in the conduct of the arbitration shall be split evenly between the parties to the arbitration.

However, if Atlantis Language Institute prevails in the arbitration proceeding, it will be entitled to any reasonable attorney's fees incurred in the defense of the student claim.

Venue for any proceeding relating to arbitration of claims shall be in the county wherein the institution is located. The parties cannot modify this agreement except in writing.

### **Enrollment Guidelines**

AU/ALI's Admission Representatives follow an equal and ethical process of enrollment for all applicants.

Here are the steps to follow:

#### **1- Application Fee**

All prospective students applying to ALI must submit a \$90.00 non-refundable fee to start the process.

#### **2- Personal Interview**

All applicants must be 16 years old, or older. A personal interview with an admissions representative is required for all applicants prior to acceptance into ALI's program. During this interview, the admissions representative evaluates the applicant's goals.

#### **3- Enrollment Agreement and Registration**

Prospective students must complete an ALI Application that includes an Enrollment Agreement before receiving an acceptance by the institution.

Registration to classes requires that all tuition and fees be paid by the required dates.

Upon review of the application and enrollment documents, the Institute may determine acceptance of the prospective student to join ALI, and eligibility to register for classes.

#### 4- Program Level Placement Determination

All potential students must take ALI's level of proficiency Test to be placed accordingly in the corresponding level within ALI's program. Tests will be properly checked by designated Program Department personnel. Results from the test and ALI's determination of the starting level will be conveniently notified to new students before the corresponding class start date.

#### 5- Acceptance by Institution

The Atlantis Language Institute Student handbook is available online at [www.atlantisuniversity.edu](http://www.atlantisuniversity.edu) for all applicants to review. Nonetheless, applicants review the handbook during the interview with Admissions. The applicant is encouraged to ask questions and is entitled to clarifications. The applicant signs the enrollment agreement and attests to the fact that s/he understands the terms and conditions of attending Atlantis Language Institute program. The applicant will be informed of the admissions decision by letter within ten (10) business days of the interview, submission and review of all required documents.

### Placement Procedures and Appeal Policy

At Atlantis Language Institute, everyone has the right to take a placement exam to determine a fair level placement in accordance to his or her proficiency in the English language.

This exam will provide an approach to the existing language skills of new students. It will reveal how well the student manages essential structures of the English language, and it will let the school plan fairly and effectively to help them achieve desired communication goals in both oral and writing forms.

In the event that a student states actual health factors that may have interfered with his/her optimum performance during the previous exam, the student will be given a second opportunity to take the exam.

ALI makes clear that only visible or provable health issues will be accepted to start an appeal on the level awarded after the exam.

#### PLACEMENT...Scale Interpretation and Rubrics

Our placement test consists of:

Oxford Q-skills of Success exam / 100 points / 2 strands/ 50 questions each

Interpretation of results:

Score per strand	Proficiency	Course placed
1-10 answers correct	Beginner Intro	ESL 1
11-20- answers correct	Upper Beginner	ESL 2
21-30 answers correct	Low Intermediate	ESL 3
31-40 answers correct	Upper Intermediate	ESL 4
41-50 answers correct	Advanced	ESL 5

Course	ESL 5	ESL 4	ESL 3	ESL 2	ESL 1
Writing	Applicant shows enhanced ability to support an opinion; the idea is well organized and supported with clear focus and logical argumentation. Shows facility in the use of the language and vocabulary relevant to the purpose with few errors in grammar and mechanics.	Applicant shows knowledge of organization. The idea is pretty well supported. Shows control of grammar and mechanics, with some errors. Shows some awareness of vocabulary relevant to the purpose	Applicant shows knowledge of topic, supportive and concluding sentences, but the idea is poorly supported and developed. Some errors in grammar and mechanics; moderate awareness of vocabulary relevant to the purpose	Applicant shows knowledge of paragraph structure and use of longer sentences, but the organization and development of the idea is very weak with poor awareness of vocabulary relevant to the purpose. Numerous errors in grammar and mechanics shown	Applicant shows basic knowledge of paragraph structure; the idea is not well organized and poorly developed, uses only simple sentences. Serious errors in grammar and mechanics shown
Listening & Speaking	Prospect is able to keep the focus and follow the speaker with ease; can handle sustained interpersonal interaction. Ideas addressed with complexity of thought and coherence, though it may show some inconsistency in the use of complex grammar. Can manage oral responses accurately.	Prospect applies accurate word stress and intonation to communicative intent. Shows a generally accurate understanding and expresses the ideas fairly well with enhanced ability to address intended messages. Still not comfortable using some advanced grammar, but shows ability to correct some of his/her own mistakes. Fluency stills needs work.	Prospect can use intonation and word stress to keep the listener's attention. Shows moderate understanding and responds coherently, but not fully aware of own mistakes. Able to sustain short conversations in appropriate way, but fluency is inconsistent. Knowledge of grammar and word choice are still moderate	Prospect shows basic awareness of intonation appropriate to communicative intent. Student understanding of the oral message is limited and expresses the ideas with poor organization. Frequently makes relevant errors in grammar.	Prospect shows basic awareness of intonation patterns (questions). Understanding is very limited, needs repetition and slow talk to confirm basic comprehension. Limited spontaneous expression handled

### Policy on Course or Program Cancellation

Atlantis Language Institute offers courses based on the students' needs. However, if a course or program cancellation arises, due notice will be given to students. A decision to cancel a course is at the discretion of the Academic Department of ALI.

Upon making such decisions, the Institute will notify the potential and enrolled students by way of email, hard copy mail, and if appropriate, by telephone.

This decision would be based on an enrollment substantially below the expected level, and the pattern of levels of past enrollment and/or the unavailability of an appropriate instructor.

### ALI Refund Policy

Should a student be terminated or canceled for any reason, all refunds will be made according to the following refund schedule:

1. Cancellation from the program may be in writing or verbally.
2. All tuition fees will be refunded if, prior to the beginning of the program, the applicant is not accepted by the Institute or if the student cancels within three (3) business days after signing the Enrollment Agreement and making an initial deposit.
3. Cancellations following the third (3rd) business day after signing the Enrollment Agreement, but before the first day of class, will result in a refund of all monies paid, with the exception of the registration fee.

4. Books and other learning materials are not included in the cost of tuition and are charged separately from the tuition. Upon withdrawal from the school, they are returnable if they are in good "as new" condition, and within first 20 days of withdrawal.
5. The termination date for refund computation purposes is the last date of actual attendance by the student.
6. Refunds will be made within 30 days from the day the school determines the student has dropped. Date of determination will be within 14 days from the last date of attendance from students with five (5) consecutive unexcused absences, or the date the student provides an official notice to the school of their intention to withdraw from the school.

### **Hours of Operations**

ALI's hours of operations are from Monday through Friday between **9:00am to 9:00pm**; except during the observation of National Holidays as indicated in the Academic Calendar.

### **Class Schedules**

Day Schedule: Monday through Friday 9:00am – 1:00pm

Afternoon Schedule: Monday through Friday 2:00pm – 6:00pm

All students receive a 10-minutes break for each class hour of instruction.

### **Maximum Number of Students per Class**

The maximum number of students per course is set at 18 students to guarantee sufficient time for student/faculty interactions, adequate tutorships and feedback.

### **Registration**

All students are expected to register for courses by the registration date listed in the academic calendar. Students will be admitted to receive a grade only for classes for which they are registered. Alternative arrangements for payment must be made with the Financial Services Department prior to registration. The student must confirm that written notice of tuition payment arrangements is forwarded by the Financial Services Department to the Registrar. Students who fail to follow this procedure will not be considered registered and are not entitled to the student services of the institute.

### **Failure to Register**

A student who leaves the institute without obtaining a leave of absence, or who fails to register and pay the required tuition or fees for more than one term, must apply for readmission to ALI.

### **Leave of Absence (LOA)**

Students in good standing, who have a family or personal emergency, or who have military orders for active service, can take a leave of absence from Atlantis University and will not be required to apply for readmission. The student must make a written request for a leave of absence. The written request must state the nature of the emergency and the student's plan to resume classes. The leave may not exceed 180 days within any 12-month period.

The leave of absence must be approved by the School Director. Once approved the student is considered to be on an approved leave of absence (LOA). Courses that have commenced prior to the date of the approved Leave of Absence will be assigned a grade of Early Drop (ED) or Late Drop (LD). Early Drop (ED) grades assigned to these courses are not used in the calculation of the GPA and completion percentage. Late Drop (LD) grades will be used in the calculation of the completion percentage. If a student does not return when scheduled, he or she will be terminated. The last day of actual attendance will be used for refund purposes.

### **Withdrawals/Failure to Withdraw policy**

Students withdrawing from the institute and seeking tuition refunds may notify the Administration Office of their intention to withdraw in writing. Nonattendance does not reduce or alter a student's financial obligation to the institute. If a student does not return when scheduled, he or she will be terminated. Atlantis Language Institute refund policy will apply.



The last day of actual attendance will be used for refund purposes. Early Drop (ED) grades assigned to withdrawn courses are not used in the calculation of the student's GPA. Late Drop (LD) grades will be used in the calculation of the student's GPA.

Students who discontinue attendance in a course and who fail to withdraw within the designated period will get the F letter grade as appropriate.

### **Attendance Policy**

Attendance is a key factor in the learning process of every student. The students' academic progress may be damaged seriously when they lose contact with the language, as structured by the program.

ALI expects that all students attend classes as scheduled. In the event that unexpected circumstances force the student to be absent, the school recommends that he/she always contact the instructor in advance if possible, to establish how and when to make up missed coursework.

Regarding students under F-1 visa status, attendance is of mandatory compliance.

#### **F-1 visa Students Attendance Policy**

Students under the F-1 visa must show full attendance to comply with SEVIS requirements. We will monitor absentees with consistency, and will work proactively with the students to prevent extreme measures regarding absenteeism. ALI will enforce this regulation consistently, and will notify DSO Department with every F-1 student at risk of termination due to attendance.

To support this policy, faculty will reflect the actual averaged time of student's attendance on the class roster for each daily meeting, late arrivals and/or early leaving apply.

ALI will grant Excused Absence only for extenuating circumstances. All absences not considered under extenuating situations will be unexcused. Extenuating situations will be:

- medical diagnosis and consequent medical treatments,
- health unpredictable problems,
- unexpected traffic events,
- injuries after accidents,
- student involved in unexpected car accidents,
- student involved in legal processes

The student must present official evidence to demonstrate the reason alleged for the absence. The Registrar Office will substantiate entries on the students' files.

Therefore, an absence will be officially excused only if:

► Faculty notifies the Registrar Office by submitting the approval of such absence in writing to [registrar@atlantisuniversity.edu](mailto:registrar@atlantisuniversity.edu), and

► The student presents supporting documentation to the Registrar.

The school will not accept verbal notifications as official excuse of an absence. ALI reserves the right to terminate the F-1 visa to the students ignoring this policy.

It is our decision to enforce consistent compliance of attendance requirements. By signing this document, the student commits to maintain a minimum 80% of good attendance through the eight (8) weeks period of each course. Therefore, all students not meeting the minimum attendance-set on this document- at the end of the course will be subject to administrative review.

The school will track the student weekly records of attendance and will post them with their level of compliance timely through the term.

After two (2) consecutive unexcused absentees, the student will be sent to a counseling session with the Academic Adviser to discuss the situation; the Adviser will analyze the risk of a "Warning Status" with the student.

More than two (2) consecutive unexcused absentees in a 4-week period will result in Administrative Review of the student and he/she will be placed under Warning Status. The Adviser will meet with the student and discuss the risk of being terminated from the program.

Three (3) Warnings of this type in an 8-week period will result in immediate request of termination of the F-1 visa. The Academic Adviser, the Program Director, and the Academic Administrator will meet to determine the student's termination status.

### Acknowledgement of Curriculum and Syllabi

On the first day of class, students receive a copy of the course syllabus containing course objectives, learning outcomes, course duration, content articulation, details about the grading rates, and information that is more helpful related to the course. An updated version of ALI Curricular document is provided on Forms and Templates section of this handbook.

## Student Assessment & Achievement

### Oxford Q-skills for success Assessment per level

Time line	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
Core L&S	Unit test	Unit test	Unit test	Mid test	Unit test	Unit test	Unit test	Final test
Core R&W	Unit test	Unit test	Unit test	Mid test	Unit test	Unit test	Unit test	Final test

L & S=Listening & Speaking R & W= Reading & Writing

### Contribution of each strand to final grade. (Each core section counts 50 percent of the final score)

DOMAIN	Listening & Speaking	Reading & Writing
Score/100	50	50

### Passing Scale Interpretation

Scores	Interpretation
A (90-100)	Passing grade-Exemplary Achievement
B (80-89)	Passing grade-Commendable Achievement
C (70-79)	Passing grade-Good Achievement
D (60-69)	Passing grade-Needs work
F (59 or below)	Outcomes poorly met. Must retake the course

## Student Progression within levels Policy

The student must meet passing grades (60-D minimum) to progress to the next level as shown on the achievement scale. The final score, on a 100-points scale, is a weighted average of both strands (L&S and R&W) developed through the level completed. A final F grade (0-59) will automatically prevent the student from promotion to the next level.

## Retaking a course Policy

The Institute allows a student to repeat a failed course, so that he/she can reach course outcomes as expected, and move on confidently to the next level. The student will be permitted to retake the course only once. If the student re-takes the course successfully, the new grade will replace the "F".

However,

- A student will not be allowed to fail and retake more than one course through the entire program.
- A student failing and retaking a course will have a maximum additional time of 8 weeks/160 hours (one term) allowed for completion of the entire program.
- While retaking the failed course the student will have to comply with the Attendance and Progression policies without exceptions.

The Academic Advisor will monitor all students retaking a course, and the student must comply with periodic counseling as requested.



### Make-Up Work Policy

Students who are unable to complete required work by the end of a term may be granted an Incomplete grade (I) with the instructor's approval. This make-up work policy is granted on a case-by-case basis. Arrangements must be completed within a stated period suggested by the instructor.

Failure to make sure arrangements, without administrative approval, will result in a failing grade.

### Graduation Requirements

Only students successfully completing all five levels offered by the Atlantis Language Institute will be issued a Diploma of Completion of our program. Only those students will be allowed to participate in the commencement exercises. Students will not be issued ALI's Diploma nor the official transcripts of their records until all debts and obligations owed to the Institute have been met.

### Hazing Policy State of Florida Hazing law: 240.1325

Atlantis Language Institute (ALI) complies with Florida State Law prohibiting hazing. The definition of "hazing" means any action or situation that recklessly or intentionally endangers the mental or physical health or safety of a student for the purpose of initiation or admission into or affiliation with any organization operating under the sanction of a postsecondary institution. These actions include brutality of a physical nature, such as whipping, beating and branding, forced calisthenics, exposure of the elements, forced consumption of any food, liquor, drug, or other substance, and other forced physical activity that could adversely affect the physical health or safety of the student.

Any activity that would subject the student to extreme mental stress, such as sleep deprivation, forced exclusion from social contact, forced conduct that could result in extreme embarrassment, or other forced activity that could adversely affect the mental health or dignity of the student falls under this term..

Hazing is not allowed even with student consent.

Any individual student or group of students found guilty of such violation will receive disciplinary probation, suspension, dismissal, expulsion or any combination of such penalties, depending upon the circumstances and the severity of the individual case.

After it has been determined that a student or employee of Atlantis Language Institute has participated in disruptive activities, the following penalties may be imposed against such person:

- Immediate termination of contract of such employee
- Immediate expulsion of the student from the institution for a minimum period of 2 years.

It shall be considered a violation of this policy for any Atlantis Language Institute employee, faculty member, or student to abuse others through harassing conduct or communication. Whenever such misconduct exists, the supervisor or other appropriate person is required to take prompt and corrective action consistent with the discipline provisions of the appropriate policy.

### Sexual Harassment Policy

Sexual harassment is unlawful and is unacceptable behavior at Atlantis Language Institute (ALI). It is unlawful to retaliate against an employee or student for filing a complaint of sexual harassment or for cooperating in an investigation of such a complaint. As part of ALI's overall nondiscrimination policy, we prohibit all forms of harassment of others because of race, color, religion, gender, age, national origin, ancestry, sexual orientation, physical or mental handicap, veteran or other protected status. An atmosphere of inappropriate sexual advances of any kind, discriminatory remarks or discriminatory animosity, do not belong at the University and will not be tolerated. Full descriptions of ALI's sexual harassment policy are available from the Director of Student Services.

### Americans with Disabilities Act (ADA)

Atlantis Language Institute maintains compliance with the Americans with Disabilities Act by making reasonable accommodation within the scope of compliance of the ADA. Its facilities are outfitted with restroom equipment for the physically disabled, and handicapped parking is available on campus. Requests for additional reasonable accommodations can be made to the Academic Director.

### Drug-Free Learning and Working Environment

The unlawful possession, use, distribution, dispensation or manufacture of a controlled substance, including both illegal drugs and unauthorized use of alcohol or prescription drugs, is prohibited on every premises of Atlantis Language Institute. Violations of this policy will result in disciplinary procedures and/or criminal prosecution under state and federal laws.

Students or employees who are concerned about substance abuse are encouraged to consult with the Director of Student Services for confidential advice on resources available.

### Academic Integrity policy

Honesty and integrity are core human and values. Atlantis Language Institute administration expects that each individual understands and takes responsibility for these values, for they are central to every aspect of student life, especially research, papers, coursework and examinations. Academic integrity is the responsibility of every student who registers at the institute, undergraduate and graduate alike. Dishonesty diminishes the quality of scholarship and deceives all those who depend on the integrity of the institute's academic programs. Students should be particularly careful not to compromise their academic integrity regarding examination behavior, fabrication and plagiarism.

Furthermore, any intentional falsification or invention of data or citation in an academic exercise will be considered a violation of academic integrity.

**Fabrication** includes, but is not limited to, inventing or altering research for a research project or field project, and resubmitting returned and corrected academic work without the full knowledge and approval of the instructor.

**Plagiarism** consists of appropriating and passing another's ideas or words off as one's own. When using another's words or ideas, students must acknowledge the original source through recognized referencing practices.

When another's ideas are borrowed in whole or in part and restated in the student's own words, proper acknowledgment must be made.

Students who are unsure whether or not a citation is necessary, or what sort of citation is appropriate, should consult with their advisor or course instructor. Use of another's ideas or words must be properly acknowledged as follows:

- Direct quotations must be acknowledged by footnote citation and by either quotation marks or other appropriate designation.
- A footnote or proper internal citation must follow the paraphrased material.

The use of any external assistance during an examination will be considered academically dishonest unless expressly authorized by the instructor. Inappropriate examination behavior includes, but is not limited to:

- communicating with another student in any way during an exam
- copying material from another student's examination
- allowing another student to copy from one's examination paper
- using unauthorized notes or other unauthorized materials.

Other forms of academic dishonesty include, but are not limited to

- the submission of another's paper as one's own work
- the use of a paper or essay to fulfill requirements in more than one class without both instructor's knowledge and expressed permission
- acquisition in advance of a copy of examination without acknowledging the instructor

### Courses of Action

Students who have acted dishonestly or breached the code of Academic Integrity or other ALI's student conduct policies may be subject to academic penalties, administrative review and/or dismissal from their academic programs, pending the decisions of the instructor and the director of the program.

Students may appeal these decisions as outlined in the Grievance Procedure. It is ALI's policy that suspensions, probations and dismissals be listed on academic transcripts.

Any student dismissed from the Institute, for violations of academic integrity, policy or rule of conduct may apply for readmission. In evaluating this reapplication, the Admissions staff will consult with the committee that originally made the decision to dismiss.

### **Academic Freedom policy**

Atlantis Language Institute is dedicated to maintaining a climate of academic freedom encouraging the sharing and cultivation of a wide variety of viewpoints.

Academic freedom encompasses the freedom to study, teach, and express ideas, including unpopular or controversial ones, without censorship or political restraint.

Academic freedom, rather than being a license to do or say whatever one wishes, requires professional competence, open inquiry and rigorous attention to the pursuit of truth.

### **Equal Opportunity**

Atlantis Language Institute provides equal opportunity for all persons employed or seeking employment with us, without regard to race, color, creed, age, handicap, gender, religion, marital status, national origin, or veteran status. We are committed to implementing affirmative action policies. Policy requires equal employment opportunity to each applicant or employee in our Institute relating to recruitment, examination, appointment, training, promotion, demotion, compensation, retention, discipline, separation, or any other employment practices.

### **Requirements to Join ALI's Faculty**

Faculty is the front line of Atlantis Language Institute.

Refer to this handbook for complete information about policies and procedures related to being an Atlantis Language Institute instructor. Please, share your comments about the content of this handbook and any other information materials directly to us at any time.

### **Faculty Hiring Criteria**

Atlantis Language Institute has a policy for maintaining a pool of qualified professors able to teach the courses related to the ESL program offered.

Faculty must meet qualifications stated by the Commission of English Language Program Accreditation. The responsibility of selecting faculty from a pool of qualified applicants is shared cooperatively by the program administrators, and the Hiring Committee.

Hiring procedures for full- time and adjunct faculty are designed to ensure the hiring of faculty who meet the following:

- ☐ Successful performance in teaching the four main skills of a foreign language, English in this case
- ☐ Reliable and accurate use of the standard English language
- ☐ Effective recognition and management of the needs of a varied student population
- ☐ Sensitiveness and respect to the ethnic and cultural diversity of the student's population.

The ESL program at Atlantis Language Institute will hire faculty holding a Bachelor's degree and at least 5 years of relevant work experience in the field will be considered as minimum qualification to be hired.

A Master's Degree related to the field will be a plus.

The following provisions serve to ensure that professionals with high levels of education and experience instruct Atlantis Language Institute courses.

### **Resume Review**

Interested applicants are invited to send their applications and resumes. Qualifications are reviewed and references checked.

## Interview

A team led by ALI Program Director and Coordinator interviews qualified applicants. Qualified applicants, who have passed the interview process, will be called when an opening occurs. ALI requests all of its faculty members show outstanding proficiency in the use and teaching of the

English language, including the American English. To comply with this request, applicants will be asked to present a mock class to the hiring committee where their personal use of the language and teaching skills specifically related to language programs will be fairly evaluated.

Applicants who do not pass the personal interview segment of the interview process are advised by phone and by mail. A brief comment about why they were not selected is usually included.

## New Faculty

New Faculty must thoroughly read the Institute's Policies and Procedures Handbook.

Prior to the start of employment, new Faculty need to complete required paperwork. The applicant is required to submit copies of all diplomas, degrees, certificates, licenses and Curriculum vitae. Also, complete documents required by any agency regulating the school. Final acceptance of Instructor is subject to any response that may be generated from these agencies.

New Faculty at Atlantis Language Institute is oriented on a one-to-one basis since new Instructor intake is low. The new Instructor is required to tour the facility and learn the reporting systems prior to the start of teaching assignments.

New Faculty must also meet with the Administrative Director in order to have a clear understanding of the operations of the school and the type of students enrolled. Through this meeting the Academic Director will post the new teacher with program schedule, working tools on rooms assigned for the designated class, breakdown of the amount of hours to be fulfilled on each of the faculty main duties, and will discuss details about faculty proper workload, depending on each case.

A file is set up for the new Instructor including resume, copies of degrees, official transcripts from University where degree was conferred, licenses, and other relevant information.

The faculty - student ratio at Atlantis Language Institute is of one instructor to eighteen students per class.

Members of the faculty are expected to participate and have an active voice in the program development. The faculty is encouraged to participate in scheduled meetings for the Curriculum Committee, Assessment Committee, and Faculty Development.

## Institutional Advising & Counseling Policy

The Student Support Services work together with the Academic Department to facilitate academic advising sessions to ALI's students when needed. Every student at ALI may have peer advising at least one per Term. ALI continually monitors and addresses the student's advancement to determine when a timely and peer advising should take place. The instructors join efforts in detecting the students' need of immediate advising and addressing their feedback to the Program Coordinator. Atlantis University believes that the faculty plays a critical role in the academic advising of the students. The instructor should let the weak student know he or she is as significant as any other student in school is.

Likewise, all students under F-1 visa status are entitled to receive appropriate advising from the DSO office regarding their acknowledgement of our institutional policies for International students, and the expected compliance with all requirements from SEVIS. This office holds an open door policy to ensure that all students may reach expected clarifications through the information needed. The DSO office and the program director work closely to advise every student showing signs of irregular behavior towards compliance of his/her responsibilities.

ALI also offers timely support to F-1 students who strive to adapt to their relation within the community and to satisfy personal needs. As needed, the Student Support channels particular requests from these students and facilitates their expected assistance.

Upon detection of a poor academic progress ahead, the instructor becomes the primary source of advising for this student taking immediate action towards building confidence in the recovery process, as possible.

The instructor will decide whether this student needs deeper advising and will address the case to the program Coordinator who will arrange a meeting with the Atlantis University Academic Advisor. All students under academic advising must show full commitment towards the adviser's guidance, and must achieve the fulfillment of the plan of recovery, if any, agreed with the adviser.

The Academic Adviser will keep records of this process and will make sure that this information keeps confidential.

### **Faculty Attendance Policy**

There are times when a faculty member is unable to arrive on time or to conduct classes. As the entire class depends on the faculty member, it is critical to notify the Academic Director as far in advance as possible, unless unpredictable circumstances suddenly arise. The faculty member is required to provide a lesson plan, special instructions, or assignments to the substitute if adequate notice is provided and Atlantis Language Institute does not cancel the class.

An absence may result in a reduction being made in the paycheck following the absence. Unsatisfactory attendance, excessive tardiness or dismissing class early, may be cause for disciplinary action, which may include dismissal.

#### **Professionalism**

Atlantis Language Institute's policy prohibits fraternization between the staff/faculty and the students that are attending the institute. No staff or faculty member should socialize off campus with any active or prospective student. While in class, faculty members maintain a professional atmosphere and create a work-like environment.

Faculty members must maintain a clean, neat, and well-groomed appearance at all times. Faculty dress code is business attire (no jeans, shorts, athletic footwear, or T-shirts). All Faculty, men and women, must be dressed professionally while on performance of their duties within the premises of the institute.

#### **Use of equipment and supplies**

Equipment essential in accomplishing teaching duties is often expensive and may be difficult to replace. When using property, ALI members are expected to exercise care, and follow all operating instructions, safety standards and guidelines.

Please notify any staff member of any equipment, machines, or tools that appear to be damaged, defective, or in need of repair.

Any staff member can answer any questions about an employee's responsibility for maintenance and care of equipment used on the job. The improper, careless, negligent, destructive, or unsafe use or operation of equipment can result in disciplinary action, up to and including termination of employment.

#### **Return of property**

Faculty members are responsible for the return of items issued to them by ALI or in their possession or control upon termination of employment, such as:

- Any keys given during the hiring period
- Remote controls for classroom equipment
- CDs with Core Quizzes/Tests
- Manuals/Texts and other materials borrowed from the library

#### **Instructional performance Review**

First faculty performance review takes place after 90 days of appointment. The discussion of this review between the Academic Supervisor and the new instructor should stay in faculty records to support his/her future development.

within ALI. The review cycle continues until the first year of performance is completed when faculty and Academic Supervisor will discuss, approve and sign the Annual Evaluation.

All faculty members will have at least one class observation for every Term of employment (8 weeks). This visit will not necessarily be announced to the instructor. The class observation will be made to each class assigned to the instructor, and may be conducted by the Academic Director or the Program Administrators.

Results of the class observation will be discussed with Faculty within 24 hours of execution, where the instructor would have the right to disagree and support his/her disagreement with visitor's remarks to the performance, if applicable.

The Class Observation form will be filled accordingly, and signed by supervisor and instructor. Further improvement plan, if necessary, will be reflected on this form. Follow up will too be implemented. Details of the observation and discussion will be kept in Program Director records.

### Criteria for Faculty evaluations

Atlantis Language Institute review of faculty, programs of study, and academic issues is a continuous process to ensure program quality and effectiveness, and to ensure that the mission and philosophy of the institution are upheld.

Faculty members are reviewed as both employees and as faculty members. Faculty members may be evaluated and rated upon the following criteria:

- Adherence to institution policies and procedures
- Class observation
- Students' satisfaction survey
- Students' retention
- Technical and scholarly preparation
- Teaching methodologies
- Use of teaching resources.
- Effective action taken to enforce classroom procedures and rules
- Adherence to academic policies pertaining to grading, attendance, etc.
- Class motivation, innovation and creativity
- Practical judgment regarding students and classroom activities
- Cooperation with the Institute's administration
- Participation in non-teaching-related activities
- Continuing education, current knowledge in scholarly discipline, research and/or scholarly contribution for graduate faculty

### Changes Made by Institution Policy

The university will inform Faculty, staff, and students about any changes made by the institution by affixing the change to their respective handbooks, updating the information on the web site, and sending timely notifications via AU email and/or mail as it corresponds.

### Grounds for immediate dismissal without warning Policy



Any employee whose conduct, actions, or performance violates or conflicts with ALI's policies may be terminated immediately and without warning. The following list serves as a guide of potential types of behavior deemed a serious offense by the institution:

- o Failure to maintain the confidentiality of the Institute and student's information.
- o Willful violation of an established policy or rule.
- o Flagrant insubordination.
- o Serious breach of acceptable behavior, including but not limited to using obscene, abusive, or threatening language or gestures
- o Any activity resulting in grade inflation, grading favoritism or non-compliance with established grading policies
- o Failure to comply with class management requirements
- o Deliberate omission, falsification, or fraudulent alteration of any document or record
- o Reporting to work in an impaired or intoxicated state
- o Selling, providing, possessing or consuming of drugs or other controlled substances, unless prescribed for you by a physician.
- o Improper use of prescribed drug
- o Theft, attempted theft, unauthorized removal, or unauthorized possession of the Institute's property, or the property of others
- o Willful destruction of the Institute's property
- o Carrying or using firearms or other weapons
- o Soliciting or accepting gratuities from students, clients, vendors or fellow employees
- o Using the position unfairly to help or harm a fellow employee, client, customer, or student.
- o Engaging in business unrelated to Atlantis Language Institute within the school premises and during work hours.
- o Excessive, unnecessary, or unauthorized use of the institution's property and supplies for personal purposes
- o Aiding a competitor or any act that intends to inflict injury upon Atlantis Language Institute

#### **Policy for constructive communication with students**

Atlantis Language University values all ways to improve the services it provides to students. Our open door policy conceives consistent sharing of constructive ideas and views between those involved in the student learning process.

The quality of the experience and education students obtain here is powerfully influenced by the attitude of instructors and other employees. If you are positive and confident, and speak well of the quality of the education, curricula, instruction, facilities and administration, our students will also be positive and confident.

All employees, including faculty, are required to address to students through our institutional email with consistent observation of this policy. When addressing to the students, proper communication via AU email will serve as the official means to address any matter that relates to their duties, interests and/or concerns. Atlantis University expects that all employees use the school email with appropriate perspective within the institution educational goals.

We expect all employees to voice concerns and constructive criticisms solely to management, and never, under any circumstances, express views to students that are in any manner critical of the educational process within the



Institute. Violation of this rule may lead to disciplinary action, which may include immediate termination of employment.

### **Faculty Professional Development Policy**

In an effort to meet the changing requirements of the industry, ALI keeps in tune with the advice of experts on curriculum content and teaching strategies for language programs, as needed.

Every effort is made to incorporate the most updated trends and standards from the field to modify, update or add to the curriculum to ensure it remains relevant and dynamic.

Professional development for faculty members is an important process for ensuring the quality of instruction. Faculty development supports the practice of pedagogy and provides an opportunity for faculty members to bring new developments and information to the institution, and to the classroom.

As a language institution, the institute supports and encourages faculty professional development as teachers, scholars, and practitioners in their discipline. ALI encourages and provides support for faculty publication, scholarly contribution, improvements in instructional methodologies, innovative teaching techniques and use of technology for classroom assessment and evaluation.

ALI provides continuous in-house training for employees and teachers through University personnel, professional groups and/or organizations, and institutional effectiveness workdays.

### **ALI policy on following US Copyright Law guidelines**

All ALI faculty, staff, and administrators are required by ALI to abide by all U.S. copyright laws for the protection of authors and publishers, including guidelines for fair use by educational purposes.

Since copyright laws are extensive, a U.S. Copyright Office circular posted at ALI copiers and offices provides a summary of guidelines for educators, particularly on pages 1 and 3-7. This circular is available online at <http://www.copyright.gov/circs/circ21.pdf>.

All personnel should familiarize themselves with these guidelines and follow them. Any questions about implementing or adhering to this policy should be directed to the ALI Academic and Program directors, who will obtain further clarification from knowledgeable sources where applicable.

### **Field trip and Guest speakers**

Students may be taken on field trips by their faculty member at appropriate times during the in-class-training period. Field trips are designed to supplement classes and to introduce the student into situations and experiences that cannot be reproduced in the classroom.

Students need to be notified a minimum of one week in advance of field trips. All field trips must be submitted on a Field Trip Request Form a minimum of one week in advance.

Students' educational experience is often enhanced by guest speakers from the business and professional areas that they will be entering. Faculty members are encouraged to ask individuals from business and industry to speak to students about a variety of related subjects. Faculty members must inform the Academic Director of the class, day, and time the speaker will be visiting.

## **Student Development of Conduct at ALI**

### **Student conduct**

Students are expected to conduct themselves in accordance with Atlantis Language Institute's goals as an educational institution. This means that students should treat all members of the Institute community with courtesy, and their behavior should reflect the basic principles of respect for persons and property.

In order to maintain a learning environment that is safe and inviting for every member of the institute community, upon the approval of the Administrative Director instructors may exclude from class any student who exhibits improper conduct.

This includes:

- Non-compliance with rules and regulations.
- Conduct that reflects unfavorably upon the school or its students.
- Unsatisfactory academic progress.
- Excessive absences or tardiness
- Failure to pay fees when due.
- Cheating.
- Falsifying records.
- Breach of institution enrollment agreement.
- Entering the institution while under the influence of alcohol, drugs, or narcotics of any kind.
- Carrying a concealed or potentially dangerous weapon.
- Sexual or harassment of any kind including intimidation and discrimination.

### **Student obligations**

The institution may bar a student's registration, refuse admittance to classrooms, restrict library privileges or withhold certificates and diplomas to the student in Atlantis Language Institute who fails to meet his or her obligations with respect to all due tuition fees and charges, or fails to make satisfactory payment arrangements with the Business Office. Continued failure to meet student obligations may result in suspension from the institute. ALI reserves the right to bar registration and withhold certificates and diplomas to which students would otherwise be entitled.

### **Department of Career Services AU/ALI**

ALI observes Atlantis University written policies and procedures addressing student services and makes students aware of such services. All of the Services offered by the Career and Student -Services Department of Atlantis University are extended to all ALI students.

Policies and procedures are shared with the entire staff and communicated via training sessions, orientations, and staff meetings, and then follow implementation.

It is the responsibility of the Student and Career Services Department at ALI to survey students about to measure the development of their overall satisfaction along the program.

### **Referral to other qualified professionals or services**

In the event that the student needs personal guidance in an area outside the expertise of the Program Head or individuals receiving the request, the student is entitled to address his/her request to the correct office and representative within the institution. In cases where the student personal needs exceed the array of services that ALI and AU provide, such as mental health counseling or legal help, the AU Student Services Director will refer the student to an appropriate community resource.

### **ALI new student's orientation**

The orientation program, held prior to the first day of each term, is designed to facilitate the student's transition to ALI, to familiarize new students with the organization and operation of the Institute, and to assist them in planning their academic schedule. During the orientation session, students are versed on ALI's mission, regulations and academic standards. All new students should participate.

### **Disciplinary obligations**

The Department of Student Services acts as a neutral party in disciplinary actions. All witnessed matters requiring disciplinary attention are referred to the Academic Department, Administration and Compliance, for further investigation.

### **Complaints Policy**

Atlantis Language Institute utilizes a policy and procedure for handling general complaints and informs all parties involved in writing of the policy and the procedure.

The policy and the procedure for complaints is published in this Student Manual and the P&P handbook. The institution officials responsible for handling the complaint policy appear in these documents as well. For a period of at least five (5) years, the Institute maintains a complete record of all written student complaints.

ALI maintains an open door policy regarding all fair claims from students and personnel; all of them are equally entitled to fair processes and procedures. They can convey to the administration concerns they may have, and receive a fair hearing.

ALI will retain permanent records concerning formal complaints for five years.

### **Grievance procedures**

Grievance procedures apply for everyone who believes that has been unlawfully discriminated against, unfairly treated, or harassed in any way.

All students may discuss openly and frankly their school-related concern with their teachers, and so the employees may reach out to their supervisors. Effective two-ways communication has always served the best interests of both parties involved. Many problems can be resolved in this way.

Complaints against students or employees of the institute shall be first directed to the individual. Students are expected to address any disagreement or conflict directly with the individual involved through a written document outlining the complaint and communication.

After this, if there is no satisfactory resolution, students should address their grievances to the Academic Department or the Student Services Dept who will give guidance and provide the student with information and direction for pursuing a resolution. Parties involved should attempt every possible satisfactory resolution.

The academic director will review this letter carefully and impartially in a meeting with the Student Services Director; they will arrange a meeting with the student to have a direct input of the situation, if needed. Within ten (10) business days, the Academic Director should reply to the student with the resolution reached for the claim.

All communications regarding the complaint must be in writing and all meetings and communications documented in the student file.

Parties involved should submit the complaints within six months from the date of happening.

Students who are unsure how to utilize the grievance procedures or are uncomfortable addressing issues with the appropriate person should contact:

**Carol Palacios** - Compliance Officer at [carol.palacios@atlantisuniversity.edu](mailto:carol.palacios@atlantisuniversity.edu)

If the student is still not satisfied with this solution, he/she may write a letter to the President of Atlantis University, stating the problem in detail and the steps that were taken to alleviate it. The decision of the President is final, and the student should receive a letter explaining this decision.

### **Privacy of records**

Student and personnel records are in permanent secured files.

Because of section 438 of the General Provision Act (Title IV of Public Law 90-247), students aged 18 or over have access to their personal records kept by the Institute.

Only authorized ALI personnel have access to student records for official purposes. A student (or in some cases eligible parents) may have access to his/her records within a reasonable time after submitting a written request to the custodian in possession of that record.

If the content of any record is believed to be in error, or it may lead to discriminatory and misleading interpretation, or it may imply violation of the student or the employee's rights, the content may be challenged and a written explanation applies in the record. Everyone's right to due process allows for a hearing, which may be held at a reasonable time and place, at which time evidence may be presented to support the challenge.

In all cases, including AU personnel, the institution will keep strict privacy of all records regarding sensitive personal data, and the individual's information will only be released to any person, agency or legal authority as required by subpoena/ legal process, or by previous consent of the individual involved.

### **Completion of ALI's program**

Atlantis Language Institute policy states that all students who satisfactorily complete the entire ALI's program are eligible to on-site recognition of completion while the annual AU graduation Ceremony.

**INTENTIONALLY IN BLANK**

### **ALI Program-Curriculum**

Mission: In **Atlantis Language Institute** we commit to provide essential knowledge and practice to support everyone that seeks growth as a global communicator in the English language. **ALI** embraces:

- Local and international prospects willing to improve their communication in the English language
- Professionals seeking an enhanced performance in the English language, and

- People seeking social resettlement who desire to overcome the language barrier in an English speaking

### Courses/levels of competence

- ESL 1** Beginning Intro  
**ESL 2** Upper beginning  
**ESL 3** Low Intermediate  
**ESL 4** Upper Intermediate  
**ESL 5** Advanced

### LENGTH and STRUCTURE:

Program length in weeks: 40 weeks  
Length in weeks for each level: 8  
Total (entire program) contact hours: 800  
Total time allotted to instruction: 720 hours  
Total time allotted to required Lab work: 80 hours  
Instruction hours per level: 144  
Weekly instruction hours: 18  
Weekly individual Lab hours: 2  
Daily instruction hours: 4.5

Course	Course Goal	Course Objectives	Course Student Learning Outcomes
<b>ESL 1</b>	<p>This course targets a Low Beginner level of competence.</p> <p>It Intends to promote the student's essential comprehension and use of concrete, basic expressions that should lead to an increasing ability to communicate in the English language.</p>	<p>The purpose of this course is to conduct learning opportunities in our classrooms in which students start building essential awareness of their skills and knowledge on:</p> <p><b>Listening &amp; Speaking:</b></p> <ul style="list-style-type: none"> <li>-Essential intonation patterns</li> <li>-Basic recognition of a topic</li> <li>--Level appropriate grammar structures</li> <li>-Building understanding of the oral message</li> <li>-Some verbs + infinitives such as <i>like, want, need</i> to handle basic, familiar needs</li> <li>-Expressing agreement or disagreement with basic phrases and facial language</li> <li>-Listening for specific vocabulary items in audio visuals to figure out the meaning</li> </ul> <p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>-Recognizing essential vocabulary</li> <li>-Familiar English morphemes</li> <li>-Identifying main ideas and basic details in a paragraph</li> <li>-Parts of a letter</li> <li>-Sentence structure</li> </ul> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>-Sentence structure for simple tenses with BE and other verbs, present and past</li> <li>-Subject-verb relation</li> <li>-Level appropriate recognition of essential parts of speech such as adjectives, connectors, prepositions of location, adverbs</li> <li>-Essential verbs <i>Like, want, need</i> +</li> </ul>	<p><b>Listening &amp; Speaking: (Oral interaction):</b> Upon completion of this level, students will be able to:</p> <ul style="list-style-type: none"> <li>-Demonstrate awareness of the use of word stress and intonation patterns for questions, statements and exclamations</li> <li>-Requesting repetition and/or clarification to confirm understanding in brief interpersonal conversations</li> <li>- Listen for main ideas and details to predict content as possible.</li> <li>-Demonstrate basic comprehension of instructions in academic settings</li> <li>-When prompted, use simple tenses to address briefly to personal information such as needs, likes/dislikes, preferences and feelings</li> <li>-Agree or disagree politely, using familiar phrases and facial cues</li> </ul> <p><b>Reading:</b> Upon completion of these level, students will be able to</p> <ul style="list-style-type: none"> <li>-Detect familiar words in text.</li> <li>-Detect basic similarities and differences in the phonetic systems used in English and the student's first language</li> <li>-Show awareness of adequate use of familiar English morphemes such as <i>final -ed</i>.</li> <li>-Scan a paragraph and recognize the main idea as possible</li> <li>-Gain awareness of the heading, the body, and the closing of a letter.</li> <li>-Respond to basic written instructions with level appropriate comprehension.</li> </ul> <p><b>Writing:</b> Upon completion of this level, students will be able to:</p> <ul style="list-style-type: none"> <li>-Demonstrate awareness of structures for short and long sentences in a paragraph</li> <li>-Recognize correct subject-verb agreement in short sentences</li> <li>-Use level appropriate language to address brief accounts of experiences in the past.</li> <li>-Write basic description of people, places and event</li> <li>-Compose basic emails for personal purposes</li> <li>-Demonstrate awareness of adequate paragraph</li> </ul>

		infinitives -Recognition of word families -Idea sequence in a basic paragraph	structure -Use reference materials to build word choices
<b>ESL 2</b>	<p>This course targets a High Beginner level of competence.</p> <p>It intends to develop progressive recognition, comprehension and use of basic structures that the student could handle to communicate in tasks requiring a simple exchange of information on familiar matters.</p>	<p>The purpose of this course is to conduct learning opportunities in our classrooms for students to move on experiencing necessary knowledge and practice on:</p> <p><b>Listening &amp; Speaking:</b></p> <ul style="list-style-type: none"> <li>-Essential intonation patterns</li> <li>-Essential vocabulary to identify a topic</li> <li>-Basic grammar structures</li> <li>-Gaining understanding of the oral message</li> <li>-Some verbs + infinitives such as <i>like, want, need</i> to handle small talks</li> <li>-Expressing agreement or disagreement</li> <li>-Listening for specific vocabulary items in audio visual ads to figure out the meaning</li> <li>-Responding briefly to an interviewer</li> </ul> <p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>-Vocabulary</li> <li>-Familiar English morphemes</li> <li>-Main ideas and basic details in a paragraph</li> <li>-Parts of a letter</li> <li>-Sentence structure</li> <li>-Adequate spelling of words</li> </ul> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>-Grammar structure of simple tenses, present and past</li> <li>-Topic, body, and concluding sentences</li> <li>-Subject-verb relation and other essential parts of speech such as adjectives and connectors</li> <li>-Verbs <i>Like, want, need</i> + infinitives</li> <li>-Word choices</li> <li>-Idea sequence in a basic paragraph</li> </ul>	<p><b>Listening &amp; Speaking: (Oral interaction):</b> Upon completion of this level, students will be able to:</p> <ul style="list-style-type: none"> <li>-Demonstrate level appropriate awareness for detecting key words, familiar phrases and dates</li> <li>-Apply level appropriate ability to detect specific information when prompted</li> <li>-Ask for repetition/clarification to gain comprehension of brief interpersonal talk.</li> <li>-Demonstrate level appropriate comprehension of instructions in academic settings</li> <li>-Use simple tenses to express basic emotions and address brief opinions</li> </ul> <p>-Identify new grammar structures to refer to:</p> <ul style="list-style-type: none"> <li>*events happening now or that take place around now</li> <li>*events that happen in the future</li> <li>*future possibilities</li> </ul> <p>-Determine the speaker's attitude by listening for intonation and expressions of opinion</p> <p>-Elaborate an enhanced description of people, places, events and things.</p> <p><b>Reading:</b> Upon completion of this level, students will be able to:</p> <ul style="list-style-type: none"> <li>-Use a dictionary to build up detection of words in context</li> <li>-Demonstrate increasing awareness on similarities and differences in the phonetic systems used in English and the student's first language</li> <li>-Show level appropriate awareness of familiar English morphemes such as <i>final -ed</i>.</li> <li>-Scan basic paragraphs with increasing ability to detect main ideas and details</li> <li>-Recognize heading, body, and closing of a letter.</li> <li>-Respond to instructions suggested in basic academic texts with level appropriate comprehension.</li> </ul> <p><b>Writing:</b> Upon completion of this level, students will be able to:</p> <ul style="list-style-type: none"> <li>-Demonstrate level appropriate recognition of structures for short and long sentences</li> <li>-Edit sentences for correct subject-verb agreement</li> <li>-Apply level appropriate description of life events</li> </ul>

			<ul style="list-style-type: none"> <li>-Write basic emails for personal purposes</li> <li>-Recognize the structure in a paragraph with level appropriate awareness.</li> <li>-Identify reference materials to expand word choices</li> <li>-Apply more logical order when addressing basic directions and instructions in writing.</li> <li>-Recognize correct spelling to get the meaning across clearly</li> <li>-Take brief notes to prepare for a group discussion</li> <li>-Produce short accounts of personal and familiar plans</li> </ul>
<b>ESL 3</b>	<p>This course targets a Low Intermediate level of competence.</p> <p>It aims at increasing comprehension and more confident responses on the students who deal with frequent matters encountered in work, in the community and in school, or matters that clearly target their personal interests, goals and plans.</p>	<p>The purpose of this course is to conduct learning opportunities in our classrooms for students to move on acquiring stronger skills and knowledge on:</p> <p><b>Listening &amp; Speaking</b></p> <ul style="list-style-type: none"> <li>-Addressing to diverse recipients</li> <li>-Word order and idea sequence</li> <li>-Conversational turns</li> <li>-Word variety</li> <li>-Identifying idioms on informal communication</li> <li>-Maintaining the listener's interest</li> <li>-New grammar structures</li> <li>-Making inferences</li> <li>-Narrating a story</li> <li>-Critical thinking, distinguishing between fact and opinion</li> <li>-Delivering oral presentations</li> </ul> <p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>-Advanced comprehension of texts</li> <li>-Identifying idioms on informal communication</li> <li>-Proper spelling of some technical words</li> <li>-Recognition of the beginning, middle, and end of a story</li> </ul> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>-Spelling of technical vocabulary</li> <li>-Recognizing the correct structure of traditional essays</li> <li>-Presentations in an academic setting</li> <li>-Word variety</li> <li>-Addressing to diverse recipients</li> <li>-Using idioms and slangs</li> <li>-Summarizing texts</li> <li>-Organizational structure in a text, such as chronology, cause-and-effect</li> </ul>	<p><b>Listening &amp; Speaking (Oral interaction):</b> Upon completion of this level, students will be able to:</p> <ul style="list-style-type: none"> <li>-Sustain short conversations, attend to the speakers and react in a culturally appropriate way</li> <li>-Use details like time markers, signposts, and examples illustrating facts and opinions to make inferences</li> <li>-Distinguish advantages-disadvantages in familiar situations</li> <li>-Make requests with a higher level of distinction of the recipient.</li> <li>-Recount prior experiences of interest, adding more details, as possible</li> <li>-Narrate short stories coherently with logical beginning, middle, and end</li> <li>-Keep the listener's interest by varying intonation and stressing important words</li> <li>-Sustain more extended group conversations using enhanced word variety</li> </ul> <p><b>Reading:</b> Upon completion of this level, students will be able to:</p> <ul style="list-style-type: none"> <li>-Locate desired information on longer informational and literary texts</li> <li>-Paraphrase as needed to check comprehension</li> <li>-Follow the sequence of a story with moderate comprehension</li> </ul> <p><b>Writing:</b> Upon completion of this level, students will be able to:</p> <ul style="list-style-type: none"> <li>-Check correct spelling to get the meaning across clearly</li> <li>-Make written requests with proper awareness of the recipient</li> <li>-Search, collect and organize simple information for a presentation in class</li> <li>-Detect causes and effects within a situation and the path to draw an opinion about it.</li> <li>-Write letters for diverse purposes with clearer management of the message intended.</li> <li>-Write sentences to tell or retell a story in chronological sequence.</li> <li>-Draw topic sentences, details, and concluding sentences for a multi-paragraph composition</li> <li>-Express agreement or disagreement using adequate indicators of sentence structure</li> </ul>



<b>ESL 4</b>	<p>This course targets an Upper Intermediate level of competence. It aims at the students' interaction with a degree of fluency and spontaneity that would make their communication with native speakers of the language pretty possible, and will reduce the undesired presence of strains between them.</p>	<p>The purpose of this course is to conduct learning opportunities in our classrooms for students to keep experiencing stronger knowledge and skills on:</p> <p><b>Listening &amp; Speaking</b></p> <ul style="list-style-type: none"> <li>-Fluent oral interaction</li> <li>-Word variety</li> <li>-Effective organization of the ideas</li> <li>-Detecting the topic of a speech</li> <li>-Taking notes during a presentation</li> <li>-Stressing important information as desired</li> <li>-Keeping a conversation into a comfortable area</li> <li>-Expressing certainty and uncertainty</li> </ul> <p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>-Graphic organizers and organizational structures</li> <li>-Advanced recognition of morphemes and phonemes</li> <li>-Literary texts</li> </ul> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>-Developing and Editing essays</li> <li>-Sentence structure and complex idea sequence</li> <li>-Effective descriptive language</li> <li>-Using similarities and differences to describe ideas</li> <li>-Defining audiences</li> <li>-Advanced grammar and parallel structure</li> <li>-Effective use of reference materials</li> </ul>	<p><b>Listening &amp; Speaking (Oral interaction)</b> Upon completion of this level, students will be able to:</p> <ul style="list-style-type: none"> <li>-Demonstrate advanced use of word variety in front of audiences</li> <li>-Demonstrate full awareness of listener's perspective when interacting.</li> <li>-Listen for expressions that announce the topic of what they hear</li> <li>-Demonstrate enhanced ability to participate spontaneously in a group discussion after a presentation</li> <li>-Create speeches with stronger accuracy in idea sequence</li> <li>-Support certainty and uncertainty with clearer point of view</li> <li>-Demonstrate the ability to use important words in speech to stress intended messages.</li> <li>-Manage a conversation effectively by keeping certain information out of discussion, avoiding questions or changing the topic</li> <li>-Engage and take turns in conversations in culturally appropriate ways.</li> </ul> <p><b>Reading:</b> Upon completion of this level, students will be able to:</p> <ul style="list-style-type: none"> <li>-Demonstrate ability to understand the organizational structure of a text.</li> <li>-Understand graphic organizers.</li> <li>-Demonstrate moderate comprehension of the main idea and supporting details in moderate literary texts.</li> <li>-Infer meaning from text by recognizing word families in context.</li> <li>-Demonstrate moderate fluency when reading.</li> <li>-Detect and analyze text features that contribute to meaning and facilitate understanding of literary texts.</li> </ul> <p><b>Writing:</b> Upon completion of this level, students will be able to:</p> <ul style="list-style-type: none"> <li>-Demonstrate agreement or disagreement, and explain using adequate indicators of sentence structure.</li> <li>-Organize, develop and edit your own texts with enhanced accuracy.</li> <li>-Demonstrate strong awareness of adequate organizational structure when introducing a problem, describing it, and suggesting a solution.</li> <li>-Recognize sensory language and details to help readers visualize intended information.</li> <li>-Apply a degree of formality adequate for the audience targeted and for the purpose of an essay.</li> <li>-Demonstrate strong awareness in the use of parallel structure.</li> <li>-Apply stronger knowledge of tense inconsistencies in simple, compound, and complex sentences when editing.</li> </ul>
<b>ESL 5</b>	<p>This course targets an Advanced level of competence.</p> <p>It aims at the student ability to express fluently and spontaneously without</p>	<p>The purpose of this course is to conduct learning opportunities for students to reach the strongest confidence as users of the language with appropriate skills and knowledge on:</p>	<p><b>Listening &amp; Speaking (Oral interaction):</b> Upon completion of this level, students will be able to:</p> <ul style="list-style-type: none"> <li>-Demonstrate a wide range of accurate oral responses.</li> <li>-Demonstrate ability to formulate pre-listening questions to infer the topic of a conversation in social and professional settings.</li> </ul>

	<p>much hesitation, reaching a flexible and effective communication in the English language for social, academic and professional purposes</p>	<p><b>Listening &amp; Speaking</b></p> <ul style="list-style-type: none"> <li>-Pronunciation patterns for effective speaking skills</li> <li>-Inferring topics of conversation effectively</li> <li>-Following extended speeches</li> <li>-Keeping up with extended conversations</li> <li>-Expressions that can be or should not be used in adequate communication</li> <li>-Oral presentations</li> <li>-Gaining reliability in the speech</li> </ul> <p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>-Fluent recognition of pronunciation patterns in complex texts</li> <li>-Ability to distinguish features in Literary texts</li> <li>-Interaction with written language</li> </ul> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>-Persuasive writing</li> <li>-Know how to accurately relate examples to main ideas</li> <li>-Making the written expression more believable and informative</li> <li>-Effective essays and citing sources</li> <li>-Writing effectively</li> <li>-Technical vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>-Apply pronunciation, word stress, and intonation appropriate to communicative intent.</li> <li>-Demonstrate comprehension of multi-step instructions and/or extended speech with sustained, interpersonal interaction.</li> <li>-Apply proper use of formal and/or informal language in academic, social and professional settings as required</li> <li>-Engage, take turns and close conversations appropriately.</li> <li>-Use adequate use of pace, visual aids, gestures, and appropriate degree of formality for the audience and setting.</li> <li>-Demonstrate the use of citing sources in speeches to gain reliability</li> </ul> <p><b>Reading:</b> Upon completion of this level, students will be able to:</p> <ul style="list-style-type: none"> <li>-Demonstrate adequate involvement and construction of meaning through interaction with texts of diverse types</li> <li>-Read, understand and discuss a variety of literary forms</li> <li>-Demonstrate adequate sentence rhythm, intonation with choices, and intonation and pauses for thought groups while reading</li> <li>-Demonstrate fluency as a reader.</li> <li>-Make appropriate evaluation of points of view in a literary text.</li> </ul> <p><b>Writing:</b> Upon completion of this level, students will be able to:</p> <ul style="list-style-type: none"> <li>-Demonstrate enhanced ability to persuade the readers supporting opinions with facts.</li> <li>-Gain effectiveness by citing reliable sources.</li> <li>-Support acceptable individual interpretations or conclusions, using evidence from a text.</li> <li>-Write coherent compositions and essays with clear focus, well-developed paragraphs, and logical argumentation.</li> <li>-Apply effective language when prompted to submit job application letters, thank you letters/emails to potential employers, and letters addressing attention towards social affairs.</li> <li>-Demonstrate use of technical vocabulary relevant to its purpose</li> </ul>
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### ESL Syllabus (sample)

The following is a SAMPLE from the set of documents implemented in all five (5) levels.

*Mission: In Atlantis Language Institute we commit to provide essential knowledge and practice to support everyone that seeks growth as a global communicator in the English language. ALI embraces:*

- *Local and international prospects willing to improve their communication in the English language*
- *Professionals seeking an enhanced performance in the English language, and*
- *People seeking social resettlement who desire to overcome the language barrier in an English speaking community.*

<b>COURSE SYLLABUS</b>	<b>Course name:</b> ESL 1	<b>Course Length:</b> 8 weeks	<b>Course level:</b> Beginner-Intro
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<b>Contact hours:</b> 160	<b>Weekly hours:</b> 20	<b>Instruction hours:</b> 18	<b>Lab hours:</b> 2
<b>Core text:</b> Q Skills for Success Intro Student Book + IQ 3 <sup>rd</sup> edition	<b>Strands:</b> Listening & Speaking Reading & Writing	<b>Author(s):</b> Kevin Mc Clure/Mari Vargo Jennifer Bixby/Joe McVeigh	<b>Publisher:</b> Oxford University Press ISBN: 978 0 19 490530 5 ISBN: 978 0 19 490421 6
<b>Faculty:</b>	<b>Faculty Email:</b>	<b>Modality:</b> On campus	<b>Campus:</b> Biscayne main campus

**Class schedule for instruction and Lab in this course**

Strand	Monday	Tuesday	Wednesday	Thursday	Friday (each other week)
Listening & Speaking					
Reading & Writing					
Lab individual work					2 hours <b>weekly</b>

**Course Objectives**

This course targets a Low Beginner level of competence. Through this course, the students start building language skills necessary to develop oral and written communication within their demanding social and professional environment.

The purpose of this course is to conduct learning opportunities in which students may acquire knowledge and practice on:

Listening & Speaking:

- Essential intonation patterns
- Basic recognition of a topic
- Level appropriate grammar structures
- Building understanding of the oral message
- Some verbs + infinitives such as *like, want, need* to handle basic, familiar needs
- Expressing agreement or disagreement with basic phrases and facial language
- Listening for specific vocabulary items in audio visuals to figure out the meaning

Reading:

- Recognizing essential vocabulary
- Familiar English morphemes
- Identifying main ideas and basic details in a paragraph
- Parts of a letter
- Sentence structure

Writing:

- Sentence structure for simple tenses with BE and other verbs, present and past
- Subject-verb relation
- Level appropriate recognition of essential parts of speech such as adjectives, connectors, prepositions of location, adverbs
- Essential verbs *Like, want, need* + infinitives
- Recognition of word families
- Idea sequence in a basic paragraph

**Course learning outcomes**

Upon completion of this level, students will be able to:

Listening & Speaking: (Oral interaction):

- Demonstrate awareness of the use of word stress and intonation patterns for questions, statements and exclamations
- Requesting repetition and/or clarification to confirm understanding in brief interpersonal conversations
- Listen for main ideas and details to predict content as possible.
- Demonstrate basic comprehension of instructions in academic settings
- When prompted, use simple tenses to address briefly to personal information such as needs, likes/dislikes, preferences and feelings
- Agree or disagree politely, using familiar phrases and facial cues

Reading:

- Detect familiar words in text.
- Detect basic similarities and differences in the phonetic systems used in English and the student's first language
- Show awareness of adequate use of familiar English morphemes such as *final -ed*.
- Scan a paragraph and recognize the main idea as possible

-Recognize heading, body, and closing of a letter.

-Respond to basic written instructions with level appropriate comprehension.

#### Writing:

- Demonstrate awareness of structures for short and long sentences in a paragraph
- Recognize correct subject-verb agreement in short sentences
- Use level appropriate language to address brief accounts of experiences in the past.
- Write basic description of people, places and events
- Compose basic emails for personal purposes
- Demonstrate awareness of adequate paragraph structure
- Use reference materials to build word choices

#### Learning environment and tools

**Student centered role.** This course will keep the student centered approach, where teachers lead students to achieve/enhance their knowledge with critical thinking focus as a key ingredient of the learning process. A combination of lecture/laboratory works in this course. Motivational audio-visual tools and highly recognized textbooks will attract and keep the student motivated. The content in the core text Q Skills for Success will be handled at teacher's discretion based on students' progress and needs.

**Effective Lab practice** ALI program includes access to the prestigious Burlington English software designed for an interactive personalized Lab practice. Along with the "General English" chapters, BE also targets "English in America" and includes training for a wide selection of careers that are conveniently available for the student's choice.

**Community Resources** Outdoors activities will develop students' self-confidence through a closer contact with real life. In-site gatherings will be planned for the exchange of skills between ESL students of all levels. This course may include guest speakers from related industries with required participation in this event.

**Homework:** Faculty will assign Individual and/or team out-of-class work based on class progress through the whole period of classes. This practice may include writing, reading, research, and speaking assignments. You may use the Atlantis physical and/or Virtual Library for research on topics. (Contact the Librarian for username and password)

#### Core text Assessment per level

Timeline	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
Core <b>L &amp; S</b>	Unit test	Unit test	Unit test	Midterm	Unit test	Unit test	Unit test	Final test
Core <b>R &amp; W</b>	Unit test	Unit test	Unit test	Midterm	Unit test	Unit test	Unit test	Final test

#### Contribution of each Core strand to Final Score (average/100)

Strand	Listening & Speaking	Reading & Writing
Final average	50%	50%

**Passing grade policy:** The student must meet required passing scores to be promoted to the next level. The final score, on a 100-point proficiency scale, is a weighted average of both strands (L&S and R&W) and will reflect the student's overall final grade for the level completed.

Course overall score	8 weeks course
A (90-100)	Exemplary Passing grade
B (80-89)	Commendable Passing grade
C (70-79)	Average Passing grade
D (60-69)	Minimum Passing grade
F (59 or below)	Fail. Must retake the course

#### Retaking a course policy

The Institute allows a student to repeat a course once, as an opportunity to reach course outcomes as expected and to move on confidently to the next level.

- If the student fails the course, and re-takes it successfully, the new grade will replace the "F".
- A student will not be allowed to retake more than one course through the entire program.
- A student retaking a course will have a maximum additional time of 8 weeks/160 hours allowed for completing the entire program.
- While retaking a failed course the student will have to comply with the Attendance and Progression policies without exceptions, and must comply with all meetings requested by the designated school Adviser.

#### Attendance policy

Refer to Student Manual and Important Notes on this syllabus

**Course Content**
**In-class lessons Monday through Friday**

**Note:** LAB WORK, 2 hours weekly on Friday. Lab activities are mainly selected by student choice, but may also be suggested at teacher's discretion based on Class weekly progress.

Week	Activity	Strand/Unit	Unit objective	Teaching-Learning focus	Pages	Time allotted
1	In-class lesson	L&S Unit 1	The teacher will facilitate learning experiences for students to introduce and interview people	<u>Listening:</u> Noticing similarities <u>Vocabulary:</u> Collocations for hobbies and interests <u>Grammar:</u> Simple present of BE and other verbs <u>Pronunciation:</u> Simple present third-person s/es <u>Speaking:</u> Keeping a conversation going	2-18	18 hours
		R & W Unit 1	The teacher will facilitate learning experiences for students to write about personality, appearance and interests	Vocabulary: descriptive adjectives Reading: identifying topics and main ideas C. Thinking: generating ideas with listing Writing: simple sentences Grammar: present of BE, affirmative	4-17	
2	In-class lesson	L&S Unit 2	The teacher will facilitate learning experiences for students to deliver brief opinions	<u>Listening:</u> Listening for examples <u>Vocabulary:</u> Antonyms <u>Grammar:</u> Adjectives, adverbs+adjectives <u>Pronunciation:</u> Sentence stress <u>Speaking:</u> Giving opinions C. <u>Thinking:</u> Giving reasons for opinions	24-37	18 hours
		R&W Unit 2	The teacher will facilitate learning experiences for students to free-write about a place of preference	<u>Vocabulary:</u> recognizing word families <u>Reading:</u> scanning for dates, names and time C. <u>Thinking:</u> <i>comparing</i> and <i>contrasting</i> <u>Writing:</u> editing for capitalization and punctuation <u>Grammar:</u> simple present	22-35	
3	In-class lesson	L&S Unit 3	The teacher will facilitate learning experiences for students to prepare an elementary survey	<u>Listening:</u> Listening for reasons C. <u>Thinking:</u> Recognizing cause and effect <u>Vocabulary:</u> Prefixes and suffixes <u>Pronunciation:</u> stressed syllables <u>Grammar:</u> verbs + gerunds and infinitives <u>Speaking:</u> review giving opinions	42-56	18 hours
		R & W Unit 3	The teacher will facilitate learning experiences for students to write simple description of "things", events and people	<u>Vocabulary:</u> using dictionaries <u>Reading:</u> scanning for information C. <u>Thinking:</u> choosing a topic <u>Writing:</u> writing complete sentences <u>Grammar:</u> <i>adjectives</i> and <i>adverbs</i>	40-52	

4	In-class lesson	L&S Unit 4	The teacher will facilitate learning experiences for students to set a basic discussion on preferences	<u>Listening</u> : review listening for reasons C. <u>Thinking</u> : Noticing differences <u>Vocabulary</u> : collocations with do, play and go <u>Grammar</u> : subject & object pronouns <u>Pronunciation</u> : reduced pronouns <u>Speaking</u> : agreeing and disagreeing	60-73	18 hours
		R&W Unit4	The teacher will facilitate learning experiences for students to write short, basic paragraphs about "having fun"	<u>Vocabulary</u> : using verb+noun collocations <u>Reading</u> : underlining & highlighting C. <u>Thinking</u> : classifying <u>Writing</u> : capitalizing proper nouns <u>Grammar</u> : <u>subject</u> and <u>object</u> pronouns  <u>Midterm assessment</u>	58-69	
5	In-class lesson	L&S Unit 5	The teacher will facilitate learning experiences for students to organize own ideas about <u>Home</u> and <u>Housing</u> .	<u>Listening</u> : listening for opinions C. <u>Thinking</u> : ranking information <u>Vocabulary</u> : compound nouns <u>Grammar</u> : prepositions of location <u>Pronunciation</u> : stress in compound nouns <u>Speaking</u> : review agreeing and disagreeing	78-95	18 hours
		R & W Unit 5	The teacher will facilitate learning experiences for students to write basic illustration of a room of preference	<u>Vocabulary</u> : identifying word categories <u>Reading</u> : underlining & highlighting C. <u>Thinking</u> : restating <u>Writing</u> : subject-verb agreement <u>Grammar</u> : prepositions of location	74-91	
6	In-class lesson	L&S Unit 6	The teacher will facilitate learning experiences for students to increase the ability to support discussions in class	<u>Listening</u> : listening for frequency C. <u>Thinking</u> : relating to ideas <u>Vocabulary</u> : adjectives ending in <i>-ed</i> <u>Grammar</u> : modals CAN and SHOULD <u>Pronunciation</u> : stressing key words <u>Speaking</u> : asking for repetition	100-117	18 hours
		R & W Unit 6	The teacher will facilitate learning experiences for students to express opinions in basic writing about unhealthy habits	<u>Vocabulary</u> : using collocations <u>Reading</u> : identifying pronoun references C. <u>Thinking</u> : offering solutions <u>Writing</u> : using an editing checklist <u>Grammar</u> : modals <i>can, could, should</i>	96-113	
7	In-class lesson	L&S Unit 7	The teacher will guide students to prepare and deliver a basic presentation about traveling	<u>Listening</u> : review listening for frequency C. <u>Thinking</u> : inferring <u>Vocabulary</u> : word families <u>Grammar</u> : simple past of BE; simple affirmative <u>Pronunciation</u> : <i>-ed</i> endings <u>Speaking</u> : using open questions	122-141	18 hours
		R & W Unit 7	The teacher will facilitate learning experiences for students to write a basic paragraph expressing freely about a place or country	<u>Vocabulary</u> : identifying word families <u>Reading</u> : building reading fluency C. <u>Thinking</u> : separating facts from opinion <u>Writing</u> : identifying fragments and complete sentences <u>Grammar</u> : simple past of BE; affirmative	118-137	

				sentences		
8	In-class lesson	L&S Unit 8	The teacher will facilitate learning experiences for students to prepare and conduct a brief presentation on people's use of technology	<u>Listening</u> : listening for sequence C. <u>Thinking</u> : using a timeline <u>Vocabulary</u> : phrases with "get" <u>Grammar</u> : simple past with regular-irregular verbs <u>Pronunciation</u> : numbers with <u>teen</u> and <u>ty</u> <u>Speaking</u> : review using open questions	146-161	18 hours
		R & W Unit 8	The teacher will facilitate learning experiences for students to write a basic paragraph on how technology impacts people	<u>Vocabulary</u> : using dictionaries <u>Reading</u> : review reading fluency C. <u>Thinking</u> : summarizing information <u>Writing</u> : sentences with <u>and</u> <u>Grammar</u> : simple past with regular-irregular Verbs  <u>Final assessment</u>	142-161	

### Important notes

#### Attendance

The school will monitor attendance and tardiness consistently as they may influence student's overall academic progress. Students failing to comply with class daily attendance as scheduled for each course will be subject to Counseling and Administrative Review.

No more than 10 minutes will be considered "reasonable" tardiness. If a student comes late often in a week, the Attendance and Tardiness Policy will apply. (Refer to policy)

Leaving the class earlier and often could lead to counseling as well. Students will be required to notify the professor in advance before leaving the class earlier. If not, Attendance and Tardiness policy will apply. Extenuating (health issues) and unexpected live circumstances will be the exception. (Refer to policy)

#### Coursework and Course revision

All coursework, including quizzes, projects and exams must be completed as per professor instructions. The student must respect the due dates for every class assignment. Late deliveries will not be accepted after their due date unless extenuating circumstances arise unexpectedly.

The works must be turned in on due date or as requested by the professor; otherwise, a 20% of "earned score" will be automatically deducted. Late coursework is only accepted at Instructor's discretion.

Course requirements (readings, assignments, test material coverage, etc.) are subject to change by instructor as deemed appropriate to meet the demands of the program or any unexpected circumstances.

#### **Student Conduct and Obligations**

Students are required to follow academic rules and guidelines as per ALI academic policies, regulations and standards. This includes, but is not limited to, maintaining proper and professional attire, upholding academic integrity and exercising appropriate classroom behavior, participation and responsiveness. Likewise, the student is required to address faculty, staff and classmates respectfully at all times within the campus. Violation of this policy could imply student administrative review and potential termination from school.

#### Academic Integrity

Students must follow ALI Academic Integrity Policy, delivered in the Student Handbook and available in the website (printed copy available upon request). Read definitions below:



- Cheating – intentionally using or attempting to use unauthorized materials, information or study aids in an academic exercise. This may include use of unauthorized aids (notes, texts) or copying from another student's exam, paper, computer disk, etc.
- Fabrication – intentional and unauthorized falsification, misrepresentation, or invention of any data, or citation in an academic exercise. Examples may include making up data for a research paper, altering the results of a lab experiment or survey, listing a citation for a source not used, or stating an opinion as a scientifically proven fact.
- Plagiarism – intentionally representing the words or ideas of another as one's own in any academic exercise without providing proper documentation by source by way of a footnote, endnote or intertextual note.
- Participation in academically dishonest activities – Examples include stealing an exam, using a pre-written paper through mail order or other services, selling, loaning or otherwise distributing materials for the purpose of cheating, plagiarism, or other academically dishonest acts; alternation, theft, forgery, or destruction of the academic work of others.
- Facilitating academic dishonesty – Examples may include inaccurately listing someone as co-author of a paper who did not contribute, sharing a take home exam, taking an exam or writing a paper for another student.

### Acknowledgement of F-1 Students Attendance Policy

Students under the F-1 visa must show full attendance to comply with SEVIS requirements. We will monitor absentees with consistency, and will work proactively with the students to prevent extreme measures regarding absenteeism. ALI will enforce this regulation consistently, and will notify DSO Department with every F-1 student at risk of termination due to attendance.

To support this policy, faculty will reflect the actual averaged time of student's attendance on the class roster for each daily meeting, late arrivals and/or early leaving apply.

ALI will grant Excused Absence only for extenuating circumstances. All absences not considered under extenuating situations will be unexcused. Extenuating situations will be:

- medical diagnosis and consequent medical treatments,
- health unpredictable problems,
- unexpected traffic events,
- injuries after accidents,
- student involved in unexpected car accidents,
- student involved in legal processes

The student must present official evidence to demonstrate the reason alleged for the absence. The Registrar Office will substantiate entries on the students' files.

Therefore, an absence will be officially excused only if:

► Faculty notifies the Registrar Office by submitting the approval of such absence in writing to [registrar@atlantisuniversity.edu](mailto:registrar@atlantisuniversity.edu), and

► The student presents supporting documentation to the Registrar.

The school will not accept verbal notifications as official excuse of an absence. ALI reserves the right to terminate the F-1 visa to the students ignoring this policy.

### PENALTIES:

It is our decision to enforce consistent compliance of attendance requirements. By signing this document, the student commits to maintain a minimum 80% of good attendance through the eight (8) weeks period of each course. Therefore, all students not meeting the minimum attendance-set on this document- at the end of the course will be subject to administrative review. The school will track the student weekly records of attendance and will post them with their level of compliance timely through the term.

After two (2) consecutive unexcused absentees, the student will be sent to a counseling session with the Academic Adviser to discuss the situation; the Adviser will analyze the risk of a "Warning Status" with the student.

### WARNING STATUS

More than two (2) consecutive unexcused absences in a 4-week period will result in Administrative Review of the student and he/she will be placed under Warning Status. The Adviser will meet with the student and discuss the risk of being terminated from the program.

Three (3) Warnings of this type in an 8-week period will result in immediate request of termination of the F-1 visa. The Academic Adviser, the Program Director, and the Academic Administrator will meet to determine the student's termination status.

Acknowledgement of receipt:

\_\_\_\_ I hereby declare that I have read this policy, and I have accepted the terms. I state my commitment to comply with ALI attendance requirements.

STUDENT: (Print name) \_\_\_\_\_

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

### ALI ENROLLMENT AGREEMENT

#### STEP 1: COMPLETE PERSONAL INFORMATION

To be eligible to apply for ALI's ESL program, prospects must be 16 years old, or older. Students must present an ID card. Parenthood representation is required for applicants under 18 years of age during the enrollment process

☐ I hereby declare that I am 16 years old, or older. I am applying for enrollment at Atlantis Language Institute. A representative has explained to me the program details and terms of the Enrollment Agreement.

Name: \_\_\_\_\_ Date of Birth: \_\_\_\_/\_\_\_\_/\_\_\_\_

Address: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ Country: \_\_\_\_\_

Email address: \_\_\_\_\_

Contact Phone numbers:

Home: \_\_\_\_\_ Work: \_\_\_\_\_ Cell: \_\_\_\_\_

Emergency contact name & phone number: \_\_\_\_\_

#### STEP 2: STATE YOUR PROGRAM at ALI

☐ I hereby apply for admission to the Program indicated below. I agree to follow the requirements and upon the successful completion of all courses, and the payment of all required tuition and fees

I apply for admission to the Program as indicated below

Program	Course, level	Course length	COST (per level)
<input type="checkbox"/> All 5 levels 800 hours 40 weeks	<input type="checkbox"/> ESL 1 <input type="checkbox"/> ESL 2 <input type="checkbox"/> ESL 3  <input type="checkbox"/> ESL 4 <input type="checkbox"/> ESL 5	160 contact hours 8 weeks each level	\$1600.00

CREDENTIAL TO BE AWARDED:

Upon satisfactory completion of each level: ALI's **Certificate of Completion**

Upon satisfactory completion of the PROGRAM (5 LEVELS): **ALI's Diploma**

Applicant Statement of Commitment

☐ I commit to observe and meet all the academic and administrative responsibilities towards my successful completion of all courses.

☐ I understand that the course textbook, the Lab software and other possible learning materials mean additional costs and are to be paid by the students in a timely manner.

☐ I understand that the cost of the books required for each level is subject to the student's own diligence; in all cases, the student must have the book handy on the first day of classes.

☐ I understand that I must devote individual practice of my skills as required on this program. The access to the Lab software implies a one-time payment included in the cost of tuition. This payment grants 24-7 unlimited access to Burlington English for as long as the student remains enrolled in this ESL program.

☐ I understand that admission to Atlantis Language Institute **does not** constitute admission to Atlantis University. However, I am aware that, being an active ALI's student, awards me the right to receive the same services offered to Atlantis University active students.

**STEP 3: TUITION, PAYMENT PLANS, AND TERMS OF PAYMENT**

Application fee: There is a one-time application fee of \$ 90.00 for ATLANTIS Language Institute. This is a non-refundable fee and I will pay upon issuance of this document.

Please check: ☐ I am paying the Application Fee of \$90.00.

TERMS OF PAYMENT

Please, select one:

**Plan One:** Full payment at time of signing enrollment agreement. Total: \$ \_\_\_\_\_

**Plan Two:** Payment Schedule as follows:

Initial Deposit	Number of further installments	Amount per installment	Payments due date
-----------------	--------------------------------	------------------------	-------------------

\_\_\_Monthly

\_\_\_Other (Specify)

\$ \_\_\_\_\_

\$ \_\_\_\_\_

Same day each payment beginning on:

\_\_\_\_/\_\_\_\_/\_\_\_\_

### Compliance with Financial Duties:

\_\_\_I understand that there are eight (8) weeks of instruction and practice for each level.

\_\_\_I hereby acknowledge my commitment to a minimum first payment of sixteen (16) weeks (2 levels) on this agreement.

\_\_\_I acknowledge that a late fee of 6% over payment due may be assessed to past due balances

**All important disclosure:** Tuition for the program is as shown on this document. There is no carrying interest connected to the program, nor are there any other charges beyond the ones exposed in this agreement. Contracts are not sold to a third party at any time.

The student's final official transcripts, Certificates and Diploma of Completion will remain on hold until all fees and financial obligations have been met.

### SCHEDULE, TIME AND ATTENDANCE

This agreement covers an initial tuition period for two (2) levels \_\_\_ **ESL 1** \_\_\_ **ESL 2** \_\_\_ **ESL 3** \_\_\_ **ESL 4** \_\_\_ **ESL 5**

\_\_\_I hereby agree to schedule my class as follows:

(Start date) Beginning on \_\_\_\_/\_\_\_\_/\_\_\_\_ Anticipated completion: \_\_\_\_/\_\_\_\_/\_\_\_\_

(Days of the week attending) \_\_\_MONDAY \_\_\_TUESDAY \_\_\_WEDNESDAY \_\_\_THURSDAY \_\_\_FRIDAY

Class time: Daily from: \_\_\_\_:\_\_\_\_ AM PM through \_\_\_\_:\_\_\_\_ PM

Note: Registration begins 6 weeks prior to the first day of class and ends one week after the first day of class.

### CANCELATION AND RETURN POLICY

1. A cancellation from the program may be in writing or verbally.
2. A cancellation made after the third (3rd) business day, but before the first class, will result in a refund of all monies paid, with the exception of the Registration fee

3. If the applicant made an initial deposit and is not accepted by the Atlantis Language Institute prior to the beginning of the program, all tuition fees will be refunded
4. If the student cancels within three (3) business days after signing the Enrollment Agreement, all tuition fees will be refunded
5. Courses can be dropped from the student's schedule during the first week of the course without financial penalties for the student.
6. Withdrawal or termination from the program prior to 20% completion of the registered courses in the term will result in a prorated refund of tuition.
7. A cancellation after completing 20% of the registered courses in the term will result in no refund, and students will be responsible for the total cost of the program as agreed on this document
8. The termination date for refund computation purposes is the last date of actual attendance by the student.
9. Refunds will take place within 30 days from the day the school determines the student drop status.
10. For students with five (5) consecutive unexcused absences, the date of termination will be defined within 14 days from the last date of attendance, or the date in which the student provides an official notice to the school of the intention to withdraw from the program.

**Other Terms and Conditions** A student may be terminated for

- creating a safety hazard to other students,
- being disobedient or disrespectful behavior to faculty or other students,
- showing unsatisfactory academic progress or excessive absence or lateness
- showing unprofessional conduct
- failure to pay fees when due
- cheating, falsifying records
- breaching enrollment agreement
- entering the ATLANTIS Language Institute site while under the influence or effects of alcohol drugs, or narcotics, of any kind
- carrying a concealed or potentially dangerous weapon
- sexual harassment or harassment of any kind

Terms of the refund policy will apply. The Institute will provide its graduates with assistance and job leads upon graduation, but cannot guarantee job placement or employment.

<b>Step 4 READ &amp; SIGN</b>
-------------------------------

**Notice to student:** Sign this Enrollment Agreement with full acknowledgement of its entire content. You are entitled to refuse signing if it contains any blank spaces. You are entitled to an exact copy of this signed document. Keep it to protect your legal rights.

### Enrollment Agreement Disputes/Arbitration Policy

The institute's enrollment agreement is the legal binding document between the student and ALI. Atlantis Language Institute and Atlantis University reserve the right to make changes as required or necessary, to their course offerings, curricula, academic policies and other regulations affecting the students, to be effective whenever determined by any of the institutions. ALI states that such changes will govern current and formerly enrolled students. Enrollment of all students is subject to this statement. Changes will be publicly accessible for the students in the facility and timely updated on handbooks and websites.

\_\_\_\_\_ Student Initials

\_\_\_\_ I have read the terms and conditions contained in this Enrollment Agreement and understand that this Agreement constitutes a binding contract upon written acceptance by the Atlantis Language Institute

\_\_\_\_ I have received a copy of this Enrollment Agreement. It is signed by the school and me as a student/parent.

Student signature \_\_\_\_\_ Date \_\_\_\_\_

Parent/guardian signature if student's age is under 18 \_\_\_\_\_

#### FOR ALI USE ONLY

##### Applicant Credit Card information

Name on card: \_\_\_\_\_

Card number: \_\_\_\_\_ Expiration date: \_\_\_\_/\_\_\_\_/\_\_\_\_

Payment has been received as shown below:

Initial Deposit: \$ \_\_\_\_\_ Tuition: \$ \_\_\_\_\_

Date \_\_\_\_/\_\_\_\_/\_\_\_\_

Signature of Director of Admissions: \_\_\_\_\_

Title: \_\_\_\_\_

Signature of Authorized School Representative: \_\_\_\_\_

Title: \_\_\_\_\_

Acceptance date: Date \_\_\_\_/\_\_\_\_/\_\_\_\_

**INTERNATIONAL STUDENTS****F-1 Lawful Status Policy**

Under the Federal Law, ATLANTIS LANGUAGE INSTITUTE enrolls non-immigrant students. At ALI, we feel responsible for your performance, behavior and compliance with school and immigration regulations. You are enrolling as an International Student, and on this document, we state your main responsibilities while studying under a US F-1 student visa.

To maintain your F-1 status, you must:

- Meet all your financial obligations
- Adhere to class institutional schedule as required for all your courses
- Comply with all institutional regulations/policies regarding the student conduct and responsibilities

Immigration status: Federal regulations require that all international students maintain appropriate and lawful immigration status while in USA territory.

The US Department of Homeland Security (DHS) grants F-1 and M-1 visas to individuals for the sole purpose of full time study (minimum of 18 hours weekly) at a SEVIS approved school in the US and its territories. Other activities are considered privileges, and all F-1/M-1 students need official approval before participating in such.

Failing to follow these regulations may result in the loss of the visa status along with all benefits related. This could lead the school to terminate the official status of the student and request deportation from the US territory.

Office of International Students: in relation to US Immigration regulations, OIS provides information, counseling, advice and assistance for you to maintain your lawful immigration status and in compliance with SEVIS regulations.

International Students: Dropping your compliance with SEVIS regulations for a fulltime student will jeopardize your immigration status. Under F-1 status, you are required to fulfill a full academic schedule per level to meet appropriate immigration status. Attendance is mandatory as stated on school academic schedule for day, afternoon and evening shifts, as agreed.

You must report to your classes each day as stated by ALI's attendance policy. In case of extenuating reasons, proper and timely documentation are required without exceptions. Documentation will be subject to adequate verification.

If you fail to attend classes as stated on this document, the school Administration may drop you from the course jeopardizing your F-1/M-1 immigration status.

Student Acknowledgement of this policy:

- ☐ I certify that I have read and understand the rules and regulations for International Students stated in this policy.  
☐ Furthermore, I recognize my acknowledgement of the requirements to maintain the F-1/M-1 status, and my responsibilities as an International student in my program at Atlantis Language Institute

Student full name: \_\_\_\_\_ Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

Student signature: \_\_\_\_\_

**Instructions**

STUDENT CERTIFICATION You should read everything on this page carefully and be sure that you understand the terms and conditions concerning your admission and stay in the United States as a nonimmigrant student before you sign the student certification on the bottom part of page 1. The law provides severe penalties for knowingly and willfully falsifying or concealing a material fact, or using any false document in the submission of this form.

ADMISSION A nonimmigrant student may be admitted for duration of status. This means that you are authorized to stay in the United States for the entire length of time during which you are enrolled as a full-time student in an educational program and any period of



authorized practical training, plus sixty days. While in USA, you must maintain a valid foreign passport unless you are exempt from this requirement. By simply invoking the procedures for school transfers, you may continue from one educational level to another such as high school to a bachelor's program OR bachelor's program to a master's program

YOUR SCHOOL For initial admission, you must attend the school specified on your visa. If you have a Form I-20 A-B from more than one (1) school, it is important to have the name of the school you intend to attend specified on your visa by presenting a Form I-20 A-B from that school to the visa issuing consular officer. Failure to attend the specified school will result in the loss of your student status and subject you to deportation.

REENTRY A nonimmigrant student may be readmitted after a temporary absence of five months or less from the United States, only if the student is otherwise admissible. You may be readmitted by presenting a valid foreign passport, a valid visa, and either a new Form I-20 A-B or a page 3 of the Form I-20 A-B (the I-20 ID Copy) properly endorsed for reentry if the information on the I-20 form is current.

EXTENSION OF STAY If you cannot complete the educational program after having been in student status for longer than the anticipated length of the program plus a grace period in a single educational level, or for more than eight consecutive years, you must apply for extension of stay. An application for extension of stay on a Form I-538 should be filed with the Immigration and Naturalization Service district office having jurisdiction over your school at least 15 days but no more than 60 days before the expiration of your authorized stay.

EMPLOYMENT As an F-1 student, you are not permitted to work off campus or to engage in business without specific employment authorization. After your first year in F-1 student status, you may apply for employment authorization on Form I-538 based on financial needs arising after receiving student status, or the need to obtain practical training.

NOTICE OF ADDRESS If you move, you must submit a notice within 10 days of the change of address to the Immigration and Naturalization Service. (Form AR-11 is available at any INS office.)

ARRIVAL/DEPARTURE When you leave the United States, you must surrender your Form I-94 Departure Record. Please see backside of Form I-94 for detailed instructions. You do not have to turn in the I-94 if you are visiting Canada, Mexico, or adjacent islands, except for Cuba, for less than 30 days.

FINANCIAL OBLIGATIONS As an international student, you are required to meet your financial obligations to maintain your status. You must demonstrate that you are financially able to support yourself for the entire period of stay in the United States while pursuing a full course of study. You are required to attach documentary evidence of means of support.

AUTHORIZATION TO RELEASE INFORMATION BY THE SCHOOL To comply with requests from the United States Immigration & Naturalization Service for information concerning your immigration status, you are required to give authorization to the named school to release such information from your records. The school will provide the Service your name, country of birth, current address, and any other information on a regular basis or upon request.

PENALTY To maintain your nonimmigrant student status, you must be enrolled as a full-time student at the school you are authorized to attend. You may engage in employment only when you have received permission to work. Failure to comply with these regulations will result in the loss of your student status and subject you to deportation.

### **F-1 Lawful Status Termination Warning**

Dear student, as stated in the I-20 form issued to you prior to your start, you are required to comply with full attendance to your program of study in Atlantis Language Institute. As a full time student under an F-1 Visa you are required to maintain a lawful status by attending classes and fulfilling all your duties as scheduled in your English language program.

Atlantis Language Institute embraced your decision and commitment to improving your English language skills. Your attendance and student progress have been monitored since you started the program, and there is so much irregularity in your compliance.

Therefore, if you choose not to ignore your personal obligations acquired with SEVIS approval of your F-1 visa, your student status in our institution will be terminated without further notice.

Respectfully,



Bianca Palacios MEd  
Program Director

[bianca.palacios@atlantisuniversity.edu](mailto:bianca.palacios@atlantisuniversity.edu)

[www.atlantisuniversity.edu](http://www.atlantisuniversity.edu)

### **F-1 Lawful Status Probation Warning**

Dear student, this document states that your progress to the next level of the ESL program is at risk due to poor achievement of your academic duties. As shown below, you also are out of compliance with your attendance requirements stated in the Enrollment Agreement for an F-1 student. Here is a breakdown of your current academic progress including your records of attendance this far:

Course average grading:

Attendance percentage:

You are required to meet immediately with the Program Director and the DSO Officer to discuss your current status in ALL. Failure to comply will affect your F-1 lawful status. A copy of this document is in your folder at the DSO office.

We look forward to meeting YOU.

Respectfully,



Bianca Palacios MEd  
Program Director

[bianca.palacios@atlantisuniversity.edu](mailto:bianca.palacios@atlantisuniversity.edu)

[www.atlantisuniversity.edu](http://www.atlantisuniversity.edu)

## Grievances

### Student Grievance Request

Request for a Grievance Committee Hearing

Name:

Date:

Program:

SSN:

Grievance:

The Grievance Committee is a closed proceeding; therefore, please indicate if you are requesting any additional participants on your behalf.

Name:

Relation:

☐ I hereby certify that the information contained herein is complete and accurate to the best of my knowledge.

Signature \_\_\_\_\_

Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

For Administration only

The Grievance Committee has been scheduled for:

Student Name:

Date:

Time:

Location:

### EMPLOYEE FILE CHECKLIST

Employee Name \_\_\_\_\_ Position: \_\_\_\_\_

#### Employee Information

- ☐ Employment Application
- ☐ Resume
- ☐ Copies of License and Certificates as appropriate
- ☐ Transcripts
- ☐ Copy of Degree
- ☐ Form I-9
- ☐ Tax Forms
- ☐ Commission for Independent Education Personnel Forms

☐ Other Forms \_\_\_\_\_

**Employment Records**

- ☐ Start date \_\_\_\_\_
- ☐ 30-day evaluation
- ☐ Annual evaluations
- ☐ Students evaluations / Staff Evaluations

**Financial Records**

- ☐ Payment records

**Faculty Feedback Form**

As a member of Atlantis University instructional staff, you have direct contact with our students. This gives you the opportunity to see where they do well and the parts of our instructional program where they have difficulty. We would appreciate if you would share problems and suggested changes at any time. Please use this form to provide more formal feedback. We appreciate your help!

Please rate each of the following items on a scale of 1 to 5, with 1 meaning you strongly disagree and a 5 meaning you strongly agree. Use the additional space to write your comments.

Strongly Disagree.....1 2 3 4 5.....Strongly Agree

Statement	Rating				
Students clearly understand the objectives of each lesson.	1	2	3	4	5
The learning materials are presented in a clear, logical manner.	1	2	3	4	5
The assignments are relevant.	1	2	3	4	5
The level of instruction can be accommodated to meet the abilities of all students.	1	2	3	4	5
The marketing materials accurately reflect the program offering.	1	2	3	4	5
I feel I have the tools to be responsive to student questions.	1	2	3	4	5
The learning materials are complete enough for students to satisfactorily complete each lesson.	1	2	3	4	5
The assessments and practices accurately measure what students learn.	1	2	3	4	5
I feel I get sufficient guidance and feedback to be an effective instructor.	1	2	3	4	5
I feel there is a match between what we teach and what is expected in the workplace.	1	2	3	4	5

## FACULTY DEVELOPMENT PLAN

Faculty \_\_\_\_\_ Academic Year \_\_\_\_\_

Program \_\_\_\_\_ Evaluator \_\_\_\_\_

Effective professors are persons who strive for excellence in their instruction and who seek the best from their students.

### PURPOSE

The purpose of this plan is to help faculty enhance their professional growth, development and vitality, as required on this position at Atlantis Language Institute. The faculty member and the department recognize the following as a guide to identify and manage professional growth opportunities.

### PROCEDURE

Goals must be discussed in advance with program supervisor; respective achievement of these goals will be reviewed by both at the end of the corresponding period. Likewise, new goals will be determined for the oncoming academic period.

At the end of an academic year, faculty members will identify one or two areas of interest for the upcoming academic year. Areas of interest are categorized as (1) professional competence (2) teaching competence, or (3) In-Service (provided by ALI).

Using the one-page chart attached, faculty members will describe goal(s), strategies to support the goal(s), and a period for implementation. Faculty members would share the document with their supervisor at their annual performance review (or other mutually agreed upon time). Discussion at that time would focus on the potential growth of the faculty member and/or areas where improvement could be needed, if applicable. Support or mentoring from ALI may be offered.

### IMPLEMENTATION

Faculty members will be responsible for the integration of the goal(s) into their teaching and/or professional activities in the upcoming academic year. Requests for support regarding faculty development activities should be presented to their supervisor, the Academic Director and the Compliance Officer. The plan will cover a full academic year.

	GOAL	ACTIVITY
PROFESSIONAL COMPETENCE		

TEACHING COMPETENCE		
IN-SERVICE SESSION		

*If applicable, please refer to:*

Publications or Journals you are/would like to be subscribed to:

Portfolios/Publications/Journals you are developing/assisting in:

## OUTCOMES

*Please describe how this plan will...*

Add effectiveness to your role in the classroom:

Enhance your current performance within the institution:

Benefit your long-term professional goals:

### Signatures:

Instructor Signature

Reviewer Signature (Academic Director)

Academic Officer

Date

### Program Development REVIEW

**A=ACCOMPLISHED NA= NOT ACCOMPLISHED**

GOAL	RATE	REMARKS

Supervisor overall observations:

#### Signatures:

Faculty Member Signature

Reviewer Signature (Academic Director)

Academic Officer

Date: \_\_\_\_ / \_\_\_\_ / \_\_\_\_

### Class Observation Form

Considerations: This activity aims at supporting our goal of delivering teaching excellence while providing a path to share teaching ideas and strategies with each other when applicable. An environment of mutual collaboration is of the essence. All the observations addressed during this visit should be constructive. They will remain confidential in the chair files and considered for further peer process of evaluations. There will be a minimum of one (1) class observation per faculty during a term of teaching. The observer will remain in the classroom for as long as the visitor considers that the teacher meets the goals stated on the Pre-observation section of this document.

Faculty Member Observed: \_\_\_\_\_ Observer: \_\_\_\_\_

Course level: \_\_\_\_\_ Term: \_\_\_\_\_ Shift: \_\_\_\_ Day \_\_\_\_ Afternoon \_\_\_\_ Evening

Number of students registered \_\_\_\_ Students present \_\_\_\_ Students late \_\_\_\_

**Pre-observation:** to be completed by the faculty member being observed:

1) The goal or outcome I have in mind for my students during this class session is:

2) During this class session, I would like the observer to pay particular attention to, and give me feedback on the following:



**Post observation:** to be completed by the observer and discussed with the professor:

- 1) How effective were the activities and teaching methods in achieving the student outcome stated for this class session?
- 2) What "worked" particularly well during this class session?
- 3) How was the student's engagement with the class?
- 4) What observations in terms of class motivation should the faculty observed consider after this visit?
- 5) How well did the instructor manage the environment of the class session affecting the learning experience?

Overall, how would the observer rate the professor's performance in this class? The following guidelines are suggested:

**P** - Competent      **C** - Commendable      **E** - Exemplary

Faculty remarks:

Faculty signature: \_\_\_\_\_ Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

Observer's signature: \_\_\_\_\_ Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

### **FACULTY PERFORMANCE APPRAISAL**

Faculty member \_\_\_\_\_ Date \_\_\_\_\_

Courses taught \_\_\_\_\_ Campus \_\_\_\_\_

Performance Period: (From) \_\_\_\_\_ (To) \_\_\_\_\_

An employee is evaluated on results, competencies, and overall performance for the period listed above. The evaluation should be based on the input taken from:

- the instructor being evaluated and other instructors
- students' feedback
- input from immediate supervisor
- input from other managers related to the instructor's work
- input from other people who depend on the instructor's output for their own work

In all cases, the evaluation should focus on measurable results that contributed value to ALI's mission.

The ratings used to evaluate are:

### Performance Rating

1. **Distinguished**

Performance far exceeds normal requirements of the job. Outstanding nature of performance is evident to anyone in a position to observe and evaluate it. Level of performance approaches the maximum possible attainment for the position. Very few are able to reach this level of accomplishment.

2. **Commendable**

Performance clearly exceeds the requirements of the job. Performance is worthy of special note. Accomplishment indicates extra thought, effort, imagination, and results.

3. **Competent**

Performance clearly meets the requirements of the position. Continued performance at this level would be perfectly acceptable. Accomplishment reflects a solid level of performance. Most qualified people are able to attain this level of accomplishment.

4. **Needs Improvement**

Performance is below the competent level. Faculty who develop at less than expected rate would fit this category. Continued performance at this level is unacceptable.

5. **Unacceptable**

Performance is clearly unsatisfactory and below expectations.

### Section I. Evaluation of Results

**A. Goals / Objectives** – List the goals for the rating period in the space below and check the box that best describes performance on each. Goals should be listed in order of priority. Provide a brief description of the accomplishment, objective, expectation, or measurement.

#### 1.TEACHING EFFECTIVENESS

☐ Distinguished    ☐ Commendable    ☐ Competent    ☐ Needs Improvement    ☐ Unacceptable

**2.CLASSROOM MANAGEMENT**
☐ Distinguished    ☐ Commendable    ☐ Competent    ☐ Needs Improvement    ☐ Unacceptable

**3. PROFESSIONAL DEVELOPMENT**
☐ Distinguished    ☐ Commendable    ☐ Competent    ☐ Needs Improvement    ☐ Unacceptable

**4. SUPPORTING ALI's MISSION**
☐ Distinguished    ☐ Commendable    ☐ Competent    ☐ Needs Improvement    ☐ Unacceptable

**Section II. Other performance factors**
**D** (Distinguished)    **CM** (Commendable)    **CP** (Competent)    **NI** (Needs improvement)    **U** (Unacceptable)

FACTOR	D	CM	CP	NI	U	COMMENTS
<b>Job knowledge:</b> The instructor shows consistent management of effective techniques and methods for teaching the subject.						
<b>Communication skills:</b> instructor handles adequate degree of oral and written communication.						
<b>Organizational skills:</b> instructor handles schedule and the organization of daily tasks adequately.						
<b>Customer Service</b> oriented: instructor shows reliable delivery of customer service principles						
<b>Cooperation:</b> instructor shows interest in his/her duties and ALI's overall service						
<b>Initiative and creativity:</b> instructor handles self-starting ability through ALI's activities as needed with original thinking and innovating ideas.						
<b>Decision-making:</b> instructor shows good degree of judgment and effectiveness through own decisions made within expected and unexpected situations at work.						

**Section III. Overall Performance Rating**

The rating awarded to the instructor's overall performance for this period is:

☐ Distinguished    ☐ Commendable    ☐ Competent    ☐ Needs Improvement    ☐ Unacceptable

**Section IV. Action Plans. (If applicable)**

Identify areas of competency that need improvement and actions the instructor will take.

**Section V. New Goals, Objectives, Development**

Identify and list job objectives, development plans, and goals for the next appraisal period. These should be discussed and agreed upon by the instructor and his/her immediate supervisor.

**Section V. Comments**

Appraiser's Comments

Employee's Comments

Employee's Signature \_\_\_\_\_ Date \_\_\_\_\_

Appraiser's Title \_\_\_\_\_ Date \_\_\_\_\_

Appraiser's signature \_\_\_\_\_

**Policy for Administrators and Staff Performance Appraisal**

The institution evaluates an employee on specific competencies, soft skills, and overall results of performance for the period of a full year of work completed. In all cases, the evaluation should focus on measurable results that contributed value to the Institute.

The evaluation should be based on information from:

- The employee
- Managers who supervise the employee
- Other person with whom the employee works and who depend on the employee's output for their own work.

The ratings used to evaluate the employee are:

Performance Rating	Performance Distribution
1. <u>Distinguished</u> (D) Performance far exceeds normal requirements of the job. Outstanding nature of performance is evident to anyone in a position to observe and evaluate it. Level of performance approaches the maximum possible attainment for the position. Very few are able to reach this level of accomplishment.	5%
2. <u>Commendable</u> (CM) Performance clearly exceeds the requirements of the job. Performance is worthy of special note. Accomplishment indicates extra thought, effort, imagination, and results.	30%
3. <u>Competent</u> (CP) Performance clearly meets the requirements of the position. Continued performance at this level would be perfectly acceptable. Accomplishment reflects a solid level of performance. Most qualified people are able to attain this level of accomplishment.	50%
4. <u>Needs Improvement</u> (NI) Performance is below the competent level. Employees who are new on this job and develop at less than expected rate would fit this category. Continued performance at this level is unacceptable.	10%
5. <u>Unacceptable</u> (U) Performance is clearly unsatisfactory and below expectations.	5%

#### ADMINISTRATORS & STAFF PERFORMANCE APPRAISAL Form

Employee \_\_\_\_\_ Date \_\_\_\_\_

Title \_\_\_\_\_ Department \_\_\_\_\_

Performance Period: (From) \_\_\_\_\_ (To) \_\_\_\_\_

#### Policy for Performance Appraisal

The institution evaluates an employee on specific competencies, soft skills, and overall results of performance for the period of a full year of work completed. In all cases, the evaluation should focus on measurable results that contributed value to the Institute.

The evaluation should be based on information from:

- The employee
- Managers who supervise the employee
- Other person with whom the employee works and who depend on the employee's output for their own work.

The ratings used to evaluate the employee are:

Performance Rating	Performance Distribution
1. <u>Distinguished</u> (D) Performance far exceeds normal requirements of the job. Outstanding nature of performance is evident to anyone in a position to observe and evaluate it. Level of performance approaches the maximum possible attainment for the position. Very few are able to reach this level of accomplishment.	5%

2. Commendable 30%  
Performance clearly exceeds the requirements of the job. Performance is worthy of special note.  
Accomplishment indicates extra thought, effort, imagination, and results.
3. Competent 50%  
Performance clearly meets the requirements of the position. Continued performance at this level  
would be perfectly acceptable. Accomplishment reflects a solid level of performance.  
Most qualified people are able to attain this level of accomplishment.
4. Needs Improvement 10%  
Performance is below the competent level. Employees who are new on this job and develop  
at less than expected rate would fit this category. Continued performance at this level is unacceptable.
5. Unacceptable 5%  
Performance is clearly unsatisfactory and below expectations.

### Section I. Evaluation of Results

<b>A. Goals / Objectives</b> – List the goals for the rating period in the space below and check the box that best describes performance on each. Goals should be listed in order of priority. Provide a brief description of each goal accomplishment.					
1.	<input type="checkbox"/> Distinguished <input type="checkbox"/> Commendable <input type="checkbox"/> Competent <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Unacceptable				
2.	<input type="checkbox"/> Distinguished <input type="checkbox"/> Commendable <input type="checkbox"/> Competent <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Unacceptable				
3.	<input type="checkbox"/> Distinguished <input type="checkbox"/> Commendable <input type="checkbox"/> Competent <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Unacceptable				
4.	<input type="checkbox"/> Distinguished <input type="checkbox"/> Commendable <input type="checkbox"/> Competent <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Unacceptable				

Section II Assessment of Competencies	1	2	3	4	5	COMMENTS
<b>Customer Focus:</b> Keeps the customer as the focus of all activities. Understands the relevance of customer satisfaction results to business success.						
<b>Fosters Partnerships:</b> Demonstrates an understanding of the importance of relationships across the business.						

Focuses energy on achievement of results rather than internal turf disagreements.						
<b>Decision Making:</b> Makes decisions with a clear understanding of the risks and consequences. Listens to suggestions and understands what information is needed to make a sound decision.						
<b>Learns Continuously:</b> Finds opportunities for learning and seeks suggestions for development. Contributes to the professional development of people he/she works with by sharing knowledge.						
<b>Project Management:</b> Understands and applies the basic elements of project management. Arranges operations in a logical and efficient manner. Monitors status of projects; meets commitments to time & budget.						
<b>Flexibility / Innovation:</b> Consistently seeks improvement in processes and quality of output. Accepts changes in direction readily and alters plans to meet new goals.						
<b>Results Orientation:</b> Puts a focus on profitability of the business into all planning. Uses financial / business measures to identify areas requiring relevant action plans.						
<b>Leadership:</b> Inspires people to believe they can make a significant difference or contribution. Leads by personal example. Creates a clear vision of the goals and priorities of the company.						
<b>Managerial Effectiveness:</b> Transfers strategy into operational results. Recruits good people and builds a solid, diverse team. Ensures that performance measures are regularly reviewed and updated.						
<b>Leverages Disagreements:</b> Brings conflicts into the open and resolves them collaboratively. Takes a stand on important issues and steps forward to address them. Establishes an open and honest dialogue.						
<b>Coaching and Development:</b> Considers development of people one of the most important responsibilities. Gives on-going, immediate and constructive feedback.						
<b>Business / Product Knowledge:</b> Demonstrates understanding of the products/services of the department and the business unit. Makes proactive effort to remain current in product and industry knowledge.						



<b>Risk Assessment and Internal Control:</b> Understands the risks and controls related to one's responsibilities. Ability to analyze the impact of risk on the profitability of the business.						
<b>Technical Literacy:</b> Learns and applies new technologies to his/her job. Understands business systems applications used to perform work. Solicits the support of systems applications to optimize work.						

### Section III. Overall Performance Rating

☐ Distinguished   
 ☐ Commendable   
 ☐ Competent   
 ☐ Needs Improvement   
 ☐ Unacceptable

### Section IV. Action Plans. (If applicable)

Identify areas of competency that need improvement and actions the employee will take.

### Section V. Goals, Objectives, Development

Identify and list job objectives, development plans, and goals for the next appraisal period. These should be discussed and agreed upon by the employee and his/her immediate supervisor.

### Section V. Comments

Appraiser's Comments

Employee's Comments

Employee's Signature \_\_\_\_\_ Date \_\_\_\_\_

Appraiser's title \_\_\_\_\_ Date \_\_\_\_\_

Appraiser Signature \_\_\_\_\_

Business Unit or Division Manager's Signature \_\_\_\_\_ Date \_\_\_\_\_

## ESL Program Prospect Survey

Dear applicant, your interest in our ESL program is highly valued by everyone at Atlantis Language Institute. Communication opens the doors to the world! Thanks for reaching us out.

The ESL course at Atlantis Language Institute will support the enhancement of your oral and written communication in the English language. We will consider your needs to enrich the effectiveness of our program.

**Prospect name:** \_\_\_\_\_ **Age:** \_\_\_\_\_ (optional)

If you live outside the United States, please state your current country of residency: \_\_\_\_\_

**1= not capable of    2= some ability    3= very capable of**

Please check in the box accordingly	1	2	3
Follow and understand social media (TV, Radio, talk shows...)			
Follow and understand phone conversations			
Follow extended oral information with proper understanding.			
Use adequate organization to express my ideas			
Use adequate intonation, word stress and tone of the voice			
Initiate a "small talk" with confidence			
Manage good pronunciation; people understand my oral message			
Take turns in a short conversation			
Speak fluently, take turns in an extended conversation			
Recognize and use parts of speech (please check) ____noun    ____pronoun    ____verb    ____adjective    ____adverb    ____preposition ____conjunction    ____interjection			
Use grammar tenses correctly in my spoken communication			
Use grammar tenses correctly in my written communication			
Use simple sentences to express my ideas.			
Use compound and complex sentences to express my ideas			
Write well developed paragraphs			
Write an academic essay.			
Write personal letters and emails			
Write letters to address social or professional matters of my interest			
Detect the main idea of simple literary texts			
Read academic texts with adequate comprehension			
Read and respond instructions, understand what's indicated			

Recognize formal and informal language			
--	--	--	--

Date: \_\_/\_\_/\_\_

Finally, please check (✓) the boxes that better fit your expectations and/or future needs

Focus: Job performance	Focus: Academic settings	Focus: Social Re-settlement

**Job performance:** You seek higher and more accurate communication in your work community

**School Community:** You seek closer communication with faculty and classmates in your actual or future school community

**Social re-settlement:** You need to break the communication barrier as a new resident in an English speaking community.

## Program Exit Evaluation

Dear student;

We congratulate you for your achievements through our ESL course; you made it to the end! We will consider your opinion about this course for further analysis of our services. Please, check in the box accordingly.

1= Not much

2= As expected

4= Above & beyond

Program Rating	1	2	3
The program Curriculum included my expectations of improving my overall knowledge in the English language			
This program met my expectations of enhancing my ability to follow others' speeches with clear understanding of the ideas expressed			
This program met my expectations of reaching higher confidence in understanding others while having a conversation.			
This program met my expectations of sharpening my ability to comprehend texts of diverse complexity and to follow instructions with appropriate understanding.			
The assessment of this program met my expectations with fair and reliable assessment tools			
The length of this program met my expectations of learning according to my needs in the English language			
The BE lab software met my expectations of additional practice with immediate feedback of my progress			
The syllabus of this program met my expectations of a clear path to my learning process. I always had the opportunity of reviewing the content on the first class.			
The textbook Q-skills for Success met my expectations with enough and valid course work to meet my needs in the language			
The professors in every course I took met my expectations of having a competent and integral guidance to my success.			

I definitely will recommend ALI to others \_\_\_YES \_\_\_NO \_\_\_NOT SURE

COMMENTS:

Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

### Course exit Survey

**Course level:** \_\_\_\_\_ **Date:** \_\_\_\_/\_\_\_\_/\_\_\_\_

Dear student; we welcome your comments; they help us offer the best service possible. Please complete the following survey by checking in the box accordingly.

**1= Not much**
**2= as expected**
**3= Above and beyond**

Course Rating	1	2	3
Class daily hours satisfied my learning needs for this level			
The 8 weeks course work facilitated the achievement of my learning outcomes for this level			
Course objectives for this level matched my expectations of gaining competence in the use of the language			
Course work of this level increased my ability to follow others' speeches with higher understanding of the ideas			
Course work of this level facilitated satisfying progress of my oral communication in the English language			
Course work of this level facilitated satisfying progress in communicating my ideas in writing			
Course work of this level facilitated satisfying progress in reading texts and follow written instructions with appropriate understanding.			
The textbook supported my progressive learning outcomes as expected			
BE lab practice and self-evaluations were useful and effective.			
Lab schedule satisfied my needs of practice			
Assessment tools measured my progress accurately, and consistently			

I definitely will recommend this course to others \_\_\_\_Yes \_\_\_\_No \_\_\_\_ Not sure

Please refer to other aspects of the program not included in the chart that may need our consideration:

**Faculty 1= Not much**
**2= as expected**
**3= Above and beyond**

Instructor Ratings	1	2	3
The teacher mastered the subject matter of this course			
The teacher was well prepared for every meeting			

The teacher provided real world experience during this course			
The teacher was professional and accessible at all times			
The teacher showed expected management of school policies			
The teacher managed my learning needs in this level as expected			

I definitely will recommend this teacher for future courses. ☐ YES ☐ NO ☐ NOT SURE  
COMMENTS:

### Course Grade Report

Student: \_\_\_\_\_ Course taken: \_\_\_\_\_ Instructor: \_\_\_\_\_

Atlantis Language Institute states its achievement scale as shown below

Course overall score	8 weeks' course
A (90-100)	Passing grade
B (80-89)	Passing grade
C (70-79)	Passing grade
D (60-69)	Passing grade
F (59 or below)	Must retake the course

**Passing grade policy:** The student must meet passing grades (60-D minimum) to progress to the next level as shown on the achievement scale. The final score, on a 100-points scale, is a weighted average of both sections (L&S and R&W) developed through the level completed. A final F grade (0-59) will automatically prevent the student from promotion to the next level.

Student course final grade (numeric & letter) \_\_\_\_\_

Based on the data shown above, Atlantis Language Institute states that this student

\_\_\_\_\_ has met successfully the academic requirements for the course taken.  
\_\_\_\_\_ has not met the academic requirements for the course taken.

Therefore,

\_\_\_\_\_ the student is entitled to move on with our \_\_\_\_\_ level.  
\_\_\_\_\_ the student needs to re-take this course.

\_\_\_ I have discussed the information stated on this report with my professor. I agree with the disclosure of my grades and the final statement

Student signature: \_\_\_\_\_

Instructor Signature: \_\_\_\_\_

Program Director: \_\_\_\_\_

Date: \_\_\_\_\_

Summary of learning goals by level

**ESL 1 – Low Beginning:** This course targets a Low Beginner level of competence. It intends to promote the student's essential comprehension and use of concrete, basic expressions that should lead to an increasing ability to communicate in the English language.

**ESL 2 – Upper Beginning:** This course targets a High Beginner level of competence. It intends to develop progressive recognition, comprehension and use of basic structures that the student could handle to communicate in tasks requiring a simple exchange of information on familiar matter

**ESL 3 – Intermediate:** This course targets a Low Intermediate level of competence. It aims at increasing comprehension and confident responses when facing frequent matters encountered in work, in the community, in school and with matters that clearly target their personal interests, goals and plans

**ESL 4 – High Intermediate:** This course targets an Upper Intermediate level of competence it aims at the students' interaction with a degree of fluency and spontaneity that would make their communication with native speakers of the language possible, and will reduce the undesired presence of strains between them

**ESL 5 – Advanced:** This course targets an Advanced level of competence. It aims at the student ability to express fluently and spontaneously without much hesitation, reaching a flexible and effective communication in the English language for social, academic and professional purposes

A summary of final grades achieved by level appears in the students **Completion Certificates**.

### Faculty suggested weekly Lesson Plan-Form

Course Level: \_\_\_\_\_ Instructor: \_\_\_\_\_  
 Course Term: \_\_\_\_\_ Week of: \_\_\_\_\_ to \_\_\_\_\_ Unit: L-S \_\_\_\_\_ R-W \_\_\_\_\_  
 Unit objective:

MONDAY (Through Friday)

**Activities planned:**

- ☐ Speaking Activities ☐ Listening Activities ☐ Reading activities ☐ Writing Activities ☐ Lab work ☐ Lecture  
☐ Simulations  
☐ Class discussion ☐ Field Trip\* ☐ Guest Speaker\* (\*Please detail in outline)

**Teaching supportive tools:**

- ☐ Projector ☐ Textbook/Workbook ☐ Teacher Handout ☐ BE Software  
☐ Movies/Games/Music\* (\* Please specify in outline)

**Class content outline:**

**Homework (if any):**

**Assessment (if any):** ☐ Team/individual work ☐ Unit Quiz ☐ Exam\* ☐ Research paper (\*Please specify in outline)

### FIELD TRIP Request Form

Faculty should submit this form at least 7 days IN ADVANCE

**To be completed by Instructor and submitted to Program Director**

Course Level: \_\_\_\_\_

Instructor's Name: \_\_\_\_\_

Place to visit: \_\_\_\_\_

Person to Contact: \_\_\_\_\_ Phone #: \_\_\_\_\_

Date of activity: \_\_\_\_\_

Time Requested \_\_\_\_\_

Departure Time: \_\_\_\_\_

Return Time: \_\_\_\_\_

Number of Students: \_\_\_\_\_

Cost to Students: \_\_\_\_\_

Means of Transportation: \_\_\_\_\_

Explain briefly how this activity will influence your students learning process.

Instructor's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Approval	
Program Supervisor: _____	Date _____
Academic Administrator: _____	Date: _____

### Field trip attendance form

STUDENT	SIGNATURE

Instructor's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Acknowledgement
Academic Administrator: _____ Date: _____

### Liability Release Acknowledgement

Student Name: \_\_\_\_\_

Date: \_\_/\_\_/\_\_\_\_

#### Statement of acknowledgement

By signing this acknowledgment statement, I assume voluntarily any risk of harm or injury, which might occur during my participation in the event or activity, cited in this document. I confirm my solely decision by writing my initials below.



I release Atlantis University from all liability, costs and damages, which might arise, from my participation in the above named event.

**Student Initials** \_\_\_\_\_

I have voluntarily chosen to participate in the field trip and assume all reasonable dangers and risks associated with it.

**Student Initials** \_\_\_\_\_

I certify that I am in suitable health and capacity, which allows my participation in this student activity.

**Student Initials** \_\_\_\_\_

I am aware that AU's conduct policies apply to me during this activity.

**Student Initials** \_\_\_\_\_

I state my commitment to act responsibly in my surroundings during this activity.

**Student Initials** \_\_\_\_\_

Details of the Student Activity

Destination:

Schedule:

I hereby certify my release of liability as stated in the statements listed above

Student Signature

### Confidentiality Agreement

I, \_\_\_\_\_, as an employee of Technology Trade Group, Inc. – DBA Atlantis Language Institute, acknowledge that I have/had access to such confidential information as

Company Procedures

Vendors Information

Faculty, Staff and Student information

Accreditation /Licensing Reports

Self-Evaluation Reports

Policy Manuals

Student and Faculty contact information

Leads Generated by: the school, third parties, referrals, inquiries

Lists belonging to the school

Textbooks, articles, copyrighted material, eBooks, handouts, online resources, and others

All knowledge and information I gain from that confidential information and the information itself, including all unpatented inventions, designs, know-how, trade secrets, technical information and data, specifications, blueprints, copies of material, books, textbooks, test data and additions, modifications, and improvements thereon which are revealed to me shall for all time be regarded by me as strictly confidential.

I will only reveal or disclose the confidential information to another person, firm, corporation, company, school or entity if my employer instructs me, in writing, to do so. This secrecy protection will continue even after my resignation and/or dismissal by Atlantis Language Institute.

I acknowledge that if I reveal the confidential information to unauthorized persons I may be penalized and sued for injunctive relief and damages, as well as face possible civil action by the institution.

I have read and understand the contents of this Agreement and voluntarily sign it with the intent to be legally bound hereby.

Employee \_\_\_\_\_

Date \_\_\_\_\_

Witness \_\_\_\_\_

Date \_\_\_\_\_

## Faculty Job description

The ESL program at Atlantis Language Institute will hire faculty holding a Bachelor's degree and at least 5 years of relevant work experience in the field will be considered as minimum qualification to be hired. A Master's Degree related to the field will be a plus.

The following provisions serve to ensure that professionals with high levels of education and experience instruct Atlantis Language Institute courses.

- mandatory for new faculty members to successfully complete an Onsite Training /Orientation prior to teaching their first class at Atlantis Language Institute. It is
- self-preparation for each session Ensure full
- always available to students 15 minutes prior to the beginning of class session for questions and advising, if applicable. Be
- classes according to scheduled times Conduct
- advised, "do not admit" students from entering class until financially cleared When
- unnecessary breaks. Prevent
- dismissing classes earlier than scheduled Avoid
- encourage each and every student in class Motivate,
- students with academic and attendance issues Assist
- attendance rosters daily and weekly; ensure the roster remains in campus in the designated area Update
- ALI's syllabi for all programs and communicate any necessary changes to the Program Director. Follow
- and discuss course syllabi to students on the first day of class. Distribute
- Conceive and submit the weekly lesson plan (template provided). Prepare
- an effective "personalized" Lab practice based on students' factual needs. Run Lab
- reports for every student at the end of the Term. Plan
- functional and creative field trips for each course and document the activity Ensure
- that all of teacher-made lesson plans, tests, and supportive learning materials meet program objectives and learning outcomes Submit
- blank samples of teacher-made evaluations tools at the end of the term, if any. Maintain
- an accurate and fair grading scheme for each student Update
- the electronic grading book consistently, and submit Final grades sheet no later than 3 days after the end of each term. Notify
- registrar of changes in roster, if applicable

- |   |  |            |
|---|--|------------|
| • | to all Institute policies, rules, and regulations  | Adhere     |
| • | over students' adherence to Institute's Policies   | Watch      |
| • | classrooms in a clean and orderly manner   | Maintain   |
| • | a Professional Development Plan preferably in effective teaching trends and updated learning resources related to TESOL. | Consider   |
| • | evidence of participation in PDP activities with supporting documentation as applicable                                  | Submit all |
| • | e in scheduled Faculty meetings and/or CDC meetings, as scheduled on the PDPR, for a review of the program curriculum.   | Participat |
| • | service training and faculty committee meetings as requested   | Attend in- |
| • | students as necessary  | Tutor      |
| • | all State, Federal, and University laws and rules pertaining to safety, health, and conduct.                             | Abide by   |
| • | possible, attend graduation ceremonies   | As         |

### ALI Program Director Job Description

- Supervises administrative staff supporting ALI academic program ensuring that they comply with policies and procedures for staff and administrative personnel stated by the institution
- Ensures seamless delivery of instruction with space requirements and classroom logistics, as needed
- Coordinates the recruitment and credentialing of adjunct faculty along with the Program Coordinator
- Participates in planning the operational budget for the program with the Atlantis University Director of Operations, ensuring that budgets amounts and expenses are within budget limits, and that they follow sound fiscal practices
- Supports program activities within Atlantis Language Institute to promote the most effective instructional goals and learning outcomes.
- Leads the administrative supervision and development of a long-range plan (PDPR) for the entire instructional ESL program in alignment with the University strategic plan
- Coordinates and monitors effective strategies with the Marketing team to support the ESL program as needed, including oversight of ALI's facility and website, brochure updates, and strategies to expand the program

- Manages strategic internal and external partnerships to plan and execute programming initiatives
- Supports the Program Academic Coordinator to ensure the success of necessary activities related to students' satisfaction within ALI's community

## **ESL Program Coordinator Job Description**

### **Job Summary**

The ESL Supervisor coordinates the English as a Second Language (ESL) program at ALI and its related activities; oversees curriculum development and its operations.

### **Primary responsibilities**

- Develops academic guidelines for the program; oversees adequate implementation.
- Oversees program evaluations and creates strategic plan to support the program effectiveness.
- Interviews, recommends and trains professionals meeting the standards for joining ALI's faculty
- Supervises assigned program personnel (e.g. ESL teacher assistants etc.) for ensuring that they meet individual and program performance objectives.
- Evaluates program activities and components for the purpose of ensuring that student needs and expectations are met
- Assists the Director with program budgets and related financial activity for ensuring that budgets amounts and expenses are within budget limits, and that they follow sound fiscal practices
- Prepares a variety of program related reports in both manual and electronic formats (e.g. media communications, guidelines, recommendations, curriculum components, etc.) for the purpose of documenting activities, conveying information, and ensuring that the program meets requirements effectively and timely
- Monitors testing, evaluation, and placement activities
- Cultivates and proposes strategic internal and external partnerships to plan and execute programming initiatives
- Coordinates ESL program needs of core and additional materials for meeting student needs
- Collaborates with teachers, administrators, students' organizations, and community to channel services for the program
- Proposes necessary activities related to students' satisfaction within ALI's community
- Encourages faculty to search for opportunities of professional development; facilitates and coordinates faculty participation in AU on-site training activities related to contemporary instruction.

## **DSO/Administrative Staff Job description**

Atlantis Language Institute employs an administrator holding a minimum qualification of an Associate's degree and at least 5 years of relevant work experience in the field. A Bachelor's Degree related to the field will be a plus.

The following provisions serve to address the main duties that all qualifying administrative Staff at ALI should meet successfully to maintain compliance with Atlantis Language Institute mission.

- Admissions liaison for the issuance of I-20s for F1 student VISA. (\*DSO) Serve as
- self-preparation for daily activities and planning future starts. Ensure full
- staff meetings to keep updated with the school expectations and commitment to decrease inefficiencies and increase positive results. Attend
- available to students daily on campus and through virtual meet when applicable. Be
- the AU email to answer concerns timely, and redirect them to proper channels for solutions. Manage
- administrative clearance determination: Assess and post student tuition fees and payment schedules. Administr
- academic clearance determination: Monitor and report any irregularity with the compliance of ALI attendance policy and academic performance. Academi
- to all policies and regulations stated in the AU/ALI Policies & Procedures handbooks. Adhere
- communicate pertaining changes to regulations and policies in a timely manner. Communi
- monitor students' adherence to the Institute's conduct policies by addressing irregularities found on students expected compliance. Watch
- all State, Federal, and University laws and rules pertaining to safety, health, and conduct. Abide by
- possible, attend graduation ceremonies As

## ALI Student Support Team

### Job description

As regulated for the Atlantis University students, the Student Support team also assists ALI students since the day of orientation. Among the duties, this team:

- Ensures that all students have access to their AU student account,
- Confirms that the new students met the requirements of a placement exam
- Ensures that all students receive their academic schedules ahead of the start date
- Monitors students attendance in conjunction with faculty
- Warns the administration in absenteeism cases and follows up with further administrative actions
- Supports the administration by monitoring student's payment status
- Conduct student's surveys at the end of each course

- Supports any student activities during the academic term

### Employment Application for Atlantis University/AI

APPLICANT INFORMATION											
Last Name			First			M.I.		Date			
Street Address						Apartment/Unit #					
City			State			ZIP					
Phone			E-mail Address								
Date Available			Social Security No.			Desired Salary					
Position Applied for											
Are you a citizen of the United States?			YES		NO <input type="checkbox"/>		If no, are you authorized to work in the U.S.?			YES <input type="checkbox"/>	NO <input type="checkbox"/>
Have you ever worked for this company?			YES <input type="checkbox"/>		NO <input type="checkbox"/>		If so, when?				
Have you ever been convicted of a felony?			YES <input type="checkbox"/>		NO <input type="checkbox"/>		If yes, explain				

  

EDUCATION									
High School			Address						
From	To	Did you graduate?	YES <input type="checkbox"/>		NO <input type="checkbox"/>		Degree		
College			Address						
From	To	Did you graduate?	YES <input type="checkbox"/>		NO <input type="checkbox"/>		Degree		
Other			Address						
From	To	Did you graduate?	YES <input type="checkbox"/>		NO <input type="checkbox"/>		Degree		

PREVIOUS EMPLOYMENT			
Company		Phone ( )	
Address		Supervisor	
Job Title	Starting Salary \$	Ending Salary \$	
Responsibilities			
From	To	Reason for Leaving	
May we contact your previous supervisor for a reference?		YES <input type="checkbox"/>	NO <input type="checkbox"/>
Company		Phone ( )	
Address		Supervisor	
Job Title	Starting Salary \$	Ending Salary \$	
Responsibilities			
From	To	Reason for Leaving	

#### MILITARY SERVICE

Branch	From	To
Rank at Discharge	Type of Discharge	
If other than honorable, explain		

#### REFERENCES

*Please list three professional references.*

Full Name	Relationship
Company	Phone ( )
Address	

Revised: August 2017 / November 2017 / April 2019 / March 2021 / April 2022