



INTENSIVE ENGLISH PROGRAM

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Gulf Language School

# Student Handbook 2025-2026

GULF LANGUAGE SCHOOL

# Student Handbook

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Gulf Language School  
North American University  
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## Welcome Letter



Dear Student:

I am excited to welcome you to Gulf Language School's Intensive English Program at North American University for the 2025 academic year. You are part of an exceptionally talented student body that is known far beyond the campus for its, energy and creativity; and I am proud that you chose Gulf Language School.

This Student Handbook will acquaint all students – new and returning – about many aspects of Gulf Language School. In these pages, you will see descriptions of the services and activities available to students, as well as our rules governing academic life and our Code of Student Conduct. As a member of the Gulf Language School community, you share a personal responsibility to model respectful behavior of others always, so I ask that you review these rules and the code and abide by them.

I hope to have an opportunity to talk with you sometime during the year. My schedule often finds me at open meetings and public events, and I can also be found walking around campus to events and meetings. If you see me, please say hello and let me know how you are doing.

Thank you for choosing Gulf Language School at North American University. I hope your year ahead is both challenging and successful.

Welcome to a new academic year!

Sincerely,

*Marc x Passeneau*

Marc Passeneau

Director

## 1. ACADEMIC CALENDAR: 2025-2026

### INTENSIVE ENGLISH PROGRAM

#### Fall 1: 2025

<b>Beginning and End Dates</b>	<b>August 18, 2025 - October 10, 2025</b>
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#### Fall 2: 2025

<b>Beginning and End Dates</b>	<b>October 20, 2025 - December 14, 2025</b>
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#### Spring 1: 2026

<b>Beginning and End Dates</b>	<b>January 12, 2026- March 6, 2026</b>
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#### Spring 2: 2026

<b>Beginning and End Dates</b>	<b>March 16, 2026 - May 8, 2026</b>
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#### Summer 1: 2026

<b>Beginning and End Dates</b>	<b>May 18, 2026 – June 26, 2026</b>
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#### Summer 2: 2026

<b>Beginning and End Dates</b>	<b>June 29, 2026 – August 7, 2026</b>
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### INTENSIVE GENERAL ENGLISH PROGRAM ACADEMIC CALENDAR: 2025 Fall:

#### 2025

<b>Beginning and End Dates</b>	<b>August 18, 2025 – December 14, 2025</b>
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#### Spring: 2026

<b>Beginning and End Dates</b>	<b>January 12, 2026 - May 8, 2026</b>
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## 2. GENERAL INFORMATION

### 2.1 University Mission

North American University (NAU), as an institution of higher learning, is committed to providing a nurturing environment for the pursuit of academic excellence, professional and personal development, responsible citizenship, and global cultural competence. The University aims to achieve these goals through instruction, scholarly inquiry, free discussion and dissemination of ideas, and creative activity.

### 2.2 Gulf Language School's Mission

The mission of the Gulf Language School is to provide quality, innovative lifelong learning opportunities to a diverse student population by extending the educational resources of the North American University.

### 2.3 Intensive English Program Mission

The mission of the Intensive English Program (IEP) is to provide quality language instruction to nonnative speakers of English with an emphasis on the language skills necessary for academic or professional success.

#### Vision

To become one of the leading English language learning programs in Texas by setting standards of excellence in innovative curriculum design, teaching, professional development, and cross-cultural understanding.

#### Goals

- Goal 1: The Intensive English Program will ensure that all programs are administered with excellence, responsiveness and integrity. The program will
- ensure quality in program administration, program curricula, teaching, and student services;
  - maintain compliance with the highest professional standards;
  - develop and support collaborative teaching curricula;
  - support faculty and staff development;
  - develop new programs and courses that meet students' needs;
  - distribute student brochures that provide full disclosure of program descriptions, costs, and calendars; and
  - distribute faculty, staff, and student handbooks that provide full disclosure of all policies.
- Goal 2: The Intensive English Program will support the enrollment and academic priorities of North American University. The program will
- serve as a resource for the internationalization of teaching, research and professional development, and service at North American University;
  - prepare students for graduate and undergraduate degree programs at North American University; and
  - facilitate classroom visits and research by North American University professors, students and other professionals.
- Goal 3: The Intensive English Program will maintain an administrative office and classroom environment that is positive, caring, service oriented and friendly where all faculty, staff, students, and sponsors feel welcome.

#### Aims

The Intensive English Program will provide ESL students with

- quality academic English language instruction;
- student-centered classroom instruction and activities;
- preparation for further academic study at North American University;
- advising to help learners successfully reach their academic or professional goals;
- leadership in the areas of intercultural understanding and cooperation; and
- services related to admission, counseling, academic life, and the general success of students attending NAU.

## Program Outcomes

Students completing the language program will demonstrate the ability to

- comprehend written and spoken university-level materials;
- take effective lecture notes;
- write, revise, and edit academic papers that follow conventions of Edited American English (EAE); and
- prepare and deliver formal presentations that follow conventions of Edited American English (EAE).

## 2.4 History of Gulf Language School

Gulf Language School was established under the guidance of Texas Gulf Foundation (TGF), a non-profit educational organization founded in 2007. The main objective of TGF is to help statewide efforts to establish excellence in higher education in Texas. Toward this goal, the TGF Board of Directors established North American University (NAU) and Gulf Language School (GLS).

With as few as ten students from two different nationalities, GLS opened their doors to English for Second Language learners (ESL) and began operation in 2007. Six years later, GLS has over one hundred twenty students from over fifteen different countries.

## 2.5 Accreditation

The Gulf Language School is accredited by the Commission on English Language Program Accreditation (CEA) for the period December 2013 through December 2018 and agrees to uphold the CEA Standards for English Language Programs and Institutions. CEA is recognized by the U.S. Secretary of Education as a national accrediting agency. For further information about this accreditation, please contact the Commission on English Language Program Accreditation, 1001 N. Fairfax Street, Suite 630, Alexandria, VA 22314, (703) 665-3400, [www.cea-accredit.org](http://www.cea-accredit.org)

## 2.6 Disclaimer

The content of this document is provided for the information of the student. It is accurate at the time of printing but is subject to change from time to time as deemed appropriate by the Director of the Gulf Language School in order to fulfill the role and mission or to accommodate circumstances beyond their control. Any such changes may be implemented without prior notice, without obligation and, unless specified otherwise, are effective when made.

The Catalog posted at [www.gls.edu](http://www.gls.edu) may reflect current information that was not available at the time of this publication. The calendar is a projection of the course of events for the 2017-2018 academic year and represents the best judgment of the administration and staff. It is subject to change due to forces beyond the control of Gulf Language School employees or as deemed necessary by the staff in order to fulfill educational objectives.

The faculty and staff of the Gulf Language Center reserve the right to terminate or modify program requirements, content, and the sequence of the program offerings from session to session for educational, operational or financial reasons that are deemed sufficient to warrant such actions.

## 3. ADMISSIONS

### 3.1 All New Students

Must:

1. Be at least 16 years of age or submit diploma proving high-school graduation or college transcript or at the discretion of the director.
2. Pay Application Fee of \$ 75.00 USD if local and \$ 75.00 if international.

### 3.2 Resident Students

ELS student is U.S. citizen or eligible noncitizen must submit the following documents:

1. On-line application.
2. A copy of proof of identification.
3. Official diploma proving high-school graduation or college transcript.

### 3.3 International Students

Applying for the GLS program ESL students must submit the following documents:

1. On-line application and application fee.
2. Copy of passport identification page(s) (must show picture, name, date of birth, passport expiration date, and passport must be valid for at least 6 months).
3. Proof of Finances
  - a) Bank Letter addressed to Gulf Language School stating that the students or sponsor have the funds available to pay the total cost associated with attending Gulf Language School for one year; or
  - b) Government / Institution Letter - Government or institution-sponsored international students must submit a government sponsorship letter or a notarized letter of support guaranteeing payment of tuition and fees, books, room and board, medical insurance, and personal expenses for one academic year (two semesters); or
  - c) International Financial Support Form (including bank statement or verification letter showing that the student or his/her sponsor has the required number of funds available for student use during the course of study); and
  - d) I-134, Affidavit of Support form
4. Official diploma proving high-school graduation or college transcript.
5. SAT/ACT, TOEFL or IELTS scores (optional)
6. Proof of Bacterial Meningitis vaccination

### 3.4 Transfer and Withdrawal Policy

#### Transfer Students (to GLS)

To transfer to the Gulf Language School at North American University, you must first apply for admission to the Gulf Language School. Once accepted, notify your current school's international office of your intention to transfer. You will need to provide them with a copy of your acceptance letter as well as a signed copy of North American University's foreign student advisor transfer report. Your adviser will then transfer your SEVIS record to North American University. Only your current school has access to your SEVIS record; therefore, the Gulf Language School cannot issue your GLS I-20 (F-1 status) or DS-2025 (J-1 status) until your SEVIS record is transferred. In most cases, the "transfer out" date will be the last day of your final term at your current school. Transfer students must see the International Admissions office to receive their new I-20.

#### Transfer Students (from GLS)

The school has the right to refuse the transfer of a GLS student to another institution if the student has not been enrolled for at least one complete eight (8) week session.

To transfer from the GLS to another school in the U.S., you must first apply and be accepted to the new school. After your acceptance:

1. Meet with the Director of the Gulf Language School on the 7<sup>th</sup> Floor in Room 706 to activate a Transfer request in CampusVue.
2. Submit a copy of the admission offer letter or email from your new school to the International Student Office (ISO) at NAU on the 7<sup>th</sup> Floor in Room 736. Your new school will also give you a *Foreign Student Advisor Report* that you must sign before giving to the ISO. The "transfer out" date is the date that GLS loses access to your SEVIS record and your new school gains access to your SEVIS record. This date should be at the end of your final enrolled session at GLS.
3. Allow one week for processing. Please note that after the transfer out date the GLS will no longer have access to your SEVIS record, so request a transfer only after your plans are certain.
4. You will receive an email confirmation of your SEVIS release from your International Student Office. If you are registered for a future session at GLS, don't forget to withdraw **and fulfill any financial obligations with the University** before you transfer to your new school or leave the U.S.
5. Contact the new school's International Admissions office to arrange when and how to receive your new I-20.

## 3.5 Withdrawal Policy

### Overview

Withdrawing from Gulf Language School's Intensive English Program means you do not intend to return to your studies at North American University in the future and you will be departing the US. You must carefully follow certain procedures to make sure that your academics and your immigration are safe and that you can return to GLS or the U.S., if you decide you want to come back in the future.

### SEVIS Record

When you leave the Intensive English Program at Gulf Language School early, it is called "Early Withdrawal"; your I-20 will be "turned off" to keep your immigration safe. After your I-20 is "turned off", **you must leave the U.S. in 15 days.**

You can use the same I-20 to come back to study at Gulf Language School if you come back before 5 months, but your I-20 **must** be "turned on" before you can travel. Please send an email to the International Student Office at [dianeward@na.edu](mailto:dianeward@na.edu) **one month** before you come back to the U.S. so your I-20 can be "turned on" for travel.

If you come back after 5 months, you must get a new I-20, pay the SEVIS fee, and get a new visa.

**Note to J-1 students:** If you want to withdraw from the IEP program, your DS-2025 will be completed. This means you cannot come back to study at Gulf Language School with the same DS-2025, you must get a new one and pay the SEVIS fee.

### Withdrawal Procedures for I-20 Students

If you are planning to withdraw from the Gulf Language School, the procedures are as follow:

1. Meet with the Director of the Gulf Language School on the 7<sup>th</sup> Floor in Room 706 to a withdrawal in CampusVue.
2. Contact the Director of the International Student Office on the 7<sup>th</sup> Floor in Room 736. The ISO office will provide you with the options and consequences of withdrawing from the program.
3. If you leave the program before the end of a session, you must obtain a new I-20 from another school or depart from the U.S. within 15 days of this action. ***You do not qualify for a 60-day grace period.*** This grace period applies only to students who complete a session. If you fail to enter another institute or to depart from the U.S., you will be **out-of-status**, in other words, you will be in the U.S. illegally.
4. If you withdraw prior to the end of the session, you will not receive a final course grade.
5. You will be required to move out of the NAU housing within 7 days of withdrawal from the Intensive English Program. On the day, you withdraw, you must make an appointment to meet with a member of the NAU housing staff to arrange a checkout of your room.
6. If, after withdrawing, you decide you would like to return to NAU for study, you will be considered a NEW student (not a returning student) and must take the Language Placement Exam to determine your placement if your departure from Gulf Language School is over a year.

## 4. FINANCIAL INFORMATION, TUITION, FEES, AND PAYMENTS

### 4.1 Resident Student

Registration fee	\$ 75.00
Includes IEP Placement Testing Fee	
Tuition per eight (8) week session-20 hours	\$ 1050.00
Coursebook fee per (8) week session	\$ 35.00
Late Registration fee (on or after the first day of class)	\$ 100.00

### 4.2 GLS I-20 Student

Registration fee	\$ 75.00
Includes IEP Placement Testing Fee	
Tuition per eight (8) week session-20 hours	\$ 1,675.00

Health Insurance (Student	\$
Textbook fee per (8) week session	\$ 35.00
Late Registration fee (on or after the first day of class)	\$ 150.00

### 4.3 All Students

#### All students

Late payment fee (for each payment deadline missed)	\$ 100.00
Insufficient funds fee and/or returned checks fee	\$

\*Coursebooks are dispersed by the instructor; prices are subject to change.

### 4.4 Housing and Meal Services

#### Housing

Two-Bed Room	\$ 1,200.00
Three-Bed Room	\$ 900.00
Four-Bed Room	\$ 800.00

#### Meal Plans

10-Meal per Week	\$ 800.00
19-Meal per Week	\$ 1,100.00

### 4.5 Cancellation and Refund Policy

1. Application and mailing fees are non-refundable.
2. A student must inform the Director in writing to start the refund process.
3. Financial decisions are based on the day a student files his/her paperwork.
4. Keep a copy of your refund application form.
5. If a GLS course is cancelled before it starts, a full refund of tuition, registration, and material fees will be issued within thirty (30) days of the date of cancellation.
6. A student does not qualify for a refund if the student is dismissed due to violation of the institutions written disciplinary and/or attendance policies.
7. Refund Policy:

Resident Students: (Student is U.S. citizen or eligible noncitizen)

#### Refund Policy (6-Week Session)

Prior to or on the first-class day	100%
Between the 2nd and 4th class days	70%
Between the 5th and 8th class days	25%
After the 8th class days	None

#### Refund Policy (8-Week Session)

Prior to or on the first-class day	100%
Between the 2nd and 5th class days	70%
Between the 6th and 10th class days	25%
After the 10th class days	None

International Students (1-20 students)

#### Refund Policy (6-Week Session)

Prior to or on the first-class day	100%
First class day	None

#### Refund Policy (8-Week Session)

Prior to or on the first-class day	100%
First class day	None

## 4.6 Financial Payment Policy

All session charges (tuition, room, board and fees) are due by the date on the Registration Billing Notification, unless an established Payment Plan contract has been finalized with the Business Office. Previously unbilled and new charges are due and payable when incurred. A student is responsible for his/her tuition and fees upon registration. Financial registration is considered complete only when all charges are paid or when satisfactory arrangements to pay have been finalized with the Business Office.

Students are solely responsible for their tuition and fees payment upon registration. All related session charges (tuition, room, board and other fees) are due on the first Wednesday by 5:00 PM of each session. Registration is considered incomplete unless all charges are paid in full or a payment plan arrangement made with the Bursar' Office.

## 4.7 Consequences of Non-Payment

There are consequences to non-payment. If a student fails to pay his/her tuition and fees by the first Wednesday of each session, student's registration will be cancelled (all registered courses, meal plan and housing contract). The Gulf Language School will not allow the student to sit for mid-term or final exams until he/she is current with the Business Office. If such incident happens, a student must do the followings:

1. Make payments and/or payment arrangement with the Bursar's Office. Dropped student must also pay the re-enrollment fee of \$70.00 and the late fee of \$100.00 top of the due charges.
2. Re-register for the courses with IEP Registrar with the approval of IEP Director.

Also, course selection/modification will not be permitted for any previous, current or future sessions. The student is not considered enrolled during the term in question, which means that verification of enrollment cannot be provided for driver's license, employers, accrediting/licensing bodies, governmental agencies, etc.

## 5. CURRICULUM

### 5.1 Intensive English Program (IEP)

The IEP is a six-level program for ESL learners, from beginning to advanced, with a focus on helping students enter and succeed in American university life.

The IEP exists for ESL students and professionals who meet the entry requirements.

#### Entry Requirements for the Intensive English Program

\*All IEP students must be at least high school graduates and be 16 years of age and above or by the discretion of the director. (Other requirements are listed in the application form.)

\* All IEP students must be able to read and write the English alphabet to study in the IEP).

The IEP runs on 8-week session system (except for summer). Students are placed in a level, from 1 to 6, and then study at that level for an 8-week session (6-week sessions in summer).

#### Level Descriptions

0	Not Admitted	Not able to read and write English alphabet; Not able to speak at a basic level
1	Lower Beginner	Read very simple passages; Write simple, compound, complex sentences Able to answer simple spoken questions; Give a demonstration presentation
2	Upper Beginner	Understand passages on common topics; Write simple paragraphs; Ask and answer a variety of simple questions; Give a process presentation
3	Lower Intermediate	Understand longer passages on common topics in more detail; Write more detailed paragraphs; Converse and give short presentations
4	Upper Intermediate	Understand a variety of intermediate level passages; Write short essays; Give organized presentations
5	Lower Advanced	Understand high-intermediate passages; Write multi-paragraph; Organized essays; Discuss a variety of academic topics

- 6 Upper Advanced Comprehend complex passages; Write well-organized essays appropriate for academic purposes; Speak about a variety of academic topics

There are six entry points per year: August/September, October, January, March, May, and July.

	Sessions Begins	Weeks	Hours/Week
Fall 1	18-Aug-2025	8	20
Fall 2	20-Oct-2025	8	20
Fall	18-Aug-2025	16	20
Spring 1	12-Jan-2025	8	20
Spring 2	12-Mar-2026	8	20
Spring	12 Jan- 2026	16	20
Summer 1	18-May-2026	6	28
Summer 2	29-June-2026	6	28

All new students are given pre-entry placement tests when they arrive so we can place them into the most appropriate level.

### Placement Tests

Students will be placed into the most appropriate level based on their test scores. All students will sit for an in-class diagnostic test in the first two days of class. If that test indicates that they can do well at the next level, they may move up.

### Retesting the Placement Tests

Retesting is appropriate when there is reason to believe that a score obtained from previous testing does not accurately reflect the examinee's true level of knowledge or skill. Typically, retesting is appropriate in two situations: (1) when factors other than the examinee's ability are believed to have influenced the previous testing and (2) when the scores obtained from earlier testing are no longer believed to reflect the student's current ability.

### Level Progression

Progression from one level to the next or into the undergraduate program is determined at the end of each term. Students are assessed throughout the term, and promotion is confirmed using the following criteria:

The student must have a minimum overall average grade of 70% for course work **AND** must meet the minimum requirement on the Accuplacer Exit Exam. For example, for a Level 6 student to become an undergraduate student at NAU, he or she must score on the Exit Exam ACCUPLACER® Native English: Reading Comprehension 80 and WritePlacer Essay 6 and receive an overall average of 70% for course work.

\*If the student scores ACCUPLACER® Native English: Reading Comprehension 60-79 and Write Placer Essay 5 and has an overall average of 70% for course work, the student may either retake Level 6 or take IENG 0009.

The student who does not have an overall average of 70% for course work will be required to repeat the level.

## 5.2 Classroom Information

In Fall 1-2 and Spring 1-2, IEP classes total 20 hours per week from 9:00 a.m. to 1:00 p.m. Summer IEP classes will meet 25 hours per week. IEP classes are from 9:00 a.m. and 2:00 p.m.

In Fall and Spring, IEP General English classes total 20 hours per week from 9:00 a.m. to 5:00 p.m. Summer IEP classes will meet 25 hours per week. IEP classes are from 9:00 a.m. and 6:00 p.m. The hours include lab time.

The IEP class is divided into skills:

1. Reading and Listening 10 hours per week.
2. Writing and Speaking 10 hours per week.

### Class Schedule

1. Gulf Language School's Intensive English Program classes meet four hours per day, Monday- Friday.
2. (R/L = Reading/Listening; WS= Writing/Speaking)

Time/Day	Monday	Tuesday	Wednesday	Thursday	Friday
09:00-10:00	WS	WS	WS	WS	WS
10:00-11:00	WS	WS	WS	WS	WS
11:00-12:00	RL	RL	RL	RL	RL
12:00-01:00	RL	RL	RL	RL	RL

1. Gulf Language School's Intensive English General English Program classes meet 10 hours per day, Monday - Tuesday or Saturday – Sunday (Same Schedule).

(R/L = Reading/Listening; WS= Writing/Speaking)

Time/Day	Monday	Tuesday	Wednesday	Thursday	Friday
09:00-11:00	WS	WS			
11:00-01:00	WS	WS			
01:00-03:00	RL	RL			
03:00-05:00	RL	RL			

Classes start at the scheduled time- Be on time!

The IEP forms its classes very carefully, with 2 main guidelines in mind:

1. We want to have as many different language groups as possible in each class.

Result: *Students work with others, in English, who do not speak their native language. We expect only English to be spoken in the classrooms, especially after level one.*

Result: *Having as many different languages represented in one classroom really helps with this goal of "English only."*

2. We want a balance of male/female students, as much as possible.

NOTE: We do NOT form classes by students requesting an instructor that they like or because their friends are in a certain class but by the above 2 guidelines.

FOR THESE REASONS, PLEASE DO NOT GO TO THE DIRECTOR TO ASK FOR A CERTAIN INSTRUCTOR FOR A CERTAIN CLASS.

### 5.3 Additional Activities

Learning about life in the United States is a very important part of learning English and students in the Intensive English Program are exposed to a variety of cultural experiences and out-of-class activities. These may include field trips, social activities, supplementary coursework provided by the IEP, or programming offered by the Office of Student Affairs.

\*\*\*For sponsored events, off-campus, student will need to completed the following: 1) *Field Trip/ Assumption of Risk and Release of Liability Agreement Form*, 2) *Emergency Medical Authorization Form*, and *Field Trip/Photo/Video Permission Form* [copies located in the Appendix of this document].

## GLS's IEP Entry Level Proficiency Guidelines Chart

### Course Placement —Intensive English Program

Proficiency Test Score	Course Placement
Total Combined Average ESL Score $0 \leq 20$ Total Essay Score $< 1$	Not Eligible for Admissions
Total Combined Average ESL Score $21 \leq 36$ Total Essay $\leq 1$	IENG 0001
Total Combined Average ESL Score $37 \leq 52$ Total Essay $\leq 2$	IENG 0002
Total Combined Average ESL Score $53 \leq 68$ Total Essay $\geq 3$	IENG 0003
Total Combined Average ESL Score $69 \leq 84$ Total Essay $\geq 4$	IENG 0004
Total Combined Average ESL Score $85 \leq 100$ Total Essay $\geq 5$	IENG 0005
Total Combined Average ESL Score $101 \leq 120$ Total Essay $\geq 6$	IENG 0006

IENG 0001 Lower Beginning	IENG 0002 Upper Beginning	IENG 0003 Lower Intermediate
<p><b>Upon completion of IENG 0001</b>, a successful student will be able to read and understand the main ideas and supporting details of short simple readings of approximately 200-300 words; write, edit, and revise 8-10 simple sentences on a topic; listen to and understand simple, slow speech about personal information, basic everyday topics, and things in the immediate context when it contains familiar vocabulary and is frequently repeated; and speak using simple phrases and short sentences to communicate survival needs, personal information, and information about basic everyday activities.</p>	<p><b>Upon completion of IENG 0002</b>, a successful student will be able to read and understand the main ideas and supporting details of straightforward texts of multiple paragraphs (300-400 words); write, edit, and revise a unified paragraph of 12-14 sentences on a single topic; listen to and understand simple conversations in routine social situations and known contexts when they contain both familiar and unfamiliar vocabulary and are spoken slowly with repetition; and speak in simple conversations in routine social situations and talk about things not in the immediate context.</p>	<p><b>Upon completion of IENG 0003</b>, a successful student will be able to summarize and paraphrase written and spoken multi-paragraph articles accurately, using note taking strategies (mapping) to identify the author's / speaker's main idea, and primary supporting points; add evidence from personal experience and/or observation to support an idea contained within written and/or spoken multi-paragraph texts; synthesize both orally and in writing information obtained from written/spoken texts, interviews, and/or other media; recommend a course of action relevant to the ideas contained within written and/or spoken paragraph texts; cite and document information and sources according to APA and/or accepted oral academic conventions; and produce academic essays (2-3 paragraphs) and/or deliver formal presentations (2-4 minutes) using standard American English in which he/she focuses on accuracy in specified target areas of grammar.</p>

IENG 0004 Upper Intermediate	IENG 0005 Lower Advanced	IENG 0006 Upper Advanced
<p><b>Upon completion of IENG 0004</b>, a successful student will be able to summarize and paraphrase written and spoken multi-paragraph articles accurately, using note taking strategies (mapping) to identify the author's / speaker's main idea, and primary supporting points; add evidence from personal experience and/or observation to support an idea contained within written and/or spoken multi-paragraph texts; synthesize both orally and in writing information obtained from written/spoken texts, interviews, and/or other media; recommend a course of action relevant to the ideas contained within written and/or spoken paragraph texts; cite and document information and sources according to APA and/or accepted oral academic conventions; and produce academic essays (3 paragraphs) and/or deliver formal presentations (3-5 minutes) using standard American English in which he/she focuses on accuracy in specified target areas of grammar.</p>	<p><b>Upon completion of IENG 0005</b>, a successful student will be able to summarize and paraphrase written and spoken multi-paragraph texts accurately, using note taking strategies to identify the author's/speaker's primary mode of discourse, main idea, and primary supporting points; add evidence from personal experience and/or observation to support an idea contained within written and/or spoken multi-paragraph texts; synthesize both orally and in writing information obtained from written/spoken texts, interviews, and/or other media; recommend a course of action relevant to the ideas contained within written and/or spoken multi-paragraph text; cite and document information and sources according to APA and/or accepted oral academic conventions; and produce academic essays (3-4 paragraphs) and/or deliver formal presentations (4-6 minutes) using standard American English in which he/she focuses on accuracy in specified target areas of grammar.</p>	<p><b>Upon completion of IENG 0006</b>, a successful student will be able to summarize and paraphrase written and spoken multi-paragraph texts accurately, using note taking strategies to identify the author's /speaker's purpose, tone, primary mode of discourse, main idea, and primary supporting points; add evidence from personal experience and/or observation to support and/or challenge an idea contained within written and/or spoken multi-paragraph texts; synthesize both orally and in writing information obtained from written/spoken texts, interviews, and/or other media; recommend a relevant course of action and/or predict a logical next step relevant to the ideas contained within written and/or spoken multi-paragraph texts; quote, cite, and document information and sources according to APA and/or accepted oral academic conventions; and produce academic essays of 3-4 paragraphs and/or deliver formal presentations (4-7 minutes) using standard American English in which he/she focuses on accuracy in specified target areas of grammar..</p>

## Student Learning Outcomes

### Level 1-3

#### IENG 0001 Lower Beginning English Level 1

##### Student Learning Outcomes

By the end of this course, students will be able to:

1. Read and understand topics of short beginning level readings of 200-300 words.
2. Write, edit, and revise 8-10 simple sentences on a topic.
3. Listen to and understand simple, slow speech related to basic everyday situations including relevant personal information.
4. Understand familiar repeated vocabulary and phrases related to the immediate context.
5. Speak using simple phrases and short sentences to communicate survival needs, personal information, and information about basic everyday activities.

#### IENG 0002 Upper Beginning English Level 2

##### Student Learning Outcomes

By the end of this course, students will be able to:

1. Read and understand the main ideas and key supporting details of low-intermediate texts of multiple paragraphs (300-400 words).
2. Write, edit, and revise a unified paragraph of 12-14 sentences on a single topic.
3. Listen to and understand basic conversations related to everyday social situations and contexts.
4. Understand familiar repeated vocabulary and phrases related to the immediate context.
5. Participate in simple conversations related to familiar social situations.
6. Speak about topics or situations outside the immediate context.

#### IENG 0003 Lower Intermediate English Level 3

##### Student Learning Outcomes

By the end of this course, students will be able to:

1. Summarize and paraphrase written and spoken multi-paragraph articles accurately using note-taking strategies to identify the author's or speaker's main idea, and key supporting points.
2. Add evidence from personal experience and/or observation to support an idea contained within written and/or spoken multi-paragraph texts.
3. Synthesize both orally and in writing information obtained from spoken or written texts, interviews, and/or other media.
4. Recommend a course of action related to the ideas contained in written and/or spoken texts.
5. Cite and document information and sources according to APA and/or accepted academic conventions.
6. Produce academic essays of 2-3 paragraphs and/or deliver formal presentations of 2-4 minutes which conform to standard American English usage and in which specified areas of grammar are accurate.

### Level 4-6

IENG 0004 Upper Intermediate English Level 4	IENG 0005 Lower Advanced English Level 5	IENG 0006 Upper Advanced English Level 6
<p><b>Student Learning Outcomes</b></p> <p>At the end of this course, a successful student will be able to:</p> <ol style="list-style-type: none"> <li>1. Summarize and paraphrase written and spoken multi-paragraph articles accurately, using note-taking strategies such as mapping to identify the author's or speaker's main idea and key supporting points.</li> <li>2. Add evidence from personal experience and/or observation to support an idea contained in written and or spoken multi-paragraph texts.</li> <li>3. Synthesize both orally and in writing information obtained from written or spoken texts, interviews, and/or other media.</li> <li>4. Recommend a course of action relevant to the ideas contained within written and/or spoken paragraph texts.</li> <li>5. Cite and document information and sources according to APA and/or accepted oral academic conventions.</li> <li>6. Produce academic essays of 3 paragraphs and/or deliver formal presentations of 3-5 minutes which conform to standard American English usage and in which specified areas of grammar are accurate.</li> </ol>	<p><b>Student Learning Outcomes</b></p> <p>At the end of this course, a successful student will be able to:</p> <ol style="list-style-type: none"> <li>1. Summarize and paraphrase written and spoken multi-paragraph texts accurately, using note-taking strategies to identify the author's or speaker's primary mode of discourse, main idea, and key supporting points.</li> <li>2. Add evidence from personal experience and/or observation to support and/or challenge an idea contained in written and/or spoken multi-paragraph texts.</li> <li>3. Synthesize both orally and in writing information obtained from written or spoken texts, interviews, and/or other media.</li> <li>4. Recommend a course of action relevant to the ideas contained within written and/or spoken multi-paragraph text.</li> <li>5. Cite and document information and sources according to APA and/or accepted oral academic conventions.</li> <li>6. Produce academic essays of 3 to 4 paragraphs and/or deliver formal presentations of 4-6 minutes which conform to standard American English usage and in which specified areas of grammar are accurate.</li> </ol>	<p><b>Student Learning Outcomes</b></p> <p>At the end of this course, a successful student will be able to:</p> <ol style="list-style-type: none"> <li>1. Summarize and paraphrase written and spoken multi-paragraph texts accurately, using note taking strategies to identify the author's /speaker's purpose, tone, primary mode of discourse, main idea, and key supporting points.</li> <li>2. Add evidence from personal experience and/or observation to support and/or challenge an idea contained in written and/or spoken multi-paragraph texts.</li> <li>3. Synthesize both orally and in writing information obtained from written or spoken texts, interviews, and/or other media.</li> <li>4. Recommend a relevant course of action and/or predict a logical next step relevant to the ideas contained within written and/or spoken multi-paragraph texts.</li> <li>5. Quote, cite, and document information and sources according to APA and/or accepted oral academic conventions.</li> <li>6. Produce academic essays of 3 to 4 paragraphs and/or deliver formal presentations of 4-7 minutes which conform to standard American English usage and in which specified areas of grammar are accurate.</li> </ol>



## Use of English

English is the language of instruction for the Gulf Language School. It is the GLS's policy that instructors speak ONLY English to their students, even if they have the ability to speak a student's native language. Students are also expected to use English only in the classrooms, hallways, and at all GLS functions. Students are made aware of this policy during orientation and should be reminded as the need arises.

While it is sometimes tempting for an instructor to try out his/her language skills or resort to translation when a breakdown in communication occurs, there are a number of reasons why speaking a language other than English is against GLS policy. First, and perhaps most importantly, the students are here to learn English, and providing translation slows down that process. Second, there is the question of bias. It is not likely that an instructor will speak the native language of every student in the classroom; therefore, conversing with one student or group of students in their native language excludes others in the classroom who do not speak that language. Finally, speaking to students in a language other than English demonstrates an interest in that student's culture and background at the exclusion of other students in the room (even if there is only one student who does not understand the language). Therefore, instructors in the GLS will refrain from speaking any language other than English even at a student's request.

## Grading Scale

Grades	Percentages	Composition	Percentages
A+ = P	95%	Quizzes	10%
A = P	90%	Progress Reading Tests	15%
B+ = P	85%	Progress Listening Test	15%
B = P	80%	Presentation	10%
C+ = P	75%	Progress Draft	10%
C = P	70%	In Class Essay	10%
F = NP	69 and below	Portfolio	20%
		Exit Exam	10%

## Unconditional Admissions

All degree seeking students who are admitted to the Intensive English Program in the Gulf Language School will be granted full (unconditional) admission to North American University upon successful completion of the program. In certain cases, a student may be required to complete designated reading and or writing courses during his or her first term at North American University.

## General English Courses

The General English Program at Gulf Language School offers language training to improve a student's English language skills for communication, employment, or pleasure. The General English Program is for students who: All students need to attain minimum grade of 70 to successfully pass the class.

- want to improve their English for better job opportunities
- want a semester abroad experience
- want to improve their English communication skills
- friends and family of GLS or NAU students/staff who want to improve their English and make friends in the Houston community
- want the option to study less than 5 days a week

## Core Skills Taught

### Writing

Express oneself more effectively in academic and non-academic writing, with work on content, accuracy, and organization.

### Grammar

Increase a student's accuracy in spoken and written contexts and learn grammatical structures common in U.S. English.

### **Listening and Speaking**

Communicate more comfortably and increase the student's understanding in a variety of settings, from informal conversations to formal presentations.

### **Reading and Discussion**

Improve a student's comprehension of fiction and non-fiction, and develop the student's vocabulary, discussion skills, and reading speed.

### **LEVELS OF STUDY**

Level 1 provides students with coping skills and cultural information to help them understand the contexts of language use. Students are taught how to function in a limited way in English to meet their immediate needs. They perform basic language functions, such as naming and asking for things, using polite expressions, expressing personal information, and giving directions. They acquire the most common vocabulary for everyday life, understand short conversations containing common words and phrases, picking out and responding to elements important to the meaning. They read and understand simplified versions of common material, such as signs, application forms, instructions on mailboxes and telephones, and medicine labels. Students are able to comprehend and use the basic structures of English including the simple tenses, nouns, adjectives, and the like. They perform simple writing functions, such as filling out a form, and learn paragraph structure and organization.

In Level 2 students move beyond a limited number of learned phrases and begin to function with some independence and creativity. They increase passive knowledge of vocabulary and understand fluent (though greatly simplified) speech with some tolerance for ambiguity. Students speak with less hesitation, attempting to use newly acquired vocabulary and sentence structures, and perform some basic language functions, such as making requests politely, describing problems, and asking for directions. They improve pronunciation - especially the clarity of vowel and consonant sounds. Students read simplified practical materials, with common vocabulary, scanning for useful information. Students master the use of the fundamental structures of the language, such as the verb be, the simple present, there is/there are, and nouns and pronouns, and begin to comprehend and use some of the other basic ones, such as the past tense, future and continuous forms, and modal verbs. They also perform simple writing tasks, with some guidance, such as filling out forms, writing invitations, and communicating with short notes, and can write a well-organized paragraph.

Level 3 students master the use of the basic structures of the language, such as the present, past, and future tenses, infinitives after verbs, and comparative forms; and gain familiarity with some of the more sophisticated ones, such as simple clauses and the present perfect. They increase their knowledge of passive vocabulary and understand fluent (though clear and simple) speech with some tolerance for ambiguity. Students speak with growing degree of fluency, using newly acquired vocabulary with some degree of accuracy, and master basic language functions, such as making appointments, accepting or refusing invitations, and giving excuses. They improve their pronunciation -especially sounds, intonation, and blending. It further provides exercises that teach reading skills through the use of "realia" -forms, newspaper ads, signs, and other examples of the reading materials that everyone encounters daily and offers practice in the kinds of writing tasks that students encounter in everyday life such as forms, invitations, and short notes. At this level students can also write well organized, short essays.

At the end of Level 4, students can get along well in everyday life, are comfortable in most social situations in English, are employed if they want to be, and may be trying to "move up" in the world of work. They master the use of the major structures of the language, such as the simple, continuous, and present perfect tenses (including tense contrasts); the modal verb system; articles; and gerunds and infinitives; and gain familiarity with some of the more sophisticated ones, such as the conditional, indirect 24 questions, and the passive voice. They increase their knowledge of passive vocabulary and understand fluent (though clear) speech with a tolerance for ambiguity. Students can understand everyday speech and carry on conversations at a normal rate of speed with fluency. At this level, students understand the "culture" of language use, learning how to "use" language effectively in various situations. Students can read practical materials, including many that are not simplified without hesitation and are ready to scan and read materials written for native speakers, such as portions of newspapers and magazines. They incorporate increasingly sophisticated grammar and vocabulary into longer pieces of writing using process writing techniques and write short essays in such rhetorical modes as narration, description, and opinion.

In Level 5, students attempt using sophisticated grammar structures and rules of the language- such as the verb system in contrast: gerunds, infinitives, and verb complements; the passive voice; and noun, adjective, and adverb clauses-concentrating on self- and peer-correction of errors. They can understand the main ideas, the important details, and the organization of fluent native-speaker speech with a tolerance for ambiguity when necessary; concentrate on "getting the point" of a story; make inferences and recognize some of the implications and subtleties of the language. They listen for and extract practical information from typical everyday conversations; speak fairly fluently and make appropriate use of language notions and

functions, such as making small talk, requesting and giving advice, and giving opinions. Students improve their pronunciation by concentrating on the more sophisticated points of the sound and sentence system of English, such as stress, rhythm, sound linking, and sentence focus. Students use language effectively to complete communication tasks such as group problem solving, and speech making and express themselves accurately and effectively in different forms of writing, including one-demand and academic essays.

At Level 6, students have a good working knowledge of using sophisticated grammar structures and rules of the language—such as the verb system in contrast: gerunds, infinitives, and verb complements; the passive voice; and noun, adjective, and adverb clauses—concentrating on self- and peer-correction of errors. They can understand the main ideas, the important details, and the organization of fluent native-speaker speech with a tolerance for ambiguity when necessary; concentrate on "getting the point" of a story; make inferences and recognize some of the implications and subtleties of the language. They listen for and extract practical information from typical everyday conversations; speak fluently and make appropriate use of language notions and functions, such as making small talk, requesting and giving advice, and giving opinions. Students improve their pronunciation by concentrating on the more sophisticated points of the sound and sentence system of English, such as stress, rhythm, sound linking, and sentence focus. Students use language effectively to complete communication tasks such as group problem solving, and speech making and express themselves accurately and effectively in different forms of writing, on-demand and academic essays.

Students who successfully complete each General English Level with a minimum of a 70 Grade will be awarded a document stating that they have completed the level, and have achieved the learning outcomes for the level, and can proceed to the next. Once a student reaches level 6, then achieve the learning outcomes, he/she earns the certificate of completion showing they successfully finished the course.

## Student Learning Outcomes

**General English Level Description & Learning Outcomes**

GENG 0001 Lower Beginning English Level 1	GENG 0002 Upper Beginning English Level 2	GENG 0003 Lower Intermediate English Level 3
<p><b>Course Description</b> This course introduces listening, speaking, reading and writing skills needed for success in an academic environment. Instructional approaches and activities which include pair work, group activities, audio, video and teacher-generated lectures, and student-instructor conferences, will engage the students in listening, speaking, reading and writing activities designed to help learners respond appropriately to a variety of practical everyday contexts such as asking for and giving personal information. Under the close supervision of the instructor, and using the workshop method, students will use ideas and information from beginner text material to create well-formed sentences and fluency in the execution of formal presentations of 2-4 minutes. Both in and out-of-class activities will help students develop strategies to discuss, challenge and expand ideas contained in text materials. GENG courses cannot be used to matriculate. Prerequisite: ACCUPLACER™.</p>	<p><b>Course Description</b> This course introduces listening, speaking, reading and writing skills needed for success in an English-speaking environment. Instructional approaches and activities which include pair work, group activities, audio, video and instructor-generated lectures, and student-instructor conferences, will engage the students in listening, speaking, reading and writing activities designed to help learners respond appropriately to a variety of practical everyday contexts such as asking for and giving personal information. Under the close supervision of the instructor, and using the workshop method, students will use ideas and information from beginner text material to create well-formed sentences. Both in and out-of-class activities will help students develop strategies to discuss, challenge and expand ideas contained in text materials. GENG courses cannot be used to matriculate. Prerequisite: ACCUPLACER™ or GENG 0001.</p>	<p><b>Course Description</b> This course introduces and refines listening, speaking, reading and essay writing skills needed for success in an undergraduate academic environment. Through audio and video presentations as well as teacher-generated lectures, students will improve listening comprehension, develop effective note-taking skills, identify verbal and non-verbal cues that signal main ideas and relationship of ideas, deliver formal oral presentations of 2-5 minutes, learn to support their own opinions and respond appropriately to the opinions of others, and practice intermediate grammar structures in discourse. Under the close supervision of the instructor, using the workshop method, students will use academic college-level reading materials to develop critical reading strategies such as previewing, contextualizing, analyzing, evaluating, questioning, synthesizing ideas, summarizing and paraphrasing to create essays of 2-3 paragraphs. Both in and out-of-class activities will help learners develop strategies to discuss, challenge and expand ideas from text materials. GENG courses cannot be used to matriculate. Prerequisite: ACCUPLACER™ or GENG 0002.</p>
<p><b>Goal</b> The goal of this course is to develop students' listening, speaking, reading and writing skills, introduce and practice conversational and academic vocabulary, introduce grammar, and increase fluency through a variety of communicative activities such as book-learned and student-generated dialogue presentations, creative role-play, conversation and vocabulary games, and pair and small group work.</p>	<p><b>Goal</b> The goal of this course is to improve students' listening, speaking, reading and writing skills, expand vocabulary, increase grammar knowledge, and improve fluency through a variety of communicative activities such as book-learned and student-generated dialogue presentations, creative role-play, conversation and vocabulary games, and pair and small group work.</p>	<p><b>Goal</b> The goal of this course is to increase students' ability to create a writing portfolio, take effective notes from lectures, and prepare and deliver formal presentations that demonstrate readiness for university credit courses. Students will also improve academic listening and speaking skills, expand vocabulary, increase grammar knowledge, and increase fluency through a variety of communicative activities such as pair work, presentations, and interviews.</p>
<p><b>Purpose</b> The purpose of GENG 0001 is to provide a foundation for the acquisition of communicative and academic skills needed for success in GENG 0002 at GLS. Students will develop listening, speaking, reading, and writing skills and strategies through exploring basic academic topics which emphasize expanding vocabulary, acquiring basic grammar knowledge, and developing basic listening and speaking, critical thinking, and study strategies and skills.</p>	<p><b>Purpose</b> The purpose of GENG 0002 is to provide a foundation for the acquisition of communicative and academic skills needed for success in GENG 0003 at GLS. Students will develop listening, speaking, reading, and writing skills and strategies through exploring basic academic topics that emphasize expanding vocabulary, increasing basic grammar knowledge, and improving basic listening and speaking, critical thinking, and study skills and strategies.</p>	<p><b>Purpose</b> The purpose of GENG 0003 is to equip intermediate-level students with the reading, writing, listening, speaking, and critical thinking skills necessary in an English-speaking environment. The course builds on the foundations set by GLS reading and writing practices established in GENG 0002.</p>

	GENG 0001 Lower Beginning English Level 1	GENG 0002 Upper Beginning English Level 2	GENG 0003 Lower Intermediate English Level 3
	<p><b>Course Objectives</b></p> <ol style="list-style-type: none"> <li>1. Students will develop grammatical accuracy through a variety of written and oral grammar exercises and activities.</li> <li>2. Students will use simple phrases and short sentences to respond correctly to classroom instruction, questions and statements.</li> <li>3. Students will listen for and respond correctly to content in listening materials and activities.</li> <li>4. Students will develop basic vocabulary through a variety of contextual exercises and activities.</li> <li>5. Students will engage in conversation/discussion on a variety of everyday topics including relevant personal information and experiences.</li> <li>6. Students will read single and multi-paragraph texts and identify the main idea and key supporting details.</li> <li>8. Students will practice composing and delivering sentences that are free of serious grammatical and mechanical errors.</li> </ol>	<p><b>Course Objectives</b></p> <ol style="list-style-type: none"> <li>1. Students will improve grammatical accuracy through a variety of written and oral grammar exercises and practices.</li> <li>2. Students will use simple phrases and short sentences to respond correctly to classroom instructions, questions and statements.</li> <li>3. Students will listen for and respond correctly to content in listening materials and activities.</li> <li>4. Students will expand basic vocabulary through a variety of contextual exercises and activities.</li> <li>5. Students will engage in conversation/discussion on a variety of everyday topics including relevant personal information and experiences.</li> <li>6. Students will read single and multi-paragraph texts and identify the main idea and key supporting details.</li> <li>8. Students will practice composing and delivering sentences that are free of serious grammatical and mechanical errors.</li> </ol>	<p><b>Course Objectives</b></p> <ol style="list-style-type: none"> <li>1. Students will practice analyzing orally and in writing the ideas, arguments, and perspectives presented by a variety of spoken and written multi-paragraph texts.</li> <li>2. Students will practice integrating their own ideas and experiences orally and in writing into the ideas discussed in both written and spoken multi-paragraph texts.</li> <li>3. Students will practice synthesizing orally and in writing information from a variety of spoken and written texts.</li> <li>4. Students will practice applying ideas contained within a variety of spoken and written texts to hypothetical and/or real-life situations.</li> <li>5. Students will practice accurately attributing information orally and in writing from written and spoken texts according to APA and/or accepted academic conventions.</li> <li>6. Students will compose and deliver sentences that are free of serious grammatical and mechanical errors.</li> </ol>
	<p><b>Student Learning Outcomes</b></p> <p>By the end of this course, students will be able to:</p> <ol style="list-style-type: none"> <li>1. Read and understand the main ideas and supporting details of short multi-paragraph upper-beginning level readings. <ol style="list-style-type: none"> <li>2. Write, edit, and revise 8-10 simple sentences on a topic.</li> </ol> </li> <li>3. Listen to and understand simple, slow speech related to basic everyday situations including relevant personal information.</li> <li>4. Understand familiar repeated vocabulary and phrases related to the immediate context.</li> <li>5. Speak using simple phrases and short sentences to communicate survival needs, personal information, and information about basic everyday activities.</li> <li>6. Deliver demonstration presentations of 2-3 minutes, which conforms to standard American English usage and in which specified areas of grammar are accurate</li> </ol>	<p><b>Student Learning Outcomes</b></p> <p>By the end of this course, students will be able to:</p> <ol style="list-style-type: none"> <li>1. Read and understand the main ideas and key supporting details of low-intermediate multi-paragraph texts. <ol style="list-style-type: none"> <li>2. Write, edit, and revise a unified paragraph of 8-12 sentences on a single topic.</li> <li>3. Listen to and understand basic conversations related to everyday social situations and contexts.</li> <li>4. Understand familiar repeated vocabulary and phrases related to the immediate context.</li> </ol> </li> <li>5. Participate in simple conversations related to familiar social situations.</li> <li>6. Speak about topics or situations outside the immediate context.</li> <li>7. Deliver process presentations of 4-5 minutes which conform to standard American English usage in which specified areas of grammar are accurate.</li> </ol>	<p><b>Student Learning Outcomes</b></p> <p>By the end of this course, students will be able to:</p> <ol style="list-style-type: none"> <li>1. Summarize and paraphrase written and spoken multi-paragraph articles accurately using note-taking strategies to identify the author's or speaker's main idea, and key supporting points.</li> <li>2. Add evidence from personal experience and/or observation to support an idea contained within written and/or spoken multi-paragraph texts.</li> <li>3. Synthesize both orally and in writing information obtained from spoken or written texts, interviews, and/or other media.</li> <li>4. Recommend a course of action related to the ideas contained in written and/or spoken texts.</li> <li>5. Cite and document information and sources according to APA and/or accepted academic conventions.</li> <li>6. Produce academic essays of 2-3 paragraphs and/or deliver formal presentations of 3-4 minutes which conform to standard American English usage and in which specified areas of grammar are accurate.</li> </ol>

GENG 0004 Upper Intermediate English Level 4	GENG 0005 Lower Advanced English Level 5	GENG 0006 Upper Advanced English Level 6
<p><b>Course Description</b></p> <p>This course introduces and improves listening, speaking, reading and essay writing skills needed for success in an undergraduate academic environment. Through audio and video presentations as well as teacher-generated lectures, students will improve listening comprehension, develop effective note-taking skills, recognize verbal and non-verbal cues that signal main ideas and relationship of ideas, deliver formal oral presentations of 3-5 minutes, learn to support their own opinions and respond appropriately to the opinions of others, and practice intermediate grammar structures in discourse. Under the close supervision of the instructor, using the workshop method, students will use academic college-level reading materials to improve critical reading strategies such as previewing, contextualizing, analyzing, evaluating, questioning, synthesizing ideas, and summarizing and paraphrasing, to create essays of 2-3 paragraphs. Both in and out-of-class activities will help learners practice strategies critical to discussing, challenging and expanding ideas from text materials. GENG courses cannot be used to matriculate. Prerequisite: ACCUPLACER™ or GENG 0003.</p>	<p><b>Course Description</b></p> <p>This course introduces and refines listening, speaking, reading and essay writing skills needed for success in an academic environment. Through instructional approaches and activities such as pair work, group activities, lectures and student-instructor conferences, learners will increase comprehension, improve note-taking skills, expand vocabulary and increase fluency to deliver formal presentations of 4-6 minutes. Under the close supervision of the instructor, using the workshop method, students will use academic college-level reading materials to improve reading strategies such as previewing, contextualizing, analyzing, evaluating, questioning, synthesizing ideas, and summarizing and paraphrasing, to create essays of 3-4 paragraphs. Both in and out-of-class activities will help learners practice strategies essential to discussing, challenging and expanding ideas contained in text materials. GENG courses cannot be used to matriculate. Prerequisite: ACCUPLACER™ or GENG 0004.</p>	<p><b>Course Description</b></p> <p>This course refines practical listening, speaking, reading and essay writing skills needed for success in an English environment. Through instructional approaches and activities which include pair work, group activities, academic lectures and materials, and student-instructor conferences, the learner will increase comprehension, improve note-taking skills, and improve accuracy and fluency in speaking to deliver formal presentations of 4-7 minutes. Under the close supervision of the instructor and using the workshop method, students will use college-level text material to analyze, evaluate, summarize, and paraphrase information and ideas to create essays of at least 3 paragraphs. Both in and out-of-class activities will help students to practice strategies that are critical to discussing, challenging and expanding ideas contained in text materials. GENG courses cannot be used to matriculate. Prerequisite: ACCUPLACER™ or GENG 0005.</p>
<p><b>Goal</b></p> <p>The goal of this course is to increase students' ability to create a writing portfolio and to prepare and deliver formal presentations that demonstrate readiness for university credit courses. Another goal of this course is to help learners acquire advanced academic listening and speaking skills, expand academic vocabulary, increase grammar knowledge and use, and improve fluency through a variety of activities including pair work, presentations, and interviews and practice effective note taking.</p>	<p><b>Goal</b></p> <p>The goal of this course is to increase students' ability to produce well-developed academic essays, increase academic reading and listening skills, and to craft and deliver formal presentations that demonstrate readiness for university credit courses through a variety of activities including pair work, interviews and presentations, taking effective lecture notes, and responding correctly to challenging academic lectures.</p>	<p><b>Goal</b></p> <p>The goal of this course is to refine students' ability to compose well-developed academic essays, and to craft and deliver formal presentations that demonstrate readiness for university credit courses through academic reading, writing, listening, and speaking activities at the high advanced level.</p>
<p><b>Purpose</b></p> <p>The purpose of GENG 0004 is to equip students with the reading, writing, listening, speaking, and critical thinking skills needed to be successful in an English environment. The course builds on the foundations set by GLS reading and writing practices established in GENG 0003.</p>	<p><b>Purpose</b></p> <p>The purpose of GENG 0005 is to equip students with the reading, writing, listening, speaking, and critical thinking skills needed to be successful in an English environment. The course builds on the foundations set by GLS reading and writing practices established in GENG 0004.</p>	<p><b>Purpose</b></p> <p>The purpose of GENG 0006 is to equip students with the reading, writing, listening, speaking, and critical thinking skills needed to be successful in an English environment. The course builds on the foundations set by GLS reading and writing practices established in GENG 0005.</p>

	GENG 0004 Upper Intermediate English Level 4	GENG 0005 Lower Advanced English Level 5	GENG 0006 Upper Advanced English Level 6
	<p><b>Course Objectives</b></p> <ol style="list-style-type: none"> <li>1. Students will practice analyzing orally and in writing the ideas, arguments, and perspectives presented by a variety of written and spoken multi-paragraph texts.</li> <li>2. Students will practice integrating their own ideas and experiences orally and in writing into the ideas discussed in written and spoken multi-paragraph texts.</li> <li>3. Students will practice synthesizing information, orally and in writing, from a variety of written and spoken texts.</li> <li>4. Students will practice applying ideas contained within a variety of spoken and written texts to hypothetical and/or real-life situations.</li> <li>5. Students will practice attributing information orally and in writing from written and spoken texts according to APA, and/or accepted oral academic conventions</li> <li>6. Students will practice composing and delivering sentences and statements that are free of serious grammatical and mechanical errors.</li> </ol>	<p><b>Course Objectives</b></p> <ol style="list-style-type: none"> <li>1. Students will practice analyzing orally and in writing the ideas, arguments, and perspectives presented by a variety of written and spoken multi-paragraph texts.</li> <li>2. Students will practice integrating their own ideas and experiences orally and in writing into the ideas discussed in written and spoken multi-paragraph texts.</li> <li>3. Students will practice synthesizing orally and in writing information from a variety of written and spoken texts.</li> <li>4. Students will practice applying ideas contained within a variety of spoken and written texts to hypothetical and/or real-life situations.</li> <li>5. Students will practice accurately attributing information orally and in writing from both written and spoken texts according to APA and/or accepted oral academic conventions</li> <li>6. Students will practice composing sentences and delivering statements that are free of serious grammatical and mechanical errors.</li> </ol>	<p><b>Course Objectives</b></p> <ol style="list-style-type: none"> <li>1. Students will practice analyzing orally and in writing the ideas, arguments, and perspectives presented by a variety of written and spoken multi-paragraph texts.</li> <li>2. Students will practice integrating their own ideas and experiences orally and in writing into the ideas discussed in written and spoken multi-paragraph texts.</li> <li>3. Students will practice synthesizing orally and in writing information from a variety of written and spoken texts.</li> <li>4. Students will practice applying ideas contained within a variety of spoken and written texts to hypothetical and/or real-life situations.</li> <li>5. Students will practice accurately attributing information orally and in writing from both written and spoken texts according to APA and/or accepted oral academic conventions.</li> <li>6. Students will practice composing sentences and delivering statements that are free of serious grammatical and mechanical errors.</li> </ol>
SCOPE	<p><b>Student Learning Outcomes</b></p> <p>At the end of this course, a successful student will be able to:</p> <ol style="list-style-type: none"> <li>1. Summarize and paraphrase written and spoken multi-paragraph articles accurately, using note-taking strategies such as mapping to identify the author's or speaker's main idea, and key supporting points.</li> <li>2. Add evidence from personal experience and/or observation to support an idea contained in written and or spoken multi-paragraph texts.</li> <li>3. Synthesize both orally and in writing information obtained from written or spoken texts, interviews, and/or other media.</li> <li>4. Recommend a course of action relevant to the ideas contained within written and/or spoken paragraph texts.</li> <li>5. Cite and document information and sources according to APA and/or accepted oral academic conventions.</li> <li>6. Produce academic essays of 3 paragraphs and deliver formal presentations of 3-5 minutes which conform to standard American English usage and in which specified areas of grammar are accurate.</li> </ol>	<p><b>Student Learning Outcomes</b></p> <p>At the end of this course, a successful student will be able to:</p> <ol style="list-style-type: none"> <li>1. Summarize and paraphrase written and spoken multi-paragraph texts accurately, using note-taking strategies to identify the author's or speaker's primary mode of discourse, main idea, and key supporting points.</li> <li>2. Add evidence from personal experience and/or observation to support and/or challenge an idea contained in written and/or spoken multi-paragraph texts.</li> <li>3. Synthesize both orally and in writing information obtained from written or spoken texts, interviews, and/or other media.</li> <li>4. Recommend a course of action relevant to the ideas contained within written and/or spoken multi-paragraph text.</li> <li>5. Cite and document information and sources according to APA and/or accepted oral academic conventions.</li> <li>6. Produce academic essays of 3-5 paragraphs and/or deliver formal presentations of 4-6 minutes, which conform to standard American English usage and in which specified areas of grammar are accurate.</li> </ol>	<p><b>Student Learning Outcomes</b></p> <p>At the end of this course, a successful student will be able to:</p> <p>Summarize and paraphrase written and spoken multi-paragraph texts accurately, using note taking strategies to identify author's/speaker's purpose, tone, primary mode of discourse, main idea, and key supporting points.</p> <ul style="list-style-type: none"> <li>. Add evidence from personal experience and/or observation to support and/or challenge an idea contained in written and/or spoken multi-paragraph texts.</li> <li>. Synthesize both orally and in writing information obtained from written or spoken texts, interviews, and/or other media.</li> <li>. Recommend a relevant course of action and/or predict a logical next step relevant to the ideas contained within written and/or spoken multi-paragraph texts.</li> <li>. Quote, cite, and document information and sources according to APA and/or accepted oral academic conventions.</li> <li>. Produce academic essays of 3-5 paragraphs and/or deliver formal presentations of 4-7 minutes which conform to standard American English usage and in which specified areas of grammar are accurate.</li> </ul>

## 5.4 Test Preparation Courses

GLS offers a TOEFL and IELTS preparation course. This course is available to students who graduate from Level 5 and to international students who place out of the GLS by taking the ESL ACCUPLACER placement test. Students who have Gulf Language School Student Handbook 2025-2026

successfully completed level 6 at GLS and are seeking admission to North American University are not required to take the TOEFL or IELTS exam. All students need to attain minimum grade of 70 to successfully pass the class.

### Test Preparation Courses

Gulf Language School recognizes the importance of higher education studies, and we want to help you achieve your goals.

Whether you plan to enroll in undergraduate, graduate school, or business school, University Test Prep can help you realize your academic and educational goals. With preparation courses for the TOEFL, IELTS, ACT, SAT, GMAT, and GRE Gulf Language School offers test prep solution.

Your standardized test scores on exams like the TOEFL, IELTS, ACT, SAT, GMAT, and GRE, exams are a major component of your application process. These tests are an investment in your future, playing a role not only in your admission, but also in merit-based scholarships, grants, fellowships, and assistantships. Let Gulf Language School's Test Prep from the North American University will prepare you for these important exams.

GLS Test Prep offers test preparation courses designed by former TOEFL, IELTS, ACT, SAT, GMAT, and GRE exam question writers. The experienced and professional instructors are highly trained exam preparation experts.

All GLS Test Prep courses include:

- Extensive classroom instruction
- Experienced, expert instructors
- Preparation materials
- Comprehensive presentations and explanations
- Practice test taking opportunities
- Actual questions from previous exams and computer-adaptive software
- Access to our instructors beyond your classroom experience
- Flexible schedule options

## Student Learning Outcomes

Test Prep Course Description and Student Learning Outcomes		
IENG 0007 TOEFL Test Preparation Intermediate	IENG 0008 TOEFL Test Preparation Advanced	IENG 0013 IELTS Test Preparation Advanced
<p><b>Course Description</b> This course is designed to provide students the skills necessary for the TOEFL iBT which measures the English language skills of non-native speakers of English. Colleges and universities, as part of their admissions, require English language proficiency. It is a program focusing on effective techniques and strategies for taking the Internet-based test (iBT), including practice tests with integrated tasks in speaking, listening, reading and writing. In addition, throughout the course, grammar, vocabulary building, idiomatic expressions and pronunciation will be emphasized with the purpose of giving students the ability to produce language pragmatically. Prerequisite: ACCUPLACER or IENG 0005.</p>	<p><b>Course Description</b> This course is designed to provide students with individualized TOEFL IBT instruction through sample and authentic TOEFL exercises, and with a heavy focus on academic topics relevant to TOEFL IBT test content. This course's goal is two-fold. First, it is designed to help learners build a substantial foundation for academic skills required to succeed in academy as well as to increase learners' English language proficiency in four major skills (reading, listening, speaking and writing) in academic contexts. Second, this course aims to provide strategy training to help learners get acceptable TOEFL scores to study in U.S. universities. In this class, students are expected to actively participate in the classroom activities (speaking tasks, discussion, group works, mock exams) and do assigned tasks on a timely manner. Also, in this class students will rehearse multiple test-taking situations in a controlled classroom environment that aims to increase their comprehension, accuracy, and test-taking skills. Prerequisite: ACCUPLACER or IENG 0005/IENG 0007.</p>	<p><b>Course Description</b> This course helps learners develop detailed knowledge of the English skills and strategies needed to successfully pass the IELTS exam as well as other English proficiency tests. It emphasizes improvement of academic English in addition to the linguistic aspects of the course. There are four parts to the IELTS exam: Listening, Reading, Writing and Speaking. All students take the same Listening and Speaking exams, while the Reading and Writing exams are available in both Academic and General formats. The Academic Reading and Writing exam assesses whether a candidate is ready to study in English. The General exam focuses on basic survival skills in broad social and educational contexts and is taken by candidates who are going to English-speaking countries for work experience, non-degree level training or immigration. The course includes vocabulary and grammar tasks, skill-building and exam practice. It consists of four modules with corresponding exercises, tasks and practice tests. Prerequisite: ACCUPLACER or IENG 0005</p>
<p><b>Goal</b> The goal of the TOEFL iBT preparation course is to make a student assimilate the techniques required to achieve the best result in the examination. It provides the student with a way to compare current English knowledge with the desired levels requested by universities, institutions and businesses worldwide. It allows a student to develop in specific areas that will be assessed during this evaluation, providing essential tools needed to be successful in achieving the requisite score.</p>	<p><b>Goal</b> The goal of the TOEFL iBT preparation course is to make a student assimilate the techniques required to achieve the best result in the examination. It provides the student with a way to current English knowledge with the desired levels requested by universities, institutions and businesses worldwide. It allows a student to develop in specific areas that will be assessed during this evaluation, providing essential tools needed to be successful in achieving the requisite score.</p>	<p><b>Goal</b> The goal of the IELTS preparation course is to make a student assimilate the techniques required to achieve the best result in the examination. It provides the student with a way to compare current English knowledge with the desired levels requested by universities, institutions and businesses worldwide. It allows a student to develop in specific areas that will be assessed during this evaluation, providing essential tools needed to be successful in achieving the requisite score.</p>
<p><b>Purpose</b> That's the purpose of the TOEFL iBT Test Preparation course is to prepare international students for studying in an English-speaking country or program and to help students understand how to prepare for the test effectively and to help you build the English skills you need to succeed and.</p>	<p><b>Purpose</b> That's the purpose of the TOEFL iBT Test Preparation course is to prepare international students for studying in an English-speaking country or program and to help students understand how to prepare for the test effectively and to help you build the English skills you need to succeed and.</p>	<p><b>Purpose</b> The purpose of the IELTS Test Preparation course is to provide student with opportunities to practice the skills need to pass the IELTS exam. The test determines a person's ability to read, write and speak in English. It also establishes someone's ability to listen to spoken English.</p>

	<b>IENG 0007 TOEFL Test Preparation Intermediate</b>	<b>IENG 0008 TOEFL Test Preparation Advanced</b>	<b>IENG 0013 IELTS Test Preparation Advanced</b>
	<p><b>Course Objectives</b></p> <ol style="list-style-type: none"> <li>1. Students will become familiar with procedures and different types of questions on a TOEFL iBT test;</li> <li>2. Students will be introduced to various test-taking strategies that will help learners to get higher TOEFL scores;</li> <li>3. Students will practice TOEFL tests and help them identify their weaknesses and strengths;</li> <li>4. Students will learn to improve their English language proficiency through academic contexts and topics.</li> <li>5. Students will practice necessary skills with short reading passages, such as understanding details, identifying topics and paraphrasing.</li> <li>6. Students will practice writing skills of brainstorming, organizing, and paraphrasing and by connecting and supporting ideas.</li> </ol>	<p><b>Course Objectives</b></p> <ol style="list-style-type: none"> <li>1. Students will become familiar with procedures and different types of questions on a TOEFL iBT test;</li> <li>2. Students will be introduced to various test-taking strategies that will help learners to get higher TOEFL scores;</li> <li>3. Students will practice TOEFL tests and help them identify their weaknesses and strengths;</li> <li>4. Students will learn to improve their English language proficiency through academic contexts and topics.</li> <li>5. Students will practice necessary skills with short reading passages, such as understanding details, identifying topics and paraphrasing.</li> <li>6. Students will practice writing skills of brainstorming, organizing, and paraphrasing and by connecting and supporting ideas.</li> </ol>	<p><b>Course Objectives</b></p> <p>The main objectives of this course are:</p> <ol style="list-style-type: none"> <li>1. to help learners acquire a solid understanding of IELTS purpose, procedures, question types and assessment criteria;</li> <li>2. to help learners build a repertoire of language learning as well as test-taking strategies, and utilize these strategies appropriately and effectively;</li> <li>3. to provide learners with ample opportunities to practice IELTS exams and help them identify their weaknesses and strengths;</li> <li>4. to help learners improve their English language proficiency in four major skills (reading, writing, speaking and listening) through academic topics and content.</li> <li>5. to help learners manage their time effectively during a IELTS exam.</li> </ol>
	<p><b>Student Learning Outcomes</b></p> <p>By the end of this course, students will be able to:</p> <ol style="list-style-type: none"> <li>1. recall TOEFL iBT question and prompt terminology in order to respond appropriately</li> <li>2. apply knowledge of target TOEFL vocabulary to complete sentences and identify synonyms and antonyms as well as sounds and IPA symbols to identify correct transcriptions.</li> <li>3. utilize context clues to infer meaning of unfamiliar words and words with multiple meanings, recognize referents for subject and object pronouns, and simplify meanings of longer sentences.</li> <li>4. outline and identify, the purpose, main ideas of a listening passage or written text and analyze specific supporting information through note-taking.</li> <li>5. examine and compare reading and listening passages in order to determine their relationship.</li> <li>6. apply familiar vocabulary, sentence structure, and grammar points in their spoken and written responses.</li> <li>7. write or deliver an oral organized response including an introduction, supporting paragraphs, and a conclusion, and revise writing for content and organization and edit for basic sentence structure and grammatical errors.</li> </ol>	<p><b>Student Learning Outcomes</b></p> <p>By the end of this course, students will be able to:</p> <ol style="list-style-type: none"> <li>1. recall TOEFL iBT question and prompt terminology in order to respond appropriately</li> <li>2. apply knowledge of target TOEFL vocabulary to complete sentences and identify synonyms and antonyms as well as sounds and IPA symbols to identify correct transcriptions.</li> <li>3. utilize context clues to infer meaning of unfamiliar words and words with multiple meanings, recognize referents for subject and object pronouns, and simplify meanings of longer sentences.</li> <li>4. outline and identify, the purpose, main ideas of a listening passage or written text and analyze specific supporting information through note-taking.</li> <li>5. examine and compare reading and listening passages in order to determine their relationship.</li> <li>6. apply familiar vocabulary, sentence structure, and grammar points in their spoken and written responses.</li> <li>7. write or deliver an oral organized response including an introduction, supporting paragraphs, and a conclusion, and revise writing for content and organization and edit for basic sentence structure and grammatical errors.</li> </ol>	<p><b>Student Learning Outcomes</b></p> <p>By the end of this course, students will be able to:</p> <ol style="list-style-type: none"> <li>1. recall IELTS question and prompt terminology in order to respond appropriately</li> <li>2. apply knowledge of target IELTS vocabulary to complete sentences and identify synonyms and antonyms as well as sounds and IPA symbols to identify correct transcriptions.</li> <li>3. utilize context clues to infer meaning of unfamiliar words and words with multiple meanings, recognize referents for subject and object pronouns, and simplify meanings of longer sentences.</li> <li>4. outline and identify, the purpose, main ideas of a listening passage or written text and analyze specific supporting information through note-taking.</li> <li>5. examine and compare reading and listening passages in order to determine their relationship.</li> </ol> <p>Apply familiar vocabulary, sentence structure, and grammar points in their spoken and written responses.</p> <ol style="list-style-type: none"> <li>6. write or deliver an oral organized response including an introduction, supporting paragraphs, and a conclusion, and revise writing for content and organization and edit for basic sentence structure and grammatical errors.</li> </ol>

## Evening ESL-Conversation Course

The Evening ESL conversation courses are the ideal if you want to listen more attentively, speak more confidently and communicate more clearly. English Conversation courses will help you improve all aspects of oral communication.

We'll develop your listening skills to help you better follow and participate in conversations.

You will learn more than stock phrases; we will teach you the language you need to know to speak with greater fluency in a wide variety of situations. We help you work on your speaking skills by encouraging conversation through role-plays, debates, mini-presentations and discussions.

**In these courses, you will:**

- Learn to speak more confidently
- Practice listening more attentively
- Learn phrases that help with your fluency

Improve your conversation skills with the world's English experts and you will:

- Be taught by highly qualified teachers
- Enjoy lessons using proven techniques to get results
- See your fluency, pronunciation and confidence improve

## Student Learning Outcomes

Evening ESL Course Description & Learning Outcomes		
CONV 0001 Lower Beginner Conversation	CONV 0002 Upper Beginner Conversation	CONV 0003 lower Intermediate Conversation
<p><b>Course Description</b> This class is designed to develop nonnative speaker oral skills that are relevant to establishing and maintaining direct conversation and communication with native speakers of English.</p>	<p><b>Course Description</b> This class is designed to develop nonnative speaker oral skills that are relevant to establishing and maintaining direct conversation and communication with native speakers of English.</p>	<p><b>Course Description</b> This course will improve your conversational English skills, including pronunciation and listening. Emphasis is placed on developing confidence in your ability to speak English. The course focuses on vocabulary, student presentations, and discussions of current affairs.</p>
<p><b>Goal</b> The goal of this course is to help you improve your spoken English skills to enable you to communicate more effectively in English.</p>	<p><b>Goal</b> The goal of this course is to help you improve your spoken English skills to enable you to communicate more effectively in English.</p>	<p><b>Goal</b> The goal of this course is to help you improve your spoken English skills to enable you to communicate more effectively in English.</p>
<p><b>Purpose</b> The purpose of the conversation program is to assist students in developing skills in the goal areas (intelligibility, vocabulary, grammar, presentation and interactive communication) so that any deficiencies in skill or practice do not interfere with communication.</p>	<p><b>Purpose</b> The purpose of the conversation program is to assist students in developing skills in the goal areas (intelligibility, vocabulary, grammar, presentation and interactive communication) so that any deficiencies in skill or practice do not interfere with communication.</p>	<p><b>Purpose</b> The purpose of the conversation program is to assist students in developing skills in the goal areas (intelligibility, vocabulary, grammar, presentation and interactive communication) so that any deficiencies in skill or practice do not interfere with communication.</p>
<p><b>Course Objectives</b></p> <ol style="list-style-type: none"> <li>1. Students will practice self-awareness to develop fluency and linguistic.</li> <li>2. Students will practice speaking to improve pronunciation and clearness in speech.</li> <li>3. Students will practice relevant terminology.</li> <li>4. Student will learn to correct fossilized mistakes in grammar and syntax.</li> <li>5. Student will practice and learn how to use idiomatic expressions.</li> </ol>	<p><b>Course Objectives</b></p> <ol style="list-style-type: none"> <li>1. Students will practice self-awareness to develop fluency and linguistic.</li> <li>2. Students will practice speaking to improve pronunciation and clearness in speech.</li> <li>3. Students will practice relevant terminology.</li> <li>4. Student will learn to correct fossilized mistakes in grammar and syntax.</li> <li>5. Student will practice and learn how to use idiomatic expressions.</li> </ol>	<p><b>Course Objectives</b></p> <ol style="list-style-type: none"> <li>1. Students will practice self-awareness to develop fluency and linguistic.</li> <li>2. Students will practice speaking to improve pronunciation and clearness in speech.</li> <li>3. Students will practice relevant terminology.</li> <li>4. Student will learn to correct fossilized mistakes in grammar and syntax.</li> <li>5. Student will practice and learn how to use idiomatic expressions.</li> </ol>
<p><b>Student Learning Outcomes</b> At the end of this course, a successful student will be able to:</p> <ol style="list-style-type: none"> <li>1. Speak to communicate basic information, feelings and opinions on familiar topics.</li> <li>2. Listen and respond to spoken language, including simple narratives, statements, questions and single-step instructions.</li> <li>3. Engage in discussion with another person in a familiar situation about familiar topics.</li> <li>4. Introduce themselves and talk about familiar, everyday conversation topics.</li> <li>5. Ask for opinions and either agree or disagree politely.</li> <li>6. Discuss various personal problems and solutions.</li> </ol>	<p><b>Student Learning Outcomes</b> At the end of this course, a successful student will be able to:</p> <ol style="list-style-type: none"> <li>1. Use background knowledge of current events to decode news stories.</li> <li>2. Build vocabulary in a meaningful, relevant context.</li> <li>3. Develop critical thinking skills through discussion of current events.</li> <li>4. Understand current events as portrayed by popular media in written and spoken form.</li> <li>5. Demonstrate confident and engaging presentation skills.</li> </ol>	<p><b>Student Learning Outcomes</b> At the end of this course, a successful student will be able to:</p> <ol style="list-style-type: none"> <li>1. Understand main ideas and supporting ideas, and make inferences from conversations and talks dealing with academic, workforce and social topics.</li> <li>2. Exhibit working knowledge of the most common workforce and social vocabulary.</li> <li>3. Understand how to produce clear English pronunciation, including stress and intonation patterns.</li> <li>4. Be understood by native speakers when speaking on common topics.</li> <li>5. Present individual, pair, and group presentations on researched topics using introduction, conclusion, and well-organized points with support.</li> </ol>

CONV 0004 Upper Intermediate Conversation	CONV 0005 Advanced Conversation
<p><b>Course Description</b> This class is designed to help the student improve speaking skills by exploring various contemporary topics of interest in depth. We will use the exercises in the textbook as well as various worksheets, audio and videotapes, listening dictation, and class discussion. The course offers extensive conversation and speaking practice using a variety of learning techniques, including group and pair exercises.</p>	<p><b>Course Description</b> This course aims at training students how to develop speaking skills in both formal and informal situations. Role-plays, surveys, questionnaires and discussions are all used to practice various language functions. Considerable stress is put on practicing pronunciation at this level to raise student awareness about its importance.</p>
<p><b>Goal</b> The goal of this course is to help you improve your spoken English skills to enable you to communicate more effectively in English.</p>	<p><b>Goal</b> The goal of this course is to help you improve your spoken English skills to enable you to communicate more effectively in English.</p>
<p><b>Purpose</b> The purpose of the conversation program is to teach students conversational techniques and strategies, to improve students' listening abilities, to strengthen students' grasp of English grammar and vocabulary, and to raise students' awareness of the need to monitor their own pronunciation.</p>	<p><b>Purpose</b> The purpose of the conversation program is to teach students conversational techniques and strategies, to improve students' listening abilities, to strengthen students' grasp of English grammar and vocabulary, and to raise students' awareness of the need to monitor their own pronunciation.</p>
<p><b>Course Objectives</b> 1. Students will practice both formal and informal conversation skills. 2. Students will learn new vocabulary to enter a specific conversation. 3. Students will practice participating and understanding conversation. 4. Students will learn conversations strategies. 5. Students will practice in small groups, pair work, and whole class room discussions on a variety of topics. 6. Student will practice speaking using student directed topics. 7. Student will focus on fluency and communication, not correctness.</p>	<p><b>Course Objectives</b> 1. Student will practice improving their oral English skills in a wide range of everyday situations. 2. Students will be introduced to academic discourse. 3. Student will practice advanced English grammar, pronunciation, vocabulary, listening, and speaking skills will be reviewed and expanded upon. 4. Students will focus on topics common to contemporary American society 5. Students will be well-practiced in the basic strategies utilized in English communication, both socially and academically.</p>
<p><b>Student Learning Outcomes</b> At the end of this course, a successful student will be able to: 1. Understand main ideas and supporting ideas and make inferences from conversations and talks dealing with academic, workforce and social topics. 2. Exhibit working knowledge of the most common workforce and social vocabulary. 3. Understand how to produce clear English pronunciation, including stress and intonation patterns. 4. Be understood by native speakers when speaking on common topics. 5. Present individual, pair, and group presentations on researched topics using introduction, conclusion, and well-organized points with support.</p>	<p><b>Student Learning Outcomes</b> At the end of this course, a successful student will be able to: 1. Identify and converse about day-to-day topics and areas of special interest.  2. Converse on a limited range of topics.  3. Compare and contrast verbally.  4. Answer questions using complete sentences.  5. Use reductions in spoken English.  6. Identify and pronounce stressed sounds and words.</p>

## 5.5 Proof of Completion

Students who successfully complete IENG 0006 (Level 6) will be awarded a document stating that they have completed the IEP program at NAU. Students may earn this proof of completion by successfully finishing IEP

course with a grade of 70% or better and passing the university's English assessment test with a score of 80 on the Reading and a 6 on the writing.

## 5.6 Accuplacer Test

If a student places out of GLS on the ESL Accuplacer placement test, the student may take the Native English Accuplacer Test.

All students who want to enroll in NAU university courses are required to take the Accuplacer Test. The Accuplacer Test determines whether remedial class work is needed.

## 6. REGISTRATION POLICY

### 6.1 Returning Students

Returning students must register for their classes before the session starts. Returning students who register on or after the first day of class will be required to pay a \$100.00 late registration fee. Returning students who do not register before the end of the first week will not be allowed to register in that session.

### 6.2 New Students

New students who register on or after the first day of class will be required to pay a \$150.00 late registration fee and will be admitted into their prospective level of English placement. New students who do not register before the end of the first week will not be allowed to register in that session.

## 7. STUDENT SERVICES

### 7.1 Nondiscrimination

In the common pursuit of excellence and equity in education, the Gulf Language School at North American University serves students from many nations, races, and creeds. The GLS accepts as a principle that in any program, there will not be differences in the treatment of students because of race, color, national origin, religion, age, gender, veteran status, or disability; and that access to facilities and equal opportunity will be available to all.

### 7.2 Student Orientation

The Student Services Office in participation with the GLS Registrar's Office organizes orientation sessions for all incoming students. This orientation program enables students to better understand GLS and NAU academic programs, registration, resources, student services, career and counseling services, financial aid, and other aspects of the NAU campus experience. The date, time, and place of the orientation are included in the admission package.

### 7.3 Attendance Policy

The Intensive English Program wants all students to reach their goals. The best way to learn English is to come to class regularly and to do your homework.

Note: If you miss **one day** of classes, you will **miss four hours** of instruction.

The IEP expects students to attend ALL classes. There are **NO EXCUSED ABSENCES**.

If you need to be absent, be sure to tell your instructor in advance, if possible, and make up all missed work. You ***will still be counted absent***. Instructors expect students who are absent to contact a classmate to find out the assignments they missed. Ask your instructor how to make up missed class work.

- Attendance reported from Week 1 to Week 8 - Your absences will be reported beginning Monday or alternate day if Monday is a holiday of the first week of classes and continue through the last day of the last week of classes.

- Late to class absences - You may be marked absent for one hour if you come to class late for 1-5 minutes. Ask your instructors about their policies for being late.
- Not prepared for class absences – You may be marked absent and asked to leave the class if you do not bring your books or homework to class. You can be put on probation and/or dropped from the IEP if you disturb the class or if you do things that are not acceptable in a classroom setting.
- Using your mobile phone in the class – You may be marked absent and asked to leave the class.
- Absent for ten consecutive days with no explanation – You will be automatically dropped from the IEP. You may lose your status with DHS.
- 10 hours of absence - You will receive a courtesy notification of your number of absences. You may be referred to the Director to discuss your absences.
- 20 hours of absence– You may be dropped from the program. Once you have missed 20 hours of class, you will be allowed to attend class but you will not be allowed to sit for the mid-term or final exam as you have earned an ‘F’.

\*NOTE—Continuing I-20 students are counted absent from the first day of the next session whether the student formally registers into the next session by the first day of class. Registering late does not start the attendance count, the first day of each session does.

It is important for you to be in class every day to successfully complete each term of study at the IEP. If you have problems that are causing your absences, please make an appointment with the International Student Advisor.

Students holding an I-20 must pay attention to their attendance. It is required by law that I-20 students not attending classes as scheduled be reported to the appropriate United States Governmental Agencies.

Any student who is absent for three (3) consecutive school days without an approved leave of absence will automatically be reported to the International Student Office (ISO). An approved leave of absence requires documentation of the reason for absence and must be approved by the Director.

## 7.4 Leave of Absence

Students who take long-term absences from the program must retake the English Placement Test when they return. A long-term absence is an absence of six months or longer. If a student retakes the English Placement Test and places into a level that the student has already taken, then that student must repeat that level prior to being placed into an advanced level. Students can fill out an Appeals Request Form but it will not guarantee that the student will advance. No student will be placed into a level lower than the one they previously completed, regardless of the English Placement Test score.

## 7.4 Communication

The Gulf Language School at North American University regards a student’s university-assigned email account as an official method of communication for pre-university students, undergraduate students, graduate students, staff and faculty, unless otherwise prescribed by another policy. Official university communications include, but are not limited to, enrollment information, grade information, financial information and policy, and announcements, as well as individualized notices. This system affords an efficient method for official messages to be disseminated to both on-and off-campus students. It is the responsibility of each student to frequently access their NAU electronic mail account as it may contain an official communication from the university. All members of the university community must maintain good e-mail management habits and adhere to the standards of responsible use specified by NAU if the institution is to maintain a quality, collaborative computing environment.

## 7.5 Advising

Students should consult with their instructors for academic and personal advising. Faculty is available for advising every day after class ends. Check the signage posted on the faculty’s’ door for the days and times.

Students may be referred to Student Services Office if the need for advising is outside the range of faculty expertise. The Student Services Office is also available for advisement on housing, meal plans, health insurance, counseling, tutoring, records request and other personal or school related concerns that students may have.

Students in need of immigration related advising should consult with the International Student Office.

## **7.6 Library**

The mission of the North American University Library is to assist students in their search for attaining knowledge by providing information resources and services that encourage learning, support education, and promote intellectual growth. The library has numerous resources that include catalogued books, journals, newspapers, magazines, and electronically accessible books and periodicals. Students may find information about these resources as well as academic databases, video tutorials, archives, hours of operation, and borrowing policies can be found on the library's website <http://www.na.edu/academics/library.html>.

Electronic resources of the library may be accessed through the computer workstations in the library or any networked computer with a web browser. A login ID and password is required for on and off-campus access to online databases. The librarian is available to answer any questions about the library resources and is available for scheduled information seminars.

## **7.7 Computer And Information Services**

The Computer and Information Services designs and maintains the university-wide information system infrastructure; and provides services and access to computational resources for all students. The CIS maintains and supports existing information services per published policies, updates and services university owned computer hardware; provides Internet access and Internet-based services; and maintains centralized data storage and print services.

Gulf Language School provides high-performance workstations for the students in the library and computer labs. Students are encouraged to use University computing systems for academic work as well as for communication on and off campus.

## **7.8 Services for Individuals with Disabilities**

Gulf Language School is committed to providing equal educational opportunities and full participation for students with disabilities. Reasonable accommodations can be arranged enabling students with qualified disabilities to participate in and benefit from all educational programs and activities at Gulf Language School. Students desiring accommodations are responsible for providing the Verification of Disability Form to the Student Services Office along with the Learning Disability Accommodation Request Form (<http://www.na.edu/studentforms.html>). Accommodation requests must be submitted at least one month prior to the beginning of each semester. Gulf Language School reserves the right to determine the appropriateness of submitted documentation. A student may appeal the decision of denial if s/he is refused an accommodation that s/he believes is necessary. Confidentiality of records is maintained as required by law.

## **7.9 Sports and Recreation Services**

Gulf Language School encourages exercise-centered college experience that fosters lifelong healthy habits and beneficial use of leisure time. The University promotes activities that improve physical, social, and emotional health of the students within a safe and respectful environment. A football/ soccer field, a basketball court, and a tennis court are available on campus. Also, several game tables are placed in the cafeteria for students' use without any cost such as table tennis, pool table, and foosball.

## 7.10 Parking Services

Gulf Language School has adopted a parking policy to create an orderly traffic flow and equitable parking conditions on campus. Students' personal safety, the recognition of others' needs, campus appearance, and applicable laws were prime considerations in the formulation of these regulations. Facility Management administers this policy. Any persons in control of a motor vehicle, who wish to park on campus, are subject to the provisions outlined in the NAU Parking Policy (<http://www.na.edu/campus-life.html>)

## 7.11 Dining Hall Policies

The university's food service is catered and served **on the 4<sup>th</sup> floor**. If you don't have time to sit and eat, we offer to-go containers so that you can take your food with you and enjoy it at your leisure.

### Fall/ Spring Sessions Breakout of Meal Times

Monday – Friday	Saturday – Sunday
Breakfast: 7:00am - 10:00am	Brunch: 11:00am*
Lunch: 12:00pm – 2:30pm	Dinner: 6:00pm*
Dinner: 5:00pm - 7:30pm	*must be on time

Dining facilities are under the jurisdiction of the University. Students are responsible for following all dining hall regulations either posted or published while using these facilities. Students in violation may be referred to the Student Services Office for judicial action.

- Dining facilities are for authorized use only.
- University ID cards are nontransferable for use in the dining hall.
- Individuals are expected to pick up after themselves and bus their own tray in accordance with established procedures.
- Removing food, utensils, dishes, furniture, or décor for the Dining Hall is prohibited.
- Individuals are expected to conduct themselves in a manner conducive to quiet enjoyment of meal times by all.
- All students who reside at University housing are encouraged to choose and pay for one of the meal plans.
- It is the responsibility of the student to schedule classes, work, and other activities to provide time for eating meals during the Dining Hall meal service periods.

## 7.12 Technology-Acceptable Use

The Gulf Language School at North American University provides information technology resources, such as computers, printers, networks, and software systems, to support the University's mission and educational objectives. The use of these resources is a privilege, and all users, including students, faculty, and staff, are expected to follow the policies governing acceptable and responsible use.

Violations could result in disciplinary sanctions including but not limited to the loss of technology use privileges, suspension from the GLS, legal action, and criminal charges.

Technology – Acceptable Use Policy requires that users agree to:

- Follow security guidelines for computer accounts.
- Respect the rights and privacy of others using the system.
- Refrain from creating, accessing, storing, or disseminating materials that may be racially or sexually offensive, include pornography, or insult people from certain religious or ethnic backgrounds.
- Refrain from illegal file sharing.
- Consent to the authority of the University to monitor e-mails and Internet usage, and accept the consequences for the violation of this policy.

- Not use the technology system for fund-raising, campaigns, business-related issues, or illegal purposes.
- Not solicit on behalf of any individual, organization, or company.

### 7.13 Bacterial Meningitis Policy

Effective May 2011, state law requires that all students under the age of 30 entering a public or private institution of higher education in the state of Texas are required to provide evidence of vaccination against bacterial meningitis or meet certain criteria for declining such a vaccination before completion of enrollment. Each enrolling student must provide evidence of vaccination against bacterial meningitis or a booster dose during the preceding five-year period, and at least 10 days prior to the first day of the first semester in which the student initially enrolls at an institution. Evidence of the student having received the vaccination from an appropriate health practitioner must be received by the Admissions Office. Details and exceptions of the policy can be found in the Bacterial Meningitis Vaccination Requirement document (<http://www.na.edu/meningitis.html>).

### 7.14 Health Services

#### Health Insurance

International students may carry health insurance coverage on their own.

#### Insurance Plan Details

The International Student Office can provide information on how to obtain health coverage.

#### Medical Emergencies

##### On-Campus Medical Emergency:

Go to Student Services during regular business hours for emergency support pending the arrival of local Emergency Medical Services

##### Off-Campus Life-Threatening Medical Emergency:

- Call 9-1-1

##### Urgent Care: (Non-Emergency)

Limited, same-day appointments may be available but not guaranteed.

### 7.15 Theft and Property Damage

A student caught stealing is subject to automatic dismissal from the GLS and will be reported to local law enforcement. Any student who willfully damages school property or property belonging to others is responsible and liable for repair or replacement costs and is subject to dismissal from GLS.

### 7.16 Smoking and Tobacco Use

Gulf Language School is a SMOKE FREE CAMPUS. Smoking or use of other tobacco products (chewing tobacco, snuff, electronic cigarettes, etc.) is not tolerated in any campus building.

### 7.17 Drug Use

The manufacturing, distributing, dispensing, consuming, or possessing of a controlled substance or alcohol is prohibited on this institution's premises. A student deemed to be under the influence of alcohol or a controlled substance will be asked to leave the premises and will be subject to further disciplinary action. The "premises" are defined as all school property including building interiors and exteriors, sidewalks, parking lots, privately owned vehicles parked on school premises and storage areas. This prohibition applies to students performing any school related task or attending school sponsored functions, including field trips,

regardless of location, on or off school premises. Students are expected to comply with all requirements of the Drug Free Schools Act.

### **7.18 Fighting and Gambling**

Fighting and gambling on school property is absolutely forbidden. Violence and illegal activities will be reported to the appropriate local authorities and students will be subject to expulsion from campus and programs.

### **7.18 Weapons**

Possession of a handgun under the authority of the Texas concealed handgun license law is prohibited on school premises (Texas Civil statutes article 4413 29cc). Ammunition, knives, or any type of weapon is a violation of school rules and is not permitted under any circumstance. Students possessing firearms or other prohibited weapons are subject to dismissal.

### **7.19 Safety**

Safety is everyone's responsibility. It is very important that the classroom/laboratories and work areas be kept safe. All GLS students are responsible to help keep all areas of campus safe, clean, and orderly. Students should report dangerous or potentially dangerous situations to the Director, other administration, faculty or staff immediately.

### **7.20 Dress Code**

The purpose of a dress code is to promote a professional appearance within the GLS. Inappropriate dress includes revealing shorts, skirts, and tops, "baggy" pants, or any clothing or headwear considered offensive or disruptive to others. Baseball caps and other headwear (excluding cultural and/or religious apparel) are to be removed inside buildings.

### **7.21 School Property**

At various times, students may receive books or other material from an instructor or administrator. Students should make sure to return school property in good condition by the assigned times. Students not returning school property are subject to paying replacement costs.

### **7.22 Textbooks**

All students must have their books by the first day of class.

Students will not be allowed to use "used books" unless they are repeating a class. These books must be free of answers.

#### **Each student needs to buy his/her own books**

Students not having their own, new books after the first three days of class WILL NOT be allowed to attend class.

### **7.23 Electronics**

No cell phones may be used in class at any time. Cell phones and personal computers must be turned off and put away during class. ONLY paper and/or electronic dictionaries/translators may be used in class.

### **7.24 Food and Beverage**

No food or drink (except clear water) is allowed in the classrooms and computer labs.

We ask for student cooperation in placing beverage containers in proper recycle and waste receptacles to keep classrooms and the school clean and free of waste, spills, and pests.

### 7.25 Posting Policy

All posters, fliers, and signs that will be posted on bulletin boards, doors, and walls on campus buildings should be approved by the Student Services Office and receive the “Approved for posting” stamp prior to posting. Posting is not allowed on glass doors or windows.

### 7.26 Liability Policy

The University cannot be held liable for loss of or damage to personal property in any building or on campus grounds, regardless of how the loss occurs — whether it is by theft, fire, water, vandalism, or any other cause.

### 7.27 No Solicitation

The Gulf Language School at North American University has a no-solicitation policy and does not allow any sales or distribution of merchandise or services on campus by students except fundraising activities authorized by the Student Services Office. Outside vendors are not allowed on campus without approval from the Student Services Office.

### 7.28 Getting A Driver’s License in Texas

Texas driver licenses and Texas State IDs are issued by the Texas Department of Public Safety (DPS). Any international student, scholar, or dependent can apply for the Texas driver license.

Please refer to Texas Department of Public Safety Identification Requirements for a Texas Driver License for more information on driver’s license.

In addition to providing documentation verifying your identification, you will also be required to provide proof that either your domicile is in Texas and that you have lived here for at least 30 days in order to apply for an original Texas noncommercial driver license.

International students should visit the Registrar’s office in Room 736 to get a verification of enrollment letter. The DPS requires this of our students.

### 7.29 Student Code of Conduct Policies

All GLS students are required to follow school policies while on campus. It is the student’s responsibility to conduct him or herself in a proper and respectable manner while on campus. A student who fails to comply with the following conduct standards is subject to:

- Verbal warning
- Discipline Referral Form will be passed to the Director for review
- The Director may pass the Discipline Referral Form to the NAU Discipline Committee

## 8. EXAMINATIONS AND GRADES

### 8.1 Exams

There are two major reading and listening exams, one progress draft, one in-class essay, [Exception: in Level 1 and 2 there are two writing tests] and two presentations every session. In the event of an unexcused absence or tardiness, students will not be allowed to make up any portion of an exam. Test dates are updated and outlined in each class syllabus.

Students may see their exam scores only by logging on to Moodle. A username and pass code for Moodle will be issued at the time student I.D.’s are issued. Students are not allowed to keep their exams, copy information, or take photos of exams; nor are exams to be taken home for any reason.

### 8.2 Exam Rescheduling

Students are required to take exams on the dates/at the times which they have been scheduled. In the case of an emergency, students must notify the Director as soon as possible.

If a student needs to take an exam on a different date or time for any reason, the student is required to give notice to the Director through their instructor at least two (2) weeks prior to the exam and provide any necessary documentation of the reason. The Director reserves the right to refuse the reason given and determine whether permission will be given.

### 8.3 Grading Policy

A student can repeat each level twice for academic or attendance reasons to achieve a passing grade. Students who fail to pass the same level after three sessions are not eligible to continue in the IEP, and their SEVIS record will be terminated.

## 9. GRIEVANCES AND COMPLAINTS

### 9.1 Student Complaint

The Gulf Language School is committed to treating all students fairly and respectfully. One of the methods GLS employs to achieve this outcome is the use of a student complaint system.

A formal complaint is a request for the resolution of a problem, conflict, concern or issue that negatively impacts a student(s). Student formal complaints may include (but are not limited to) issues regarding classroom instruction, policies, procedures, services and offices. Formal complaints must be filed using GLS's formal complaint form.

A variety of channels exist at Gulf Language School to resolve problems that a student may encounter. Formal complaints that involve discrimination and sexual/sexual harassment are addressed under Title IX and are handled separately from the processes described below.

Formal complaints involving grades where the final course grade is disputed and/or the student believes that the final grade is not indicative of his/her academic performance are addressed by the grade appeal process.

In an instance of perceived violation of a policy, a student may file a complaint. This policy provides two avenues for pursuing a complaint:

1. An Informal Resolution Procedure and
2. A Formal Resolution Procedure.

Students may utilize either or both procedures.

#### 9.1.1 Filing a Formal complaint – Non-Faculty Related

##### ***Informal Resolution Procedure***

The student arranges a meeting with the person involved with the complaint and/or with the direct supervisor of the person involved. For example, a student who perceives that he or she has been graded unfairly on an assignment should meet with the faculty member who assigned the grade. In this example, the meeting with the faculty member may be followed up with a meeting with the director or the original meeting might be with the director. Another example would be a complaint in the Business Office involving the Bursar. The student would meet with the Bursar and/or the Director of Administration and Finance.

If the informal process does not resolve the complaint, the student may utilize the formal complaint procedure.

##### ***Formal Resolution Procedure***

A formal complaint is a request for assistance with a problem, conflict, concern, or issue that negatively impacts students that could not be addressed by informal resolution with the staff member/administrator and his/her supervisor.

The Student Formal Complaint will be forwarded to the appropriate administrator responsible for the individual, process or department involved. The complaint is normally submitted using a complaint form found on the website. Documentation of the formal complaint should include:

- A detailed description of the issue and negative impact
- The date, time, and place of the event(s) pertaining to the formal complaint
- The name and contact information for any witnesses with knowledge of the formal complaint or subject of the formal complaint.
- Specific details regarding the instance(s) of non-compliance with the policy or procedure applicable.
- A proposed solution or action

The complaint can also be submitted on paper to the appropriate office:

- Academic complaints to the director
- Student Affairs complaints to the Dean of Student Affairs
- Business Office complaints to the Director of Administration and Finance
- Registrar Office complaints to the Registrar
- A complaint against a Director, Vice-President, etc., is submitted to the direct supervisor, such as the Provost or President
- Other complaints to the Director of Human Resources

#### Level 1

Absent extraordinary circumstances, the person, normally a Director, to whom the complaint has been submitted conducts, within seven (7) business days of receiving the complaint, a formal conference with the student, permitting her or him to provide any necessary relevant information. The Director confers with the other person or persons involved and conducts an additional investigation as he or she deems necessary.

Absent extraordinary circumstances, a written recommendation is sent within seven (7) business days of the first formal conference. The recommendation is sent to the student and the other involved person or persons. The written recommendation states the background information, the rationale for the recommendation, and the recommended remedy, if any. Copies of the original complaint and the written recommendation are kept in the Director's Office for a minimum of five years.

#### Level 2

If the complaint is not resolved in level 1, the student or one of the other involved parties may, with fourteen (14) business days of receipt of the level 1 recommendation, appeal to the direct supervisor of the person who wrote the recommendation. Absent extraordinary circumstances, the supervisor holds a hearing within fourteen (14) business days of receipt of the appeal or complaint. Absent extraordinary circumstances, a written recommendation is sent to the student and others within fourteen (14) business days of such hearing. In cases of appeals to level 2, copies of the original complaint and the level 1 and 2 written recommendations are kept in the supervisor's office for a minimum of five years.

#### Level 3

Except in the case of a complaint against the President, where the Board of Trustees has final authority, appeals of the level 2 recommendation are submitted to the President within fourteen (14) business days. The President makes the final decision. Absent extraordinary circumstances, the President's written decision is sent to the student and other parties within fourteen (14) business days of receiving the level 3 appeal. In cases of appeals to level 3, copies of the original complaint, the previous written recommendations, and the final decision are kept in the President's Office for a minimum of five years.

### 9.1.2 Faculty-Related Formal complaints – Non-Grade Related

#### ***Initial Formal complaint/Informal Resolution***

The student should discuss the formal complaint with the faculty member, or the faculty member's director. Should resolution not be reached, the student may file a formal complaint against the faculty member.

Formal complaints must be filed using GLS's formal complaint form. Prompt reporting of all formal complaints is critical and necessary as it is often difficult to trace the facts of an incident or incidents long after they have occurred. Students are advised that a formal complaint will be most effectively addressed if the concern or formal complaint is brought forward within sixty (60) business days of the alleged incident. When discussing formal complaints with an instructor it is most effective to arrange a time when the instructor is available for a confidential conversation. It is important to note that breaks in a faculty

member's instructional service time may affect the resolution timeline (i.e., spring break, and summer break).

If the student does not agree with the initial discussion and suggested resolution, the student may file a formal complaint against the faculty member. Any formal complaint must refer to actions of the Faculty member within the scope of his/her employment. A grade change request based strictly upon academic considerations shall not be considered a formal complaint against a Faculty member.

### **Formal complaint against a Faculty Member**

Formal complaints must be filed using GLS's formal complaint form. The formal complaint must be filed within ten (10) business days from the date of the initial formal complaint (Item A above). The formal complaint should be addressed to the faculty member's supervising Director. The Director will have fifteen (15) business days to investigate and respond to the student's formal complaint. The investigation by the Director shall include the faculty member, the student and/or any other person who has first-hand knowledge of the subject of the complaint. During the investigation, he or she shall meet separately with:

- The student who may, if desired, have an advisor present; and
- The faculty member and
- Any additional parties involved.

During the Director's investigation, he/she shall meet separately with the different parties who may, if they desire, have an advisor with them, unless the faculty member is not available due to semester break and vacations. In those situations, the fifteen (15) business days allowed for resolution will start and stop based on faculty contracts. The Director may address the formal complaint in one of the following ways:

- Offer a resolution to the formal complaint.
- Dismiss the formal complaint.
- Take appropriate action which may include training, counseling or corrective action with one or more parties to the formal complaint.

### **Appeal**

The student may appeal to the Provost within five (5) business days. The Provost will review appeal documentation submitted by the student and the documentation produced by the Director's investigation and communicate an appeal decision within five (5) business days of receipt of the student's appeal. The appeal decision is sent to the Director and the student. The appealed formal complaint decision is not subject to further appeals.

### **Feedback**

To gain feedback on the investigation process and help ensure continuous improvement, those who file formal complaints and parties who respond to the formal complaints will be forwarded a survey at the GLS Student Formal Complaint Processes conclusion of the investigation. Staff members of the institutional research department shall review feedback surveys for trends and common themes on an annual basis; the information will be utilized to aid in policy and training development.

## **9.2 Appeal Requests**

### **9.2.1 Appeal Change of Level New Students**

A new student may request a "change of level" if they feel they have been "misplaced" by the placement exam results. New students are those who are enrolled in their first session in the Intensive English Program. However, please note our placement test is very reliable; most new students should not need to take the secondary diagnostic test.

To appeal a change of Level:

1. First, after attending class for two days, if a student believes the level is not appropriate;
2. He/she must complete a *Student Request for Change of Level/Class*; and

3. Submit the completed form to the Director.

Students who complete the form will be allowed to take a diagnostic test on the second day of class at two P.M. The Director and Coordinators will evaluate the diagnostic test and the change of level appeal, to see which level is right for the student.

If approved to move up to the next level, the student would start the next level class on 3<sup>rd</sup> or 4<sup>th</sup> day of class. If not approved, the student must continue to attend the original scheduled classes.

This decision is FINAL and cannot be appealed.

No students will be permitted to change levels after the second week of classes.

\*\*\*Complete *Student Request for Change of Level/Class Form* in the Appendix.

### 9.2.2 Appeal Change of Level Returning Students

Once admitted, students must complete levels consecutively throughout the program. However, if a student wishes to accelerate in the program and “skip” a level, he/she may file a Change of Level Request for Returning Students Form with the Director. Appeals requests for level acceleration must be submitted prior to the end of the eighth week of class (before the session ends).

For a student to qualify for consideration for level acceleration, he/she must meet the following criteria:

- passed the previous level,
- obtained a 93% or above as a total score for each skill (reading, writing, speaking and listening),
- **achieved a score in the level requested on the Exit Exam,** and
- are not already re-placed to a higher level by the re-placement test

\*\*\*Complete *Student Request for Change of Level/Class Form* in the Appendix.

### 9.2.3 Appeal for Course Grades

With all grade appeals, the burden is on the student to show why the grade should be changed. A student has the right to appeal a final course grade that the student thinks is unfairly or incorrectly assigned. The student must first complete a Grade Appeal Form and present it to the faculty member who assigned the grade in to request a meeting to discuss the grade. This request must be made within the next session. The faculty member must meet with the student within five business days. After meeting with the faculty member, if the issue of the grade is not resolved, the student can meet with the Director. At that time, the Director will hold a conference with the faculty member to reach a conclusion. If the matter is not resolved satisfactorily, the student must refer to the Grievance Policy in the GLS Student Handbook.

\*\*\*Complete *Grade Appeal Form* in the Appendix.

For more information about the Accuplacer Test, visit [www.accuplacer.com](http://www.accuplacer.com).

## 9.3 Sexual Harassment

The GLS seeks to ensure that the school maintains a campus free of sexual harassment. Harassment of a sexual nature is a violation of various state and federal laws that may subject the harasser to liability for any such unlawful conduct. The GLS may report violators to the appropriate authority for civil or criminal action.

## 9.4 Discipline

Students must obey established rules of the GLS faculty and administration. Students are expected to behave in a professional, disciplined, and respectful manner while on the NAU campus and while attending all classes. Students must refrain from negativity, profanity, vulgarity, humiliating or threatening language, loud speech, practical jokes, noncompliance, and lack of participation in the classroom.

## 9.5 Academic Dishonesty

In addition to learning the English language, students are here to learn academic standards for higher education, including academic honesty.

To summarize the Gulf Language School at North American University's academic honesty policy, on tests, homework, essays, and presentations:

1. Students will do their own, independent work.
2. When outside sources are used, students will cite sources according to program rules.

Academic Honesty includes but is not limited to:

- Talking during exams
- Using notes without permission during exams
- Stealing or taking photos of exams
- Copying work from a friend
- Having a friend do your work or doing work for a friend
- Using a former student's books
- Plagiarism

Actions taken for violation of program policy:

Unintentional Plagiarism

Student is warned and can re-do the assignment if the instructor agrees.

Intentional Plagiarism

1st offense: Student is warned and can re-do the assignment with a grade reduction.

2nd offense: Student receives a failing grade for the assignment.

3rd offense: Student receives a failing grade for the course.

4th offense: Students is dismissed from the program.

## 10. ADMINISTRATION

Faruk Taban	President of North American University
Halil Tas Ed.D.	Vice President for Academic Affairs/Provost
Ibrahim Suslu Ph.D.	Vice President for Administrative Affairs
Marc Passeneau, M.A.	Director of Gulf Language School
Sami Tbeileh M.S.	GLS Assistant Registrar and Administrative Assistant

### 10.1 GLS Personnel

**Director, Intensive English Program: Marc Passeneau**

**S; (832) 230-5549**

**[mpasseneau@na.edu](mailto:mpasseneau@na.edu)**

The Director is responsible for supervising and coordinating all administrative, teaching, and cultural activities of the Gulf Language School. The Director oversees budget management, instructor assignment, course scheduling, formulating policies and assessment, as well as supervising faculty and staff.

**Registrar/Administrative Assistant: Sami Tbeileh**

**SC 319; (832) 230-5166**

**[stbeileh@na.edu](mailto:stbeileh@na.edu)**

The Registrar/Administrative Assistant provides leadership to plan, organize and manage all of the activities related to the Records and Registration of GLS students, performs clerical duties within the GLS such as writing and typing correspondence, scheduling appointments, organizing and maintaining paper and electronic files, and communicating with students, instructors, and other partners on campus. The

Administrative Assistant compiles, processes, and maintains confidential student documents in a manner consistent with legal and regulatory requirements of the NAU System.

**Coordinator: Lorena Caesar**

**SC XXX; (832) 230-XXXX**

**lcaesar@na.edu**

The Coordinator collaborates with faculty members and faculty committees in the development, writing and implementation of curriculum, as well as the evaluation, purchase and incorporation of texts, resources and technology into classroom instruction. The Coordinator facilitates the articulation of curriculum and instructional strategies among and between levels.

**Instructors:**

**Lorena Caesar** [lcaesar@na.edu](mailto:lcaesar@na.edu)

**Villanueva, Jason** [jason@na.edu](mailto:jason@na.edu)

## 10.2 Instructional Location and Facilities

Gulf Language School provides its students with the comfort of a modern, well-lit, air conditioned learning environment. It occupies 60,000 square feet on the seventh floor of North American University. The ESL Computer Lab has 20 computers specifically for the GLS students. GLS students also have access to two additional computer labs on the eighth floor. The school uses up-to-date technology in the classrooms as teaching aids to enhance the classroom and laboratory-learning environment, including audio-visual equipment and internet access. The school facilities can accommodate students with certain physical disabilities. Individuals who require special assistance should contact the GLS Program Director to determine whether any impediments to the student experience exist.

## 11. SAUDI ARABIAN CULTURAL MISSION SPONSORED STUDENTS

Gulf Language School welcomes students sponsored by the Saudi Arabian Cultural Mission (SACM) to apply to our ESL program. It's our goal to help students meet their business obligations as quickly and smoothly as possible, so they may focus on the important task of academic study. With SACM students' help and support, we can better ensure success.

SACM students are required to understand and comply with their sponsor's rules, requirements, and procedures. Furthermore, sponsored students must understand their financial, academic, and additional responsibilities at Gulf Language School. These responsibilities are outlined below.

### 11.1 Information for Applicants

#### For Admission Purposes Only Letter:

The Ministry of Higher Education issues you a Letter of Financial Guarantee (LFG) "For Admission Purposes Only" letter. You will present the "For Admission Purposes Only" letter with the application package for admissions to the Gulf Language School at North American University to identify and verify your scholarship status.

### 11.2 Information for New Students

**Students new to Gulf Language School will need to submit an Enrollment Verification Letter to SACM shortly after Orientation.**

#### Enrollment Verification Letter:

- The Enrollment Verification Letter is emailed to you by the Registrar of the Intensive English Program 1-2 days after orientation and registration is completed.
- You upload the Enrollment Verification Letter to SACM portal.

- You must submit the Enrollment Verification Letter to SACM to receive the Financial Guarantee Letter.

**Once you have submitted the Enrollment Verification Letter to SACM, they will send you a Financial Guarantee Letter. You must submit the Financial Guarantee Letter to the Business office and the Registrar in the Intensive English Program immediately. Email: [sa@na.edu](mailto:sa@na.edu) or [stbeileh@na.edu](mailto:stbeileh@na.edu) or deliver to Room 705 (7<sup>th</sup> Floor).**

#### **Financial Guarantee Letter:**

- The Financial Guarantee is given to you by your sponsor after you have sent the Enrollment Verification Letter
- The Financial Guarantee must include your name and the name of the school you are attending: Gulf Language School
- The Financial Guarantee will have specific dates on it. If you are at Gulf Language School longer than the last date on the document you will need to get a new one.
- Most students get this after they have registered for classes
- The official Financial Guarantee Letter must be given to the Intensive English Program by 2:00 p.m. on Friday of the second week of the student's first session at Gulf Language School.

-If you do not turn it in by this date, you will be responsible to pay for one session of health insurance at Gulf Language School.

**Reminder: Once you receive a Financial Guarantee Letter from SACM, you must submit the Financial Guarantee Letter to the Business office and the Registrar in the Intensive English Program immediately. Email: [sa@na.edu](mailto:sa@na.edu) or [stbeileh@na.edu](mailto:stbeileh@na.edu) or deliver to Room 705 (7<sup>th</sup> Floor).**

#### **Request for Scholarship Extension Letter:**

- The Request for Scholarship Extension Letter is emailed to you two weeks before the expiration date on the Financial Guarantee.
- You upload the Request for Scholarship Extension to SACM portal.
- You must submit Request for Scholarship Extension to SACM portal to receive an updated Financial Guarantee Letter.
- If the letter of financial guarantee is not valid, you must pay for classes in full.

**Once you have submitted the Request for Scholarship Extension Letter to SACM, they will send you an updated Financial Guarantee Letter. You must submit the Financial Guarantee to the Business office and the Registrar in the Intensive English Program immediately. Email: [sa@na.edu](mailto:sa@na.edu) or deliver to Room 736 (7<sup>th</sup> Floor) and [stbeileh@na.edu](mailto:stbeileh@na.edu) or deliver to Room 705 (7<sup>th</sup> Floor).**

### **11.3 Information for all SACM sponsored students or those seeking sponsorship**

**All sponsored students must go to the online portal of the Saudi Arabia Cultural Mission *two times per session and submit their transcripts* (another name for Student Evaluation Report)**

- 1) at the end of the session with their official grades—Student Evaluation Report—and
- 2) at the beginning of the session with their current class schedule.

#### **End of Session**

- The Registrar for the Intensive English Program will provide a transcript after grades are entered at the end of each session by email. The transcript will include the final grade and attendance.

- You will need to upload your transcript (Student Evaluation Report) to SACM's student portal.\*

#### Beginning of Session

- The Registrar for the Intensive English Program will provide a transcript with your class schedule in the first week of each session by email.\*
- You will need to upload your transcript with your class schedule to SACM's student portal.

\*The Intensive English Program only provides transcripts at these times for uploading to SACM.

#### The Intensive English Program does not provide:

- Additional signatures on any documents
- Stamps on any documents
- Progress reports outside of transcripts
- Any type of grade or certificate except the transcript
- Additional letters to specific people or employers

#### The Intensive English Program does provide:

- A letter explaining what grades mean on the transcript
- Letters to SACM extending ESL study for an additional 6 months
- Standard enrollment verification letters
- Official transcripts for currently sponsored students after the end of session grades are posted
- Unofficial transcripts (class schedule) for all Saudi students at the beginning of the first week of each session

### 11.4 Transfer Procedures

All SACM sponsored students must follow the procedures to transfer into or out of Gulf Language School at North American University. (See page 14)

### 11.5 Withdrawal Procedures

All SACM sponsored students must follow the procedures to transfer into or out of Gulf Language School at North American University. (See page 14-15)

### 11.6 Sponsored Student Expectations & Requirements

#### Payment:

- The Business Office will take care of billing your classes to your sponsor. It is important for you to keep all information up to date.
- You must look at your bill in MyNAU at the end of each session. If your sponsor does not pay you must pay. There are some fees the sponsor will not pay such as parking fines, library fines, photo I.D., or textbooks. You must pay these fees or you will not be able to register for classes.
- You must keep your Financial Guarantee up to date. If it expires, Gulf Language School cannot bill SACM for your tuition and fees and you will be required to pay for them. Please see instructions above for how to Request for Scholarship Extension Letter.

#### IEP Class Requirements:

- Sponsored IEP students do not register themselves, nor do they choose their classes or times.
- Schedule changes cannot be accommodated.

#### Attendance Requirements:

- SACM students are expected to attend 90% of their classes at a minimum.
- Sponsored students, just like all other students, are expected to attend their courses fully.

### 11.7 FERPA Information for SACM Sponsored Students

- FERPA is the Family Educational Rights and Privacy Act (20 U.S.C. § 1232g; 34 CFR Part 99) and is a Federal law that protects the privacy of student education records.
- Please be aware that FERPA does allow schools to communicate to sponsoring agencies about sponsored students.

- This means that Gulf Language School **will report** to SACM about your grades, concerns related to behavior, concerns about attendance, financial and health information.

- This also means that Gulf Language School **will NOT communicate** any of the above information to family members or friends as they are not included in the sponsoring agency exemption of FERPA except in the case of life threatening emergency.

## APPENDIX



### Field Trip/Assumption of Risk and Release of Liability Agreement

I, \_\_\_\_\_, voluntarily choose to participate in a university activity, Field Trip, off campus to \_\_\_\_\_ on the following dates \_\_\_\_\_ (referred to as the “Field Trip”).

I understand the nature of the university activity of which I will be participating and that I am expected to abide by all university regulations during the Field Trip.

I understand that North American University is not an agent of, and has no responsibility for, any third party which may provide any services including food, lodging, travel, or certain equipment associated with the Field Trip.

Participation in any activity is an acceptance of some risk of injury. I agree that my safety is primarily dependent upon my taking proper care of myself. I understand that it is my responsibility to know what personal equipment is required (such as footwear, clothing, and other personal equipment) and provide that proper personal equipment for my participation in the Field Trip, and to ensure that it is in good and suitable condition. I agree to ask questions to make sure that I know how to safely participate in the activity, and I agree to observe the rules and practices, which may be employed to minimize the risk of injury while pursuing the benefits of the activity. I agree to advise the activity coordinator immediately if I do not believe I can safely continue in the activity. I agree to reduce the risk of injury to myself and/or others by limiting my participation to reflect my personal fitness level, by wearing the proper protection as dictated by the activity, by not wearing anything that would pose a hazard in the pursuit of the activity, and/or by not ingesting or using any substance during the activity which could pose a hazard to myself or others. I agree that if I fail to act in accordance with this agreement that I may not be permitted to continue to participate in the activity.

Despite precautions, accidents may occur. I understand that participation in some of the activities of the North American University Field Trip may be potentially dangerous, and that I may be injured and/or lose or damage personal property as a result of participation in the Field Trip.

Therefore, I ASSUME ALL RISKS RELATED TO THE ACTIVITIES including but not limited to:

- Death, injuries of any nature which may be permanent or temporary, or illness from accidents which may occur as a result of participating in an activity or contact with equipment, physical surroundings or other persons.
- Theft or loss of my personal property while in transit or during the Field Trip.
- Natural disaster or other disturbances, and alteration or cancellation of the Field Trip due to such causes.

Further, I agree now and forever to waive, release, hold harmless, defend, indemnify, and/or discharge North American University, its volunteers, employees, servants, agents, officers, board members, and affiliated members from any and all claims, injuries, causes, actions, liability, demands, losses, legal or equitable, of any kind whatsoever arising out of or in any way related to any loss or damage to property, injury, illness, disease, loss of services, medical bills, charges, or otherwise, including death, which may arise out of or in any way be related to my participation in this Field Trip, whether occurring inside, on, outside, or off of university property, during transportation to or from participation in the Field Trip, or related activities and for the duration of said activities and transportation, and whether known or unknown, foreseen or unforeseen, including all legal, attorney’s, court costs and fees.

In signing this Assumption of Risk and Release of Liability Agreement, my signature below indicates that I have read and voluntarily signed this agreement, which shall take effect as a legally binding document.

---

Student Signature

---

Date



### Emergency Medical Authorization

#### TO GRANT CONSENT

I hereby give consent for the following medical care providers and local hospital to be called:

Doctor: \_\_\_\_\_ Phone: \_\_\_\_\_

Dentist: \_\_\_\_\_ Phone: \_\_\_\_\_

Medical Specialist: \_\_\_\_\_ Phone: \_\_\_\_\_

Local Hospital: \_\_\_\_\_ Emergency Room  
Phone: \_\_\_\_\_

I hereby give my consent for (1) the administration of any treatment deemed necessary by above-named doctor, or, in the event the designated preferred practitioner is not available, by another licensed physician or dentist; and (2) the transfer to any hospital reasonably accessible.

This authorization does not cover major surgery unless the medical opinions of two other licensed physicians or dentists, concurring in the necessity for such surgery, are obtained prior to the performance of such surgery.

Pertinent health information will be shared with appropriate program staff only on a need-to-know basis.

Facts concerning my medical history including allergies, medications being taken, and any physical impairment to:

- 1 Drugs and other allergies \_\_\_\_\_
2. Current medication \_\_\_\_\_
- 3 Physical problems or limitations \_\_\_\_\_

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date

#### REFUSAL TO CONSENT

I do NOT give my consent for emergency medical treatment. In the event of illness or injury requiring emergency treatment, the university authorities to take the following action:

\_\_\_\_\_

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date



### Field Trip/Photo/Video Permission Form

#### TO GRANT CONSENT

I grant North American University permission to use and publish photographs/videos with my image in either print or online. Moreover, my images/videos may be used for promotional and commercial purposes. Thus, I grant North American University full copyright privileges of my pictures/videos taken/shot for both on campus and off campus academic and social gatherings. I agree to hold harmless North American University from any liability which may result from the use of said picture/video(s).

---

Student Signature

---

Date

#### REFUSAL TO CONSENT

I do NOT give my consent for North American University to use and publish photographs with my image in print or online.

---

Student Signature

---

Date





### Grade Appeal Form

A grade appeal shall be confined to charges of unfair action toward an individual student and may not involve a challenge of an instructor's grading standard. A student has a right to expect thoughtful and clearly defined approaches to course grading, but it must be recognized that varied standards and individual approaches to grading are valid. The grade appeal considers whether a grade was determined in a fair and appropriate manner; it does not attempt to grade or re-grade individual assignments. It is incumbent on the student to substantiate the claim that his or her final grade represents unfair treatment, compared to the standard applied to other students. Only the final grade in a course may be appealed. In the absence of compelling reasons, such as clerical error, prejudice, or capriciousness, the grade assigned by the instructor of record is to be considered final. In a grade appeal, only arbitrariness, prejudice, and/or error will be considered as legitimate grounds for an appeal.

Name \_\_\_\_\_ ID \_\_\_\_\_  
 Phone \_\_\_\_\_ Email \_\_\_\_\_  
 Course \_\_\_\_\_ Instructor \_\_\_\_\_

Grade Recorded \_\_\_\_\_

Reason for request for grade change:

1. Arbitrariness - The grade awarded represents such a substantial departure from accepted academic norms as to demonstrate that the instructor did not actually exercise professional judgment.
2. Prejudice - The grade awarded was motivated by ill will, and is not indicative of the student's academic performance.
3. Error - The instructor made a mistake in fact, i.e. mathematical error, etc.

It is the responsibility of the student who appeals a final course grade to demonstrate clerical error, prejudice or capriciousness in the assignment of the grade; otherwise the judgment of the instructor is final. Please submit your evidence with the form.

.....**GLS DEPARTMENT USE ONLY**.....

Reason for Approval or Denial of request for grade change:

Approved Yes  No  Change Final Grade from: \_\_\_\_\_ to: \_\_\_\_\_

Reason: \_\_\_\_\_

Denied Yes  No

Reason: \_\_\_\_\_

Instructor Name (print) \_\_\_\_\_

Instructor Signature \_\_\_\_\_ Date \_\_\_\_\_

Director Signature \_\_\_\_\_ Date \_\_\_\_\_



### Formal Student Complaint Form

This form is designed to provide students with a method to file a formal complaint with Gulf Language School. Prior to completing this form, please review GLS's complaint procedures.

Students are strongly encouraged to resolve any concern by talking with the staff member/administrator and his/her supervisor if necessary. Assistance is available from the Director. Prompt reporting of all complaints is critical and necessary as it is often difficult to trace the facts of an incident or incidents long after they have occurred. Students are advised that a concern or complaint will be most effectively addressed if the concern or complaint is brought forward within sixty (60) working days of the alleged incident. Students must complete each step in the process before proceeding to the next one.

A complaint is a request for the resolution of a problem, conflict, concern or issue that negatively impacts students, employees, the community and/or the program. Student complaints may include (but are not limited to) issues regarding classroom instruction, college policies, procedures, services and offices.

Please note that reports related to Title IX should be made using the Title IX Reporting Form.

You are not required to complete the entire form for the complaint to be submitted. The program's ability to respond is enhanced based on the quantity and quality of information provided.

#### Background Information

Please fill in the information listed below.

Full Legal Name:	_____	Id Number:	_____
Phone Number:	_____	Email:	_____
Date of Incident:	_____	Time of Incident:	_____
Location of Incident:	_____	Specific Location:	_____

Please indicate any relevant category/categories that pertain to this complaint:

- |   |   |
|---|---|
| <input type="checkbox"/> Academic concerns—Director or Registrar                                  | <input type="checkbox"/> Faculty              |
| <input type="checkbox"/> Concerns about finances or his/her bill—Business Office                  | <input type="checkbox"/> Staff/Administration |
| <input type="checkbox"/> Concerns about financial aid—Office of Financial Aid                     | <input type="checkbox"/> Director/Dean        |
| <input type="checkbox"/> Residence life, roommate concerns, housing issues—Office of Student Life | <input type="checkbox"/> President            |
| <input type="checkbox"/> Parking or security and safety—Office of Facilities Management           | <input type="checkbox"/> Other                |
| <input type="checkbox"/> Meal plans or food service— Office of Facilities Management              | _____   |
| <input type="checkbox"/> General concerns—Office of Student Life                                  |   |

#### Involved Parties

Please identify the people or organization involved in the incident, including any witnesses or people who may have indirect knowledge of the incident(s).

Name or Organization:	_____	ID Number:	_____
Phone Number:	_____	Email:	_____

#### Questions

Please answer the questions below as completely as you are able. Information concerning the nature, scope, evaluation and resolution of complaints shall be confidential to the greatest extent possible and will be shared only with those persons who need to know.

Please provide a detailed description of the incident/concern using specific concise, objective language (Who, what, where, when, why, and how). (Required)

[ ]

What attempts have you made to resolve this complaint up to now? Please state who you contacted and what transpired.

[ ]

Why do you think the complaint was not able to be resolved in your prior attempts?

[ ]

What resolution would you consider fair? What resolution do you seek?

[ ]

Any other information you want to provide?

For instance, is there any person who you do NOT want to be told of your complaint? (Keep in mind that it may be difficult to resolve if those involved cannot be asked to explain or respond). NOTE: RETALIATION AGAINST A STUDENT FOR MAKING A COMPLAINT IS ABSOLUTELY PROHIBITED, AND WILL BE CONSIDERED A SERIOUS VIOLATION OF PROFESSIONAL RESPONSIBILITY.

[ ]

### Supporting Documentation

Photos, video, email, and other supporting documents may be attached below. 1GB maximum total size.

**Attachments require time to upload, so please be patient after submitting this form.**



## Title IX: Harassment, Discrimination, Sexual Misconduct, and Retaliation Complaint Form

Prior to completing this form, please review the institution's policy.

This form is designed to provide students, employees, faculty, vendors, visitors, or others with an on-line method to report specific information related to an alleged incident(s) of discrimination, harassment (including sexual misconduct), or retaliation. You are not required to complete the entire form in order for the complaint to be submitted. Though anonymous complaints are permitted, doing so may limit the University's ability to investigate and respond to a complaint. North American University will use the information provided to begin an investigation, which may include contacting the complainant, respondent, and/or any potential witnesses. The University's ability to respond is enhanced based on the quantity and quality of information provided.

### Background Information

If you wish to identify yourself, please fill in the information listed below,

If the person completing this form is the victim, you may choose to identify yourself or not. If you are a third-party complainant who is not the victim, include the victim.

Full Legal Name: \_\_\_\_\_ Id Number: \_\_\_\_\_  
 Phone Number: \_\_\_\_\_ Email: \_\_\_\_\_  
 Address: \_\_\_\_\_  
 \_\_\_\_\_  
 Date of Incident: \_\_\_\_\_ Time of Incident: \_\_\_\_\_  
 Location of Incident: \_\_\_\_\_ Specific Location: \_\_\_\_\_

### Involved Parties

Please identify the people or organization involved in the incident, including any witnesses or people who may have indirect knowledge of the incident(s).

Name or Organization: \_\_\_\_\_  
 Phone Number: \_\_\_\_\_ Email: \_\_\_\_\_

Gender:  Female  
 Male  
 Transgender  
 Organization

Role:  Respondent/Accused  
 Claimant/Victim  
 Witness  
 Other

### Incident Report

While providing details is essential to investigating your complaint, please be advised that some or all of the information you provide in this section may be shared with the person(s) you are accusing. You may supplement this description later if you wish to share additional details.

If this is a discrimination or harassment complaint, please indicate the protected status(es) that is/are the basis of the alleged behavior.

- |  |   |
|--|---|
| <input type="checkbox"/> Age                                     | <input type="checkbox"/> Race/Ethnicity     |
| <input type="checkbox"/> Disability                              | <input type="checkbox"/> Religion           |
| <input type="checkbox"/> Genetic Predisposition                  | <input type="checkbox"/> Sex/Gender         |
| <input type="checkbox"/> Marital Status                          | <input type="checkbox"/> Sexual Orientation |
| <input type="checkbox"/> Nationality/Ancestry                    | <input type="checkbox"/> Veteran Status     |
| <input type="checkbox"/> Pregnancy/Parenting                     |   |
| <input type="checkbox"/> General concerns—Office of Student Life |   |

Describe the incident(s) with as much detail as possible including any potential witnesses to the behavior and/or people with indirect knowledge of the incident. **(Required)**

Describe the impact the behavior has had on you. **(Required)**

Have you discussed this complaint with any college official? **(Required)**

- Yes   
No

If so, with whom did you discuss it?

Do you believe you have experienced retaliation as a result of speaking to anyone about this incident or making a prior report? **(Required)**

- Yes   
No

If applicable, please explain what happened to cause you to feel you were retaliated against or threatened with retaliation.

What remedy (outcome) are you seeking? (If you are unsure, please write unsure.) **(Required)**

### Supporting Documentation

Please add any additional documents that support your report. Items that would be very helpful include: screen shots of Facebook or any other social media web pages or posts, text strings, phone records, or any other item that you believe will help us better understand your report. 1GB maximum total size.

**Attachments require time to upload, so please be patient after submitting this form.**