



# STUDENT HANDBOOK

2021

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## WELCOME TO FACE TO FACE LEARNING CENTER

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We have prepared this handbook to help you during your time in **Face to Face Learning Center**. This handbook contains some useful information about our Intensive English Program, school policies and procedures, staff, faculty, immigration regulations and facilities. Please take the time to read the handbook.

You are welcome to come to our office and ask for help if needed in understanding this handbook. We will be happy to answer any questions you might have. We hope you enjoy your studies with us.

Sincerely,

Face to Face Learning Center's Staff and Faculty

### **MISSION STATEMENT 2020**

*Face to Face Learning Center provides services and instruction to its students. We assist our student population in assimilating into an unfamiliar culture by enabling the actualization of their personal, professional, and academic English goals.*

*In order to safeguard this objective, we maintain evidence that the provided curriculum, instruction and services are allowing our students to meet their goals. We maintain a dedicated faculty and staff who are committed to facilitating the objectives of our students.*

*Face to Face Learning Center values the continuous improvement of our institution in order to better meet the student population's needs.*

### **INSTITUTIONAL OBJECTIVE**

- To raise students' English language level through classroom instruction and assigned individual practice.
- To provide facilities, equipment, and resources which support the courses of study.
- To maintain evidence that the education provided is successful in meeting student needs and satisfaction.
- To promote an atmosphere of academic freedom encouraging open exchange of ideas.
- To provide opportunities for students to experience and learn about American culture.
- To provide documented support that the institution is effectively achieving the mission it set out to achieve.

## INTENSIVE ENGLISH PROGRAM

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There are seven levels at Face to Face Learning Center, levels 1 through 7. The institution has four 12-week semesters: winter, spring, summer, and fall. Each 12-week semester is divided into 6 parts. Once students have taken their placement exam, they are allowed to begin on any of the 24 entry dates.

### LEVEL PROFICIENCY SCALE

The Common European Framework of Reference for Languages (CEFR) is an international standard for describing language ability. It is used around the world to describe learners' language skills. The seven reference levels (see below) are becoming widely accepted as the standard for grading an individual's language proficiency.

Level	CEFR	At the completion of this level, student will be able to:
1	<b>A1</b>	Student can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Student will understand and use introductions, agree and disagree, and answer questions about personal details effectively using basic grammar structures. Student will be able to read and write short paragraphs and complete personal information forms.
2	<b>A1-A2</b>	Student can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Student will have an increasing vocabulary through reading and can express opinions and preferences. Student will be able to read and write paragraphs with compound sentences.
3	<b>A2-B1</b>	Student can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Student can describe in simple terms personal background, immediate environment and matters in areas of immediate basic need using different verb tenses. Student will be able to give advice, ask for information, use context to increase reading comprehension, and write more sophisticated, structured paragraphs and short essays.
4	<b>B1</b>	Student can understand and discuss the main points of personal, local and world events regularly encountered in work, school, leisure, etc. Student can produce a variety of essays (personal, professional, and academic) and correspondence on topics which are familiar or of personal interest. Student will be able to comprehend and take notes on a short lecture and summarize.
5	<b>B2</b>	Student can understand the main ideas of complex text on both concrete and abstract topics including idiomatic expressions. Student can clarify and support opinions, provide organized and complete answers to questions, and interact with a degree of fluency and spontaneity that makes regular interaction with native speakers possible. Student can produce clear, detailed text and correspondence on a wide range of subjects and take notes on speeches and lectures from authentic sources and use to make inferences, paraphrase and summarize.
6	<b>C1</b>	Student can efficiently and critically read and understand a wide range of demanding, longer texts, and recognize implicit meaning. Student can express ideas fluently and spontaneously without much obvious searching for expressions using proper grammar, vocabulary and pronunciation. Student can use language flexibly and effectively for social, academic and professional purposes. Student can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organizational patterns, connectors and cohesive devices.
7	<b>C2</b>	Student can understand with ease virtually everything heard or read. Student can summarize information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation. Student can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex situations.

## **PLACEMENT**

All new students are required to take the CaMLA English Placement Test and the Top Notch Summit Oral Placement Test that is proctored by the Academic Director. The Academic Director reviews the result of the test and takes other important factors into consideration, such as student's goal and objective to make the final placement decision. The scores and level placement are kept in the student's academic file. There are no re-tests.

Students entering in the 5<sup>th</sup> or 6<sup>th</sup> part of the session may be placed in a lower level and will automatically be promoted to the next level when the new session begins.

Students may appeal their initial placement by notifying the Academic Director within the first few days of classes. The teacher, student and Academic Director will meet and make a decision about the student's level.

To ensure accurate student placement, the testing environment is closely monitored. Books, smart phones, or other paper of any kind are set-aside in the testing room unless specified by the proctor. Anyone observed giving or receiving help during the test or using notes or books of any kind is not permitted to continue the test. No unauthorized test materials or notes may be taken from the room after the test. Face to Face Learning Center does not accept any test score whose validity is in question.

## **COURSE SYLLABUS**

Students receive a course description for each level in the syllabus. The syllabus states important information, rules, grading policy and learning outcomes for the course. The syllabus is given to students on their first day of class. (See Appendix [Course Syllabus Example Level 2](#))

## **ASSESSMENT**

Each level has established learning outcomes which guide teaching and learning towards achieving set goals. Each two-week period is non-cumulative since objectives are developed for each period. At the end of each two-week period, students will be evaluated on how well they have assimilated the material taught.

## **PART EXAM**

A part exam is given to assess listening, reading, grammar and vocabulary. The exam may include multiple choice, true / false, matching, and filling in the blank questions.

## **WRITING AND SPEAKING TASKS**

Both a writing and a speaking task are assigned at the beginning of each part. These tasks are created by the teacher with the class learning outcomes as the basis. Instruction and assistance is given during class to enable students to produce an effective task. These tasks are graded with a rubric and provide assessment on the productive skills.

## **ASSIGNMENTS AND QUIZZES**

In order to determine if students are making adequate progress, teachers are encouraged to give assignments and quizzes regularly. This is the only way students practice what is learned in class. Students are expected to complete ALL homework and assignments on time.

Student academic progress towards the stated course objectives are evaluated using the following categories:

CATEGORY	WEIGHT
Assignments, Quizzes, and Tasks	20%
Exams	60%
Final Exam (Cumulative)	20%

### FINAL EXAM

A Final Exam will be administered during the 6<sup>th</sup> part of the session. The Final Exam helps determine if the student has successfully learned all material covered during the semester. This allows for students, including those that have entered after the 1<sup>st</sup> part of the session, to demonstrate mastery of all learning outcomes for that level. Any student receiving lower than a 70% on the final exam does NOT pass to the next level.

### ACADEMIC PROGRESS

Teachers at Face to Face Learning Center meet with students individually to discuss in detail the progress of the student during the 3rd (See Appendix [Mid Progress Report Card](#)) and 6th (See Appendix [Final Progress Report Card](#)) part of the semester. All the language skills are reviewed and the student is informed of their current proficiency level. Teachers provide extra feedback in areas where the students show difficulties. The student and teacher sign the Mid Progress Report Card and Final Progress Report Card. A copy is given to the student and the original is kept in the student's academic file.

It is our policy that a student be notified during the 6th part of the semester if he or she is in danger of being retained. In order to advance to the next level, students MUST successfully achieve each goal and meet the learning outcomes. Any student receiving a final grade lower than 70% does not pass the level.

### STUDENT APPEAL OF GRADES AND PROMOTION

If students disagree with a grade they receive on homework assignments, tasks, or a part exam, they should discuss the grade with their teacher within the week following the end of that part. If they are not satisfied with the response of their teacher, they should meet with the Academic Director to discuss the issue. The Academic Director will seek input from the teacher and if needed will arrange a meeting with both the student and the teacher. If an outcome is not agreed upon, the student will be given the option to redo the assigned work (or an equivalent version) under the Academic Director's supervision and grading. This work must be completed within two weeks of the due date for the original work.

If students disagree with a level promotion or failure, they have an opportunity to discuss the issue with their teacher during the mid progress or final progress conferences. If the student and teacher can not reach an agreement, the Academic Director should be consulted as soon as possible. If possible a meeting should take place the same day to review the final exam grade and rated learning outcomes on the final progress report. (All other part grades should have been appealed before this time.) If the Academic Director determines that the student has been unfairly rated, graded, and retained, the student will be given an opportunity to retake the final, or demonstrate their ability to perform a learning outcome under the Academic Director's supervision and grading. This work must be completed before the beginning of the next session.

### **ACADEMIC PROBATION**

Any student in levels 1 through 7 who fails a level the first time can repeat the level. The student's grades and progress will be monitored by the teacher and the academic director during the first two parts. If a student fails the level a second time, they will be put on academic probation for the next semester. The student must pass that level during the next session. (See Appendix [Student Probation](#))

### **CONDITIONAL PROMOTION**

Students who have not attained a 70% class average or on the final, but the teacher feels could be successful being promoted can be conditionally promoted. The student's grades and progress will be monitored by the teacher and the academic director during the first two parts and if they are not passing they will be moved to the lower level. (See Appendix [Student Probation](#))

### **ACADEMIC HONESTY**

Students are provided the necessary environment to ensure that accurate assessment of student's achievement is maximized. Books, smartphones, or other paper of any kind are set-aside during testing unless specified by the proctor. Anyone observed giving or receiving help during the test or using notes or books of any kind will not be permitted to continue the test. No photos, screen shots or notes may be taken of test materials. Face to Face Learning Center will not accept any test score whose validity is in question. Faculty will monitor classroom during testing to maintain integrity of assessment policies. Students who are caught copying or cheating receive a 0 on that assignment, quiz or test. Submitting a task that is not one's own is considered plagiarism.

### **PROGRAM COMPLETION**

In order to advance to the next level, students MUST successfully achieve each goal and meet the learning outcomes. Any student receiving a final grade lower than a 70% does not pass the level. Students must pass level 7 with a 70% average or above to have successfully completed the Intensive English Program. Students are given a certificate of achievement upon completion.

### **END OF SESSION EVALUATION**

Students are required to complete an End of Session Evaluation on their last day of class or on the last day of each semester. The purpose of the student evaluation is to collect information that provides feedback directly to the teacher, staff, and school for growth and development. Analysis of this data is an integral part of annual review of school policies and procedures. (See Appendix [End of Session Evaluation](#))

### **EXIT EXAM**

Students who are enrolled for more than 4 weeks are required to take the CaMLA English Placement Test to evaluate growth. Students are awarded a certificate upon completion.

### **INSTRUCTOR LED ACTIVITIES**

Face to Face Learning Center organizes instructor led activities for our students in order to provide cultural events. The trips are planned by the Academic Director. Students are required to sign an activity form with an explanation of health, safety and emergency provisions.



**CALENDAR**

Face to Face Learning Center's Intensive English Program is offered continually throughout a calendar year. (See Appendix [Calendar](#))

## POLICIES AND PROCEDURES

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### LATE POLICY

It is very disrespectful to arrive late to class. Students arriving after the starting time of class will be left to the discretion of their teacher, as to whether or not they will be allowed to go into class. Students can use the lobby area and work on assignments assigned by the teacher. **If a student is late twice, it is considered one absence.** IEP A is Monday through Friday from 9:00am to 12:40pm, IEP B is Monday through Friday from 1:00pm to 4:40pm and IEP C is Monday through Friday from 6:00pm to 9:40pm. It is the student's responsibility to sign in at the lobby when they arrive at school.

### 20-minute BREAK

All classes will have a 20-minute break. During this break, feel free to get fresh air outside, have a snack, use the restroom, or even speak to an advisor. However, it is very important to return to class on time. The Late Policy will be enforced.

### EXCUSED AND UNEXCUSED ABSENCES

Remember that in order to improve, it is very important to participate as much as possible. If the student misses a group class, it is the student's responsibility to go over the material discussed in class during his/her absence. The teacher is not obligated to repeat the class. Students must call or email Face to Face Learning Center (not the teacher) when he/she will be absent.

A student who accumulates 6 unexcused absences in a semester is placed on probation. If absent 2 additional days, the student is given their final warning notifying them that any further unexcused absence will result in dismissal from the program immediately. Students are given an email warning after 4, and 6 absences. The first warning is an informal warning, the second warning will ask the student to meet with the School Director to make sure he or she understands the consequences.

### F1 Student Excused Absence

An absence is excused when an F1 student provides a **personal** medical or dental excuse. Students are excused if they are away for a police, court or immigration appointment. Absences due to F1 dependents are not considered excused. Students have to make up work.

### Non F1 Student Excused Absence

An absence is excused for non F1 students when they previously notify Face to Face Learning and make up the work.

### ASSESSMENTS MISSED DUE TO ABSENCE

Students are responsible for making up any assessments due to excused OR unexcused absences. Students who have missed an exam should arrange a time with the Academic Director for the test to be proctored before or after class (School Hours 8:30-4:30.) ALL assessments must be made up in a supervised environment AND instructional time is not used for make up work.

## ENGLISH ONLY

Face to Face Learning Center is an **ENGLISH ONLY** school. Students **MUST** speak English at all times. Students will be given a warning and put on probation if any other language is spoken. Faculty **MUST** use only English to communicate with and provide instruction to students.

## BOOKS AND MATERIAL

It is mandatory to buy books. Books must be purchased within the first three days of class. No exceptions, even for short-term students. Books are available for purchase from Face to Face Learning Center. Copies of books will NOT be permitted. Students that do not have a book after the first three days of class will not be allowed in class and will be counted as an absence. Books may not be returned once purchased. Students **MUST** have an active access code for MyELT in order to complete assignments. The access codes are good for one year.

## ELECTRONIC DEVICES

Students are required to bring their electronic device (laptop, iPad, tablet, smartphone) to class on test days. If you do not have one, please remember to sign the tablet reservation sheet in advance to reserve a tablet for test day.

## VACATION AND LEAVE OF ABSENCE

- Students are allowed an 8-week vacation when enrolled for more than 9 months. Students must notify administration at least 2 weeks prior to vacation.
- Students have a break between sessions. Each break varies; please take a look at the school calendar.
- A Leave of Absence is available for a documented emergency. Students who must take a Leave of Absence need to have it approved. Students are allowed up to 4 weeks of Leave of Absence a year if not for medical reasons.
- Payments are not placed on hold during vacation, breaks and Leave of Absences.

## DRUG AND ALCOHOL POLICY

While on campus premises, no student of Face to Face Learning Center is permitted to use or be under the influence of alcohol or other drugs/medications except those prescribed by a physician. In addition, illegal drugs and medications shall not be possessed, used, sold, or distributed. Violation of this policy constitutes grounds for termination. Violators are subject to prosecution.

## DRESS CODE

It is mandatory for all students enrolled in Face to Face Learning Center to wear appropriate clothing. Examples of inappropriate dress and/or appearance include but are not limited to:

- Midriffs or halter-tops mesh or netted shirts, tube tops or cut-off T-shirts
- Bare feet
- Clothing with derogatory, offensive, and/or lewd messages in either words or pictures

## CANCELLATION POLICY AND REFUNDS

- If an **F-1 applicant** is not accepted by Face to Face Learning or if their visa is **denied**, a refund will be made. The application fee plus a 4-week compensation fee is non-refundable.

- If an accepted F-1 applicant enters the US on an I-20 issued by Face to Face Learning subsequently cancels prior to the start of classes or is a no show, Face to Face Learning Center will not provide a refund.
- A refund will not be provided to students who were issued an initial I-20 for Change of Status and were denied because they abandon the process.
- Accepted non-I-20 students or F-1 students who have not entered the US, may cancel within 30 days prior to the start of class. A refund will be made. The application fee plus a 4-week compensation fee is non-refundable.
- A written document (official embassy denial of I-20 cancellation) must be submitted to be eligible for a refund.
- If you must cancel your course due to a documented emergency, the unused portion of your payment will be put on hold for up to a year. This amount is non-transferable.
- If Face to Face Learning Center cancels a program, Face to Face Learning Center will refund all monies paid by the student.
- Students may not freeze their payments.
- All refunds due will be made within 45 days of the date of notice.

## PAYMENTS

- The Invoice must be paid in full prior to the student's start date. Fees are calculated in complete weeks and part of a week is counted as a full week.
- Recurring payments are due one week prior to the final paid class of the previous payment.  
*Example – Last paid class ends on 5/11. Recurring payment due 5/4 (1 week prior to 5/11).*
- If recurring payment is not received by the **due date**, there will be a \$30 late fee.
- Continuing students are not allowed in class if payment is not received by the **last paid class**.
- Students will be removed from the class roster if payments are not made within a week from the last paid class. Students will have to re-apply at a later date. This will jeopardize F1 student's status.
- All students on a payment plan are subject to the terms and conditions of their payment plan.
- Promotional offers will be honored through the paid expiration date.
- Students have the option to opt-in on recurring payments.
- Students continue to make payments during vacation, breaks and leave of absences.

## STUDENT COMPLAINT PROCESS

If you have a complaint about a teacher or anything related to your course, including disagreement with grades, promotion, or retention, talk to your teacher first. If you are not satisfied, talk to the Academic Director. For other complaints about the program or school, speak to the School Director.

If you are not satisfied with the result from your informal complaint, you can complete a Formal Complaint Form. (See Appendix [Student Complaint](#)) You can find this form attached to your Student Handbook or you can get a copy from the School Coordinator. This form will ask you to provide a detailed description of your complaint and assist in finding a solution. The School Director will review your formal complaint and make every effort to reply within a week. The Formal Complaint form will be signed by the student and the Director at a conference where the resolution will be discussed. The complaint is kept in the student file and a copy is given to the student.

## CONFIDENTIALITY

All students' academic and admission records are confidential. It must not be shared with anyone other than the student. All employees are expected to act accordingly, with professionalism and confidentiality. All discussion among faculty should be with the goal of finding solutions.

## COPYRIGHT POLICY

- YOU MAY NOT:
  - a. Reproduce copyrighted books or workbooks, no matter the number of pages copied;
  - b. Make transparencies of or enlarge copyrighted materials;
  - c. Copy commercially available video recordings;
  - d. Illegally download videos or movies;
  - e. Make paper copies of lyrics;
  - f. Reproduce copyrighted software.
- YOU MAY:
  - a. Copy magazine and newspaper articles, as long as your purpose is not to create an anthology or reader;
  - b. Make and use sound recordings of radio programs and video recordings of TV programs, unless specifically prohibited by the producers;
  - c. Use original copies of sound recordings for the classroom;
- Non-compliance with the above may be considered a violation of federal or state laws and may result in civil or criminal action.
- Knowingly violating this policy constitutes grounds for termination of employment.
- Face to Face Learning Center accepts no liability for an employee's non-compliance and will not provide legal, financial, or any other assistance to an individual accused of non-compliance.

## HEALTH INSURANCE

Face to Face Learning Center does not require international students to purchase health insurance, but it is highly recommended to do so. In the United States, the government does not pay for health care. Health care in the United States is very expensive, so health insurance is a wise investment in case a medical need occurs in the USA. Face to Face recommends the Student Secure health insurance plan for their international students because it provides comprehensive coverage at reasonable rates.

<https://www.internationalstudentinsurance.com/schools/face-to-face-learning-center.php>

If a student decides he or she does not want health insurance, the student must sign the acknowledgement.

## F-1 STUDENTS

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All F1 students MUST attend orientation prior to the start of class. This orientation will help you comply with Face to Face Learning's policies and procedures and therefore help you maintain your F1 status. Face to Face Learning Center is required by law to report to Immigration Services any F-1 Visa student who is no longer attending the program or does not comply with the school's policies and procedures. Therefore, it is your responsibility to alert the Designated School Official, *if*:

- You are entering the U.S as a new student
- You change your address
- You are planning to take a vacation and travel outside the U.S
- You have serious illness or a serious problem that stops you from attending class
- You are thinking about changing schools inside or outside the U.S

F1 Visa Students are not allowed to work off campus. See your PDSO for more information on work permissions.

## CAMPUS

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### OFFICE HOURS

The office is open from Monday to Friday from 8:30a.m. to 4:30p.m.

### PARKING

All automobiles can park in the parking lot of The Commons at America's Gateway Park Office. Face to Face Learning Center assumes no liability for theft, collision, fire and/or damage of any kind to any vehicle or the contents of any vehicle located in the parking lot of our campus.

### COMPUTERS AND WI-FI

Students are allowed to use the tablets during class and their free time. We encourage students to bring their own tablets, iPads, laptops or smartphones and connect to free Wi-Fi. Students MUST bring in their electronic devices on exam days.

### CAMPUS COMMUNITY

Face to Face Learning Center is located in Doral. The City of Doral has been known as a golf mecca, but it has also evolved into one of the **best cities** in the U.S. for entrepreneurs and lovers of the good life.

**Forbes Magazine** listed Doral as Number 2 in America's Top 25 towns to live well for its cultural amenities, pro-business environment, and highly educated workforce. The City of Doral has a population of over 70,420 and is a unique community where people of all ages and cultures come together and enjoy so many of the things that make life beautiful. Doral is proud to be able to offer one of the best educational systems in the area. All public schools serving Doral are rated by the State of Florida as "A" schools for academic achievement. Doral is also full of shopping & dining opportunities.

### What does our community have to offer?

- Doral Central Park
- Downtown Doral Park
- Morgan Levy Park
- Downtown Doral
- City Place Doral
- Dolphin Mall
- TopGolf
- Golf Resorts
- Trolley

### Qualified Professionals, Services and Programs

When students have addressed their immigration, personal or academic concerns to administrators and have not found an adequate solution, Face to Face refers students to qualified professionals, services or programs, based on the specific need of the student.

### Immigration Advising:

*Carmenates Law Firm*  
786-636-7034  
Immigration Bismarck Parajon  
1300 NW 84<sup>th</sup> Ave  
Doral FL 33126

### Academic Advising:

#### **Miami Dade College – West Campus**

*Academic Advisor*  
305-237-8947  
3800 NW 115<sup>th</sup> Ave  
Doral FL 33178

#### **Florida International University (FIU)**

*Academic Advisor*  
(305) 348-2000  
11200 SW 8<sup>th</sup> St  
Miami FL 33199

### Personal Advising:

#### **Family Doctor**

*Family Practice Physician*  
305-594-9333  
3905 NW 107<sup>th</sup> Ave  
Doral FL 33178

**Family Doctor**

*Family Medical Centre*  
305-398-1991  
3470 NW 82<sup>th</sup> Ave  
Doral FL 33122

**Psychologist**

*Jose J. Dergan, PsyD*  
305-599-1970  
8249 NW 36<sup>th</sup> St Suite 102  
Doral FL 33166

**Hospital**

*Baptist Health Diagnostic Center*  
786-596-3830  
9915 NW 41<sup>th</sup> St  
Doral FL 33178

**Urgent Care**

*Concentra Urgent Care*  
305-593-2174  
7800 NW 25<sup>th</sup> St Ste 4  
Doral FL 33122

**Driver's License**

*Department of Motor Vehicles*  
Mall of the Americas  
305-229-6333  
7795 W Flagler Suite 82C  
Miami, FL 33144

**Housing**

*Realtor.com*  
*Zillow*  
*Centennial Realty Group*  
954-854-6668

**Elementary Schools:**

*Downtown Doral Charter Elementary School*  
305-569-2223  
8390 NW 53<sup>rd</sup> St  
Doral FL 33166

*Downtown Doral Charter Upper School*  
305-513-3013  
7905 NW 53<sup>rd</sup> St  
Doral, FL 33166



**Daycares**

*iLEARN Preparatory*

305-477-3333

7381 NW 36<sup>th</sup> St

Miami FL 33166

**Transportation**

*City of Doral Trolley*

Trolley is your public service for the City of Doral.

305-593-6710

For routes and schedule visit: <https://www.cityofdoral.com/trolley>

*Metrorail*

Metrorail is the heavy rail rapid transit system of Miami and Miami-Dade County.

305-468-5900

For more info visit: <http://www.miamidade.gov/global/transportation/metrorail.page>

# APPENDIX

## CALENDAR

2021																				
January					April					July					October					
M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	
				1				1	2				1	2					1	
4	5	6	7	8	5	6	7	8	9	5	6	7	8	9	4	5	6	7	8	
11	12	13	14	15	12	13	14	15	16	12	13	14	15	16	11	12	13	14	15	
18	19	20	21	22	19	20	21	22	23	19	20	21	22	23	18	19	20	21	22	
25	26	27	28	29	26	27	28	29	30	26	27	28	29	30	25	26	27	28	29	
February					May					August					November					
M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	
1	2	3	4	5	3	4	5	6	7	2	3	4	5	6	1	2	3	4	5	
8	9	10	11	12	10	11	12	13	14	9	10	11	12	13	8	9	10	11	12	
15	16	17	18	19	17	18	19	20	21	16	17	18	19	20	15	16	17	18	19	
22	23	24	25	26	24	25	26	27	28	23	24	25	26	27	22	23	24	25	26	
					31					30	31				29	30				
March					June					September					December					
M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	
1	2	3	4	5		1	2	3	4			1	2	3				1	2	3
8	9	10	11	12	7	8	9	10	11	6	7	8	9	10	6	7	8	9	10	
15	16	17	18	19	14	15	16	17	18	13	14	15	16	17	13	14	15	16	17	
22	23	24	25	26	21	22	23	24	25	20	21	22	23	24	20	21	22	23	24	
29	30	31			28	29	30			27	28	29	30		27	28	29	30	31	
NEW SESSION / ENTRY DATE																				
ENTRY DATE										WINTER SESSION      January 4 to March 26      (12W)										
EXAM DATE / MEETING										SPRING SESSION      April 5 to June 24      (12W)										
FINAL EXAM										SUMMER SESSION      June 28 to September 17      (12W)										
PROFESSIONAL DEVELOPMENT (no class)										FALL SESSION      September 27 to December 17      (12W)										
HOLIDAY (school closed)																				
BREAK (no class)																				

**EXAMPLE COURSE SYLLABUS LEVEL 2**  
**FACE TO FACE LEARNING CENTER**  
**LEVEL TWO SYLLABUS**  
**WINTER SESSION 2020**

School Phone: +1 (305) 599-3607

WhatsApp: +1 (786) 296-3386

School E-mail: info@facetofacelearning.com

### **COURSE GOALS**

This course is designed to engage high basic level students who have some grammar knowledge but lack the proper structure. A student at this level will learn to understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Students will increase vocabulary through reading and learn to express opinions and preferences. Students will learn to read and write paragraphs with compound sentences. **(Review Learning Outcomes)**

### **REQUIRED TEXT**

**World Link 1 Student Book with My World Link Online** 978-1-305-650794 (Third Edition), by Nancy Douglas and James R. Morgan, © 2016, 2011, 2005 National Geographic Learning, a part of Cengage Learning  
**Bring a laptop, iPad, or tablet to school on test dates.**

### **THEMES**

- People
- Behavior
- Shopping
- Vacation
- Heroes
- The mind
- City Life
- All About You
- Change
- Health
- Achievement
- At the Movies

### **ASSESSMENT**

Each level has established outcomes. These outcomes guide teaching and learning towards achieving set goals.

Each two-week period is non-cumulative since objectives are developed for each period. At the end of each two-week period, students will be evaluated on how well they have assimilated the material taught. The exam may include multiple choices, matching, and filling in the blanks.

### **Part Exam**

A part exam is given to assess listening, reading, grammar and vocabulary. The exam may include multiple choice, true / false, matching, and filling in the blank questions.

### **Writing and Speaking Tasks**

Both a writing and a speaking task are assigned at the beginning of each part. These tasks are created by the teacher with the class learning outcomes as the basis. Instruction and assistance is given during class to enable students to produce an effective task. These tasks are graded with a rubric and provide assessment on the productive skills.

### **Assessments Missed Due To Absence**

Students are responsible for making up any assessments due to excused OR unexcused absences. Students who have missed an exam should arrange a time with the Academic Director for the test to be proctored before or after class (School Hours 8:30-4:30.) ALL assessments must be made up in a supervised environment AND instructional time is not used for make up work.

### **Assignments and Quizzes**

In order to determine if students are making adequate progress, teachers are encouraged to give assignments and quizzes regularly. This is the only way students' practice what is learned in class. Students are expected to complete ALL homework and assignments on time.

Student academic progress towards the stated course objectives are evaluated using the following categories:

<b>CATEGORY</b>	<b>WEIGHT</b>
Assignments, Quizzes, and Tasks	20%
Exams	60%
Final Exam (Cumulative)	20%

### **Final Exam**

A Final Exam will be administered during the 6<sup>th</sup> part of the session. The Final Exam helps determine if the student has successfully learned all material covered during the semester. This allows for students, including those that have entered after the 1<sup>st</sup> part of the session, to demonstrate the mastery of all learning outcomes for that level. Any student receiving lower than a 70% on the final exam does NOT pass to the next level.

### **ACADEMIC PROGRESS**

Teachers at Face to Face Learning Center meet with students individually to discuss in detail the progress of the student during the 3<sup>rd</sup> (Mid Progress Report Card) and 6<sup>th</sup> (Final Progress Report Card) part of the semester. All the language skills are reviewed and the student is informed of their current proficiency level. Teachers provide extra feedback in areas where the students show difficulties. The student and teacher sign the Mid Progress Report Card and Final Progress Report Card. A copy is given to the student and the original is kept in the student's academic file.

It is our policy that a student be notified during the 6<sup>th</sup> part of the semester if he or she is in danger of being retained. In order to advance to the next level, students MUST successfully achieve each goal and meet the learning outcomes. Any student receiving a final grade lower than 70% does not pass the level.

### **ACADEMIC HONESTY**

Students are provided the necessary environment to ensure that accurate assessment of student's achievement is maximized. Books, smartphones, or other paper of any kind are set-aside during testing unless specified by the proctor. Anyone observed giving or receiving help during the test or using notes or books of any kind will not be permitted to continue the test. No photos, screen shots or notes may be taken of test materials. Face to Face Learning Center will not accept any test score whose validity is in question. Faculty will monitor classroom during testing to maintain integrity of assessment policies. Students who are caught copying or cheating receive a 0 on that assignment, quiz or test. Submitting a task that is not one's own is considered plagiarism.

### **INSTRUCTOR LED ACTIVITIES**

Face to Face Learning Center organizes instructor led activities for our students in order to provide cultural events. The trips are planned by the Academic Director. Students are required to sign an activity form with an explanation of health, safety and emergency provisions.

## CLASSROOM RULES AND CONDUCT

### English Only

Face to Face Learning Center is an **ENGLISH ONLY** school. Students **MUST** speak English at all times. Students will be given a warning and put on probation if any other language is spoken. Faculty **MUST** use only English to communicate with and provide instruction to students.

### Books and Materials

It is mandatory to buy books. Books must be purchased within the first three days of class. No exceptions, even for short-term students. Books are available for purchase from Face to Face Learning Center. Copies of books will NOT be permitted. Students that do not have a book after the first three days of class will not be allowed in class and will be counted as an absence. Books may not be returned once purchased. Students **MUST** have an active access code for MyELT in order to complete assignments. The access codes are good for one year.

### Late Policy

It is very disrespectful to arrive late to class. Students arriving after the starting time of class will be left to the discretion of their teacher, as to whether or not they will be allowed to go into class. Students can use the lobby area and work on assignments assigned by the teacher. **If a student is late twice, it is considered one absence.** IEP A is Monday through Friday from 9:00am to 12:40pm, IEP B is Monday through Friday from 1:00pm to 4:40pm and IEP C is Monday through Friday from 6:00pm to 9:40pm. It is the student's responsibility to sign in at the lobby when they arrive at school.

### 20-minute BREAK

All classes will have a 20-minute break. During this break, feel free to get fresh air outside, have a snack, use the restroom, or even speak to an advisor. However, it is very important to return to class on time. The Late Policy will be enforced.

### Excused and Unexcused Absences

Remember that in order to improve, it is very important to participate as much as possible. If the student misses a group class, it is the student's responsibility to go over the material discussed in class during his/her absence. The teacher is not obligated to repeat the class. Students must call or email Face to Face Learning Center (not the teacher) when he/she will be absent.

A student who accumulates 6 unexcused absences in a semester is placed on probation. If absent 2 additional days, the student is given their final warning notifying them that any further unexcused absence will result in dismissal from the program immediately. Students are given an email warning after 4, and 6 absences. The first warning is an informal warning, the second warning will ask the student to meet with the School Director to make sure he or she understands the consequences.

### F1 Student Excused Absence

An absence is excused when an F1 student provides a **personal** medical or dental excuse. Students are excused if they are away for a police, court or immigration appointment. Absences due to F1 dependents are not considered excused. Students have to make up work.

### Non F1 Student Excused Absence

An absence is excused for non F1 students when they previously notify Face to Face Learning and make up the work.

**WINTER SESSION 2020**

	<b>WEEK</b>	<b>START DATES</b>	<b>UNITS</b>
Part 1	Week 1	January 6	Level Orientation, Unit 1
	Week 2	January 13	Unit 2
	Thursday	January 16	Written and Oral Tasks due by
	Friday	January 17	EXAM Units 1, 2
Part 2	Week 3	January 21	Unit 3
	Week 4	January 27	Unit 4
	Thursday	January 30	Written and Oral Tasks due by
	Friday	January 31	EXAM Units 3,4
Part 3	Week 5	February 3	Unit 5
	Week 6	February 10	Unit 6
	Thursday	February 13	Written and Oral Tasks due by
	Friday	February 14	EXAM Units 5, 6
Part 4	Week 7	February 18	Unit 7
	Week 8	February 24	Unit 8
	Thursday	February 27	Written and Oral Tasks due by
	Friday	February 28	EXAM Units 7,8
Part 5	Week 9	March 2	Unit 9
	Week10	March 9	Unit 10
	Thursday	March 12	Written and Oral Tasks due by
	Friday	March 13	EXAM Units 9, 10
Part 6	Week 11	March 16 / March 20	Unit 11 / Exam
	Thursday	March 19	Written and Oral Tasks due by
	Week 12	March 30	Unit 12 / Review
	Friday	April 3	Final

**LEARNING OUTCOMES  
LEVEL TWO**

	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>*Achievement Scale</b>	<b>Failing</b>	<b>Poor Performance</b>	<b>Adequate Performance</b>	<b>Good Performance</b>	<b>Superior Performance</b>
<b>Description</b>	Communication is not effective. There is no evidence of ability to perform task.	Communication is generally not effective. Tasks are performed poorly.	Communication is somewhat effective. Tasks are performed somewhat competently.	Communication is somewhat effective. Tasks are performed somewhat competently.	Communication is generally effective. Tasks are performed competently.

**\*Students will be rated from 1-5 on each learning outcome during Mid-Progress and Final Progress Reports.**

<b>LISTENING</b>	<ul style="list-style-type: none"> <li>— Can understand the main information in short, simple dialogues about everyday situations.</li> <li>— Can recognize when speakers agree or disagree in a conversation.</li> <li>— Can make basic inferences in a simple conversation or narrative.</li> <li>— Can follow the sequence of events in a short, simple dialogue or narrative.</li> <li>— Can understand and respond to direct requests.</li> <li>— Can infer the meaning of unknown words from short, familiar contexts.</li> </ul>
<b>SPEAKING</b>	<ul style="list-style-type: none"> <li>— Can make a simple phone call using basic informal expressions and ask for repetition and clarification when they don't understand.</li> <li>— Can initiate and respond to simple statements on very familiar topics.</li> <li>— Can start, maintain, and end a short conversation using basic expressions.</li> <li>— Can give simple directions using a map or plan.</li> <li>— Can express agreement, make and decline offers, make excuses, give simple opinions, agree or refuse to lend things, ask for basic advice, respond to suggestions, and refuse requests politely using simple expressions.</li> <li>— Can make common everyday transactions in shops, post offices and banks.</li> </ul>
<b>READING</b>	<ul style="list-style-type: none"> <li>— Can understand short, simple messages on postcards, emails and social networks.</li> <li>— Can understand simple questions in questionnaires on familiar topics.</li> <li>— Can get the gist of short, simple narratives, with visual support.</li> <li>— Can understand the gist and extract details of short, simple informational material and descriptions.</li> <li>— Can identify basic biographical information about other people.</li> </ul>
<b>WRITING</b>	<ul style="list-style-type: none"> <li>— Can write short descriptive paragraphs on familiar personal topics given a model.</li> <li>— Can write a description of a simple everyday process (e.g. a recipe).</li> <li>— Can write short, simple notes, emails and messages relating to everyday matters.</li> <li>— Can write short basic descriptions of past and future events and activities.</li> <li>— Can write a simple story or description of an event using basic time expressions.</li> <li>— Can write linked related sentences.</li> </ul>

**IEP Level Proficiency Scale**

Face to Face Level	CEFR	At the completion of this level, student will be able to:
2	A1-A2	Student understands sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Student has an increasing vocabulary through reading and can express opinions and preferences. Student is able to read and write paragraphs with compound sentences.

**Updated 01/20**

**FACE TO FACE LEARNING CENTER**  
**EXAMPLE MID-PROGRESS REPORT CARDS FOR LEVEL 2**

Name \_\_\_\_\_ WINTER 2020 Date \_\_\_\_\_  
*Grade the student's proficiency in each outcome using the Achievement scale below. You may comment below.*

Achievement Scale	1	2	3	4	5
	Failing	Poor Performance	Adequate Performance	Good Performance	Superior Performance
Description	Communication is not effective. There is no evidence of ability to perform task.	Communication is generally not effective. Tasks are performed poorly.	Communication is somewhat effective. Tasks are performed somewhat competently.	Communication is nearly effective. Tasks are performed almost competently.	Communication is generally effective. Tasks are performed competently.

	Exam	Task	Rating	
<b>LISTENING</b>	P 1,3			Can understand the main information in short, simple dialogues about everyday situations.
	P 2	P 3		Can recognize when speakers agree or disagree in a conversation.
	P 1, 2			Can make basic inferences in a simple conversation or narrative.
	P 3			Can follow the sequence of events in a short, simple dialogue or narrative.
				Can understand and respond to direct requests.
				Can infer the meaning of unknown words from short, familiar contexts.
<b>SPEAKING</b>				Can make a simple phone call using basic informal expressions and ask for repetition and clarification when they don't understand.
		P 2		Can initiate and respond to simple statements on very familiar topics.
		P 3		Can start, maintain, and end a short conversation using basic expressions.
				Can give simple directions using a map or plan.
		P 2		Can express agreement, make and decline offers, make excuses, give simple opinions, agree or refuse to lend things, ask for basic advice, respond to suggestions, and refuse requests politely using simple expressions.
			Can make common everyday transactions in shops, post offices and banks.	
<b>READING</b>	P 1			Can understand short, simple messages on postcards, emails and social networks.
				Can understand simple questions in questionnaires on familiar topics.
	P 2			Can get the gist of short, simple narratives, with visual support.
	P 1, 2, 3			Can understand the gist and extract details of short, simple informational material and descriptions.
			Can identify basic biographical information about other people.	
<b>WRITING</b>		P 2		Can write short descriptive paragraphs on familiar personal topics given a model.
				Can write a description of a simple everyday process (e.g. a recipe).
				Can write short, simple notes, emails and messages relating to everyday matters.
				Can write short basic descriptions of past and future events and activities.
				Can write a simple story or description of an event using basic time expressions.
		P 2		Can write linked related sentences.



	Part 1			Part 2			Part 3			Average
<b>Exams</b>	_____ /100			_____ /100			_____ /100			_____ /100
<b>Assignments</b>	_____/100	OT		_____/100	OT		_____/100	OT		_____ /100
		W			W			W		

Level	Course Goal
2	This course is designed to engage high basic level students who have some grammar knowledge but lack the proper structure. A student at this level will learn to understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Students will increase vocabulary through reading and learn to express opinions and preferences. Students will learn to read and write paragraphs with compound sentences.

**Teacher Comments:**

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Teacher's Name \_\_\_\_\_ Teacher's Signature \_\_\_\_\_

**Student Comments:**

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Student's Signature \_\_\_\_\_

**FACE TO FACE LEARNING CENTER**  
**FINAL PROGRESS REPORT CARD LEVEL TWO**

Name \_\_\_\_\_ WINTER 2020 Date \_\_\_\_\_

*Grade the student's proficiency in each outcome using the Achievement scale below. You may comment below.*

Achievement Scale	1	2	3	4	5
	Failing	Poor Performance	Adequate Performance	Good Performance	Superior Performance
Description	Communication is not effective. There is no evidence of ability to perform task.	Communication is generally not effective. Tasks are performed poorly.	Communication is somewhat effective. Tasks are performed somewhat competently.	Communication is nearly effective. Tasks are performed almost competently.	Communication is generally effective. Tasks are performed competently.

	Exam	Task	Rating	
<b>LISTENING</b>	P 1,3			Can understand the main information in short, simple dialogues about everyday situations.
	P 2, 5	P3		Can recognize when speakers agree or disagree in a conversation.
	P 1, 2			Can make basic inferences in a simple conversation or narrative.
	P 3, 5			Can follow the sequence of events in a short, simple dialogue or narrative.
	P4			Can understand and respond to direct requests.
	P1, 2, 3, 4, 5, 6			Can infer the meaning of unknown words from short, familiar contexts.
<b>SPEAKING</b>				Can make a simple phone call using basic informal expressions and ask for repetition and clarification when they don't understand.
		P2		Can initiate and respond to simple statements on very familiar topics.
		P3		Can start, maintain, and end a short conversation using basic expressions.
		P4		Can give simple directions using a map or plan.
		P2,4		Can express agreement, make and decline offers, make excuses, give simple opinions, agree or refuse to lend things, ask for basic advice, respond to suggestions, and refuse requests politely using simple expressions.
				Can make common everyday transactions in shops, post offices and banks.
<b>READING</b>	P 1, 5			Can understand short, simple messages on postcards, emails and social networks.
	P1, 2, 3, 4, 5, 6			Can understand simple questions in questionnaires on familiar topics.
	P 2, 6			Can get the gist of short, simple narratives, with visual support.
	P 1, 2, 3, 4			Can understand the gist and extract details of short, simple informational material and descriptions.
	P4, 5			Can identify basic biographical information about other people.
<b>WRITING</b>		p2		Can write short descriptive paragraphs on familiar personal topics given a model.
		P4		Can write a description of a simple everyday process (e.g. a recipe).
				Can write short, simple notes, emails and messages relating to everyday matters.
		P4		Can write short basic descriptions of past and future events and activities.
				Can write a simple story or description of an event using basic time expressions.
		P2		Can write linked related sentences.

	Part 1	Part 2	Part 3	Part 4	Part 5	Part 6
<b>Oral Task</b>	/100	/100	/100	/100	/100	/100
<b>Written Task</b>	/100	/100	/100	/100	/100	/100

	AVERAGE
<b>Exams</b>	/100
<b>Assignments</b>	/100
<b>Final Exam</b>	/100

Pass

Fail

Academic Probation

Level	Course Goal
2	This course is designed to engage high basic level students who have some grammar knowledge but lack the proper structure. A student at this level will learn to understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Students will increase vocabulary through reading and learn to express opinions and preferences. Students will learn to read and write paragraphs with compound sentences.

**Teacher Comments:**

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Teacher's Name \_\_\_\_\_ Teacher's Signature \_\_\_\_\_

**Student Comments:**

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Student's Signature \_\_\_\_\_

12/2019

**FACE TO FACE LEARNING CENTER**  
**STUDENT PROBATION FORM**

Student Name			
Teacher Name			
Course:	Level:		Date:

**INFRACTION**

**DESCRIPTION:**

**DISCIPLINARY ACTION TAKEN:**

Warning	1st	2nd	3rd
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Student Name:	Signature:	Date:
Teacher Name:	Signature:	Date:
Director Name:	Signature:	Date:

**FACE TO FACE LEARNING CENTER**  
**END OF SESSION EVALUATION**

NAME \_\_\_\_\_ DATE \_\_\_\_\_

COUNTRY OF ORIGIN \_\_\_\_\_ LEVEL \_\_\_\_\_

**Your opinion is very important to us. Please be honest when answering the following questions, your responses help us to constantly improve so we can better achieve our mission.**

The number rating stands for the following:

1=rarely      2=once in a while      3=sometimes      4=most of the time      5=almost  
always

If it does not apply, leave it blank. Write the answer that fits with your experience of this teacher for each item.

RATE	TEACHER	If write #1: write why
	Teacher is prepared for class	
	Teacher knows material	
	Teacher is organized and neat	
	Teacher plans class time and assignments that help you	
	Teacher provides activities that make class meaningful	
	Teacher is clear on explaining what is expected on assignments and tasks	
	Teacher allows you to be active in the classroom-learning environment	
	Teacher manages the time well	
	Teacher returns assignments and exams in a timely manner	
	Teacher grades fairly	
	I have learned a lot from this teacher	
	Teacher gives me good feedback so I can improve	
	Teacher is creative in developing activities and lessons	
	Teachers encourage students to participate and be active in class	
	Teacher follows through on what he/she says. You can count on the teacher's word	
	Teacher listens and understands your point of view; he/she may not agree, but you feel understood	
	Teacher respects your opinions and decisions	
	Teacher is willing to accept responsibility for his/her own mistakes	
	Teacher is willing to learn from students	
	Teacher's words and actions match	
	Teacher is fun to be with	
	Teacher likes and respects students	
	Teacher helps you when you ask for help	
	Teacher is consistent and fair in discipline	
	Teacher tries to model what teacher expects of you	
	Teacher is fair and firm in discipline without being too strict	

What is one thing that your teacher does well?

What is the one thing that you can suggest to help this teacher improve?

The number rating stands for the following:  
 1= completely disagree 2=disagree 3= not sure 4= agree 5= completely agree  
 On a scale of 1 through 5, please rate the following areas of our curriculum, book, assessment,

<b>RATE</b>	<b>CURRICULUM</b>	If write #1: write why
	My class was challenging	
	I learned the English I need	
	<b>BOOK</b>	
	The topics were interesting	
	The listening activities were effective	
	The reading exercises were effective	
	The speaking activities were effective	
	The writing exercises were effective	
	The vocabulary was useful for me	
	The grammar was useful for me	
	<b>ASSESSMENT</b>	
	I was placed in the correct level	
	The part exams were a good assessment of my ability	
	The final exam was a good assessment of my ability	
	The homework and assignments prepared me for the exams	
	The writing tasks were useful for me	
	The oral tasks were useful for me	
<b>RATE</b>	<b>STUDENT SERVICES</b>	If write #1: write why
	Staff responded to my request in a timely manner	
	I felt comfortable with the staff	
	The staff was knowledgeable	
	I can trust the staff	
<b>RATE</b>	<b>FACILITY</b>	If write #1: write why
	The school was clean	
	The school was safe	
	The school was comfortable	
	The office hours were convenient	
<b>RATE</b>	<b>EQUIPMENT</b>	If write #1: write why
	The school tablets were available	
	The tablets were reliable	
	The wi-fi was reliable	
<b>RATE</b>	<b>PROMOTIONAL MATERIAL</b>	If write #1: write why
	Was the promotional material clear	
	Was the promotional material accurate	

**Comments:**

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**FACE TO FACE LEARNING CENTER**  
**STUDENT COMPLAINT**

**Student Details**

**Date:**

Last Name:	First Name:
Email:	Phone:
Course Name:	Teacher Name:

**This form must be completed and signed by the student. A copy will be kept in the student's file.**  
Please provide a detailed description of your complaint and assist in finding a solution.

**Complaint referred to:**

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**Describe your complaint:**

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**Do you have a suggested solution for the problem?**

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Student signature:

Date:

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**Office use only.**

Received by:

Signature:

Date:

Action taken:

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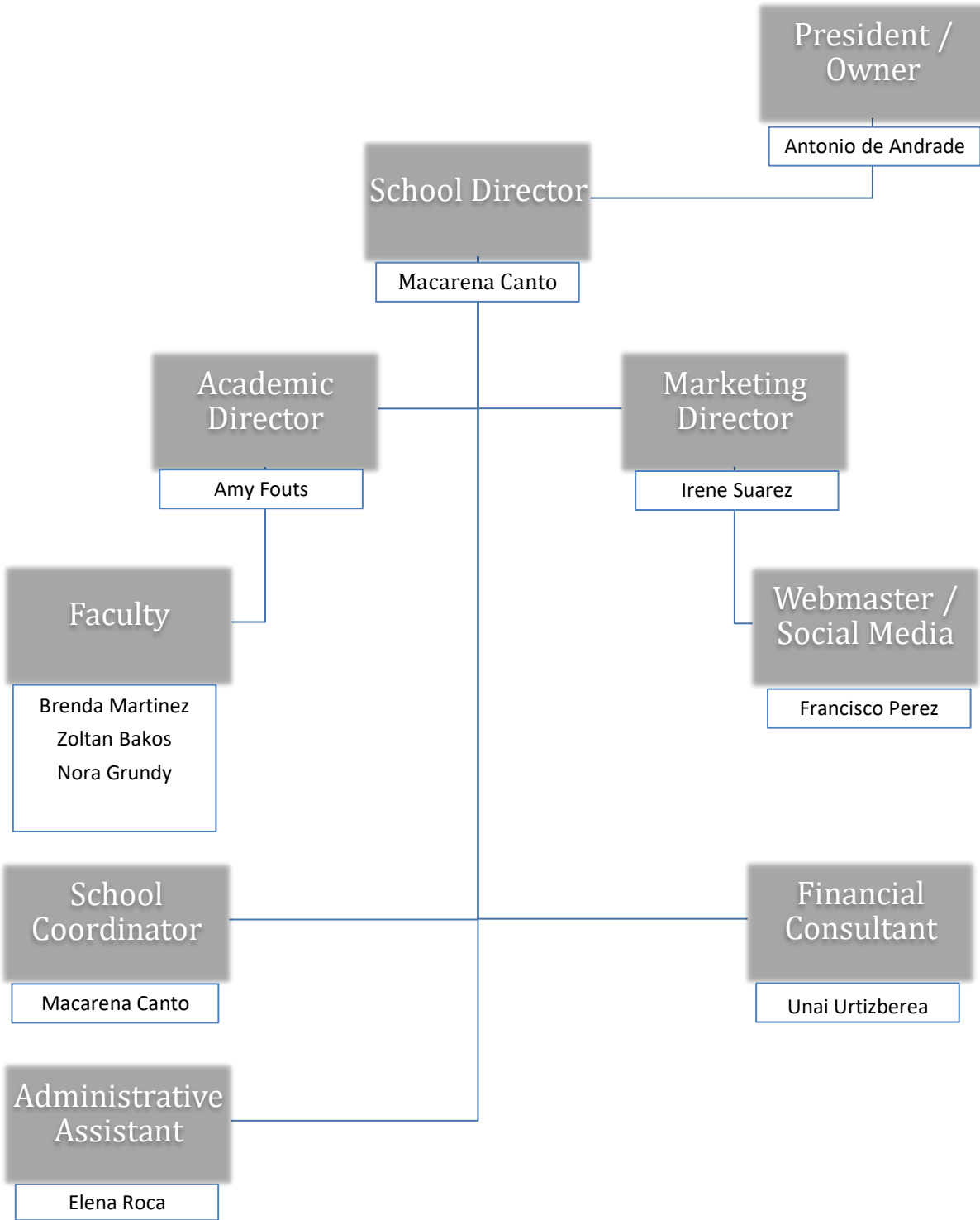
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School Director SIG:

Person involved in complaint SIG:

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**FACE TO FACE LEARNING CENTER**  
**ORGANIZATIONAL CHART**





**FACE TO FACE LEARNING CENTER**  
**F-1 STUDENT ACKNOWLEDGEMENT FORM**

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

- 1. I have read and understand Face to Face Learning Center's Student Handbook and understand all policies and procedures.
- 2. I understand that by not complying with Face to Face Learning Center's policies and procedures will jeopardize my F1 status.
- 3. I have received a formal orientation including immigration information.
- 4. I have read and understand page 3 of 3 of the I-20 Certificate of Eligibility.
- 3. I understand who to ask for Academic, Personal and Immigration Counseling and how to contact him or her.
- 4. I have received the course syllabus.
- 4. I understand how important it is to speak English at all times. Face to Face Learning Center is an ENGLISH ONLY school.
- 5. I understand the attendance and late policy.
- 6. I understand the payment, cancellation and refund policy.
- 7. If I do not have health insurance, I understand the consequences of not having insurance at all.

**DOCUMENTS IN FILE:**

- Application for Admission
- Copy of Passport / Visa / I-94 / I-20 / Bank Letter / Affidavit of Sponsorship / Dependent documents
- Payment
- Orientation
- Entry Interview
- Copy of Insurance

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

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

**FACE TO FACE LEARNING CENTER**  
**STUDENT ACKNOWLEDGEMENT FORM**

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

- 1. I have read and understand Face to Face Learning Center's Student Handbook and understand all policies and procedures.
- 2. I have received a formal orientation.
- 3. I understand who to ask for Academic and Personal Counseling and how to contact him or her.
- 4. I have received the course syllabus.
- 4. I understand how important it is to speak English at all times. Face to Face Learning Center is an ENGLISH ONLY school.
- 5. I understand the attendance and late policy.
- 6. I understand the payment, cancellation and refund policy.
- 7. If I do not have health insurance, I understand the consequences of not having insurance at all.

**DOCUMENTS IN FILE:**

- Application for Admission
- Copy of government issued picture ID
- Payment
- Orientation
- Entry Interview
- Copy of Insurance

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

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

**FACE TO FACE LEARNING CENTER**  
**ENTRY INTERVIEW**

**Name:** \_\_\_\_\_

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

Welcome to Face to Face Learning Center. Please answer the following questions to the best of your ability. This interview helps us have a better understanding of your expectations and future goals.

Why did you choose Face to Face Learning Center?

Price                      Location                      Reviews                      Program                      Other: \_\_\_\_\_

Was the information about Face to Face Learning Center clear? Yes      No

If you do not understand English, did staff from Face to Face Learning Center help you understand the material and information about the institution? Yes      No

Did you understand the payment and refund policy before registering? Yes      No

How long have you been in the United States?

Just arrived      < 6 months      >6 months      >1 year      Other: \_\_\_\_\_

Are you in Miami with your family? Yes      No

Are you interested in attending workshops on:

Resume Writing              Interviewing Skills              Writing Workshop              American Culture  
University Placement      Immigration Advising      Miami Dade County Public School System

Did you study English before you came to the US? Yes      No

Did you study English in the US before you came to this school? Yes      No

Does anyone in your family speak English? Yes      No

Do you practice English at home? Yes      No

**English Ability**

Describe your ability in English (check ✓):

1 = I have no ability	2 = Very difficult for me	3 = Difficult for me	4 = A little easy for me	5 = Very easy for me
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Abilities in English	1	2	3	4	5
Listening and understanding in English.					
Watching TV in English					
Speaking English in casual situations (neighbors, friends, other parents)					
Speaking English to people in the community (doctors, teachers, bus drivers)					
Speaking English on the telephone					

Reading English (bills, newspapers, e-mail)						
Writing in English						
Vocabulary for work						
English grammar						
Pronunciation						

### English Needs Assessment

Check all that apply:

Where do you need to understand and speak English?	
At work	
With friends	
With neighbors	
On the telephone	
In stores	
At my children's school	
At the doctor's office or hospital	
At the bank	
At the post office	
At the library	
At the immigration office	
At the supermarket	
On the bus	
With a landlord	

What do you need to read and write English for?	
To complete forms	
To read and pay bills	
To get a driver's license	
To read the news	
To read my children's report cards	
To read and write notes to my children's teachers	
To use the Internet	
To use social media	
To prepare a resume	
To complete job applications	
To read or write at work	
To prepare for TOEFL	
To prepare for college or university	
To prepare for US citizenship exam	

**Personal, Professional, Academic Goals:**

What are your personal, professional and academic goals? Check all that apply or explain in other:	
Find a job	
Continue my education (college, university, training)	
Do volunteer work	
Join a club	
Travel	
Be confident speaking English	
Start a business	
Become a US citizen	
Help my children with homework	
Other (please explain)	

Explain: \_\_\_\_\_

**Learning Style**

What activities do you enjoy in an English class? Check all that apply:			
Working in groups		Dictation	
Class discussions		Listening to the news / watching videos	
Working with a partner		Reading a newspaper or magazine	
Using a computer		Vocabulary games	
Grammar exercises		Writing exercises	

# Face to Face Learning Center

## TASK PROMPT

### Level \_\_ Part \_\_ Written Task

Learning Outcomes being assessed:			
Task Description:			
<b>Grading Criteria</b>			
Grammar	Vocabulary	Format <ul style="list-style-type: none"><li>● Font Roman 12</li><li>● Spacing double</li><li>● Length ____ pages</li></ul>	Structure:
<b>Instructional Support</b>			
Class:		Resources:	
Due:			