

ACADEMIC CATALOG
GULF LANGUAGE SCHOOL

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INTENSIVE ENGLISH PROGRAM

Gulf Language School

Catalog 2018-2019

Catalog 2018-2019

Gulf Language School
North American University
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GULF LANGUAGE SCHOOL

DIRECTOR: MARGARET COMBS

Purpose of the Catalog

The Gulf Language School Catalog contains important information and is the official source of the institutes academic and non-academic programs, courses, and policies. The Catalog should be used as a guide, in conjunction with an academic advisor, in planning a course of study and in meeting requirements for completion.

1. ACADEMIC CALENDAR

ESL INTENSIVE & GENERAL ENGLISH PROGRAM: 2018-2019**Fall 1: 2018**

Beginning and End Dates	August 20, 2018 - October 11, 2018
August 13 - 17, 2018	Registration for Returning and New Students
August 20, 2018	Classes Start
August 20, 2018	Orientation for New Students
August 20 - 22, 2018	Late Registration (\$150.00 Late Registration fee)
September 3, 2018	Labor Day Holiday
October 11, 2018	Classes End
October 15 - 19, 2018	Fall Break

Fall 2: 2018

Beginning and End Dates	October 22, 2018 - December 14, 2018
October 15 - 19, 2018	Registration for Returning and New Students
October 22, 2018	Classes Start
October 22, 2018	Orientation for New Students
October 22 - 24, 2018	Late Registration (\$150.00 Late Registration fee)
November 22 - 23, 2018	Thanksgiving Break
December 14, 2018	Classes End
December 17, 2018 - January 11, 2019	Winter Break

Spring 1: 2019

Beginning and End Dates	January 14, 2019 - March 8, 2019
December 17, 2018 - January 11, 2019	Registration for Returning and New Students
January 14, 2019	Classes Start
January 14, 2019	Orientation for New Students
January 14 - 16, 2019	Late Registration (\$150.00 Late Registration fee)
January 21, 2019	Martin Luther King Jr. Day
March 8, 2019	Classes End
March 11 - 15, 2019	Spring Break

Spring 2: 2019

Beginning and End Dates	March 18, 2019 - May 10, 2019
March 11 - 15, 2019	Registration for Returning and New Students
March 18, 2019	Classes Start
March 18, 2019	Orientation for New Students
March 18 - 20, 2019	Late Registration (\$150.00 Late Registration fee)
April 19, 2019	Good Friday
May 10, 2019	Classes End
May 13 - 17, 2019	Summer Break

Summer 1: 2019

Beginning and End Dates	May 20, 2019 – June 28, 2019
May 13 - 17, 2019	Registration for Returning and New Students
May 20, 2019	Classes start
May 20, 2019	Orientation for New Students
May 20 - 22, 2019	Late Registration (\$150.00 Late Registration fee)
May 27, 2019	Memorial Day
June 28, 2019	Classes End

Summer 2: 2019

Beginning and End Dates

June 24 - June 28, 2019

July 1, 2019

July 1, 2019

July 1 - 3, 2019

July 4, 2019

August 9, 2019

August 12 - 16, 2019

July 1, 2018 – August 9, 2018

Registration for Returning and New Students

Classes start

Orientation for New Students

Late Registration (\$150.00 Late Registration fee)

Independence Day

Classes End

Summer Break

ESL INTENSIVE & GENERAL ENGLISH PROGRAM ACADEMIC CALENDAR: 2019-2020**Fall 1: 2019**

Beginning and End Dates

August 12 - 16, 2019

August 19, 2019

August 19, 2019

August 19 - 21, 2019

September 2, 2019

October 11, 2019

October 14 - 18, 2019

August 19, 2019 - October 10, 2019

Registration for Returning and New Students

Classes Start

Orientation for New Students

Late Registration (\$150.00 Late Registration fee)

Labor Day Holiday

Classes End

Fall Break

Fall 2: 2019

Beginning and End Dates

October 14 - 18, 2019

October 21, 2019

October 21, 2019

October 21 - 23, 2019

November 22 - 23, 2019

December 13, 2019

December 16, 2019 - January 10, 2020

October 22, 2019 - December 14, 2019

Registration for Returning and New Students

Classes Start

Orientation for New Students

Late Registration (\$150.00 Late Registration fee)

Thanksgiving Break

Classes End

Winter Break

2. GENERAL INFORMATION

Gulf Language School Staff

Margaret Combs

Director

Deputy Title IX Compliance Officer

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Vacant

Registrar and Administrative Assistant

7th Floor Room 705

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Gulf Language School Full-Time Faculty

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Instructor

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Instructor

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2.1. Gulf Language School Mission Statement

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

2.2. Intensive English Program Mission Statement

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.

2.3. Vision, Goals, and Aims

2.1.1. 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.

2.1.2. Goals

Goal 1: The Gulf Language School 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 Gulf Language School 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 Gulf Language School 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.

2.1.3. Aims

The Gulf Language School 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.

2.4. Intensive English Program Outcomes

The Intensive English Program is designed to support students who need to improve their English language skills to the level required to study in University. Students are introduced to activities requiring students to obtain a working 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).

2.5. History

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.

2.6. Physical Facilities

Gulf Language School is located on the campus of at 11929 W Airport Blvd Stafford, Texas on 12 acres of land in the southwest quadrant of the city. The campus features a nine-story building which includes: residential dorms (two floors); instructional facilities; administrative offices; university library; academic support units; and meeting spaces. The building was remodeled in 2016 to accommodate 24 classrooms, 89 offices, four computer labs (including a dedicated Apple lab), the library, and the tutoring center, as well as dormitories for 230 students. Class size will vary. The maximum capacity for laboratory classes is 36 and the maximum capacity for lecture classes is 60. The campus also includes a covered parking garage with a capacity of 650 vehicles, and excellent landscaping with water features and outdoor meeting space.

2.7. Accreditation

The Gulf Language School at the North American University is accredited by the *Commission on English Language Program Accreditation* (CEA) for the period August 2014 through August 2018 and agrees to uphold the CEA Standards for English Language Program and Institutions. For further information about this accreditation, please contact CEA, 801 North Fairfax Street, Suite 402 (A), 22314 (703.665.3400) www.cea-accredit.org.

2.8. Statements

As a private, non-profit and non-denominational institution, the North American University and Gulf Language School works to maintain a positive campus environment that promotes affirmative action, diversity, and equal access to all. Some printed materials must carry statements that reflect our commitment to this mission and our compliance with certain legal guidelines. The following statements are approved by the Executive Committee and maintained by the Human Resource Office and Office of the President. Any questions regarding these statements should be directed to the Human Resources Office at 832 230 5553.

Equal Opportunity Statement

The North American University and Gulf Language School provides equal treatment and opportunity to all persons without regard to race, color, religion, national origin, sex, age, disability, veteran status or sexual orientation except where such distinction is required by law. This statement reflects compliance with Titles VI and VII of the Civil Rights Act of 1964, Title IX of the Educational Amendments of 1972 and all other federal and state regulations.

Americans with Disabilities Act (ADA) Statement

Persons with disabilities who desire accommodations should contact the Human Resource Office at 832 230 5553. Students seeking academic accommodations must contact the Office of Student Services (see the Student Handbook for more information).

2.9. 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 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 <https://www.gls.edu/documents/students/gls-catalog.pdf> 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 2018-2019 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 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

Enrollment Management

Kadir Almus, Ed. D.

**Vice President for Administrative Affairs &
Associate Professor of Educational Leadership**

9th Floor Room 923

Ph: (832)-230-5555

Email: almus@na.edu

Admission Office

Muratbek Zhigitekov

International Admissions Office

1st Floor Room 105

Phone: (832) 230 5542 (Office)

Mobile: (832) 362 1305

Email: mz@na.edu

3.1 Admission Application Deadlines

Applicants are strongly encouraged to submit their admissions application and all required documentation as early as possible. Gulf Language School will not accept applications after the published application deadline or after the incoming admissions class has reached full capacity. Please note that the application deadlines are subject to change based upon capacity.

The Office of Admissions will accept and review applications according to the following deadlines:

SESSION	APPLICATION DEADLINE
Fall 1-2018	August 17, 2018
Fall 2-2018	October 19, 2018
Spring 1-2019	January 11, 2019
Spring 2-2019	March 15, 2019
Summer 1-2019	May 17, 2019
Summer 2-2019	June 28, 2019
Fall 1-2019	August 16, 2019
Fall 2-2019	October 18, 2019

3.2. Admission Process and Categories

U.S. Citizen or Eligible Noncitizen and International Applicants

3.2.1. Step I: Application Form

The complete Application Packet, including all material listed under Admissions Requirements must be submitted to the Office of Admissions. Prospective students are encouraged to complete the online application which can be found on the GLS website at <https://www.gls.edu/admissions/how-to-apply/>. Admissions Officers are available to assist with any questions regarding the application process. It is the responsibility of each applicant to ensure that all required information is completed and sent directly to the Office of Admissions. The Application Form must be completed in full and electronically signed by the applicant, guaranteeing that all information provided is complete, truthful and accurate. Submission of inaccurate and/or intentionally misleading information on the admissions application may result in the student's acceptance into Gulf Language School being rescinded.

3.2.2. Step II: Application Fee

All applicants must submit a non-refundable application-processing fee of \$50.00 at <https://pay.na.edu/product/6> with the Application Packet. Packets received without the fee will not be processed or reviewed. Payment of the Application fee can be made through PayPal or an International Wire Transfer by accessing NAU's wire transfer banking information. The wire transfer banking information is:

Account Holder Name:	North American University Account
Holder Address:	11929 West Airport Boulevard, Stafford, TX 77477
Account Holder Phone:	+1 (832) 230-5555
Bank Name: Wells	Fargo Bank
Account No:	101-625-8434
Swift Code:	WFBIUS6SXXX
Bank Address:	12200 Northwest Frwy, Houston, TX 77092

The application fee covers initial mailing, entrance testing, and airport pick-up

3.2.3. Step III: Supporting Documents

Remember, your application and all admission requirements must be complete and submitted before an admission decision will be made. The supporting documents should be sent to the Admission Office as an attachment at admissions@glc.edu.

Academic Requirement

Most recent academic transcript

Note: International students planning to apply and attend North American University's undergraduate and graduate degree-programs upon completion of the Gulf Language School's Intensive English Program, who were educated in countries where English is not the official language, must provide official academic transcripts and diploma in both their native language and the English language translation.

The following guidelines must be followed for translations to be official. The Office of Admissions reserves the right to reject translations that do not meet these guidelines. Please see your local telephone book directory for listings of translation services.

Official translations must:

- Be prepared using the same format as the original
- Be verbatim and have all information translated
- Be typed and signed by the translator
- Official translations can only be prepared by the following:
 - Consulate or embassy of the country that issues that document or translations
 - Translation service or agency or immigration refugee association

The institution where the student received his/her degree (If the institution does not provide this service, the applicant may need to request two transcripts. One to be sent to Gulf Language School and one for translation purposes)

A faculty member of a U.S. university

Translations by U.S Faculty members must:

Be typed on school letterhead / stationary

State that the translator is a faculty member and of which department

Include a signed statement from the translator attesting to his/her familiarity with the foreign language

Translations completed by the following will not be accepted:

A notary public

The student or member of the student's family

Non-faculty school personnel

Proof of Bacterial Meningitis Vaccination

Beginning Jan. 2014, Texas state law (SB 62) mandates that all entering students under the age of 22 provide a certificate signed by a health care provider or an official immunization record verifying that a student has been vaccinated against bacterial meningitis or has received a booster during the five years prior to registration. Students may also submit proof of approved conscience exemption from the Texas Department of State Health Services.

Identification

U.S. Citizen or Eligible Noncitizen

Copy of Photo ID

International Student

Copy of Passport

A copy of the biographical page of your passport and visa if available.

INTERNATIONAL APPLICANTS ONLY

Demonstrate Financial Resources

Financial Statement

The United States government requires all international applicants to provide proof of ability to pay tuition and living expenses before a formal letter of admission or the forms needed for obtaining a visa can be issued.

Your financial statement must show a minimum available balance of:

Summer Intensive English Program

One session (~6 weeks): \$ 3,600.00 USD

Two sessions (~6 weeks): \$ 7,200.00 USD

Intensive English Program Session

One Session (~2 months): \$ 3,600.00 USD

Two Sessions (~4 months): \$ 7,200.00 USD

Academic Year (~12 months): \$ 21,600.00 USD

This amount would be enough for all your educational and living expenses. If you will have dependents coming with you, please show funds for them also: \$6,000 USD for the first dependent, \$3,000 USD for each additional dependent.

One of the following is required for your financial statement:

A current personal bank statement or letter from your bank

A bank statement from your parent, guardian, employer or sponsor PLUS an [International Financial Support Form \(Sponsorship Letter\)](#)

A scholarship letter from your government or sponsoring organization

Please note that documents need to be dated and the name on these documents must be written in English.

3.2.4. Step IV: I-20 Shipment

Gulf Language School requires that applicants obtain their I-20 by one of two shipping options.

Option 1: North American University will ship out your I-20 form globally to any country that offers DHL services. This is a \$100 fee independent of location.

Option 2: Applicants have the other choice to order shipments at study.eshippglobal.com. An account must be created with all the relevant information correctly provided. The shipment should be created upon receiving an acceptance letter from the admissions office.

Important Note: Do not order a shipment, until you receive a confirmation email of your acceptance.

3.2.5. Step V: Confirmation of Enrollment

Once an applicant has received an Offer of Admission from the Gulf Language School, the applicant is required to confirm his/her intention to attend GLS. To confirm attendance and to reserve a seat in the entering class, the applicant must sign by electronic signature the enrollment letter.

3.3. Admissions Evening ESL

[Application Form](#)

Complete the application

[Identification](#)

Copy of Photo ID

3.4. Admission Test Preparation Course

International F-1 students: must follow the instructions in 3.2. Admission Process.

Residents or Eligible Noncitizens

[Application Form](#)

Complete the application

[Application Fee](#)

Pay non-refundable application-processing fee of \$50.00

[Identification](#)

Copy of Photo ID

3.5. Admission and Placement

Intensive English Program

English is the medium of instruction at the North American University; therefore, competence in the language is a prerequisite for success in academic pursuits. Applicants whose TOEFL/IELTS score is:

- below 61 on the internet-based test (iBT)
- below 5.5 on the IELTS

and who otherwise qualify for admission to NAU are eligible for admission into the Gulf Language School's Intensive English Program. Once admitted to the IEP Program, students take the ACCUPLACER English as a Second Language Placement Test. This is a diagnostic test that enables the Intensive English faculty to assess students' language ability and place them at the most appropriate level.

LEVEL	ACCUPLACER		LENGTH OF STUDY
	ESL Skills	ESSAY	
Level 0	0 - 20	<0	Not eligible for GLS
IENG 0001	$21 \leq 36$	1	8 – week session
IENG 0002	$37 \leq 52$	≥ 2	8 – week session
IENG 0003	$53 \leq 68$	≥ 3	8 – week session
IENG 0004	$69 \leq 84$	≥ 4	8 – week session

IENG 0005	85 ≤ 100	≥ 5	8 – week session
IENG 0006	101 ≤ 120	6	8 – week session

A student who scores between 61 to 79 on the Internet based version of TOEFL or 5.5 to 6.0 on IELTS will be required to take remedial reading and writing but may be permitted to take course work in the University undergraduate program.)

General English Program

LEVEL	ACCUPLACER		LENGTH OF
	ESL Skills	ESSAY	STUDY
Level 0	0 - 20	<0	Not eligible for GLS
GENG 0001	21 ≤ 36	1	16 – week session
GENG 0002	37 ≤ 52	≥ 2	16 – week session
GENG 0003	53 ≤ 68	≥ 3	16 – week session
GENG 0004	69 ≤ 84	≥ 4	16 – week session
GENG 0005	85 ≤ 100	≥ 5	16 – week session
GENG 0006	101 ≤ 120	6	16 – week session

Non-Academic English Courses

LEVEL	ACCUPLACER		LENGTH OF
	ESL Skills	ESSAY	STUDY
Level 0	0 - 20	<0	Not eligible for GLS
IENG 0007 (TOEFL)	85 ≤ 100	≥ 5	8 – week session
IENG 0008 (TOEFL)	101 ≤ 120	6	8 – week session
IENG 0010 (SAT)	85 ≤ 100	≥ 5	8 – week session
IENG 0011 (ACT)	85 ≤ 100	≥ 5	8 – week session
IENG 0012 (EAP)	69 ≤ 84	≥ 4	8 – week session
IENG 0013 (IELTS)	101 ≤ 120	6	8 – week session
IENG 0014 (GMAT)	101 ≤ 120	6	8 – week session
IENG 0015 (GRE)	101 ≤ 120	6	8 – week session

Conversation Courses

The Conversation courses offers classes for those who wish to improve their everyday English communication skills or enhance their command of English for professional purposes. These non-credit classes address spoken communication skills and are designed for those who do not wish to enroll in a full course of study. Classes are for students at a beginner to advanced level of proficiency. The students may self-declare their English ability as: beginner, high beginner, intermediate, high intermediate, and advanced or sit for an oral placement exam. Students are allowed to move to a lower or higher class if they are not satisfied in the level they selected after completing an oral exam.

3.6. Transfer Students

Transfer student must complete the steps in 3.2. Admission Process and must also present:

1. Signed transfer form from the foreign student advisor at the school the student last attended verifying eligibility to transfer.
2. Copy of the I-20 form from the school last attended
3. Copy of F-1 visa page

Transfer students are students who have previously attended another college or university or language institution and wish to continue their English language training at Gulf Language School. Transfer students must take the ACCUPLACER English as a Second Language (ESL) Placement Test to determine the level of instruction.

4. FINANCIAL INFORMATION

Chief Financial Officer

Dovran Ovezov

Director of Business Affairs

9th Floor Room 907

Phone: (832) 230-5548

Email: dovran@na.edu

Bursar Office

Mehmet Akyuz

Budget Accountant

9th Floor Room 908

Phone: 832 230-5190

Email: makyuz@na.edu

Student Accounts

Cashier's Office

7th Floor Room 737

Phone: 832 230-5154

Email: sa@na.edu

4.1. Tuition and Fees

4.1.1. Intensive English Program Academic Session (8 weeks or 6 weeks summer sessions)

Tuition and Fees	Resident	International
Application (nonrefundable)	\$50.00	\$50.00
Tuition	\$975.00	\$1,475.00
Textbooks	\$170.00	\$170.00
Insurance (subject to change)	*\$260.00	\$260.00
*Optional		

Meal Plan		
10 meals a week	\$800.00	\$800.00
19 meals a week	\$1,100.00	\$1,100.00

Housing *		
One-Bedroom	\$1,500.00	\$1,500.00
Two-bedroom	\$1,200.00	\$1,200.00
Three-bedroom	\$900.00	\$900.00
Four-bed room	\$800.00	\$800.00
Five-bedroom	\$650.00	\$650.00
Early Arrival (housing)*	\$20/per day	\$20/per day

* Subject to availability. Must confirm with Housing Department

4.1.2. General English Program Session (8 weeks or 6 weeks summer sessions)

Tuition and Fees	Resident	International
Application (nonrefundable)	\$50.00	\$50.00
Tuition	\$875.00	\$1,475.00
Textbooks	\$150.00	\$150.00
Insurance (subject to change)		\$260.00

4.1.3. General English Program Session (16 weeks fall and spring sessions)

Tuition and Fees	Resident	International
Application (nonrefundable)	\$50.00	\$50.00
Tuition	\$1,750.00	\$2,950.00
Textbooks	\$150.00	\$150.00
Insurance (subject to change)		\$520.00

4.1.4. Test Preparation Course(s)

4.1.4.1. TOEFL, IELTS, SAT, ACT F-1 Compliant

4 hours a day, 5 days a week for 8 weeks or 5.5 hours a day, 5 days a week for 6 weeks in the summer sessions.

Tuition and Fees	Resident	International
Application (nonrefundable)	\$50.00	\$50.00
Tuition	\$975.00	\$1,475.00
Textbooks	\$170.00	\$170.00
Insurance (subject to change)		\$260.00

4.1.4.2. GMAT, GRE F-1 Compliant

4 hours a day, 5 days a week for 8 weeks or 5.5 hours a day, 5 days a week for 6 weeks in the summer sessions.

Tuition and Fees	Resident	International
Application (nonrefundable)	\$50.00	\$50.00
Tuition	\$975.00	\$1,475.00
Textbooks	\$170.00	\$170.00
Insurance (subject to change)		\$260.00

4.1.3.3. TOEFL, IELTS, SAT, ACT, GMAT, GRE

Programs do not meet the minimum course load for full-time student status for F-1 visa.

TOEFL/IELTS 3.5 hours a day, 1 day a week for 8 weeks, Saturday, 28 hours total

Tuition and Fees

Application (nonrefundable)	\$50.00
Tuition	\$650.00
Textbooks*	\$100.00

SAT/ACT

6 hours a day, 1 day a week for 4 weeks, Saturday, 24 hours total

Tuition and Fees

Application (nonrefundable)	\$50.00
Tuition	\$500.00
Textbooks*	\$100.00

GMAT/GRE

6 hours a day, 1 day a week for 4 weeks, Saturday or Sunday, 24 hours total

3 hours a day, 2 days a week for 4 weeks, 24 hours total

Tuition and Fees

Application (nonrefundable)	\$50.00
Tuition	\$600.00
Textbooks*	\$100.00

*Represents the average cost of textbooks for the course.

4.1.5. Evening ESL

Programs do not meet the minimum course load for full-time student status for F-1 visa.

Evening ESL 1.5 hours a day, 2 day a week for 8 weeks, 24 hours total

Tuition

Tuition	\$250.00
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Evening ESL

1.5 hours a day, 4 days a week for 8 weeks, 48 hours total

Tuition

Tuition	\$500.00
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4.2. Cancellation and Refund Policies**4.2.1. Cancellation Policy**

Students who wish to cancel their enrollment should contact the Admission Office if they have not registered in a class. Those who have registered should contact the Gulf Language School Registrar's Office. The contact information of the offices can be found on the website at www.gls.edu. A full refund will be made to any student who cancels the enrollment before the first day of class.

4.3.2. Refund Policy

Refund requests must be submitted in writing to the Bursar's Office.

For the following, there is no refund:

- The \$50.00 application fee is non-refundable.
- Fees for services such as SEVIS registration and express delivery are non-refundable once the service is completed.
- Once received by the student, books and other materials are the property of the student and are non-refundable.

Tuition:

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 (I-20 students). To be eligible for a refund of tuition:

Refund Policy (6-Week Session)

Withdraw or Drop prior to or on the first-class day	100%
First class day to end of session	None

Refund Policy (8-Week Session)

Withdraw or Drop prior to or on the first-class day	100%
First class day to end of session	None

Refunds will be granted in the same form of payment and to the same person as the initial purchase. For example, if you pay via credit card, refunds will be made to the credit card number originally charged. If you pay by wire transfer, money order, traveler's checks or cash, the funds may be refunded via check. Refunds may take up to thirty (30) days.



5. ACADEMIC POLICIES

Office of Academic Affairs

Faruk Taban, Ph.D.
Provost and VP for Academic Affairs
9th Floor Room 902
Phone: (832).230.5080
Email: ftaban@na.edu

Title IX Deputy Coordinators

Tia Simon
Deputy Coordinator
Director Financial Aid
7th Floor Room 739
Phone: (832)-230-5549
Email: tsimon1@na.edu

Office of International Students

Principal Designated School Official (PDSO)

Diane Ward
Director
7th Floor Room 736
Phone (832) 230-5544
Email: iso@na.edu

Designated School Official (DSO)

Rachael Bell
7th Floor Room 736
Phone (832) 230-5544
Email: rbell@na.edu

Office of Student Affairs

Vacant
Dean of Student Affairs
8th Floor Room
Phone: (832) 230 5551
Email: osman@na.edu

Title IX Coordinator

Anita Rose Garibovic
Title IX Coordinator
Human Resources
9th Floor Room
Phone: (832)-230-5553
Email: titleix@na.edu

Title IX Deputy Coordinators

Margaret Combs
Deputy Coordinator
Director of the Gulf Language School
7th Floor Room 706
Phone: (832)-230-5549
Email: mcombs@na.edu

5.1. Academic Policies

5.1.1. Academic Regulations for International Students

The International Student Office (ISO) administers academic regulations for international students on student visas. In addition to complying with the general academic regulations of the Gulf Language School, international students on student visas are required by law to maintain a full-time status (minimum 18 hours of instructor a week) during fall, spring, and summer sessions. Such students must obtain permission from both Gulf Language School and the ISO before dropping a course, changing programs, or withdrawing from the Gulf Language School. Any student who fails to comply with the terms and requirements of the visa status will not be allowed to enroll in any courses offered by the Gulf Language School until he or she resolves the issue with the U.S. Citizenship and Immigration Services (USCIS). Students are responsible for keeping their own records and for knowing the USCIS's policies and regulations.

5.1.2. Course Registration

Gulf Language School provides designated periods for course registration each session which are announced in the academic calendar. Students will complete an End of Session Survey the last week of class stating their intention for the next session enrollment. The Gulf Language School Registrar or designee will enroll students who have documented a desire to enroll in the next session if the student does not have a hold on their account.

5.1.3. Course Load

International students on a F-1 visa must enroll in at least 18 hours each session to maintain full-time status.

5.1.4. Adding and Dropping Courses

Students can add or drop courses during the periods published in the academic calendar. All changes require the approval of the Director of Gulf Language School and are processed by the Registrar of Gulf Language School. Request must be completed no later than the published deadline.

5.1.5. Attendance and Make-up Work Policy

Attendance is extremely important to a student's professional development and success, and each student is expected to attend class daily and arrive on time. Faculty are responsible for maintaining the attendance records in the campus management system. Missing 20% or more of the scheduled hours in a session is considered excessive absenteeism and it may result in administrative action. Should a student not attend any classes the first two weeks, the student will be unofficially withdrawn from the course or program.

It is the student's responsibility to contact instructors for assignments during the absence. Instructors may establish policies on making up missed work in their classes. However, make-up work shall not be authorized to remove an absence.

5.1.6. Grade Change Policy

Grades are posted at the close of each session by instructors. A grade can be changed only if a "clerical or procedural error" can be documented. No change of grade may be made based on reassessment of the quality of a student's work or the completion of additional work. The Gulf Language School Registrar's Office is the only department which can change grades within the campus management system.

5.1.7. Academic Honesty

The pursuit of truth demands high standards of personal honesty. Academic and professional life requires a trust based upon integrity of the written and spoken word. Accordingly, violations of certain standards of ethical behavior will not be tolerated at the Gulf Language School at North American University.

These include theft, cheating, plagiarism, unauthorized assistance in assignments and tests, unauthorized copying of computer software, the falsification of results and material submitted in reports or admission and registration documents, and the falsification of any academic record including letters of recommendation.

All work submitted for academic evaluation must be the student's own. Certainly, the activities of other scholars will influence all students. However, the direct and unattributed use of another's efforts is prohibited as is the use of any work untruthfully submitted as one's own.

Penalties for violations of this policy may include one or more of the following: a zero for that assignment or test, an "F" in the course, and expulsion from the University. The director of the intensive English program which the student is enrolled in is to be informed in writing of all such incidents, though the teacher has full authority to assign the grade for the assignment, test, or course. If disputes of interpretation arise, the student, faculty member, and coordinator should attempt to resolve the difficulty. If this is unsatisfactory, the director will rule in the matter. As a final appeal, the academic vice president will call a committee of faculty to make a final determination.

Actions taken for violation of program policy

Unintentional Plagiarism

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

5.1.8. Grade Appeal Policy

Students can appeal any individual course grade at the end of each session. There is a formal and informal process. The Informal process requires the students to consult with the instructor to resolve the issue. Students who wish to file a formal grade appeal may fill out the Grade Appeal Request Form, found on the website www.gls.edu, and email it with their letter of appeal and supporting documentation to dellis@na.edu. The Gulf Language School Registrar's Office will relay information pertaining to the student's Grade Appeal to the faculty member and the Director of Gulf Language School. The GLS Academic Appeals Committee reviews and approves Grade Appeal requests. The Registrar's Office will be notified by the Academic Appeals Committee chairperson of the decision regarding the student's appeal. The Registrar's Office will communicate the outcome of the hearing to the student.

5.1.9. Final Examinations

Gulf Language School administers final examinations according to a schedule published on the Academic Calendar. The university expects students and instructors to follow this schedule. Instructors must give final examinations within the days set aside in the examination schedule.

5.1.10. Withdrawal Policy

Students who wish to withdraw from the Gulf Language School must fill out the official withdrawal form (available on the website at www.gls.edu) and submit the form to the Gulf Language School Registrar's Office. Students who intend to drop all courses in a session are considered as withdrawing from the university and must fill out the official withdrawal form. Any forms submitted outside business hours, during weekends or holidays will be processed and effective the next business day. Unofficial withdrawals are determined when a student appears to no longer be active within the school and failed to submit an official withdrawal form.

Students who have previously withdrawn or have been unofficially withdrawn and have not been enrolled at GLS for no more than two regular sessions after their withdrawal can apply for reenrollment to the Gulf Language School. The Gulf Language School reserves the right to terminate a student prior to completion of the program upon determination that a student is not complying with Gulf Language School's rules, such as the student code of conduct policy, attendance policy, satisfactory academic progress policy, or nonobservance of other student regulations.

Students who are terminated or withdraw from GLS may be entitled to a refund of tuition in accordance with the refund policy or may owe funds to Gulf Language School to cover unpaid tuition. Gulf Language School may attempt to collect any funds from a student that the university was required to return to the financial aid programs and/or funds received from a third-party.

5.1.11. Transcript Requests

The Transcript of Records or "transcript" is an inventory of the courses taken and grades earned by a student throughout his/her enrollment at the Gulf Language School. The Office of Registrar issues academic transcripts. In accordance with the Family Educational Rights and Privacy Act (FERPA), personnel in the Office of Registrar issues transcripts only upon the written consent of the student. No transcripts will be released until all Gulf Language School obligations are satisfied.

Student must complete a Transcript Request Form and submit it to the Gulf Language School Registrar. Transcript requests are normally processed within 24 hours if requested during normal working hours.

5.1.12. Academic Records and Release of Information

The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their education records. These rights are as follows:

1. Students have the right to inspect and review their education records within 30 days of the day the University receives the request.

2. Students have the right to request amendment of their education records that they believe are inaccurate or misleading. If the University denies a student requested amendment, the student has the right to a hearing regarding the requested amendment to his/her education record.
3. Students have the right to consent to disclosures of personally identifiable information in their education records, except to the extent that FERPA authorizes disclosure without consent.
4. Students have the right to file a complaint with the U.S. Department of Education concerning alleged failures by the University to comply with the requirements of FERPA. Such complaints may be sent to the Family Policy Compliance Office of the Department of Education or the Commission on English Language Programs Accreditation (CEA), GLS's national accreditor.

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue,
S.W. Washington, D.C. 20202- 5920.

Commission on English Language Program Accreditation
801 North Fairfax Street
Suite 402A
Alexandria, VA 22314
703.519.2070
info@cea-accredit.org

Review and Amendment of Academic Records

Students may inspect and review their educational records based on written request. Access is given to students within 30 days after the request has been made. An appropriate administrative official or member of the faculty obtains the record for the student and remains present while the student reviews the records.

Students have the right to inspect information in their education records. Students wishing to review their education records must make written requests to the appropriate campus official listing the item or items of interest. Students who believe that their records contain misleading information may challenge the contents of their education records and request a hearing if the outcome of their appeal is unsatisfactory. Student education records are handled by the Office of the Registrar and billing related matters are coordinated by the Business Office.

Students may not inspect the following as outlined by the Act: financial information submitted by their parents; confidential letters and recommendations regarding admissions, employment or job placement; and education records that include information about another student.

If the decisions of the campus official from the related office agree with the student's request, the appropriate records will be amended. If not, the student will be notified within a reasonable period that the records will not be amended. If the student chooses to seek a hearing procedure, he/she must submit a request in writing to the Director of Gulf Language School. The student will be informed of the date, place, and time of the hearing. Students may present evidence relevant to the issues. The hearing panels to adjudicate such challenges will be the Director, the Vice President for Academic Affairs, and representatives of the Dean of Student Affairs. Decisions of the hearing panels are final; necessary corrections will follow, if necessary.

Release of Information

Gulf Language School, in accordance with FERPA (Family Educational Rights and Privacy Act), does not release personal information about students to third parties except under certain conditions or unless the student authorized the release. The exceptional conditions are:

Common Exceptions

- a) School officials may access a student's file and records if they have a "legitimate educational interest".
- b) Basic student information such as name, email address, etc. may be released in a directory. However, the student must be given ample opportunity to withhold their information from 46 a public directory. NAU uses the census date for directory purposes which is 20 class days after classes have started.
- c) School records may be released to another institution if the student is attempting to enroll in that institution. However, unless the student has initiated the release of information, attempts must be made to contact the student prior to releasing information.

- d) Pertinent student information may be released to Financial Aid if the information will affect the student's eligibility.

Other Exceptions

- a) Dependent Student Exemption - If a student is claimed on a parent's most recent federal tax return, they are viewed as a "dependent student". In this case, the school may non-consensually disclose the eligible student's education records to both parents. Dependent Student Exemption cannot be applied for international students.
- b) Health and Safety Emergency - Under this provision, colleges and universities may notify parents when there is a health or safety emergency involving their son or daughter, even if the parents do not claim the student as a dependent.
- c) Alcohol, Drugs and Criminal Acts - FERPA also permits the non-consensual release of information to parents if the student has been charged with a crime by any local, state or federal law enforcement agencies regarding the crime that the student has been charged. If a student is in violation of school rules and faces disciplinary charges regarding alcohol and controlled substances AND they are under 21 at the time of disclosure, the parents may also be informed of the violations that have occurred.
- d) Other Legal Exceptions - Release of information may occur in the following circumstances:
 - i. To authorized representatives of the Comptroller General of the United States, the Attorney General of the United States, the U.S. Secretary of Education, and State and local educational authorities for audit or evaluation of Federal or State supported education programs, or for the enforcement of or compliance with Federal legal requirements that relate to those programs;
 - ii. To organizations conducting studies for or on behalf of the school making the disclosure for the purposes of administering predictive tests, administering student aid programs, or improving instruction;
 - iii. To comply with a judicial order or a lawfully issued subpoena;
 - iv. To the victim of an alleged perpetrator of a crime of violence or a non-forcible sex offense concerning the final results of a disciplinary hearing with respect to the alleged crime; and
 - v. To any third party the final results of a disciplinary proceeding related to a crime of violence or non-forcible sex offense if the student who is the alleged perpetrator is found to have violated the school's rules or policies. The disclosure of the final results only includes: the name of the alleged perpetrator, the violation committed, and any sanction imposed against the alleged perpetrator. The disclosure must not include the name of any other student, including a victim or witness, without the written consent of that other student.

Public Information

Gulf Language School provides information about the institute in accordance with the provisions of the Act and publishes this information in Gulf Language School directory, website and advertisement materials. According to the FERPA, the following is considered as directory information and the Gulf Language School may release or publish those information without the student's consent: Full name; date and place of birth; dates of attendance; most recent educational institution attended; campus address and telephone number and student assigned e-mail; home address and telephone number; participation in officially recognized academic programs, student activities and sports.

Students can choose to restrict the release of directory information by submitting a formal request to Gulf Language School to limit disclosure within 20 class days after classes start.

5.2. Academic Standards

5.2.1. Minimum Class Enrollment

Gulf Language School reserves the right to discontinue a course if fewer than six students register for that course or to combine two course levels together.

5.2.2. Course Numbers

Gulf Language School's non-credit-bearing courses are identified by subjects and four-digit numbers. The last two digits indicate the program sequence.

Subject	Course
IENG 0001-0006	Intensive English Courses
IENG 0007-0008	TOEFL Preparation Courses
IENG 0009	Developmental Reading and Writing Course
IENG 0010	SAT Preparation Course
IENG 0011	ACT Preparation Course
IENG 0012	English For Specific Purpose

IENG 0013	IELT Preparation Course
IENG 0014	GMAT Preparation Course
IENG 0015	GRE Preparation Course
GENG 0001-0006	General English Courses
CONV 0001-0005	Conversational English

5.2.3 Incomplete Course Grades

An Incomplete "I" grade is a non-punitive grade given only during the last week of a session and only if a student

- a) has completed most of class work;
- b) has justifiable reason why the work cannot be completed on schedule; and
- c) arranges with the instructor to finish the course later within the next regular session by completing specific requirements.

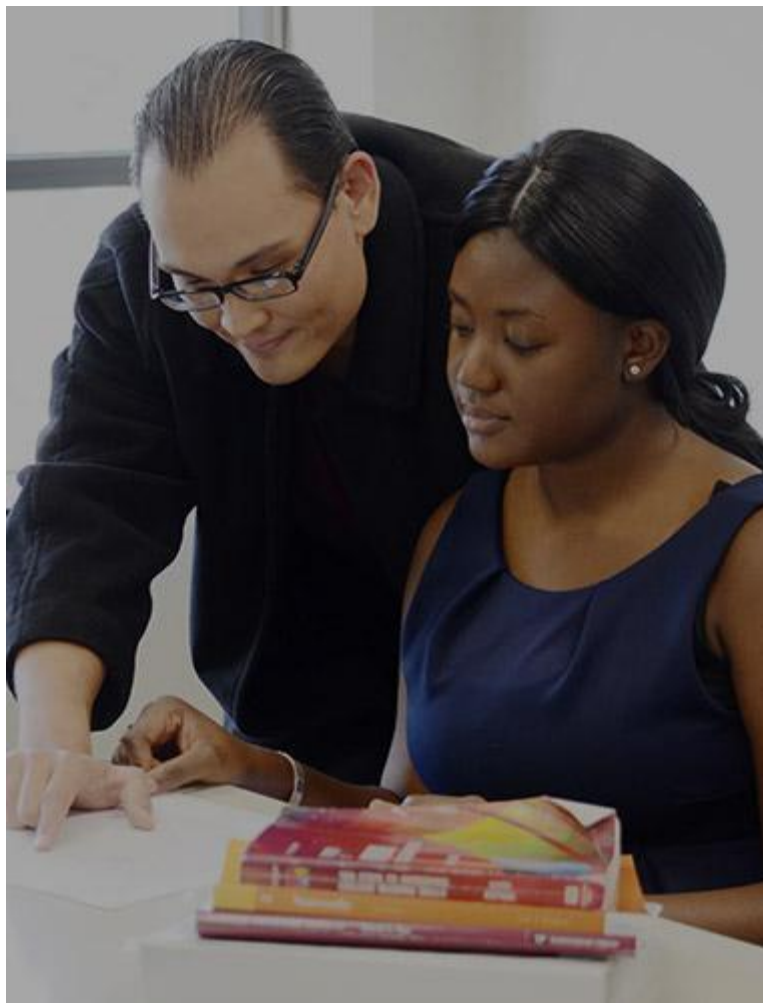
Whenever a grade of Incomplete is assigned, faculty should inform the Director with the requirements for removal of the Incomplete as well as an automatic grade that will be assigned if the student fails to complete the requirements. If a student does not complete the stipulated work within the time specified, the grade will default to F unless the instructor has designated a different automatic grade.

5.2.4. Repeated Course

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 GLS, and their SEVIS record will be terminated.

5.2.5. Grading Options

Gulf Language School course are graded on a Pass/Fail basis, your final grade will be either P (Pass) or F (Fail). Under this grading option, you will receive a final grade of P for work that is clearly passing, i.e., which would earn a letter grade of C or better. For work below this level (i.e., equivalent to D+, D, D-, or F), you will receive a grade of F. Courses which are graded P (Pass) or F (Fail) earn no credit toward graduation. The grades P and Fail both appear on your official transcript but are not calculated in your GPA.



6. STUDENT SERVICES

Facilities Management

Ridvan Akay

Director of Facilities Management

5th Floor Security Room

Phone: (832)-583-6134

Email: facilitiesupport@na.edu

International Student Office

Diane Ward

Director

7th Floor Room 707

Phone: (832) 230-5544

Email: iso@na.edu

Library

Vacant

Librarian

9th Floor Library

Phone: (832)-481-3816

Email: gchaffee@na.edu

Offices of Student Affairs

Dean of Student Affairs

Vacant

Title

8th Floor Room 844

Phone: (832) 230 5551

Email: osman@na.edu

Student Life Office

Vacant

Student Life Coordinator

8th Floor Room 843

Phone: (832)-230-5543

Email: alakers@na.edu

Student Success Office

Dr. Jason Smith

Career & Success Coordinator

8th Floor Room 827

Office: (832)-230-5164

Email: dlessard@na.edu

Student Services

Vacant

Student Services Specialist

8th Floor Room 842

Phone: (832)-583-9818

Email: akucuk@na.edu

Omer Kilinc

Budget Accountant

8th Floor Room 843

Phone: (832) 230 5539

Email: omer@na.edu

Residence

Ridvan Akay

Manager of Residence Hall

5th Floor Security Room

Phone: (832)-583 6134

facilitiesupport@na.edu

Security

AJ Hasni

General Manager, SecureMax

1st Floor Room 107

Front Desk: (281) 325-0137

Phone: (832)-335-3144

Emergency: 713 703-1677

facilitiesupport@na.edu

Student Services

North American University provides many student services for Gulf Language School to complement and support students' academic and personal endeavors. These services are available for all NAU and GLS students, including those enrolled via distance education. Student services encourage and promote personal development at the University.

Distance education students have a dedicated section of the NAU website which focuses on their specific needs. (<http://www.nau.edu/nau-distance-education/>). This includes links to various student support services, NAU Help Desk, supporting FAQs and commonly used distance education terminology, and non-NAU educational resources.

6.1. Student Orientation

The Dean of Student Affairs Office in collaboration with Gulf Language School, with the Office of GLS Registrar and all administrative, faculty, staff members and student volunteers organizes orientation for all new incoming students. The new student orientation program provides important information regarding academic programs, registration (class, health insurance, library etc.), resources, student services, and other aspects of the GLS experience. It also encourages student involvement and school spirit. Students are introduced into the university life at North American University through new student orientation.

New student orientation envelopes the rules, regulations and policies, by providing students the guidelines upfront to diminish confusion. Students may excel at Gulf Language School when they are aware of the policies and procedures that are established and regulated.

6.2. Library

The North American University 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, archives, hours of operation, and borrowing policies on the library's website. 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 for scheduled information seminars.

6.3. Student Success

The North American University Student Success Center is located on the 8th floor of the Main Building. The Success Center provides an open space that meets the academic needs of students to create a more conducive learning environment. The Student Success Office offers the following educational enhancement initiatives:

- Freshman Peer Mentor Program
- Content Based Tutoring
- Academic Coaching
- Career Advising
- Academic Workshops

6.4. Resident Halls: Willow and Chestnut

Residence housing at Gulf Language School at North American University provides safe, inclusive, and secure residential communities where a diverse, innovative, and responsive team of professionals encourages students to pursue academic excellence, personal growth, civic leadership, and responsibility. Student residents on North American University's campus are given more opportunities to form friendships, attend campus events, easily access faculty and other support services on campus, and have an improved likelihood of academic success.

Willow Hall is located on the 6th floor of the Main campus building and is dedicated to providing a safe and relaxing retreat for female residence.

Located on the 5th floor of the campus building, Chestnut Hall offers male residences a hub to gather, relax, and enjoy all that North American University has to offer.

6.4.1. Early Arrival

Students who are participating in an official University approved program at Gulf Language School are eligible to request early arrival to campus.

Students who have an on-campus housing assignment may request to check in earlier than their residence hall opening date by sending an Early Arrival Request to Housing (housing@na.edu). There will be a \$20.00 per day charge posted to the student's account for each day prior to the official move-in date unless otherwise approved.

All requests are subject to approval based on specific circumstances and each student will be contacted directly regarding request status. Students approved for early arrival are not guaranteed to move directly into their housing assignment. Students may be assigned to a temporary space prior to moving into their assignment, depending upon room assignment and date of arrival.

6.5. Stallion Café

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

- Dining facilities are for authorized use only.
- University ID cards are nontransferable for use in the Stallion Café.
- 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 from the Stallion Café is not allowed.
- Individuals are expected to conduct themselves in a manner conducive to the quiet enjoyment of meal.
- 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 Stallion Café meal service periods.

North American University is dedicated to fulfilling all students' needs, which includes a healthy diet. The Stallion Café is available for students, faculty staff, and visitors.

6.6. 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. North American University provides high-performance workstations for the students in the library, academic lounge and computer labs. Students are required to get a Student ID and a North American email which will be authorized during new student orientation, which is at the beginning of the fall and spring semesters. Students must have a student ID for proper student identification. The North American email address is to assure that important information is guaranteed to be received from the University to the student.

6.7. Testing Services

North American University provides comprehensive testing services for students. The testing services staff are committed to providing a professional environment and a high quality of support services.

The ACCUPLACER test offered by North American University is an approved academic skills test for first-time-in-university students. The purpose of ACCUPLACER tests is to provide students with useful information about academic skills in Math, Reading, and Writing. The results of the assessment, in conjunction with academic background, goals, and interests, are used by academic advisors and counselors to determine a student's course selection.

6.8. Health Services

North American University is equipped with staff members that have their CPR, First Aid and AED Certification. If an emergency arises please notify the closest staff member and/or security personnel. Please be advised that these staff members and security are equipped to handle minor emergencies and may be able to direct you to the appropriate person regarding health information.

International students taking one or more credit hours are required to purchase the University's health insurance. North American University health insurance is not mandatory for domestic students, but is highly recommended, especially if the student has no form of health insurance or is involved with sports.

6.8.1. Student Insurance Plan for North American University

Healthcare in the United States is quite costly. However, health insurance can be very helpful in situations requiring severe or emergency medical attention.

Domestic Student Plans

Domestic students have the option to purchase health insurance through North American University. Health insurance is not mandatory for domestic students, but it is highly recommended. Students who do not have any health insurance and choose not to purchase health insurance through North American University will be fully liable for any personal/medical needs or attention.

International Student Plans

All international students taking one or more credit hours are required to pay North American University student health insurance plan. The costs will be billed to the student's tuition account. If the student wishes to opt out of

the health insurance due to outside health insurance not purchased through the school, they can see the International Student Office.

Waiver Criteria

The health insurance premium will be waived for students who provide documented evidence of health insurance coverage (compatible with NAU student health insurance), including evacuation and repatriation, by a United States employer, and for nonimmigrant students sponsored by the United States Government, a foreign government recognized by the United States, or certain international, government sponsored or non-governmental organizations and Fulbright Scholars. Students may submit waiver requests and appropriate documentation to North American University Dean Students Office by the waiver deadline.

Insurance Plan Details

The insurance plan summary can be found online: <http://www.na.edu/campus-life/health-services/>

6.9. Parking & Shuttle Services

North American University utilizes a parking policy to create an orderly traffic flow in residence halls and on campus. For more information, contact Facility Management or view provisions outlined in the NAU Parking 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.

6.9.1. Parking

All motor vehicles parked at the residence halls or on campus must be registered with the Department of ROFM and have a valid parking permit displayed from the rearview mirror inside the vehicle. The Parking Permit Application can be found on the website and must be submitted before purchasing a permit. All vehicles are subject to parking and traffic regulations while on University property and may be towed at the owner's expense for serious or cumulative violations. If you have any questions, please reference the campus Parking Policy which is available for review online.

6.9.2. Shuttle Service

Shuttle services are available to students living in residence halls, athletic teams and student organizations. The student involved can request a shuttle through the Student Services Office.

6.10. International Student Office

The International Student Office (ISO) at North American University serves all incoming and currently enrolled international students at the institute. The ISO assists students in maintaining their legal status in the United States, provides support for their dependents, and promotes interaction with and integration into the NAU/GLS community at large.

6.11. Dean of Student Affairs Office

North American University's Dean of Student Affairs Office (DSAO) is dedicated to the education and development of students both in and out of the classroom. Through progressive activities, events, programs and seminars, the office encourages leadership and engagement with the University. Students are supported academically, socially, personally and professionally through the following key areas: counseling and career services, services for students with disabilities, student organizations, sports and recreation, and student activities and events.

6.11.1. Career & Alumni Services

Career Services are available to students and alumni through the office of Career & Alumni Services to provide resources and services necessary to help students be as successful as possible in their careers. The Career & Alumni Services Office supports students and alumni in pursuing career goals through the following services:

- Job Posting Bulletin Board – Located just across from the career center is the job posting bulletin board. The postings feature information pertaining to post-graduate opportunities as well as internship, part-time jobs and seasonal employment.
- Career and Internship Fair – The Career Service Department hosts an annual Career/Internship Fair each spring. Students and graduates are invited to meet with and speak to recruiters from various companies and organizations.
- Employer Information Sessions and On-Campus Interviews – The Career Service Department works to bring a variety of recruiters on campus each year to inform students about available internships and employment opportunities at their companies and organizations. In many cases, the employers will conduct on-campus interviews with interested students.
- Employer and Alumni Connections – The Career Service Department works to build relationships with a variety of companies and organizations to increase employment opportunities for the North American Alumnus. The

department can also assist students with connecting to alumni in their chosen career fields for networking purposes.

- General Job Search Assistance
 - Online Resources – The Career Center has a list of online resources available to students
 - Networking Tips – The Career Center will make available networking tips and provide information pertaining to upcoming networking events
 - Resume Development and Review – The Career Center will assist students with resume writing, reviews and cover letters.
 - Interviewing Process – The Career Center will assist students prepare for interviews by offering mock interviews, lists of the most commonly asked questions and tips for how to answer them. The Career Center will also assist students with dressing for the interview.
 - Accepting, Declining & Negotiating Offers – The Career Center provides advisement in the process of accepting, declining or negotiating offers.

6.11.2. Counseling Services

Referrals are available for comprehensive counseling services for students seeking professional counseling for personal or psychological difficulties, as these issues often affect academic success. Students can contact the Dean of Student Affairs Office to help guide them in the right direction for outside help. If a student is in imminent danger to self or others, call 911.

6.11.3. Services for Individuals with Disabilities

North American University and 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 disabilities to participate in and benefit from all educational programs and activities at North American University and Gulf Language School.

Persons with disabilities who desire accommodations should contact the Dean of Student Affairs to register for accommodations. Students are required to receive documentation from their physician to receive appropriate accommodations. Reasonable accommodations may include copies of class notes, class recordings, preferential seating, and readers. For exams, students may take tests in a reduced distraction environment, readers and assisted technology. Additionally, reduced course load, alternate text, and interpreters may be available. It is the responsibility of students to register and request accommodations

6.11.4. Student Organizations

The Dean of Student Affairs Office offers leadership, recreational, social, and cultural opportunities that enhance the student's educational experience. Students are encouraged to start and/or join student organizations. A student organization is formed and governed by students enrolled at North American University and Gulf Language School and is registered with the Dean of Student Affairs Office at NAU. There are many student organizations on campus. NAU and GLS believes these organizations are crucial to student engagement and retention.

Student organizations regulate rules and responsibilities that enhance students' personal growth. The Dean of Student Affairs Office promotes the development of new clubs and organizations to encourage students' interests. All specific information concerning Student Organizations can be found in the Student Organization Guidebook for Starting an Organization.

6.11.5. Student Government Association (SGA)

The Gulf Language School students may not participate in the Student Government Association.

6.11.6. Rights of Registered Student Organizations

- Use of the name "Gulf Language School" in all information, publicity and references with the approval of Dean of Student Affairs Office.
- Use of the services of the Dean of Student Affairs Office, including assistance in planning, implementing and evaluating activities and programs, and assistance in making the organization more effective and efficient.
- Funding support opportunity for approved activities.
- Publicity assistance through the DSO website, bulletin boards, mass emails, and Student Center front-desk screen.
- Privilege to invite off-campus personnel for meetings or events with the approval of DSO.
- Sponsorship of profit-making activities and fund-raising for organizational activities in accordance with University regulations.

- Representation in the Student Government Association. 6.10.7. Responsibilities of Student Organizations
- To organize programs and activities that contribute to the educational, professional, civic and social development of the students.
- To manage itself and carry out its activities within all local, state, and federal laws, and all university regulations and policies.
- To conduct its activities and fiscal operations in accordance with standards of good management practice and with approval of Dean of Student Affairs Office.
- To be aware of the special role the organization holds as an integral part of the academic community of North American University and to act accordingly in the best interest of its members and the University, as well as the surrounding community.
- To be aware of and to be in compliance with all organization information explained in the first Student Association meeting of each semester, as well as information sent through organization mailboxes and email.
- To obtain prior approval for the use of activities funding, students should complete an Activity Request form with a Budget Allocation application for their anticipated activity. Students must obtain approval from Dean of Student Affairs Office for both forms. Reimbursement of expenses will be furnished based on receipts.
- To work cooperatively with the Dean of Student Affairs Office in conducting organization operations and activities. The Dean of Student Affairs Office will serve in an advisory capacity to all registered student organizations.
- To update any of the information supplied to the Dean of Student Affairs Office within two calendar weeks of the change. This includes changes in the officers, membership requirements, and needs of the organization.
- To provide to the Dean of Student Affairs Office a complete program board containing all activity reports at the end of each semester.

6.11.8. Student Organization Registration

Any group of students who would like to organize programs and activities that contribute to the educational, professional, civic, and social development of the students can form a student organization on campus. These organizations are required to register with the Dean of Student Affairs Office. To maintain the registered status, at the beginning of each academic year student organizations will submit to the Dean of Student Affairs Office:

- A roster with the names of students as well as the new officers for that semester
- Tentative meet schedule for that semester
- Must be in good standing with the Dean of Student Affairs Office and the school
- Must complete the organizations mandated events each semester

If the organization does not maintain that criteria the organizations registered status with the school may become null and void. If the organization needs to re-register; an organization application will need to be completed. In addition, paperwork required to be categorized as a fully sanction organization will need to be submitted to the Dean of Student Affairs Office.

6.11.9. Student Activities and Events

North American University provides students with diverse events and activities to stimulate cultural competence and unite students across campus. Gulf Language School students are invited to University events. The events and activities spark personal development by creating opportunities for diverse campus community interactions.

- **On-Campus Events**
The Dean of Student Affairs Office holds a minimum of 4 events per semester for the entire North American University Community. Each DSO event encourages all students, faculty and staff to participate in the main events. Some events have included: Spring Festival, Fall Festival, International Culture Day, Homecoming, Awards Banquet, New Student Orientation, and Commencement. Student Organizations are also required to do 2 events per semester that will promote their organization and encourage student involvement.
- **Events Policy and Procedure**
Students, faculty, and/or staff that want to conduct an event or need the Dean of Student Affairs Office services can do so by following the Events Policy and Procedure.

The first step will be fill out an Events Request Form, which you can find with the Student Activities Coordinator in the Dean of Student Affairs Office or on the website. After the form has been completed and submitted to the DSO, approval

will be given with the signature of the Student Activities Coordinator. If the form is not approved the form will be signed as not approved and returned to the person who submitted the form.

- If approval is granted and funds are needed for the event, a Budget Allocation Application are available for students needing the funding from the school. Requisition forms are available for staff and faculty members. For events that need transportation a Vehicle Request Form is available in the Dean of Student Affairs Office. All other needs or services can be requested through the Dean of Student Affairs Office.
- Approval of the Events Request Form does not mean the event will then be implemented by the Dean of Student Affairs Office. Person(s) that requested the event are completely in charge of the event and is their responsibility to implement their event.

6.11.10. Sports, Games, and Recreation

North American University encourages an active student experience that fosters lifelong healthy habits and a beneficial use of leisure time. The University promotes activities that improve physical, social and emotional health of students within a safe and respectful environment.

Recreational activity is strongly encouraged at North American University for all students. Activities include darts, ping pong, pool, and more. All students wishing to participate in such recreational activities can retrieve needed supplies at the front desk in return for their student ID for the duration of the supply rental.

Students can create club sport teams that play against each other and other schools in the area. Games may take place on campus for the following sports: women's volleyball, men's basketball, men's soccer and co-ed Tennis. Recreational tournaments are also offered throughout the school year to allow new teams to be formed. Students do not have to be athletes to participate in such events. Some tournaments have included powder puff games, flag football, dodgeball, kickball, etc.

Any sports team that is not yet registered on campus can be created by visiting the Dean of Student Affairs Office. All information specific to sports or recreation can be found in the Sports Manual in the Dean of Student Affairs Office.

6.11.11. Student Athlete Association (SAA)

Student Athlete Association is the governing board over all Sport Clubs. They hold a large meeting at the beginning of each semester to review any changes, such as conference rules, school rules, new procedures and policies. Two members of each club sport must be in attendance. Those two people cannot be in the Student Athlete Association because of potential conflicts of interest.

Student Athlete Association runs like a school-sanctioned organization. The Association consists of a President, Vice President, Secretary, Treasurer, and Senator. The SAA plans events or activities that may require the help of sports clubs. SAA will notify student athletes of plans at the semi-annual semester meeting. If SAA conducts an event or activity at short-notice, captains will be notified via email.

The Association is responsible for planning four (4) programs per semester. These programs require the participation of 50% of student athletes. Any student in a club sport is an automatic member of the Student Athlete Association and is required to attend SAA events and activities.

6.11.12. Student Residential and Community Life

The residential community is a tightknit society where residents can live and learn together. The development of Community Living Standards (CLS) is intended to enable students to experience the educational advantages of residential living. For more information, related to Residential and Community Life, please contact the Dean of Student Affairs Office.

6.11.13. Residential and Community Philosophy

The residential community is a tightknit society where every resident can live and learn together. The development of Community Living Standards (CLS) is intended to enable students to experience the educational advantages of residential living. CLS provides a recognition that the individual and the community can work together to create an environment that best meets everyone's needs. The CLS also challenges students to reach consensus agreements, support and challenge peers, and communicate within the context of a learning community.

Through the CLS, each resident can make a valuable contribution through their full participation in the development of the community and campus. Residents can make decisions in areas such as lifestyle and personal conduct. This process leads residents to develop standards for their respective communities. By defining mutual expectations for how the community will function on an interpersonal level, Community Living Standards provide a mechanism for the

community to respond to behaviors that do not align with the agreements. Effectively, it is a tool to help students learn to communicate their needs, to be responsible for their actions, and to hold each other accountable.

As a tool for learning, it not only supports the agreements being made within the community; benefits of this type of learning can be useful throughout a student's university career, in understanding personal relationships, addressing family issues and even managing interactions in the workplace.

It is the responsibility of everyone to know and abide by university policies, regulations, and expectations to ensure common consideration is afforded to all students. Every member of the residential community shares the responsibility of maintaining an environment conducive to the achievement of the University's and Gulf Language School mission.

6.11.14. Resident Rights and Responsibilities

As a member of the University's diverse living community, students are afforded certain individual rights that should be respected; these rights carry with them reciprocal responsibilities. Responsibilities ensure that all community members have the same rights regardless of their gender, race, creed, religion, sexual orientation, cultural background, or other identity groups to which they belong; as well as any beliefs, values or attitudes.

The Department of ROFM members cannot guarantee students will retain each of these rights always, and must share the responsibility. To help ensure these rights will be honored, students are encouraged to have thoughtful discussion and open communication with roommates, suite mates, floor mates, and other community members. Dormitory staff is committed to offering an inclusive environment.

The following is a list of students' rights and responsibilities:

1. The RIGHT to a safe and secure living environment.
2. The RESPONSIBILITY to keep living spaces secured, and to not allow in strangers or prop doors open. Students also have a responsibility to adhere to all security policies and procedures. Violating security policy and procedure puts members at risk.
3. The RIGHT to a reasonably peaceful and quiet space for study and sleep.
4. The RESPONSIBILITY to observe quiet hours; to keep televisions, computers, stereos, and voices at a reasonable volume, and to remind guests and others of these expectations.
5. The RIGHT to privacy and to the fair and equal use of the room in terms of space and time. Students also have the right to be free of unwanted guests in their rooms.
6. The RESPONSIBILITY to communicate preferences for hours of study, sleep, and visitation to roommates and to work through any differences in a calm and peaceful manner. Students also have a responsibility to ensure guests do not violate a roommate's rights or interfere with his/her use of living space.
7. The RIGHT to confront another person's behavior when it infringes on one's own rights.
8. The RESPONSIBILITY to examine one's own behavior when confronted by someone and to work sensibly to resolve the conflict.
9. The RIGHT to the assistance of a Resident Advisor, Housing Manager, Director, or other Department of ROFM staff member when needed.
10. The RESPONSIBILITY to notify a staff member of problems and request assistance in a timely manner, as well as to cooperate with those involved to resolve the problem.
11. The RIGHT to know what acceptable and/or inappropriate behavior is in the living environment.
12. The RESPONSIBILITY to read the information provided by North American University. This includes, but is not limited to, the Residential Housing Agreement and Student Code of Conduct. Any alleged violation may be reported regardless of whether the individual reporting was directly affected or involved.

6.11.15. Student Life Policies

6.10.15.1. Posting Policy

All posters, fliers, and signs that will be posted on bulletin boards on campus buildings must be approved by the Dean of Student Affairs Office. Posting is not allowed on glass doors, windows or walls.

6.10.15.2. Promotional Materials

Students involved on campus in any club, organization or team are encouraged to promote their activities, however, such organizations must be sanctioned and approved by North American University. This policy is in place to maintain the balance of space available and promote student unity. Each Residence Hall has a designated area to post activities and/or events (refer to the designated RA where that place is established). Any postings deemed harmful or discriminative are prohibited. Student Services and ROFM reserve the right to deny any request that may contain offensive material or withdraws from the University's mission: this may include discriminatory,

offensive or provocative material/posting/advertising containing references (explicit or implied) to alcohol or drugs. For questions, contact the Dean of Student Affairs or ROFM departments.

6.10.15.3. General Advertising Expectations

- Solicitation materials that are not from sanctioned NAU organizations and/or clubs are prohibited.
- Unattached materials, such as handouts need to be approved prior to distribution. All materials that have not been stamped and/or approved will be removed immediately and the promotion will no longer be tolerated.
- Any damages caused by improper posting will be subject to financial responsibility, including but not limited to painting costs, repairing damages and/or general maintenance.
- Special approval from the Dean of Student Affairs Office and/or the ROFM department may be granted for activities or events that are from other campuses, nonprofit organizations or those not affiliated with North American University which advertise student, university or community programs and are co-sponsored with a university department or registered student organization.
- The University may remove or discard any posters displayed on campus or residential halls property that are in violation of North American University policies and/or procedures.
- If a student organization fails to comply with any terms listed within the North American University standard may result in suspension of advertising privileges for one semester. If the student organization continues to post advertisements while privileges are revoked, it may result in a referral to the Vice President of Student Affairs, the Disciplinary Committee or the Housing Committee.

6.11.15.4. Posting Locations:

- Bulletin boards. Must be placed accordingly, please see Student Activities Coordinator.
- Events and activities calendar. Email the Student Activities Coordinator to have the event posted to the main events and activities calendar which is displayed on the University website.

6.10.15.5. Types of Advertising

- Materials given to Student Services and/or ROFM department must be presented at least five (5) days in advance, prior to the event. Resident Advisors will then distribute the information in a timely manner. All materials must include the following:
 - Date, time, location and/or important information related to what is being advertised.
 - The full name of the sponsoring North American University club(s)/ organization(s).
 - Contact information (name, phone number and email), in case someone that wants to attend has questions or concerns.
- Posting is permitted in certain areas on campus and in the dorms and will be done so by appointed people designated by either Student Services or Student Housing and Residential Life departments.
- All posting must be stamped and approved by either Student Services or Student Housing and Residential Life departments. No other departments may approve any request to post promotional materials.
- Advertisements may not be posted on any unauthorized locations or over previously posted materials.
- All advertising materials will be removed within 48 hours after the advertised event/activity.
- Digital/ Social Media Displays - North American University website, North American University Facebook or any other media related to North American University used to promote the event; please contact the Student Activities Coordinator.
- Spray paints of any sort are completely prohibited. With the approval from Student Services and the ROFM departments, a student may be approved to use chalk in certain areas around/outside of the University buildings. These areas will be designated after approval.
- Banners
 - Each club/organization may display only one (1) banner on campus, including the dorms, unless otherwise approved by DSO and/or ROFM department.
 - In accordance to space availability, banners cannot exceed 3.5 X 10 feet and all exceptions must be approved by either the DSO or ROFM department.
 - If there is no room for a banner, an older banner may be removed to make way for a new one, pending approval from DSO or ROFM.

- DSO and ROFM departments take no responsibility for the removal of, or damage to, any banners posted on campus, including the dorms.

North American University has the right to remove or discard any unapproved or past-due promotional materials.

6.11. 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.

6.12. Dress Code Policy

The University holds students accountable for acceptable and appropriate dress on University property. Disruptive attire, which may include obscenity, profanity or indecency, is prohibited. Undergarments, midriffs, and cleavage may not be exposed. Students must wear shoes always. Shirts promoting the use of drugs/alcohol, advertising inappropriate practices, or displaying offensive language and figures are prohibited. Saggy pants are not allowed. Students in violation of the dress code are not permitted to attend classes. A recurrence of violation concerning dress code may result in disciplinary action.

6.13. Nondiscrimination Policy

North American University is committed to providing its students, faculty, and staff with an educational and workplace environment free from any form of unlawful discrimination. NAU does not tolerate discrimination or harassment of students based on or related to sex, race, national origin, religion, age, disability, protected veteran status, or other protected categories, classes, or characteristics. While sexual orientation and gender identity are not protected categories under state or federal law, it is NAU's policy not to discriminate on this basis. Actions related to admission, discipline, housing, extracurricular and academic opportunities shall not be made based on a student's protected status. Discriminatory behavior is prohibited regardless of the way it is exhibited, whether verbally, in writing, or electronically displayed or conveyed. Individuals who violate these policies and laws are subject to disciplinary action, up to and including expulsion.

6.14. No Solicitation Policy

The 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 Dean of Student Affairs Office. Outside vendors are not allowed on campus without approval from the Dean of Student Affairs Office.

6.15. Technology – Acceptable Use Policy

The 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 University, 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 insulting to people from certain religious or ethnic backgrounds.
- Refrain from illegal file sharing.
- Consent to the authority of the University to monitor emails 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.

6.15.1 Email Official Communication

Gulf Language School at North American University has established email as one of the official means of communication with faculty, staff, and students on important academic and administrative matters. This is motivated by the convenience, speed, cost-effectiveness, and environmental advantages of incorporating electronic messaging into traditional communication methods. To support this use of email, GLS provides an official University email account to all faculty, staff, and students to which official University communications are sent.

6.16. Bacterial Meningitis Policy

Effective October 1, 2013, Texas state law requires students under the age of 22 entering a public or private institution of higher education to provide evidence of vaccination against bacterial meningitis, or to 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 five-year period preceding, 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.

6.17. Emergency Response Policy

The occurrence of an emergency can never be predicted, but with proper information and foresight, can be managed effectively. While it would be impossible to provide direction for all possible emergency situations, the policy provides a general guide to responding to anticipated emergencies. If an individual is involved in or witnesses an emergency, he or she may be required to participate in reporting and investigation processes. Details of the policy can be found in the Emergency Response Manual.

6.18. Student Code of Conduct

The student code of conduct supports certain standards by outlining and enforcing acceptable behaviors. Students must abide by the regulations described in the student code of conduct.

6.18.1. Misconduct Policies

A student who fails to comply with the conduct standards may be subject to a verbal or written reprimand, probation, suspension from classes, or termination from the University, depending on the nature and severity of the violation. Re-admittance following such termination is at the discretion of the Vice President for Academic Affairs and relative to the nature and severity of the conduct violation. Students should immediately report any violations of conduct policy to the Dean of Student Affairs Office. The cases will be discussed, and decisions will be made by the Disciplinary Hearing Committee as outlined in the Disciplinary Procedures.

6.18.2. Smoking

The purpose of this policy is to establish a smoke-free environment in the North American University campus community. Definition of Smoking is creating smoke by lighting, inhaling, exhaling, burning, puffing, or carrying any lighted cigarette, cigar, pipe, or any other device or product used for smoking.

Effective August 27, 2012, smoking is prohibited in the North American University campus community. The North American University campus community is to include any properties owned and operated by the University and its officials including buildings, parking areas, sidewalks, sports fields, and dorms, except designated smoking areas. Administrators, faculty, staff, students, and visitors of the University community are encouraged to directly inform those unaware or in disregard for this policy in a kind manner. Students and visitors who violate the policy are subject to verbal or written warning. Persistent violations are subject to a \$50 fine and further disciplinary action.

6.18.3. Hazing

Hazing is strictly forbidden. Hazing is an initiation process involving harassment, abuse, or humiliation; and it endangers the physical or mental well-being of the targeted student. Forms of hazing include beating, forced physical activity, forced consumption of food, alcohol, beverage, or drugs, intense ridicule or embarrassment, forced pledges, deprivation of sleep, excessive physical discomfort, and sexual harassment. Administrators, faculty, staff, students, and visitors must abide by this hazing policy. Hazing incidents can be reported to the Dean of Student Affairs Office. Violators of the policy may be subject to disciplinary action in addition to any fine imposed by the state.

6.18.4. Sexual Assault and Harassment

The sexual harassment policy covers all administrators, faculty, staff, and students of the University while on University property. The University prohibits sexual discrimination, sexual assault, and sexual harassment activities including but not limited to sexual advances, physical conduct of a sexual nature, requests for sexual favors, and words of sexual content between members of the University.

Any University member who feels sexually harassed should immediately report the incident. Reports can be made to the Dean of Student Affairs Office, or anonymously through My Safe Campus online (www.mysafecampus.com) or via the My Safe Campus hotline (1-800-716-9007). Anyone who has been sexually assaulted may choose to pursue both criminal prosecution and/or university disciplinary processes. The Disciplinary Hearing Committee will conduct a respectful, prompt, and confidential investigation within 60 calendar days of the report date. Resources are available for victims of sexual assault or harassment.

6.18.5. Substance Use and Drug Free Campus

The University is committed to enforcing existing state laws and procedures in dealing with the use of substances including: alcoholic beverages, illegal drugs, and performance-enhancing drugs. Being a member of North American University is a privilege and students and faculty are expected to abide by the Substance Use and Drug Free Campus Policy of the University.

Being under the influence of alcohol as defined by federal, state, and or local law is strictly forbidden. Any individual who uses, possesses, sells, or distributes alcoholic beverages on campus, off-campus dorms, or at university-sponsored events held off campus will be subject to disciplinary action.

Possession of illegal drugs and disruptive behavior resulting from intoxication on campus are violations of the University policy, and any violation should immediately be reported to the Dean of Student Affairs Office. All violations are subject to disciplinary action. A student who has been found guilty of illegal possession, use, sale, or distribution of any drug, narcotic, or controlled substance, whether the infraction is found to have occurred shall be suspended for a period of not less than the remainder of the semester in which the infraction occurred, plus the following long semester. In the event the semester in which the infraction occurred has ended by the time a student is found guilty, the student shall be suspended for a period of not less than the following two long semesters. With approval of the President or the President's designee, suspension may be probated, and sanctions may then include required counseling and/or rehabilitation along with other appropriate penalties. A second finding of guilt for a drug-related offense shall result in permanent expulsion from the university.

6.18.6. Firearms, Weapons, Explosives, and Flammable Materials

Possession of a handgun under the authority of the Texas concealed handgun license law is prohibited on campus (Texas Civil Statutes, Article 4413 29cc). Ammunition, long blade knives (blades over 3" long), or any type of weapon is a violation of University rules and is not permitted. Students who violate this policy may be subject to severe sanctions including dismissal from the University.

Use or possession of flammable materials, except as expressly permitted by a University official, is forbidden. This includes but is not limited to: incendiary devices or other dangerous materials, or substances used to ignite, spread, or intensify flames for fire.

6.18.7. Theft and Property Damage

Theft is illegal. Students guilty of theft are subject to disciplinary action including dismissal and may be reported to local law enforcement. Any student who damages campus property or property belonging to other students is responsible and liable for repair or replacement costs and is subject to disciplinary action.

6.18.8. Fighting, Intimidation, Harassment, and Bullying

All students are expected to keep the school environment free from intimidation and harassment, regardless of sex, race, age, religion, national origin, or ability. Fighting, intimidation, harassment, and bullying on school property and its residential facilities is absolutely forbidden and may result in disciplinary action.

6.18.9. Gambling Wagering, Gaming, and Bookmaking

All kinds of gambling, wagering, gaming and bookmaking on school property and its residential facilities are absolutely forbidden and may result in disciplinary action. Unless it is presented as an approved Student Services event.

6.18.10. Unauthorized Entry, Possession, or Use

Forcible or unauthorized entry to any building, structure, or facility and/or unauthorized entry to or use of University grounds as well as unauthorized use, distribution, duplication, or possession of any key(s) issued for any building, laboratory, facility, room, or other university property are strongly prohibited. It is also forbidden to possess or use University property or the property of any other person or business without authorization. All violations are subject to disciplinary action.

6.18.11. Failure to Comply

All students are responsible to comply with requests of a University official acting in the performance of his or her duties, or identify oneself to University officials when requested to do so. Failure to comply with such directions and requests may result in disciplinary action.

6.18.12. False Alarms

Initiating, causing, contributing, or knowingly reporting false alarms, and tampering with safety or fire equipment or engaging in behavior that presents a fire hazard are strictly forbidden and may result in disciplinary action.

6.18.13. Skateboards, Rollerblades, Scooters, Bicycles or Similar Devices

For safety reasons, use of skateboards, scooters, roller blades, and bicycles in University buildings are not permitted on campus.

6.18.14. Violation of Published University Policies, Rules, or Regulations

Violation of published University policies, rules, or regulations is strictly forbidden and may result in disciplinary action.

6.18.15. Providing False Information or Misuse of Records

It is strictly forbidden to provide false information in any form to University officials and knowingly misuse, misrepresent or falsify any University record, I.D. card, form, computer resource or procedure. Students who are violating this policy may be subject to disciplinary procedures.

6.18.16. Financial Responsibility

All students are required to meet financial responsibilities to the University and Gulf Language School promptly. Violations of this policy include: knowingly passing a worthless check or money order as payment to the University or to a member of the University community acting in an official capacity, or failure to pay outstanding bills.

6.19. Disciplinary Procedures

Violations of University Academic Policies, Student Life Policies, and Student Code of Conduct should be reported to the Dean of Student Affairs Office within 30 days of the incident. Reports can be made using the Student Complaint Form and should describe the incident including when, where, and how it happened.

Disciplinary action, as required, is determined by the Disciplinary Hearing Committee. In addition to any legal actions that local law enforcement may pursue because of a violation of Texas State law, the Disciplinary Hearing Committee may impose sanctions that include fines, counseling, assignment/projects, rehabilitation programs, and/or expulsion from the residence halls. Depending on the nature of the violations, the University may sanction a student to suspension or expulsion from the University.

These sanctions also apply to all students that reside in the dorms. For resident disciplinary actions and/or sanctions please see the Residential Hall Handbook.

6.19.1. Discipline Committee

The purpose of this Committee is to hear those cases in which the accused student disputes the facts upon which the charges made by the University are based. Such charges shall be heard and determined by a fair and impartial committee. The committee shall consist of three (3) members of the University faculty, one (1) student, and one (1) staff member. The President selects a faculty member of the committee to serve as Chair for a one-year term.

6.19.2. Procedures

Except in those cases where immediate interim disciplinary action must be taken, the accused student shall be given at 2 class days' written notice by Discipline Committee Secretary or an appointed person if secretary is not available on the date, time, and place of the hearing. Hearings will be held under the procedures set forth and will be held as soon as practicable within 2 weeks after the administrative investigation has been held, unless otherwise agreed to by the student. An administrative investigation shall be completed, or the accused student shall meet with Dean of Student Affairs or a designated appointee prior to beginning the disciplinary hearing process. For reoccurring incidents, the student will receive a verbal warning, then a written warning, and then a referral will be submitted to the Dean of Student Affairs Office after the third incident about one student. The accused student will then receive a letter notifying them of their Disciplinary Hearing with the Discipline Committee. At that time, they will have the chance to state their case. Upon a hearing of the charges, the University representative has the responsibility of going forward with the evidence and proving the charges by the greater weight of the credible evidence. The hearing shall be conducted in accordance with the procedures adopted by the University, which assure both parties (University representative and accused student) the following minimal rights:

- Both parties will exchange lists of witnesses, expected testimony, and copies of documents to be introduced at a reasonable time prior to the hearing.
- Each party shall have the right to appear and present evidence in person and to be assisted during the hearing by a designated representative or counsel of choice. Each party shall limit its presentation to relevant evidence. The accused student must attend the hearing if the student desires to present evidence in his/her behalf. If the student fails to appear, the hearing shall proceed.
- Both the University representative and the accused student shall have the right to question witnesses. The accused student may question witnesses with the advice of his/her designated representative or counsel. All questions shall be limited to relevant evidence.
- To the extent that the University representative uses legal counsel for other than advisory purposes during the hearing procedure, the student shall be afforded the same opportunity. The University shall give the student notification of the intent to use legal counsel for other than advisory purposes at the time the student is notified of the hearing.
- The hearing will be recorded. If either party desires to appeal the finding, a copy of the recording will be produced at the expense of the party appealing the finding, and both parties will be furnished a copy.

6.19.3. Student's Right to Challenge Impartiality

The accused student may challenge the impartiality of a member of the Disciplinary Hearing Committee at any time prior to the introduction of any evidence. The member of the Committee shall be the sole judge of whether he/she can serve with fairness and objectivity. In the event the challenged member of the Committee chooses not to serve, a substitute will be chosen by the Dean of Student Affairs.

6.19.4. Determination of Hearing

The Disciplinary Hearing Committee shall render a decision to both parties within a reasonable time. The decision shall contain evidences, facts, and conclusions as to the guilt or innocence of the accused student. If the accused student is found guilty, the Disciplinary Hearing Committee shall assess any penalty or penalties in accordance with the following prescribed penalties, but not necessarily limited to:

1. Verbal or written warning.
2. Requirement that the student completes a special project which may be, but is not limited to, writing an essay, attending a special class or lecture, or attending counseling sessions. The special project may be imposed only for a definite term.
3. Restitution, whether monetary or by specific duties or reimbursement, for damage to or misappropriation of University, student, or employee property.
4. Suspension of rights and privileges, including access to electronic network facilities, and participation in athletic, extracurricular, or other student activities.
5. Community service as directed by the disciplinary officer to be completed either on campus or in the community at large.
6. Cancellation of dorm contract.
7. Disciplinary probation imposed for a definite period which stipulates that future violations may result in disciplinary suspension. During the period of probation, students may not hold elected student offices nor participate in social activities.
8. Ineligibility for election to the Student Government Association (SGA) for a specified period.
9. Removal from student organizations for a specified period.
10. Prohibition from representing the University in any special honorary role.
11. Withholding of official transcript or degree. 1
12. Loss of or ineligibility for student grant or loan.
13. Bar against readmission.
14. Denial or non-recognition of a degree.
15. Withdrawing from a course with a grade of "W."
16. Failing or reduction of a grade in test or course, and/or retaking of test or course, and/or performing additional academic work not required of other students in the course.
17. Deferred suspension for a specific period. During the period of deferred suspension, if a student is found guilty of any violation of the University's rules, regulations, or policies, he/she will be suspended from the University and may not appeal the suspension.
18. Suspension from the University for a Specified period. During suspension, a student shall not attend classes or participate in any University campus activities.
19. Dismissal from the University. A student who is dismissed is separated from the University for an indefinite period.
20. Expulsion from the University. A student who is expelled from the University is not eligible for readmission to the University.

Recording sanctions (13), (14), (15), (16), (17), (18), and (19), (20) may be made on a student's permanent transcript. The University may maintain confidential records of all other sanctions and may consider any prior sanction received by a student assessing a subsequent sanction. The University shall dispose of those records not transcribed on a student's permanent transcript within a reasonable time not to exceed five (5) years after the student ceases to be enrolled.

6.19.5. Appeal

Neither party may appeal if the hearing committee determines that the allegations against the accused student are true, but the only punishment assessed is a verbal or written warning. In those cases, the determination of the Dean of Student Affairs, a designated appointee or the Disciplinary Hearing Committee is final. In all other cases, however, either party may appeal. If the University hearing officer has been an appointee designated by the Dean of Student Affairs, the appeal will be made to the Vice President for Academic Affairs. Written notice of appeal must be sent to the Dean of Student Affairs or, as appropriate, to the Vice President for Academic Affairs within five class days after the decision of the

committee. Both parties may, at the discretion of the Vice President or Dean submit oral or written arguments to support their positions. For the appeal to be considered, the appealing party must submit all necessary documentation, including written arguments where appropriate, to the Vice President or Dean of Student Affairs within 5 class days after giving notice of appeal.

The President or Vice Presidents will review the decision by examining file documents and in the case of an appeal of a decision made by the Disciplinary Hearing Committee, the recording made during the hearing. The President or Vice Presidents may approve, reject, or modify the decision in question or may require that the original hearing be reopened for the presentation of additional evidence and reconsideration of the decision.

6.19.6. Interim Disciplinary Action

The Dean of Student Affairs or the Vice President for Academic Affairs may take immediate interim disciplinary action. This includes suspension, pending a hearing, against a student for violation of a rule and regulation of the University at which the accused is a student. This will occur when the continuing presence of the student poses a danger to persons or property or an ongoing threat of disrupting the academic process.

6.20. Grievance/Complaint Procedure

North American University (NAU) and Gulf Language School is committed to fair and equitable treatment of all members of the institution's community through compliance with University policies, state and federal regulations, and standards of ethical and professional conduct. As such, NAU/GLS ensures that students have the right to formally report complaints or grievances regarding the University itself, or its faculty or staff or students. All grievances and complaints will be taken into consideration. This includes NAU Distance Education students.

Complaint/Grievance is an injustice or prejudice that a student or faculty or staff member inflicted upon a student and the student deems unjust to their learning or learning environment. It can also be an issue concerning implementation of University policy, procedure and practice. This includes all on campus areas not just in the classroom.

NAU/GLS encourages individuals to seek resolution to a grievance/complaint. If a student decides to file a formal Complaint/Grievance, it needs to be done as soon as possible but not exceeding 20 business days from the date of the incident using the Student Complaint/Grievance Form available on the NAU website or from the Student Services Office.

This form needs to be submitted to the Student Services Office by dropping off the form or emailing it to Studentlife@na.edu.

The Student Services Office reviews the submitted form. Depending on the severity of the Complaint/Grievance, student services either submits the form to the appropriate supervisor or convenes the Complaint/Grievance Committee.

If Student Services Office deems the complaint/grievance can be resolved with a related party or a supervisor the following will happen:

Step 1: The Student Services Office informs the student via NAU email ensuring that his/her claim is being taken into consideration and who contacts them next.

Step 2: The Student Services Office informs the related supervisor/administrator.

Step 3: Within two weeks, the supervisor determines the best course of action and informs the student via NAU email. The supervisor may contact the related parties during the investigation.

The student has the right to appeal the decision to the Provost. Any appeal must be in writing and submitted to the University Administrative Secretary within five business days of receipt of the supervisor's decision. The Provost Office's decision is final.

If Student Services Office deems the complaint/grievance to be a severe issue, the following will happen:

Step 1: The Student Services Office informs the student via NAU email ensuring that his/her claim is being sent to the Complaint/Grievance Committee and the committee will be in contact with them.

Step 2: The Complaint/Grievance Committee is formed by the Dean of Student Affairs (DSA) and the Student Government Association (SGA) and is comprised of two faculty members and two staff members appointed by the DSA, and a student appointed by the SGA.

Step 3: The Complaint/Grievance Committee meets to discuss the complaint/grievance and devise a solution or process, as appropriate within 15 business day. The committee may call a formal hearing to interview the involved parties and/or witnesses, as appropriate.

Step 4: The committee will inform the related parties of the next step or the decision either via email or by formal NAU letterhead.

The committee decision may be appealed to the Provost or President. Any appeal must be in writing and submitted to University Administrative Secretary within five business days of receipt of the committee decision. All communications during this process will be conducted via the official NAU email.

Students can access to complaint procedures and forms following the link:

<http://www.na.edu/campus-life/student-services/>

(www.na.edu →Campus Life →Student Services →Grievance Procedure)

In the event a grievance remains unresolved, students may submit a formal complaint to Gulf Language Schools' accreditor. Accredited programs and institutions are expected to continue to meet the CEA Standards during the term of accreditation. A student, faculty or staff member, as well as others outside the program or institution who may have knowledge of an alleged failure by an accredited program or institution to maintain the standards may file a complaint with CEA. Such a complaint must be filed in writing with the name, address and telephone number of the complainant on a separate page, and shall identify the specific standard(s) allegedly violated as well as a description of how the program or institution has failed to comply with it:

Commission on English Language Program Accreditation

801 North Fairfax Street

Suite 402A

Alexandria, VA 22314

703.519.2070

info@cea-accredit.org

Or

Information about the THECB Student Complaint process, including relevant state regulations, forms, and contact information, is available at the agency's website:

<http://www.thecb.state.tx.us/studentcomplaints>

The web address for the rules governing student complaints – Title 19 of the Texas Administrative Code, Sections 1.110-1.120:

[http://texreg.sos.state.tx.us/public/readtac\\$ext.TacPage?sl=R&app=9&p_dir=&p_rloc=&p_tloc=&p_ploc=&pg=1&p_tac=&ti=19&pt=1&ch=1&rl=116](http://texreg.sos.state.tx.us/public/readtac$ext.TacPage?sl=R&app=9&p_dir=&p_rloc=&p_tloc=&p_ploc=&pg=1&p_tac=&ti=19&pt=1&ch=1&rl=116)

Texas Higher Education Coordinating Board

College Readiness and Success Division

P.O. Box 12788

Austin, Texas 78711-2788

512.427.6340

Please note that North American University has an Anonymous Incident Reporting System. Students may report such incidents through a confidential reporting system called MySafeCampus. Reports may be submitted anonymously via the website www.mysafecampus.com or by calling at 1-800-716-9007. The confidential report is treated as a formal grievance request and forwarded to the NAU Administration.

6.21. Disability Accommodation

North American University complies with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, pertaining to the provision of reasonable academic adjustments/auxiliary aids for students with a disability. In accordance with Section 504 and ADA 85 guidelines, NAU provides reasonable and appropriate accommodations to eligible students upon their request.

Persons with disabilities who desire accommodations are encouraged to contact the Student Services Office. This process begins with the student completing and submitting the Learning Disability Accommodation Request form, which can be found on the University website at

http://www.na.edu/documents/campus_life/Learning_Disability_Accommodation_Request_Form.pdf.

Then the student/parents provide official supporting documentation from a physician. Once these items are submitted, the Student Services Office follows up with the student's instructors to update them about the student's pending accommodations. All information pertaining to the student is maintained with the Student Services Office. Accommodations may include but are not limited to:

- Extended time for tests
- Separate/quiet testing environment

- Note taking assistance
- Enlarged written materials
- Books on Tape
- Preferential seating

7. GULF LANGUAGE SCHOOL PROGRAMS

Gulf Language School Staff

Margaret Combs

Director

Deputy Title IX Compliance Officer

7th Floor Room 706

Phone: (832) 230-5549

Mobile: (832) 499-7703

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Vacant

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7.1. Intensive English Program

7.1.1. Duration of Intensive English Language Study

The length of time required to complete the Intensive English Program varies with the language ability, the background, and the performance of the student in his/her studies. Students who enter the program require from one to six sessions to complete the objectives and attain the necessary skills for admission into the degree programs of the University.

7.1.2. Pedagogical Foci

Throughout all the levels of instruction the focus is on reading, writing, listening and speaking, integrating grammar and vocabulary. As the student's proficiency in English increases, the Intensive English courses become increasingly academic in character. At the advanced level, coursework simulates the academic, credit-bearing University courses.

7.1.3. Methods of Instruction in Intensive English

The methods of instruction are Task-Based, Cognitive Academic Language Learning, and Workshop. The texts, materials, equipment and methods used in the Intensive English Program are state-of the art and are designed to meet the student's needs. Instructors are trained and experienced in teaching English as a second language, especially for academic contexts. Intensive English classes are small, and each student will receive extensive individual attention.

7.1.4. Curriculum Overview by Skill

7.1.4.1. Reading Through the Curriculum in the IEP

Reading instruction in the Gulf Language School's IEP has one primary purpose: to provide the student with a battery of discrete yet interrelated skills that will enable him/her to engage effectively and responsibly with both academic and non-academic texts common of entry-level undergraduate coursework. Through regular practice of the skills both separately and, as additional skills are introduced, cumulatively via learning situations requiring self-generated responses to both single paragraphs and multi-paragraph essays, and through application of the skills to texts used for writing assignments, the student will systematically develop and improve overall ability to comprehend college-level English-language texts and thereby increase reading speed and academic vocabulary.

Level 1

The student will be introduced to the individual skills of understanding vocabulary in context, identifying a writer's main ideas, extracting a writer's primary supporting points, and recognize factual and organizational similarities and differences between thematically-linked texts in response to low-beginner to high beginner English for Academic Purposes material. In addition, the student will be introduced to the concept of applying ideas contained within texts to his/her own life.

Level 2

The student will be introduced to the individual skills of understanding vocabulary in context, identifying a writer's main ideas, extracting a writer's primary supporting points and recognize factual and organizational similarities and differences between thematically-linked texts in response to high beginner to low intermediate English for Academic Purposes material. In addition, the student will be introduced to the concept of applying ideas contained within texts to his/her own life.

Level 3

The student will develop the individual skills introduced in Level 1 and 2, identifying a writer's main ideas, extracting a writer's primary supporting points and analyze the significance of similarities and differences between thematically-linked texts in response to low intermediate English for Academic Purposes material. In addition, the student will further develop the ability to apply ideas contained within texts to his/her own life.

Level 4

The student will develop the individual skills introduced in Level 1 through 3 and will be introduced to the additional skills of inferring main idea, and analyze the significance of similarities and differences between thematically-linked texts in response to high-intermediate English for Academic Purposes material. In addition, the student will further develop the ability to apply ideas contained within texts to his/her own life.

Level 5

The student will refine the individual skills introduced and developed in Levels 1 through 4 and will be introduced to the additional skills of distinguishing between fact and opinion, analyzing how thematically-linked texts support and challenge one another, and hypothesizing as to reasons influencing the choices writers make in response to low-advanced English for Academic Purposes material. In addition, the student will further refine the ability to apply ideas contained within texts to his/her own life.

Level 6

The student will refine the individual skills introduced and developed in Levels 1 and 2 and will be introduced to the additional skills of distinguishing between fact and opinion, analyzing how thematically-linked texts support and challenge one another, and hypothesizing as to reasons influencing the choices writers make in response to low-advanced English for Academic Purposes material. In addition, the student will further refine the ability to apply ideas contained within texts to his/her own life.

7.1.4.2. Writing Through the Curriculum in the IEP

Writing instruction in the IEP has one primary purpose: to provide students with the entry-level academic writing ability necessary for success in introductory undergraduate courses. Through a carefully articulated sequence of multi-paragraph assignments that will enable the student to gain understanding and appreciation of writing processes (both his/her own and those of others), the student will, at each level of instruction, write an on-demand essay and produce a portfolio of finished writing that demonstrate increasing acquisition of composition skills required of writers in the academic community while continuously refining grammatical and mechanical competence.

Level 1

The student will be introduced to fundamental activities common to response-based writing assignments. The student will learn to compose a formally structured paragraph in which s/he assembles evidence to support an opinion. Areas of grammatical and mechanical competence emphasized include correct capitalization and spelling.

Level 2

The student will be introduced to fundamental activities common to response-based writing assignments. The student will learn to compose formally structured paragraphs in which s/he assembles evidence to support an opinion. Areas of grammatical and mechanical competence emphasized include correct capitalization and spelling.

Level 3

The student will develop the fundamental skills introduced in Level 1 and 2. The student will learn to compose a formally structured essay in which s/he assembles evidence to support an opinion. In addition, the student will summarize, paraphrase, and integrate information from multi-paragraph texts and react to the ideas of published writers while gaining familiarity with guidelines for attributing and citing information and ideas taken from sources. Additional areas of grammatical and mechanical competence emphasized include correct noun and verb usage.

Level 4

The student will develop the fundamental skills introduced in Level 1 through 3. The student will learn to compose a formally structured essay in which s/he assembles evidence to support an opinion. In addition, the student will summarize, paraphrase, and integrate information from multi-paragraph texts and react to the ideas of published writers while gaining familiarity with guidelines for attributing and citing information and ideas taken from sources. Additional areas of grammatical and mechanical competence emphasized include correct noun and verb usage.

Level 5

The student will refine the skills introduced and developed in Level 1 through 4 and will be introduced to the additional skills of extending and expanding information from several multi-paragraph texts and incorporating quoted material into their own writing. Additional areas of grammatical and mechanical competence emphasized include correct separation and combination of clauses.

Level 6

The student will refine the skills introduced and developed in Level 1 through Level 5 and will be introduced to the additional skills of synthesizing information from several multi-paragraph texts and incorporating quoted material into their own writing. Additional areas of grammatical and mechanical competence emphasized include correct separation and combination of clauses.

7.1.4.3. Listening Through the Curriculum in the IEP

Listening instruction in the IEP has one primary purpose: to improve the student's ability to effectively comprehend and assess oral English-language activities typical of the entry-level undergraduate academic environment. This goal will be achieved through regular practice involving interactive listening activities that (a) require both selecting correct answers from a limited field and supplying answers to open-ended questions, (b) range from conversations and interviews to complex academic lectures of varying lengths, and (c) increase and

enhance academic vocabulary. The student will also learn to develop methods of accurate note taking and organize the ideas and information in a useful written format.

Level 1

The student will be introduced to basic listening skills used in everyday situations including identifying main ideas, examples, and transition words in low beginner to high beginner lectures and other oral texts of equivalent level. Special emphasis is given to listening for and recalling specific information while practicing notetaking strategies.

Level 2

The student will be introduced to basic listening skills used in everyday situations including identifying main ideas, examples, and content and transition words in low intermediate to intermediate lectures and other oral texts of equivalent level. Special emphasis is given to listening for and recalling specific information while practicing notetaking strategies. In addition, the student will be introduced to appropriate methods of formulating opinions in response to oral text.

Level 3

The student will develop the skills introduced in Level 1 and 2, and will be introduced to the additional skills of making inferences and identifying inductive and deductive reasoning in low intermediate lectures and other oral texts of equivalent level. Special emphasis is given to drawing conclusions and organizing information while practicing note-taking strategies. In addition, the student will be introduced to strategies for personalizing content contained within oral text.

Level 4

The student will develop the skills introduced in Level 1 and will be introduced to the additional skills of making inferences and identifying inductive and deductive reasoning in high intermediate lectures and other oral texts of equivalent level. Special emphasis is given to drawing conclusions and organizing information while practicing note-taking strategies. In addition, the student will be introduced to strategies for personalizing content contained within oral text.

Level 5

The student will refine the skills introduced and developed in Levels 1 through 4 and will be introduced to the additional skills of analyzing a speaker's purpose and tone, identifying a speaker's pattern(s) of organization, distinguishing between fact and opinion in lectures and interviews, and evaluating the nature and relevance of a speaker's evidence in high intermediate to low-advanced lectures and other oral texts of equivalent level. Special emphasis is given to listening for and assessing a speaker's overall point or argument while practicing note-taking strategies. In addition, the student will be introduced to appropriate methods of formulating opinions in response to oral text.

Level 6

The student will refine the skills introduced and developed in Levels 1 through 5 and will be introduced to the additional skills of analyzing a speaker's purpose and tone, identifying a speaker's pattern(s) of organization, distinguishing between fact and opinion in lectures and interviews, and evaluating the nature and relevance of a speaker's evidence in high intermediate to low-advanced lectures and other oral texts of equivalent level. Special emphasis is given to listening for and assessing a speaker's overall point or argument while practicing note-taking strategies. In addition, the student will be introduced to appropriate methods of formulating opinions in response to oral text.

7.1.4.4. Speaking Through the Curriculum in the IEP

Speaking instruction in the IEP has one primary purpose: to assist the student in learning to communicate effectively and successfully in public speaking and social contexts common to the academic environment at the introductory undergraduate level. Via pair work, group work, and one-to-one conferences with the instructor, the student will, at each level, be guided through the process and performance of both impromptu/extemporaneous and planned/rehearsed presentations of consistently increasing length focusing on various structures and purposes including narrative, informative, and persuasive. Throughout the program, the student will progressively improve the ability to make observations, express opinions, and argue effectively and appropriately while enhancing speaking fluency and accuracy.

Level 1

The student will be introduced to public speaking skills used in everyday academic situations and in formal demonstration presentations at the low beginner. The student will learn principles of narration and

exposition, basic interview techniques, and fundamental platform skills. Emphasis is on reporting and discussing personal information.

Level

The student will be introduced to public speaking skills used in everyday academic situations and in formal process presentations at the high beginner. The student will learn principles of narration and exposition, basic interview techniques, and fundamental platform skills. Emphasis is on reporting and discussing personal information

Level 3

The student will develop the public-speaking skills introduced in Level 1 and 2 and will be introduced to the additional skills of principles of reaction and primary research for presentations at the intermediate level. Emphasis is on reporting and discussing information based on observations outside the self.

Level 4

The student will develop the public-speaking skills introduced in Level 1 through 3 and will be introduced to the additional skills of principles of demonstration and primary research for presentations at the intermediate level. Emphasis is on reporting and discussing information based on observations outside the self.

Level 5

The student will refine the public-speaking skills introduced and developed in Levels 1 through 4 and will be introduced to the additional skills of reporting on information without bias, assembling and organizing relevant informative presentation, and commenting on the nature and relevance of support in the arguments of others for presentations at the high-intermediate to low-advanced level. Emphasis is on orally presenting information derived from written or visual texts.

Level 6

The student will refine the public-speaking skills introduced and developed in Levels 1 through 5 and will be introduced to the additional skills of reporting on controversial information without bias, assembling and organizing relevant information for persuasion, and commenting on the nature and relevance of support in the arguments of others for presentations at the advanced level. Emphasis is on orally presenting information derived from written or visual texts.

7.1.4.5 Vocabulary

Vocabulary is an essential and integral part of every language skill. Student acquisition and development of the English language vocabulary is integrated into all the courses of the Intensive English Program. Vocabulary instruction will focus initially on high frequency vocabulary in use in everyday academic English and will then emphasize more advanced academic vocabulary. Most significantly, by the time the student completes the Intensive English Program s/he will be familiar with much of the academic vocabulary that is commonly used and that is necessary for success in university coursework.

7.1.4.6 Grammar

The goal is to integrate grammar into the four language skills: reading, writing, listening, and speaking. The purpose is to develop grammatical accuracy in academic writing and speaking and to increase comprehension in academic listening and reading. The emphasis is placed on understanding the form, meaning, and use of grammatical structures.

7.1.4.7. Program Benefits

The Intensive English Program at the Gulf Language School helps prepare students with intensive English training for entrance to the University. Students in the program are integrated into the academic, social, and cultural life of the University giving them a fully enriched experience. A few advantages include:

- Intensive instruction in American English
- Preparation for college entrance
- Cultural orientation to the American model of higher education
- Familiarity and facility with current electronic technologies
- 8-week courses are available from August to December or from January to May each year
- Two 6-week summer course available from May to August
- Small class sizes
- Qualified, advanced-level students (IENG 0006 or IENG 0009) may be admitted to NAU without a TOEFL score
- Efficient, effective, integrated, focused and challenging program

- Outstanding instructors with Master's degrees in Teaching English as a Second Language (TESL) or related field with TESOL experience.
- Scholarships for qualified students
- Certificate of Completion or Attendance, along with grade transcript
- Students may enroll in morning, afternoon, or evening classes depending on schedule:
 - Listening/Reading
 - Speaking /Writing
- Student services:
 - Computer lab access with Internet, e-mail, and software resources
 - Counseling
 - Orientation session
 - Advising

7.1.4.8. Hours of Study

A student will receive 20 hours of classroom instruction a week. In addition, a student is required to participate in self-access computer-aid instruction and participate in reading groups for five or more hours each week. These programs consist of independent learning modules in computer, reading, and audio-visual labs.

7.1.4.9 Methods of Instruction in Intensive English

The methods of instruction are Task-Based, Cognitive Academic Language Learning, and workshop. The texts, materials, equipment and methods used in the Intensive English Program are all state of the art and are designed to meet the student's needs. Instructors are trained and experienced in teaching English as a second language, especially for academic contexts. Intensive English classes are small, and each student will receive extensive individual attention.

7.1.4.10. Evaluation of Student Progress

Student achievement is assessed regularly. Progress reading and listening tests, presentations, written assignments, short quizzes, and final exit exams are given to assess students' progress in their Intensive English courses. Advancement from one level to a higher level in the Intensive English program is determined by examination, the Instructor's and Director's assessments, a grade of "C" or better, the Exit Exam, and the recommendation of the Instructor.

7.1.4.11. Satisfactory Completion of The Intensive English Program

Satisfactory completion of the IEP course is determined by the following criteria:

- 1) Students' course grade results of "C" or better
- 2) Students' achievement in the iBT TOEFL of 61/IELT of 5.5 Exam
- 3) Instructor Recommendations

Continuing students are placed by their completion of and proficiencies attained in the previous level, and in general do not skip levels.

7.1.4.12 Policy on Attendance and Lateness

Intensive English classes meet daily, Monday through Friday. Because of the intensive nature of the program, regular attendance by students in all courses is expected and required. Students are expected to attend all classes and laboratories. All missed classes and laboratories must be made up. A student is responsible for the work that is covered, and for any announcements that are made, during his/her absence. Accordingly, the GLS has established a policy for attendance, absence, and lateness. Instructors may set more stringent policies; students should consult the syllabus of each course. The policy is the following:

- Any absence may affect the student's grade, in accordance with the policy outlined in the course syllabus.
- Instructors are not obligated to give substitute assignments or examinations to students who miss class. If a student misses an announced examination or quiz, s/he must present an excuse considered valid by the instructor of the course. The course instructor may then require the student to take a make-up examination. Should there be a question about the validity of any excuse presented by the student, the matter should be referred to the Director of the Gulf Language School.
- Instructors are expected to maintain attendance records and to draw the student's attention to attendance requirements noted in the course syllabus.
- In the event students miss more than 20% of the class sessions for any reason, the instructor will inform the Office of the Director of the Gulf Language School. The Gulf Language School Registrar will subsequently issue a warning letter to the student.

- If a student has been suspended due to academic and/or non-academic reasons, temporarily banning him/her from the University, the student is required to make up all course work for the time suspended. Suspension does not constitute an excused absence.
- In case of serious illness, a student may petition the Director of the Gulf Language School for exemption from regular class attendance. The student must provide medical reports and supporting documentation demonstrating that s/he may not be able to attend class regularly. The Director of the Gulf Language School, in consultation with the Instructor(s), will determine the course of action regarding the student's progress in his/her course(s).

7.1.4.13. Advising

The Gulf Language School's IEP students are provided academic advisement by the Office of Student Affairs. Depending on the intended major, the student will receive assistance with developing an educational plan designed to ensure progress towards the degree. Intensive English Program students that matriculate to the undergraduate program will be assigned a Faculty Advisor after officially declaring a Major.

7.1.4.14. Certificate of Completion

Certificate of Completion provides proof of English language skills to undergraduate admissions. Students who complete Level 6 or Level 9 with a grade of "C" or above are exempt from the English admissions test and TOEFL Exam required for post-secondary programs at the Gulf Language School.

7.1.4.15. Academic Dismissal

At the end of the second consecutive session with a grade below "C" a student will be academically withdrawn from Gulf Language School's IEP. Academically dismissed students should remain dismissed for a period of one session and may again seek readmission to Gulf Language School's IEP after this period of dismissal.

7.1.4.16 Appeal Process and Reinstatement

If a student chooses to appeal an academic dismissal, the appeal will be reviewed by the Academic Standards Committee. The Academic Standards Committee may elect to allow the dismissed student to return to Gulf Language School as a reinstated student for a period of up to one semester (two consecutive regular sessions). Reinstated dismissed students are only allowed to repeat courses in which grades of "D" or "F" were earned.

Students are required to participate in the academic support programs as defined by the Retention Specialist. Failure to comply with the program as defined by the Retention Specialist jeopardizes the student's continued enrollment at Gulf Language School's IEP.

If the reinstated student has not increased his/her grade to "C" or above by the end of the reinstatement period, s/he will be academically dismissed without appeal.

7.2. Developmental English Course (IENG 0009)

The Gulf Language School has developed a course for the student who qualifies for admission into the University Undergraduate Program but whose English-language skills fall below the minimum ACCUPLACER scores of Reading Comprehension 80 and Write Placer 6 necessary to engage successfully in English-medium courses at the post-secondary level. The course is designed to introduce the student to the complex, interrelated processes of reading and writing in the academic environment. The program goal is to facilitate the student's understanding of how language—both written and spoken—is complicated, challenging, and dynamic—and how it extends beyond the boundaries of much of what the student has previously encountered.

7.2.1. Course Learning Outcomes

The student will be able to write, revise, and edit essays in accordance with specific assignment and level requirements according to Edited American English in which s/he:

- 1) Summarizes multi-paragraph articles accurately.
- 2) Adds evidence from personal experience/observation to ideas contained within multi- paragraph articles.
- 3) Analyzes similarities and differences contained within thematically or topically-linked multi paragraph articles.
- 4) Analyzes similarities and differences between adaptations of fiction.
- 5) Recommends a relevant course of action and/or predicts a logical next step relevant to the ideas contained within multi-paragraph articles.
- 6) Acknowledges and attributes information and sources according to APA conventions.

Upon successful completion of IENG 0009, student can matriculate into ENGL 1311 in their undergraduate program of study

7.2.2. Reading

The student will be introduced to the individual skills of understanding vocabulary in context, recognizing a writer's pattern(s) or organization, identifying a writer's main ideas, extracting a writer's primary supporting points, making inferences, evaluating the relevance of supporting evidence, inferring main ideas, analyzing rhetorical choices (including purpose, tone, and emphasis), and distinguishing between fact and opinion. In addition, the student will recognize and analyze factual and organizational similarities and differences (and their significance) between thematically-linked texts, analyze how thematically-linked texts support and challenge one another, and hypothesize as to reasons influencing the choices writers make in response to low-advanced English for Academic Purposes material. As well, the student will apply ideas contained within texts to his/her own life.

7.2.3. Writing

The student will be introduced to fundamental activities common to response-based writing assignments. The student will learn to compose formally structured paragraphs and essays in which s/he assembles evidence to support an opinion. In addition, the student will summarize, paraphrase, and juxtapose information from multi-paragraph texts while learning to acknowledge, extend, react to, synthesize, and incorporate the ideas and statements of published writers into their own writing. Areas of grammatical and mechanical competence emphasized include correct capitalization, spelling, noun and verb usage, and separation and combination of clauses.

7.2.4. Hours of Study

Students will receive 20 hours of classroom instruction a week.

7.3. General English Program

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:

- 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

7.3.1. 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

7.3.2 Evaluation of Student Progress

Student achievement is assessed regularly. Practice tests, presentations, reports, written assignments, short quizzes, midterms, and final examinations are given to assess students' progress in their Intensive English courses. Advancement from one level to a higher level in the Intensive English program is determined by examination, the Instructor's and Director's assessments, a grade of "C" or better and the recommendation of the Instructor.

7.3.3. Satisfactory Completion of The General English Program

Satisfactory completion of the General English Program course is determined by the following criteria:

- 1) Students' course grade results of "C" or better
- 2) Instructor Recommendations

Continuing students are placed by their completion of and proficiencies attained in the previous level, and in general do not skip levels.

7.3.4. Hours of Study

A student will receive 16 hours of classroom instruction a week and participate in two (2) hours of self-access computer-aid instruction for 8 to 16 weeks. These programs consist of independent learning modules in computer, reading, and audio-visual labs.

7.4 English For Specific Purpose (ESP)

English for Specific Purpose use teaching circumstances, it is an advance approach as compared to General English. The ESP Course has been designed for mature learners, either in an expert work situation or at a tertiary stage institution. ESP is usually designed for the students of intermediate and graduation level. Most ESP courses assume a few basic knowledges of the language system.

Characteristics of ESP

ESP must have below characteristics; let's have a look on them:

- It is all based on the learner's requirement. Inspiration related to job.
- It has particular use of vocabulary.
- It is taught with the help of presentation and negotiation.
- It uses different tactics to accomplish its target.
- It is all about learner need goal-oriented.
- It is often used for e-commerce or business communication purposes.

The focus of ESP is how to teach English with proper and easy method for the specific goals. It does not emphasis on the language, but tries to highlight the need of a learner such as, English for the Engineers, Lawyers, Doctors and Tourists etc. To teach a tourist guide English for communication, the class of ESP will be all about developing communication capabilities instead of other skills. Obviously, in tourism, communication is important. Without communication skills, one cannot interact with others. Therefore, English will be taught in a distinguish way as per the field demands. ESP put more significance on the training and selection of suitable content. The objective can be to develop a restricted English Proficiency.

7.5. Test Preparation Courses

The Gulf Language Schools strives to be a leader in Test Preparation. For more than ten years, our comprehensive, hands-on courses have helped students excel on their admittance exams.

7.5.1. Test Preparation for Undergraduate Study

For College or university admissions, the Gulf Language School paves the way for whatever future the student imagines. Our test preparation courses for undergraduate study build confidence, set reasonable goals, and learn what to expect on the test. The courses offered are:

TOEFL

Offered year-round to high-intermediate and advanced students, TOEFL Test Preparation is an intensive, 20 hours per week course that prepares students for the iBT TOEFL Test. In addition to teaching general skills such as grammar, vocabulary and communications skills, our highly-qualified instructors teach TOEFL-specific skills utilizing real TOEFL materials. Students will learn how to achieve a high score on the TOEFL test, through the instructor's use of TOEFL practice tests and practice questions that focus on the TOEFL reading, writing, speaking, and listening sections. Our instructors also teach essential test-taking strategies that include time-management and question management. Instructors provide individualized help during class on needed areas of improvement based on their English skills, and practice test scores on each section.

IELTS

Offered year-round to intermediate through advanced students, the IELTS Test Preparation course is an intensive, 20 hours per week course that prepares students for the IELTS test. Our highly-qualified instructors help students prepare for and understand the test using IELTS practice tests, and IELTS practice questions for the reading, writing, speaking, and listening sections of the IELTS test. Our instructors also teach test-taking strategies that include time management and question management. Instructors provide individualized help and advice during class based on a student's English skill level and the areas where a student needs improvement.

ACT

The ACT course contains everything students need to quickly improve skills and confidence. Each course features engaging, expert and personalized instruction, to prepare for the reading, writing, and language sections of the ACT to prepare for the English, reading, and writing sections of the ACT in this focused course taught by experienced teachers. Students will review the crucial subject matter tested on the ACT and learn strategies proven to help students when they are unsure of the correct answer.

SAT

The SAT course contains everything students need to quickly improve skills and confidence. Each course features engaging, expert and personalized instruction, to prepare for the reading, writing, and language sections of the new SAT in this focused course taught by experienced teachers. Students will review the crucial subject matter tested on the SAT and learn strategies proven to help students when they are unsure of the correct answer.

7.5.2. Test Preparation for Graduate Study

The Gulf Language School offers preparatory courses to help students get started in their graduate study. Experienced instructors teach students test taking strategies that not only boost confidence, they're proven to provide a measured increase in a student's test scores.

GMAT

This preparatory course offers a class designed to help students do their best on the GMAT and improve their chances of gaining admission to graduate schools of business. The Quantitative and Verbal sections are adaptive. The Analytical Writing Assessment and the Integrated Reasoning sections of GMAT are non-adaptive. Thus, integrated reasoning, writing, verbal, and quantitative sections as well as general test strategy and time management techniques are built into each session and applied specifically to the content covered. This comprehensive class covers each section of the test and provides strategies and suggestions to improve students' performance.

GRE

This preparatory course offers a comprehensive class to prepare students to do their best on the GRE and get one step closer to graduate school. All topics of the course GLS We may mix their order based on a variety of factors. We may also make slight adjustments to tailor the course to the needs of the participants based on all the communications exchanged prior to the course. With its structured approach and comprehensive content, this class is designed to build confidence and sharpen test-taking skills.

7.6. Evening ESL Course

The Evening ESL courses offers classes for those who wish to improve their everyday English communication skills or enhance their command of English for professional purposes. These non-credit classes address spoken communication skills and are designed for those who do not wish to enroll in a full course of study. Classes are for students from beginner to intermediate level of proficiency.

Classes are small, with an average of 10 students per class. The exact schedule of classes is determined by student enrollment. Usually both beginner to intermediate level speaking classes are offered each session.

Students will have the opportunity to develop their reading, writing, listening, and speaking skills through high-interest news stories written with English-language learners in mind. *News for You* consists of current interactive stories and activities that are published every week.

Students read and participate in activities and exercises that explore world and national news, health, education, politics, sports, and more. Integrated vocabulary lists, photos, and captions help students develop comprehension and critical thinking skills.

7.6.1. Hours of Study

A student will receive 3 to 6 hours of classroom instruction 2 to 4 days a week for 8 weeks. [Monday and Wednesday, Tuesday and Thursday, or Monday through Thursday]

7.7. Education and Teacher Development

Gulf Language School believes in the power of education for instructors and teachers. GLS makes teacher development a priority with courses designed specifically for educators.

Gulf Language School and North American University offer a range of credit and non-credit course programs to assist teachers to stay sharp. The courses deepen the teachers' knowledge, expand their skills and get them ready to meet the challenges of today's classroom.

A teacher's professional development is crucial for classroom success, making ongoing education an important component for educators today. Our courses can help teachers prepare for develop deeper understanding in key areas. Topics include curricular design models and the integral connection between curriculum, assessment, and instruction; strategies for curriculum alignment; investigation and application of research- based instructional strategies; and the use of technology to enhance instruction.

Continuing education for future and in-service teachers focuses on helping them prepare for the challenges of the today's classroom. These courses can help teachers gain the skills needed and feature:

- Teaching methodologies.
- Classroom Management
- Educational Leadership
- Using technology in the classroom.
- Using teaching strategies in the classroom

GLS strive to make continuing education more available for the adult learner, including offering a network of support to help you succeed.

7.7.1. Hours of Study

8-week face-to-face-instructions

Teacher student will meet for 1.5 hours a day, 2 days a week for 8 weeks either on a Monday/Wednesday or a Tuesday/Thursday schedule.

16 week face-to-face instructions

Teacher student will meet for 1.5 hours a day, 2 days a week for 16 weeks either on a Monday/Wednesday or a Tuesday/Thursday schedule.

8 week online instructions

Teacher students should expect to spend four to six hours a week on course work for every course credit.

8. COURSE DESCRIPTIONS

8.1. Intensive English Program (IENG)

IENG 0001 Lower Beginning Intensive English

Level 1

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. Both in and out-of-class activities will help students develop strategies to discuss, challenge and expand ideas contained in text materials and compose a coherent paragraph. Exit exam required. Credit earned cannot be used for graduation. Prerequisite: ACCUPLACER.

IENG 0002 Upper Beginning Intensive English

Level 2

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 materials 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 and compose a well-developed coherent paragraph. Exit exam required. Credit earned cannot be used for graduation. Prerequisite: ACCUPLACER or IENG 0001.

IENG 0003 Lower Intermediate Intensive English

Level 3

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, recognize verbal and non-verbal cues that signal main ideas and relationship of ideas, deliver formal oral presentations of 3-4 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. Exit exam required. Credit earned cannot be used for graduation. Prerequisite: ACCUPLACER or IENG 0002.

IENG 0004 Upper Intermediate Intensive English

Level 4

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, 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 3 paragraphs. Both in and out-of-class activities will help learners practice strategies critical to discussing, challenging and expanding ideas from text materials. Exit exam required. Credit earned cannot be used for graduation. Prerequisite: ACCUPLACER or IENG 0003.

IENG 0005 Lower Advanced Intensive English

Level 5

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 3-5 paragraphs. Both in and out-of-class activities will help learners practice strategies essential to discussing, challenging and expanding ideas contained in text materials. Exit exam required. Credit earned cannot be used for graduation. Prerequisite: ACCUPLACER or IENG 0004.

IENG 0006 Advanced Intensive English

Level 6

This course refines listening, speaking, reading and essay writing skills needed for success in an academic environment. This course introduces and refines listening, speaking, reading and essay writing skills needed for success in an academic 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, expand vocabulary, 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, paraphrase, and synthesize information and ideas to create essays of 3-5 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. Exit exam required. Credit earned cannot be used for graduation. Prerequisite: ACCUPLACER or IENG 0005

8.2. Developmental English (IENG 0009)

IENG 0009 Fundamentals of Critical Reading and Writing

Level 9

This course surveys a variety of reading materials. Students will locate explicit textual information, draw complex inferences, and describe, analyze, and evaluate the information across multiple texts of varying lengths. Students will explore a variety of writing modalities, generate ideas and gather information relevant to the topic and purpose, incorporating the ideas of other writers in student writing using established strategies. Credit earned cannot be used for graduation. Successful completion of this course will prepare students for entry into ENGL 1311. Prerequisite IENG 0006 or 61 TOEFL/5.5 IELTS.

8.3. General English (GENG)

GENG 0001 Lower Beginning Intensive English

Level 1

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™.

GENG 0002 Upper Beginning Intensive English

Level 2

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.

GENG 0003 Lower Intermediate Intensive English

Level 3

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.

GENG 0004 Upper Intermediate Intensive English

Level 4

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.

GENG 0005 Lower Advanced Intensive English**Level 5**

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.

GENG 0006 Advanced Intensive English**Level 6**

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.

8.4. English For Specific Purposes (IENG 0012)**IENG 0012 English for Specific Purpose****Intermediate & Advanced**

The course introduces students to English for Specific Purposes (ESP), a learner-centered approach to teaching English as a foreign and second language. It explores methodologies that cater the needs of learners who need to learn a foreign or a second language for use in their specific fields, such as science, technology, medicine, leisure, and academic learning. It also sharpens language skill through the use of discipline-based materials for the development of academic proficiency in academic studies or the teaching of English for academic and occupational purposes. Prerequisite: High Intermediate to Advanced English Language Skills.

8.5. Test Preparation (IENG)**IENG 0007 Beginner TOEFL Preparation Course****Intermediate**

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.

IENG 0008 Advanced TOEFL Preparation Course**Advanced**

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.

IENG 0010 SAT Preparation Course**Advanced**

This class is designed to prepare students for the Scholastic Aptitude Test (SAT) This course will teach students the format of the test and provide both strategies and practice for questions on critical reading, sentence completion, grammar, usage, and writing. Our primary goal is to identify and implement test taking strategies using prerequisite knowledge to increase student performance. Prerequisite: ACCUPLACER™ or IENG 0005.

IENG 0011 ACT Preparation Course**Advanced**

This class is designed to prepare students for the ACT test. This course will teach students the format of the test and provide both strategies and practice for questions on critical reading, sentence completion, grammar, usage, and writing. Our primary goal is to identify and implement test taking strategies using prerequisite knowledge to increase student performance. Prerequisite: ACCUPLACER™ or IENG 0005.

IENG 0013 IELTS Preparation Course**Advanced**

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.

IENG 0014 GMAT Preparation Course**Advanced**

This course focuses on thoroughly familiarizing students with the level, format, content and the computer adaptive nature of the test and on teaching students' strategies for all three sections (Analytical Writing Assessment, Quantitative, and Verbal) of the test. Students will learn time saving tactics to enhance the score on every section of the exam. Prepare further by reviewing basic mathematical and reading comprehension methods. By the end of this course, students will have developed techniques to help solve logistical and comprehension questions quickly and accurately. Prerequisite: ACCUPLACER™ or IENG 0006.

IENG 0015 GRE Preparation Course**Advanced**

This course is tailored to busy individuals. Gulf Language School will teach students what they need to know in the least amount of time. The course consists of a mix of lectures and exercises in each session, with ample time allotted for answering sample questions and receiving personalized attention from the instructors. The course is structured so that both the novice and expert test-takers will learn valuable techniques for eliminating wrong answers and choosing correct ones. Each question is discussed in-depth with a step-by-step analysis of the thought processes required to arrive at the correct solution. Prerequisite: ACCUPLACER™ or IENG 0006.

8.6. Evening ESL (CONV)**CONV 0001 Lower Beginner Conversation****Low Beginner**

This course provides students with instruction in and practice speaking and understanding conversational English in a small-group setting with classmates who are at low beginner level of English proficiency. Students can share information about their countries of origin with classmates from around the world and discuss topics related to personal interests and current events. Prerequisite: Michigan Placement Exam.

CONV 0002 Upper Beginner Conversation**High Beginner**

This course provides students with instruction in and practice speaking and understanding conversational English in a small-group setting with classmates who are at high beginner level of English proficiency. Students work on pronunciation, vocabulary and idioms to further develop their conversational skills. They also receive individualized feedback on grammar and pronunciation errors. Prerequisite: Michigan Placement Exam.

CONV 0003 Lower Intermediate Conversation**Low Intermediate**

This course provides students with instruction in and practice speaking and understanding conversational English in a small-group setting with classmates who are at low intermediate level of English proficiency. The course focuses on a range of skillsets, including improving listening comprehension, participating in class discussions, understanding conversational strategies, giving group presentations, asking and answering questions, interacting effectively with native speakers, and improving through self-evaluation of speech. Prerequisite: Michigan Placement Exam.

CONV 0004 Upper Intermediate Conversation**High Intermediate**

This course provides students with instruction in and practice speaking and understanding conversational English in a small-group setting with classmates who are at high intermediate level of English proficiency. Students will have the opportunity to develop their reading, writing, listening, and speaking skills through high-interest news stories written with English-language learners in mind. Prerequisite: Michigan Placement Exam.

CONV 0005 Advanced Conversation**Advanced**

This course provides students with instruction in and practice speaking and understanding conversational English in a small-group setting with classmates who are at advanced level of English proficiency. Students will have the opportunity to develop their reading, writing, listening, and speaking skills through high-interest news stories written with English-language learners in mind. Prerequisite: Michigan Placement Exam.

8.7. Education and Teacher Development**CEDU 0011 Teaching Methodology and Research****Intermediate**

This course is designed to reinforce and enhance teaching skills and strategies such as methods of classroom instruction, management and leadership for in-service teachers. (8 weeks)

CEDU 0012 Teaching Methodology and Research**Intermediate**

This **course** is designed to help future **teachers** put instructional theory into practice. It will provide an integrated coverage of **methods** of classroom instruction, management and leadership. (16 weeks)

CEDU 0013 Survey of Educational Strategies (Online)**Intermediate**

This course is designed to reinforce and enhance teaching skills and strategies for in-service teachers. (8 weeks online)



9. GOVERNANCE

9.1. Board of Trustees

The Board of Trustees of the North American University functions as the University's major policy making body and planning unit. The interests of the major constituencies of the institution are represented by one or more board members. The voting members of the board do not receive any compensation from the institution. The president (CEO) of the University also serves on the board as a non-voting member. North American University is a 501(c)(3) educational non-profit organization. The current governing board members of the North American University are:

Name	Title	Assignment
Dr. Güner Arslan,	Board President	Ph.D. Electrical Engineering from the University of Texas. System Design Engineer. Adjunct Professor at the Electrical and Computer Engineering Department at the University of Texas. Serves on the boards of non-profit organizations: Interfaith Action Central Texas (iACT) and the Dialogue Institute of the Southwest.
Ruhi Ozgel	Board Member	President and CEO of Ozgel Inc. Serves non-profit community organizations: chair of Mayor of Houston's Sister City Alliance for 12 years, member of organizing committee of a United Way agency.
Orhan Kucukosman	Board member	President & CEO of TTACC, Raindrop Turkish House representative and Turkish American Community Leader
Abdullah Marulcu	Board Member	Finance Manager at the Zilker Trading company for 7 years. In 2011 established Cosmos Wholesale Import Inc.

9.2. University Administration

Name	Title	Assignment	Area of Degree
Dr. Serif Ali Tekalan	President	Chief Executive and Administrative Officer for the Board of Trustees. He/she will execute directly or by delegation, all executive and administrative duties relating to the operation of the University .	M.D. in School of Medicine, Ege University
Dr. Faruk Taban	Provost & Vice President - Academic Affairs	Chief Academic Officer of the University and provides leadership to all academic areas so they reflect the mission of the institution.	Ph.D. in Mechanical Engineering, University of Nevada
Dr. John C. Topuz	Executive Vice President - Compliance, Accreditation and Institutional Effectiveness	Executive Officer provides administrative oversight for the University's institutional effectiveness, assessment, accreditation, and research operations. The individual must work collegially with faculty and staff to promote a climate for student success.	D.B.A. in Finance, Louisiana Tech University
Dr. Kadir Almus	Vice President - Administrative Affairs	Chief Administrative Officer oversees all of the non-academic functions of the university, including: Admission, Financial Aid, International Student Office, Marketing and Communications, Housing and Facilities	Ed. D. in Educational Administration and Supervision, University of Houston
Dr. Osman Kanlioglu	Dean of Student Affairs	Chief student-personnel officer of the University and advises the President on all matters pertaining to non-academic student life; provides leadership and general management of units: Student Services, Student Success, and Alumni/Career Services Office	Ph.D. in Electrical Engineering, University of Houston
Mr. Dovran Ovezov	Chief Financial Officer (CFO) - Director of Business Affairs	Business Office, Human Resources, Information Technology and Bursar's Office	M.B.A., Southeastern Louisiana University

9.3. Gulf Language School Administration

Name	Title	Assignment	Area of Degree
Margaret Combs	Director	Chief representative and executive officer of the Institute, has the responsibility for supervising and coordinating all administrative, teaching, research, and service activities.	MEd in Higher Education Administration, Northeastern University
Vacant	Registrar/Administrative	Maintains the academic record of all students and plans and implements the registration process for classes. He or she works with other administrators to coordinate times and locations for class meetings and resolve scheduling conflicts.	
Vacant	Coordinator Listening and Reading	Coordinators are faculty administrators whose primary responsibility is to manage the development and review of reading and listening curriculum and assessments of student learning outcomes; and responsible for maintaining course materials, designing new courses, ensuring the curriculum is aligned across levels, and curriculum/assessment practices are regularly reviewed	
Vacant	Coordinator Writing and Speaking	Coordinators are faculty administrators whose primary responsibility is to manage the development and review of Writing and speaking curriculum and assessments of student learning outcomes; and responsible for maintaining course materials, designing new courses, ensuring the curriculum is aligned across levels, and curriculum/assessment practices are regularly reviewed	

9.4. University Advisory Board

The President and the Board of Trustees of North American University have determined that there is great value to the University in having a well-organized system of Advisory Board for all academic departments. The main objective of the NAU Advisory Boards is to assist the University, by all appropriate means, to carry out more effectively its mission. The current members of the University Advisory Board are listed as follows:

Name	Title	Company/Institution
Dr. John "Yiannis" K. Galiotos	Dean	Energy and Manufacturing Institute, Lone Star College System
Dr. John Roberts	Dean	College of Liberal Arts and Social Sciences, University of Houston
Mr. Mike Jiang	Vice President	Houston Business Banking, Bank of Texas
Dr. Barkat Charania	Orthopedic Surgeon	Healthy Living expert www.drcharania.org
Ms. Samantha Gonzalez	Community Outreach Manager	Kidney.org
Mr. Jeffrey O. Baldwin, Sr.	President	Baldwin Liaison Consulting, LLC; (Retired) Senior Executive, Fields Operations; U.S. Customs & Border Protection, Department of Homeland Security
Ms. Melvin Houston	Business/Entertainment Lawyer	Melvin Houston Associates
Mr. Alan Machlachlan	President	GO-link Energy
Ms. Linda Vega	Immigration Attorney	The Vega Law Firm, Houston, TX

Mr. Jeng Liang	Former Educator and President of Private K-12 school	Texas Real Estate World, (T.R.E.W) Realty and Business
Mr. Besim Tafilaj	Vice President	Commercial Banking, Chase Bank
Hon. Ms. Teta Banks	President	The International Forum, Inc., United Nations Association
Mr. Omer C. Reid	Director of Human Resources	City of Houston
Mr. Deniz Cevik	President	Realtor and Contractor
Mr. Reggie Gray	President	Houston Intercontinental Chamber of Commerce
Mr. Gamal Hassan	President & CEO	ADH Energy, Houston, TX
Ms. Cherry Steinwender	Executive Director	The Center for the Healing of Racism, Houston, Texas
Mr. Faisal Amin	Director, Benchmarking & Strategy	Berkeley Research Group, LLC Houston, TX, www.thinkbrg.com
Basheer M. Khumawala, PhD FDSI	John & Rebecca Moores Professor	C.T. Bauer College of Business University of Houston, Houston, TX
Ms. Lina Sabouni, AIA NCARB	Principal	AUTOARCH Architects, Houston, Texas
Mr. Michael Sabouni, AIA NCARB	Principal	AUTOARCH Architects, Houston, Texas
Mr. Charles M. Giesen	Lawyer	Law Office of Charles M. Giesen, CPA, Esq
Don McDonald, Ph.D., MBA, SPHR	Graduate Professor of Human Resources	Troy University
Mr. Rick Seifert	Cross-Culture Specialist	ICX Friendship Association



10. FACULTY

10.1 Gulf Language School Full-Time Faculty

Marc-Xavier Chibou Passeneau

mpasseneau@na.edu

832.230.5069

Main Building, 7th Floor Room 712

English as a Second Language (ESL) Instructor

Marc-Xavier Chibou Passeneau graduated from The University of Sunderland-United Kingdom with a Master of Arts in Teaching English to Speakers of Other Languages and a Bachelor of Arts in Business Management.

Having grown up in a multilingual family that valued language acquisition and multiculturalism, he is fluent in English, French, and Arabic and possesses intermediate ability in Spanish and Italian. Mr. Passeneau has developed curriculum and taught ESL, Arabic, and French courses in the United States. He is a past Arabic and French interpreter for the United States Department of Justice, Executive Office for Immigration Review.

Mr. Passeneau joined North American University's IEP in January 2015 and has taught all language levels. His teaching philosophy is that all students have the ability to learn and succeed and believes that his role is to facilitate each student's bilingual acquisition.

In his free time, Mr. Passeneau enjoys exploring the culinary and cultural activities of Houston and enjoys world travel.

Jason Villanueva

jason@na.edu

832.230.5067

Main Building, 7th Floor Room 713

English as a Second Language (ESL) Instructor

Jason Villanueva, J.D., is from Chicago, Illinois but has lived all around the world. He has resided in Washington, Maryland, Germany, South Korea, and now Texas. Mr. Villanueva received his Bachelor of Arts degree at the University of Illinois at Urbana-Champaign, majoring in English and minoring in Asian-American Studies. Additionally, he earned a Juris Doctor degree at Texas Southern University. Mr. Villanueva has had previous experience teaching English as a Second Language nearby Seoul, South Korea. On November 10, 2013, he was awarded a 150-Hour TESOL Teaching Certificate provided by LinguaEdge and accredited by ACTDEC.

Jason has been with the Gulf Language School at North American University since October 2012. He believes that helping students learn a new language and shaping them to become positive role models is such a rewarding experience. Mr. Villanueva enjoys traveling around the world, learning about different cultures, and eating food from different countries.