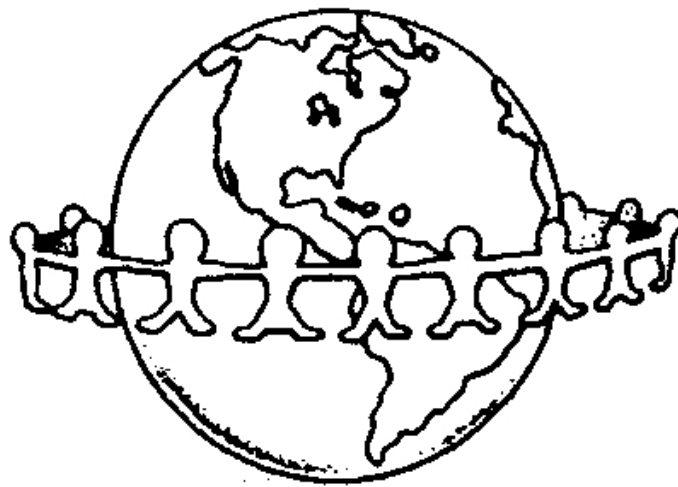


**ORIENTATION STUDENT
HANDBOOK**
Policies · Regulations · Procedures



E. C. I.

English Language Program

Your Door to Academic Success

Office of ECI English Language Program

The following address, numbers, and e-mail addresses will be very helpful if you have any questions:

ECI Main Campus in Richardson, Texas
1055 S. Sherman Street Suite 140
Richardson, TX 75081
Office Phone (469) 872-0069
Office /fax (405) 810-8714

ECI Dallas Campus in Farmers Branch, Texas
2735 Villa Creek Drive, Suite A-110
Farmers Branch, TX 75234
Office Phone (972) 239-8555
(214) 651-7368
Office /fax (405) 810-8714

E-mail: eci@ionet.net (all administrators will receive a copy of the e-mail)
Website: www.eciprograms.com

ECI Mission Statement

ECI English Language Program (ELP) exists to serve international students by preparing them to use the English language for the academic, social, and cultural challenges of life in American colleges and universities.



TABLE OF CONTENTS

Pg. 3

| | |
|---|-------------------|
| Mission and ECI /About ECI | Page 4 |
| Program Description and Weekly Schedule | Page 5 |
| ECI Integrated Courses and their Length and Structure | Page 6 |
| Integrated Courses & Student Learning Outcomes per Level | Page 7 |
| Academic Elective Courses and their Length and Structure | Page 8 |
| Academic Electives: Goals & Student Learner Outcomes | Page 9-23 |
| Placement Test ; Placement Test and Progress Appeal | Page 24 |
| Grading: Letter Grade/ Components of the grade; Make-up Work; Classroom Rules | Page 25 |
| Student Progress and Assessment; Placement, assessment and Advancement | |
| Policy on failing 2 times; Curriculum Levels; Assignments, Quizes, Tests and Project | Page 26 |
| | |
| Michigan Placement Test as an External Assessment Test &Benchmark | |
| Tailored Class/Level Policy; Assessments; Completion of Program | Page 27 |
| | |
| Probation/ Absences and Tardiness; Early Departure; Reduce Course Load | |
| Leave of Absence; Vacation | Page 28 |
| | |
| Enrollment in 2 Consecutive cycles; Optional 4 Superior levels; Cheating | |
| Cheating and Academic Integrity ; Plagarism; Copyright Policy | Page 29 |
| | |
| Student Advising : Acadeic,Personal,Specific Personal; | |
| Academic and Attendance Warning | Page 30 |
| Immigration Advising; Policy pertaining Immigration ; Student conduct and | |
| Policy on Termination | Page 31 |
| Student Records and Confidentiality | Page 32 |
| Student Complaint/Grievance Procedure | Page 33 |
| Information on Immigration regarding visas and statuses | Page 34-35 |
| Student housing | Page 36 |
| General Policies: Classroom Rules; Progress Reports and Transcripts; Center Policy; | |
| Library; Lunch Time; Policy on Electronic Communication | Page 37 |
| | |
| Holidays, Vacation, Insurance, Driving a Motorized Vehicle, | |
| Local, State and Federal Laws | Page 38 |
| Cultural Activities, Field Trips, Student Organizations, Evaluations | Page 39 |
| ECI Refund Policy | Page 40 |
| Enrollment Agreement Form and Request to Withhold Information | Page 41 |
| Student Grievance Form | Page 42 |
| Request Form for Extension of Program and Student Absence Request | Page 43-44 |
| Fire Policy and Tornado Policy | Page 45-46 |
| | |
| CEA Complaints Procedure | Page 47-48 |

Mission:

E.C.I. English Language Program exists to serve the international students by preparing them to use the English language for the academic, social, and cultural challenges of life in American colleges and universities.

About ECI:

Educational and Cultural Interactions, Inc. (ECI) was founded in 1996. ECI is accredited by CEA and it is a member of English USA (AAIEP).

E.C.I. offers a curriculum that is consisted of core ESL classes which incorporate all the components of English language learning skills: listening and speaking , reading, and vocabulary, writing, and grammar—usage of the language and academic elective classes that compliment the core classes and help with the achievement of the goals and learning outcomes contributing to the students' readiness to function successfully in a high academic learning environment.

E.C.I. offers exceptional student services helping the students with housing, transportation assistance, immigration counseling, academic counseling, general counseling per need, and a variety of cultural and fun activities throughout the students' stay.

E.C.I. staff and faculty on both campuses make sure that you are provided with high quality education and a fun cultural experience

ECI has established cooperation with several universities helping students transition from the Language studies to the university studies. After completion of the highest advanced level: ESL304, ECI students candidate for undergraduate studies can enroll without taking IELTS/TOEFL at the following universities: University of Dallas, in Irving, TX; Oklahoma City University in Oklahoma City, OK; Dallas Baptist University in Dallas, TX; LeTourneau University in Longview and Dallas Texas, Texas Wesleyan University in Ft. Worth , Texas, University of Texas at Tyler, TX; St. Edwards University in Austin, TX., Randall University in Moore, OK; Arkansas State University in Ft. Smith, AR; Goshen College in Indiana, American National University in Roanoke, VA.

Program

ECI English Language Program consists of twelve (12) levels. After completion of the twelve levels, the student will be able to follow and make achievements throughout the academic studies at universities and colleges. The student is placed in the level according to the score on the placement test.

ECI offer:

- **INTENSIVE ENGLISH LANGUAGE PROGRAM: 25 Academic hours per week (1 academic hour = 50 minutes)**
- **ECI Program offers 12 levels taught in sessions—each session lasts four weeks**

Weekly Schedule

Schedule of classes at ECI (Regular Morning Classes

| Day | Monday | Tuesday | Wednesday | Thursday | Friday |
|--------------------------|---|---|---|---|---|
| Classes | Integrated ESL and Academic Elective (9:30-2:30) | Integrated ESL and Academic Elective (9:30-2:30) | Integrated ESL and Academic Elective (9:30-2:30) | Integrated ESL and Academic Elective (9:30-2:30) | Integrated ESL and Academic Elective (9:30—2:30) |
| Academic Hours 25 | 5.0 Clock hours | 5.0 Clock hours | 5.0 Clock hours | 5.0 Clock hours | 5.0 Clock hours |

ECI Main Campus in Richardson, TX

ECI Dallas Campus in Farmers Branch, TX

If the student number increases, there will another shift at ECI Dallas Farmers Branch

Schedule of classes at ECI Campus in Farmers Branch
If and when ECI needs to open a second shift

| Day | Monday | Tuesday | Wednesday | Thursday | Friday |
|--------------------------|---|---|---|---|---|
| Classes | Integrated ESL and Academic Elective (9:30-2:30) | Integrated ESL and Academic Elective (9:30-2:30) | Integrated ESL and Academic Elective (9:30-2:30) | Integrated ESL and Academic Elective (9:30-2:30) | Integrated ESL and Academic Elective (9:30—2:30) |
| Academic Hours 25 | 5.0 Clock hours | 5.0 Clock hours | 5.0 Clock hours | 5.0 Clock hours | 5.0 Clock hours |

The “Elective Course” are assigned to the levels with the reason to strengthen the skills for that particular level.

ESL Integrated Core Courses and their Length and Structure of Studies

ECI ELP offers twelve (12) ESL Core Course levels. The students are placed in appropriate level based on the results of the Placement Test. Upon successful completion of the 12th level (ESL 304), students will be able to meet the academic and cultural challenges required by the universities and colleges in the U.S.

| Level | Course Title & Level | Hour(s) of Instruction | Length of Instruction |
|---------------------|----------------------------------|------------------------|-----------------------|
| Beginning | Beginning English 1 – ESL 101 | 3 (Mo.-Fri) | 1 Session |
| | Beginning English 2 – ESL 102 | 3 (Mo.-Fri) | 1 Session |
| | Beginning English 3 – ESL 103 | 3 (Mo.-Fri) | 1 Session |
| | Beginning English 4 – ESL 104 | 3 (Mo.-Fri) | 1 Session |
| Intermediate | Intermediate English 1 – ESL 201 | 3 (Mo.-Fri) | 1 Session |
| | Intermediate English 2 – ESL 202 | 3 (Mo.-Fri) | 1 Session |
| | Intermediate English 3 – ESL 203 | 3 (Mo.-Fri) | 1 Session |
| | Intermediate English 4 – ESL 204 | 3 (Mo.-Fri) | 1 Session |
| Advanced | Advanced English 1 – ESL 301 | 3 (Mo.-Fri) | 1 Session |
| | Advanced English 2 – ESL 302 | 3 (Mo.-Fri) | 1 Session |
| | Advanced English 3 – ESL 303 | 3 (Mo.-Fri) | 1 Session |
| | Advanced English 4 – ESL 304 | 3 (Mo.-Fri) | 1 Session |

**1 session = 4 weeks* Total hours of ESL Integrated Course instruction per level equal 60 hours.*

ECI has developed 4 so called “Optional Superior Levels” integrated course to be offered to students who complete the Program (ESL304) but would like to continue in order to further strengthen their writing, language structure and academic reading skills while they are either completing the university enrollment or awaiting the start of the university term. These courses are ESL401; ESL 402; ESL 403; ESL 404. For each course there is a course description and Syllabus. Each course is 4 weeks long with the same hours of instruction as the regular course.

“Progress is sometimes followed by a comma, never by a period.”

PLACEMENT TEST AND PROGRESS APPEAL

Placement Test

New students upon completion of registration at ECI ELP are initially tested using a battery of tests that consists of the Interchange/Passages Objective Placement Test, Placement Conversation, and Placement Essay. The results are applied to the test correlation table to determine the appropriate level of the learner. The three parts in the test: an Objective Placement Test comprised of 70 multiple-choice items; 20 listening comprehension questions for assessment of the listening skills; 20 reading comprehension questions for assessment of reading comprehension proficiency and 30 languages use (grammar, structure, and usage) questions for assessment of the English grammar and usage ability. The scores and rating table indicate the level and writing proficiency of the test-taker:

| Rating on Placement Tests | Corresponding Placement Recommendation | Rating on Placement Tests | Corresponding Placement Recommendation | Rating on Placement Tests | Corresponding Placement Recommendation |
|---------------------------|--|---------------------------|--|---------------------------|--|
| 1-5 | Beginning 1 | 24-30 | Intermediate 1 | 50-55 | Advanced 1 |
| 6-11 | Beginning 2 | 31-36 | Intermediate 2 | 56-61 | Advanced 2 |
| 12-17 | Beginning 3 | 37-42 | Intermediate 3 | 62-68 | Advanced 3 |
| 18-23 | Beginning 4 | 43-49 | Intermediate 4 | 69-70 | Advanced 4 |

ECI Placement Test and Progress Appeal Policy

1. You have the right to view the results of your placement test and final test, respectively in a timely manner. This report will be in the form of a test report sheet that will contain: **your placement info; score on each subtest of the placement test and the total score. The final test will have the total score on the first page of the final test.**
2. You have the right to have your results on any portion of the placement and final test explained to you. For test security purposes, you will NOT be allowed to view the actual questions and answers you selected on the Placement Test. You will, however, be given an explanation of the subject matter you missed. For example, if you missed a grammar question, we will explain that to you. Ask to speak with the Program Coordinator and Admission Coordinator if you wish to request such an explanation.
3. You have the right to see the scoring rubrics used to grade the writing sub-test and your speaking sub-test. You may make an appointment with the ECI Program coordinator or Testing Coordinator to discuss how these rubrics are used to rate your performance. You have the right to review your essay from the writing portion of the exam and have your results explained to you. For test security purposes, you may NOT keep the essay. Ask the Program Coordinator to do this.
4. You have the right to **request** a re-test. You may make an appointment with the ECI Academic Coordinator or President explain your request. If it is determined that your reasons is valid, a re-test will be given at a time and place to be determined by the Academic Coordinator /President. All re-tests must be done within the first week of the session. **IF ECI Coordinator and President APPROVE THE REQUEST, YOU WILL BE ALLOWED TO RE-TAKE THE PLACEMENT TEST ONLY ONCE. If the appeal is found grounded you can re-take only once the Final Test.**

Grades

Letter Grades

In each class, the students' grades will be based upon the following grading scale:

| Letter Grade | Percentage |
|--------------|--------------|
| A | 90-100 |
| B | 80-89 |
| C | 70-79 |
| D | 60-69 |
| F | 59 and below |

Students can view the grades by logging into their THINKWAVE account (ECI uses an online grading system called Thinkwave). The system shows all the assessments throughout the session.

Grade Scale Interpretation:

A grade of A in a class or any assessed aspect of a class/test means either that the student has achieved a numeric grade of 90% to 100% or has demonstrated excellence in this area.

A grade of B in a class or any assessed aspect of a class/test means either that the student has achieved a numeric grade of 80% to 89% or has demonstrated high proficiency in this area.

A grade of C in a class or any assessed aspect of a class/test means either that the student has achieved a numeric grade of 70% to 79% or has demonstrated acceptable proficiency in this area.

A grade of D in a class or any assessed aspect of a class/test means either that the student has achieved a numeric grade of 60% to 69% or has demonstrated low proficiency in this area.

A grade of F in a class or any assessed aspect of a class/test means either that the student has achieved a numeric grade of 59% or has demonstrated unacceptably low proficiency in this area.

Grade for each course based on 4 components

The grade for each course /session (level) will be based on the following components:

| | |
|----------------------------|------------|
| Final Test | 40% |
| Mid-Term Test | 30% |
| Quizzes (2 quizzes) | 10% |
| Projects | 20% |

Mid-term and Final Exams-
GUIDELINES

The Midterm and Final Exams must be taken on the date they are scheduled to be administered. These two exams are rather comprehensive assessing all the skills: Listening, Speaking, Reading, Writing and Grammar. Thus, it is important that students show on time when the exams are scheduled.

Making up exams

The students will be allowed to make up the Mid term and Final exam in case of excused absence .

CLASSROOM RULES OF CONDUCT

1. When the class starts, English is the only language spoken in the classroom.
2. Sleeping is not permitted in class.
3. Cell phones must be turned on silent and only used in class at the teacher's discretion. Cell phone must not be used during exams/test
4. Food and drinks are not permitted in the classroom.
5. Always come to class prepared and on time.

Classroom rules of Conduct

“Progress is sometimes followed by a comma, never by a period.”

STUDENT PROGRESS AND ASSESSMENT

Placement, Assessment, and

For placement purposes, students are initially tested using a battery of tests that consists of the Interchange/Passages Objective Placement Test, Placement Conversation, and Placement Essay. The results are then applied to the test correlation table to determine the appropriate level. The student’s progress is measured throughout each session by tests, quizzes, projects, and reports.

Advancement

ECI criteria for advancement to the next level are as follows: Students who achieve 70% and above advance without provision; students who achieve 60-69% can be advanced with the provision that they must achieve a minimum of 70% in the next session in order to be progressed into the subsequent level. These students are considered to be on academic probation. Students who achieve 59% or lower fail the level and must repeat the level.

Policy on failing 2 consecutive sessions

If a student fails (59% or lower) two consecutive sessions, he/she may be expelled or terminated. A meeting may be called to determine actions of resolution prior of the expulsion of the students. The student may be on academic probation based on the following criteria: a) Performance on Michigan Placement Test; b) Performance on both Integrated ESL Core classes and the Academic Elective Classes; c) Motivation; d) difficulties with acculturation; e) personal problems of the students at the time

Curriculum Levels

ESL 101 - Beginning English 1
ESL 102 - Beginning English 2
ESL 103 - Beginning English 3
ESL 104 - Beginning English 4

ELS 201 - Intermediate English 1
ELS 202 - Intermediate English 2
ESL 203 - Intermediate English 3
ESL 204 - Intermediate English 4

ESL 301 - Advanced English 1
ESL 302 - Advanced English 2
ESL 303 - Advanced English 3
ESL 304 - Advanced English 4

Each session is four (4) weeks long and corresponds to one of the levels above. ESL 101 assumes no prior knowledge of English and completion of ESL 304 indicated language-level readiness for entry into American academia. When a student is accepted into our Program, he/she is administered an initial placement test, and the results of the placement test will help E.C.I. to place each student in the appropriate level that corresponds with their knowledge of English at time of testing.

Quizzes, Tests, and Projects

There are 2 quizzes per session (per 4 week of studies). Quiz 1 is administered at the end of the 1st week of the session, and Quiz 2 is administered at the end of the 3rd week of the session. Quizzes are usually short reflecting the taught subject matter for the week they are administered for.

The Midterm Exam is administered at the end of the 2nd week of the session.

The Final Exam is administered at the end of the session(at the end of the 4th week of the session) The Midterm and Final exams are rather comprehensive encompassing all the skills : Listening, Speaking, Writing, Reading, Grammar. These two exams must be taken on the dates they are assigned to by the instructors/teachers.

Every session the teacher assigns a Project. The Project can be an oral presentation or presentation using technology.

Copying another student’s information during taking the tests is dishonest and will not be tolerated.



“Progress is sometimes followed by a comma, never by a period.”

MICHIGAN PLACEMENT TEST AS A DIAGNOSTIC TEST TO MEASURE PLACEMENT & PROGRESSION; ASSESSMENTS; COMPLETION OF THE PROGRAM

The Michigan Placement Test is an External Test and serves as a diagnostic to affirm the placement and progression of the student.

ECI ELP administers Michigan Placement Test as an external test every other session to confirm students’ placement level and to assess their achievement of the student learning outcomes for that period of studies. It is a diagnostic test that affirms the level placement and gauges the achieved learning outcomes, as well as progression for that period of time. If the class of a certain level achieves significantly lower score on any of the categories of MPT, then a tailored class may be suggested for that class with a consent of the faculty, program coordinator and president. Tailored class means that the students of that level will be assigned academic elective class to address the weakness.

| ECI Level | General Level | Score Range |
|-----------|-------------------|-------------|
| ESL 101 | Low Beginner | 0-6 |
| ESL 102 | Low Beginner | 7-13 |
| ESL 103 | High Beginner | 14-20 |
| ESL 104 | High Beginner | 21-27 |
| ESL 201 | Low Intermediate | 28-34 |
| ESL 202 | Low Intermediate | 35-41 |
| ESL 203 | High Intermediate | 42-49 |
| ESL 204 | High Intermediate | 55-60 |
| ESL 301 | Low Advanced | 61-70 |
| ESL 302 | Low Advanced | 71-80 |
| ESL 303 | High Advanced | 81-90 |
| ESL 304 | High Advanced | 91-100 |

Assessments:

During the course of one session (4 weeks) the students are administered two quizzes, one midterm, and one final exam. Quizzes constitute 10% (two quizzes), the Midterm Exam is 30%, and the Final Exam is 40%. The project is 20% of their overall grade. The projects are usually oral presentations covering the Speaking skill, Timed Writing covering the writing skill, or summarizing stories/articles covering the reading and comprehension and writing skills. For ECI, authentic assessment is very important, thus students are assessed using oral presentation or participating in group presentations, debates, writing essays and reading academic texts.

Completion of the Program

ECI will keep data of how many students have completed the Program and achieved the highest advanced level coded ESL 304 thus meeting the admission requirements for university enrollment. Many universities will accept ECI’s highest Advanced Level in lieu of TOEFL or IELTS.

“Integrity without knowledge is weak and useless, and knowledge without integrity is dangerous and dreadful.”
[Samuel Johnson](#) (1709 - 1784)

The ECI English Language Program places students in twelve levels. The chart below demonstrates the ability of what the students will accomplish after completion of each level. The chart shows the Achievement Scale. Students are administered the Placement Test to determine which level they will start the program.

| Levels/Skill Set | Listening | Speaking | Reading | Writing |
|--|---|--|---|--|
| Level 1 Beginning English 1 ESL 101 | Transcribe a short dictation. | Respond orally to basic questions about personal information, location of objects, describe your house; recognize and produce appropriate linked sounds; make oral presentation about your city, country, family or friends. | Understand, and discuss beginning level texts on various topics (about homes, jobs). | Compose complete, simple sentences using correct grammar and punctuation; write a short dictation. |
| Level 2 Beginning English 2 ESL 102 | Listen to a conversation on variety topics such as eating habits, daily routines, places etc. and choose the right answer about it. | Speak at the beginning level about topics such as eating habits, favorite food, sports, experiences, and memories. | Read a simple passage for basic understanding and basic comprehension questions on subject as habits, sports, health, birthday customs, and respond in writing. | Compose an organized complete paragraph of 5-6 sentences with topics such as writing about favorite food, sports or weekend plans. |
| Level 3 Beginning English 3 ESL 103 | Listen to variety of conversations and demonstrate comprehension by identifying main idea and important details | Respond orally to questions and speak about your favorite activities, demonstrating comprehension, fluency, grammar, vocabulary and pronunciation | Read a text using general language and identify the main idea and details by answering the questions in writing. | Write a paragraph of (6-8 sentences) about your vacation or interesting trip. Use simple and compound sentences. Recognize sentences from fragments |
| Level 4 Beginning English 4 ESL 104 | Listen to scientific topics and lectures and identify specific details. | Make a short presentation on variety of topics such as traveling, tourism or past experiences related to travel. | Read and identify supporting details in academic scientific texts and respond to those texts in discussion or written form. | Compose several paragraphs from different genres using grammatically correct sentences and correct punctuation; distinguish and write simple, complex, and compound sentences organized in a paragraph with descriptive details. |
| Level 5 Intermediate English 1 ESL 201 | Listen to a spoken discourse/ interview; comprehend and response to speech on variety of topics; comprehend academic discourse by taking effective notes. | Speak at intermediate level (fluency, pronunciation, grammar, details) on variety of topics such as vacation, and different aspects of culture. Orally summarize how systems function in the human body (circulatory, brain, muscular, skeletal). | Read a multi-page text and identify specific details such as reading about Earth's Water Supply and about plants and animals | Write an organized three (3) paragraphs essay about similarities and differences between two animals; or two types of activities (outdoor vs indoor activities) using academic vocabulary and correct grammar structures, and punctuation. |

| Levels/Skill Set | Listening | Speaking | Reading | Writing |
|--|--|--|---|--|
| Level 6 Intermediate English 2 ESL 202 | Listen and comprehend extended academic discourse through taking effective notes (by filling out charts, and organizing notes) on lectures and interviews about belonging to a group, gender roles and media and society | Speak at an intermediate level on cultural differences in sociology topics. Make a presentation on various topics highlighting cultural differences, such as gender and sexuality. | Read about different countries or cities and summarize the main points orally. Read intermediate texts about jobs, belonging to a group, gender and sexuality. Respond to the texts in written form or by discussing the key details. | Obtain knowledge of different types of essays. Write an organized 3--paragraph descriptive essay. Use appropriate formatting in writing (spacing, indentation, text alignment etc.) |
| Level 7 Intermediate English 3 ESL 203 | Listen to academic lecture and take effective notes over the lecture using Cornell Notes System. | Take position on an everyday topic and defend it orally such as giving opinions about usage of phones and impact of media on society. | Read intermediate texts and identify main ideas and supporting details (major and minor) on a variety of topics such as differences in culture and human behavior. | Compose, edit, and revise a 5-paragraph essay of any type using appropriate formatting techniques (spacing, indentation, text alignment, etc.). Topics can vary from young people using the internet, social media trends and issues using target vocabulary and grammar structure. Write a brief response by interpreting diagrams and charts showing statistics on social trends and issues. |
| Level 8 Intermediate English 4 ESL 204 | Listen to an extended lecture and use practical note-taking on social issues and cultural topics. | Give a presentation at a high intermediate level offering explanations and opinions of different social issues using technology. Demonstrate ability to evaluate your classmates spoken discourse (peer evaluation). | Read a multi-page text to recognize the main idea, supporting details, inferences, and tone and edit a peer's summary of it. | Write two 5-paragraph essays (one narrative and one descriptive), using MLA format. Write a summary of a short story or article (as your project). |
| Level 9 Advanced English 1 ESL 301 | Identify details from a lengthy formal and informal discourse on a variety of topics. Generate effective notes from a lecture (get familiar with Cornell Note Taking System) and summarize ½ hour lecture with advanced vocabulary words | Make a 5-minute oral presentation producing an argumentative /opinion speech about current event that you have read from USATODAY NEWS. Orally summarize an episode about human behavior and conformity. | Read advanced texts of any subject and recognize main idea and supporting details. | Write two five-paragraph argumentative essays using MLA formatting and citation |
| Level 10 Advanced English 2 ESL 302 | Comprehend and respond to a spoken discourse to speech by experts and non-experts on a variety of topics. Generate effective notes from lectures given by experts from a variety of social fields. | Give a formal presentation using PowerPoint/Canva on a variety of social topics of your choice. Describe an object using complex sentences, conjunctions, and descriptive language. | Read advanced college-level texts and identify the main idea, supporting details, inferences, relations, and tone. | Compose, edit, and revise a 5-paragraph compare and contrast essay, and a short research paper of 200–300-word length using MLA formatting, in-text citation and work cited lists. |
| Level 11 Advanced English 3 ESL 303 | Listen to half an hour academic lecture or speech on a variety of topics and inferred the implied meaning of the speakers. Effectively write responses using Cornell Note Taking System. | <ul style="list-style-type: none"> • Make a PowerPoint presentation computer sciences/ social sciences issues • Make a poster presentation on international food restaurant, describe the menu and the ingredients of the dish. Ensure that the presentation is well-researched and articulates ideas clearly and effectively. | Read advanced academic texts and respond in writing to identify the main idea, supporting details and inferences. Identify the author's objective in college level texts. | Write a Cause and Effect five paragraph essay using MLA format. and citations. Write one research paper using MLA format. |
| Level 12 Advanced English 4 ESL 304 | Listen to academic discourse of half an hour lecture; take notes and identify the main idea and key details in written form. | Speak at an advanced level and prepare a formal presentation (using PowerPoint/Canva) to orally present about cultural and social issues. Provide charts, graphics, animations, diagrams, etc. Critique and evaluate your peers' presentations. | Read advanced academic college-level texts and apply decoding skills. Respond to text in written form that shows comprehension of implied main idea, relations and tones. | Take a position on a topic and defend it with an essay of three to five pages in APA style and format (Argumentative Essay) Produce a scientific Research paper in MLA |

Optional Superior Levels

The ECI English Language Program places students in twelve levels. The Superior Levels are offered as an option for students above the Advanced Levels. The chart below shows the proficiency levels for each Superior Level.

| Levels/Skill Set | Listening | Speaking | Reading | Writing |
|-------------------------------|--|--|---|---|
| Superior English 1 ESL 401 | Listen to a lengthy lecture (30m-60 min) by experts and take effective notes. Use effective notes including the important information presented and organize notes to show the main ideas and important supporting ideas showing the relationship between the two. | Create 2 (two) oral presentations (PowerPoint/Canva) by displaying subject knowledge on social and economic topics, usage of graphics and correct mechanics (correct grammar and spelling). | Summarize, paraphrase and analyze statistics; recognize metaphors in scientific readings; recognize main ideas, major points, and supporting details (major and minor). Utilize academic 60 academic vocabulary. | Write two essays, each 3-5 pages long, focusing on problem -solution in MLA format and presenting an argument in APA format. |
| Superior English 2 ESL 402 | Listen to a comprehensive academic discourse and generate concise and clear notes from the lecture. | Create an impromptu speech on any given topic of social interest. Make another oral presentation about current events using PowerPoint. Both presentations are to manifest college proficiency levels using rhetorical skills. | Read university-level texts and recognize inferences and cultural references. understand tone and relations. apply critical thinking skills. Summarize, paraphrase, and analyze the statistical data. Expand academic vocabulary. | Compose one essay Problem-Solution in MLA format and citation and a scientific research paper. Write an analysis and description of the rhetorical context using MLA format. |
| Superior English 3 ESL 403 | Establish analytical listening skills showing ability to summarize the content from the academic lecture. Generate clear and effective notes by listening to your peers' presentations and academic lectures. | Use intelligible pronunciation, stress and intonation to speak fluently and deliver presentation supporting an opinion. Evaluate and assess peer's speaking discourse. | Read college level texts and distinguish facts from generalizations. Read, summarize, and analyze scientific statistic project. Utilize 60 academic vocabulary words. | Summarize graphs and charts from scientific readings. Create a scientific research paper using APA format with effective organization and a fully developed argument. |
| Superior English 4 ESL 404 | Generate clear and concise notes from academic lectures. Interpret the speaker's purpose, points of view, and tone. Select the pivotal information from academic lecture or discussion. | Speak in professional academic and settings (in front of faculty and students) using formal language on a variety of social issues. Synthesize and summarize extensive discourse and orally summarize written academic texts. | Read with advance speed and summarize the texts. Recognize plagiarism by reading peers written work. Utilize 60 academic vocabulary words. | Analyze literature pieces (poems and plays). Demonstrate the ability to recognize plagiarism and documenting sources. Demonstrate the ability to evaluate peers' written discourse. |

Students are administered the Placement Test to determine which level they will start the program.

The optional levels are offered for ESL Learners who: 1) have completed the Advanced English 4 ESL304, have been accepted by a university and wish to continue the English language studies before the university starts; 2) have reached the advanced level and wish to study English language short-term.

“Integrity without knowledge is weak and useless, and knowledge without integrity is dangerous and dreadful.”
[Samuel Johnson](#) (1709 - 1784)

Probation

A student may be placed on probation if a major offense has occurred (disrespect, illegal actions, violations of policies, etc.) or if a minor offense has occurred (his/her grades and/or attendance are very low). It is the decision of the president in consultation with the academic coordinator and faculty regarding the seriousness of the offense. If the student has been warned more than once or has committed a major offense, the student may be expelled from the program, and no refund will be given. The student has the right to file a grievance by submitting the grievance form. Information regarding the steps of the grievance procedure is available from the coordinator or the President. Briefly they include:

1. Coordinator issues verbal warning. If issues resolve; no further action.
2. Coordinator investigates grievance claims for validity. Complaint conference may be called.
3. From first verbal warning, the student has two days to file verbal and written report in his or her defense.
4. Within two days of receiving report, a hearing/meeting will be scheduled.
5. A decision will be made by the president or coordinator on what action, if any, will be taken.
6. The student may appeal. The appeal will be reviewed and answered within five days.

Absences and Tardiness

Students are required to attend all classes. According to the F-1 regulations in order to maintain the F-1 student status, students are to attend classes at a minimum of 85% of the given term of studies. That means that a student can miss no more than 3 days per session (1 session = 4 weeks = 100 instructional hours) A student must inform the Coordinator at least one day prior to being gone or absent. The class starts at 9:30AM Monday through Friday. If the student arrives in class after 9:45 he/she must report to the administration office in order to validate the lateness. The student may be allowed to enter the class immediately if there is a legitimate reason for being late (traffic jam, emergency situation, and the like). Otherwise the student will be given an assignment to work in the office lobby until the first break at 11:00 when he/she will be allowed to enter the class and will be counted absent for that part of the day. The classes finish at 2:30PM Monday through Friday.

Early class Departure

If the student departs the class early the student will be counted absent if he/she has not reported legitimate early departure reason to the office.

Permission for Reduced Course Load

If a student becomes ill while in the Program, an excuse from a licensed doctor or a licensed clinical psychologist will be required in order to obtain permission for a Reduced Course Load (RCL). The PDSO will then report the information into the student record in SEVIS. The student will have to provide a doctor's excuse every session (every 4 weeks) in order to keep the Reduced Course Load.

Leave of Absence (LOA)

F-1 visa student may be granted Leave Of Absence or vacation in accordance to the regulation of the Department of Homeland Security and in the emergency situation such as serious illness or death within the intermediate family. **The Leave of Absence in this case must not be extended beyond 8 weeks (The duration of the LOA must be minimum 4 and maximum 8 weeks)**

Vacation

F-1 students are eligible for vacation of once they have studied at E.C.I. for 26 academic weeks. During the summer break or winter break, as well as holidays, students may take vacation for the duration of the break but must return for the session following the break. The transferred students may be eligible for vacation after completing four (4) sessions at ECI and if their cumulative studies amount to 26 academic weeks at the time of the completion of 4 sessions. If a student plans to end or shorten ECI Program by returning to the home country or transferring to another school after their vacation, they may not apply for vacation. Instead they must return to their home country or start the transfer process.

The students that have studied at ECI for 16 weeks and will continue to attend the Program may be given a vacation of 4 weeks but they have to attend ECI classes after the vacation.

Vacation requests **must** be submitted to the Academic /Program Coordinator and PDSO using the E.C.I. Leave of Absence Form and appear in person by the Monday of the 3rd week of the current session.

“Don't knock the weather. If it didn't change once in a while, nine out of ten people couldn't start a conversation.”
[Kin Hubbard \(1868 - 1930\)](#)

Enrollment in two consecutive Program Cycles

ENROLLMENT IN TWO CONSECUTIVE PROGRAM CYCLES
ECI Program of study is 12 months. Students may re-enroll or extend the Program of studies **only for one more cycle (12 months more)** in the following situations:

- If the student is sponsored by a government agency and has not completed his/her academic goals for one Program of Study Cycle
- If a student has academic purpose to be fulfilled and needs additional time
- In these cases if the student ended the Program he/she must returned to his/her country to apply for a new visa. For re-enrollment or the student should ask for extension of Program

In both cases the decision will be made by the President , Program/Academic coordinator and also with the consultation of the faculty members. I

Optional 4 Superior English Courses After completion of ESL 304

ECI has developed 4 so called “Optional Superior Levels” integrated course to be offered to students who complete the Program (ESL304) but would like to continue in order to further strengthen their writing, language structure and academic reading skills while they are either completing the university enrollment or awaiting the start of the university term. These courses are ESL401; ESL 402; ESL 403; ESL 404. For each course there is a course description and Syllabus.

Cheating and Academic Integrity

Cheating is defined by The American Heritage Dictionary as acting dishonestly (1983). Each culture has a different idea of what cheating and acting dishonestly is and is not. It is important to understand the concept of cheating before accidentally doing it and not knowing. The following instances are considered cheating at the ECI English Language Program:

- Looking on another person’s paper and copying the work
- Copying information from another resource (book, magazine, library, internet, etc.) that is not yours and not telling where you got the information (need to use correct documentation and quotation rules; if not, it is considered plagiarism)
- Having or paying a friend to do an assignment
- Asking a friend for help on a test, project, quiz, or homework unless the teacher gives permission or assigns groups. A student should go to the teacher first for help.
- Sharing with another person or asking for information about a test, project, quiz, or homework
- Giving out or asking other students for copies of tests, projects, quizzes, or homework

None of these instances will be tolerated. If a student cheats, the teacher will give the student an automatic failing grade (F) on the assignment, and the student will be placed on academic probation. Students should always be honest and respectful while in the classroom. Students are expected to act in a professional manner at all times, just as the teacher is expected to do so

Plagiarism:

Copying another student’s work or taking information from an outside source and submitting it as your own is considered cheating and is a serious academic offense. All outside information must be cited and credit given to the original source. Plagiarism is intentionally or carelessly presenting the work of another as one’s own. It includes submitting an assignment purporting to be the student’s original work which has wholly or in part been created by another person. It also includes the presentation of the work, ideas, representations, or words of another person without customary and proper acknowledgement of sources. Students must consult with their instructors for clarification in any situation in which the need for documentation is an issue, and will have plagiarized in any situation in which their work is not properly documented. If plagiarized information is submitted, the instructor will likely give the assignment a failing grade. Your instructor will use the internet to check your papers and will easily find out if you have plagiarized, so DONT DO IT!

Policy of Copyright Infringement Unauthorized use/distribution of materials

All the students must abide by the provisions of United States Copyright Law (Title 17, Section 101). Students must copy all the works, creating derivative works and distributing or performing the works. It is necessary to assume that all works are copyrighted even if the copy right symbol does not appear on the work. **Students may not make additional copies of any copyrighted materials provided to them in the classroom.**



“Progress is sometimes followed by a comma, never by a period.”

STUDENT ADVISING AND ACADEMIC AND ATTENDANCE WARNING

The student advising begins with the Student Orientation Meeting; you will be explained about academic, personal and immigration services that ECI would render for you. You will be introduced to the staff that will be responsible for your advising in different areas. Both campuses have also made available for you two telephone numbers 972-239-855 and 469-872-0069 which are in service 24/7 (after hours they transfer to the President’s cell phone). so that the you can reach ECI after hours in case of emergency or if you have an urgent need.

Academic Advising

ECI will assist you with the following academic advice:

- **Teaching** that discovering knowledge, personal responsibility, independence, and mutual respect are essential elements of studying at ECI and in colleges and universities in the USA.
- **Assisting** with formulating and completing their academic goals;
- **Planning** the academic elective classes
- **Academic probation** advising
- **Discussing** Michigan Placement Tests results
- **Understanding plagiarism**
- **Assisting and Advising** if there is a conflict with the instructor
- **Assisting** with university choice, as well as with the application and admission process.

Personal Advising

- Helping with the acculturation to the new environment
- Assisting with the accommodation: provision of homestays, locating apartments
- Health Insurance – students are offered health insurance and are explained the importance of having medical insurance
- Assistance in obtaining a Driver’s license
- Helping with family’s issues
- Helping with conflict among peers
- Providing community recourses
- Trips and activities
- Advising the students regarding the State and Federal Laws

Specific Personal Advice:

If you need a specific personal advice that ECI does not have resources for, the student services coordinators will make sure that you are deferred to professionals that will help you in solving the specific personal needs.

Academic Warning

ECI monitors the students’ academic performance on a weekly basis. Every Thursday at the faculty and staff meeting the academic reports per class are discussed. For the reported students who showed low academic achievements for the period discussed at the meeting, the Program Director and President schedule an academic advising meeting with the students. The student receives the Academic warning with postulation to show improvement and regularly meet with the instructor and program director.

Attendance Warning

If the student shows irregular attendance, he/she will receive warnings. After the 3rd Warning the student will be terminated. Unless the student shows legitimate reason of hospitalization or alike.

“Progress is sometimes followed by a comma, never by a period.”

STUDENT ADVISING:IMMIGRATION ADVISING ;POLICY PERTAINING IMMIGRATION ISSUES AND STUDENT CONDUCT POLICY ON TERMINATION

Immigration Advising:

The PDSO and the DSOs are available on a daily basis to help you understand, interpret the immigration regulations and laws so that you can maintain your student status. The following are the important factors that you need to know about F-1 student visa status:

ECI Policy Pertaining to Immigration issues

1. The earliest a student can enter the United States is 30 days before the program start date.
2. F-1 status students have to attend 85% of classes per given period (ECI's 1 Session = 4 weeks)
3. A student has 60 days to return to his/her country after completion date of program. Any student that is expelled from the program or decides to withdraw before the completion date of the current session has 15 days to return to his/her native country.
4. All students must report an address change while in the United States within 10 days of moving (even dependents need to be reported) to the admission coordinator and/or PDSO or DSO.
5. The student is responsible to request an extension on his/her I-20 before the completion date expires. Request should be made to the PDSO/DSO
6. To transfer to another school, a student must
 - a. Apply and be accepted to the “transfer school.”
 - b. Inform current school of the transfer no later than the last week of the current program.
 - c. Inform “transfer school” of transfer date.
 - d. Complete transfer process no later than 15 days after first day of class of “transfer school.”
7. F-2 dependents cannot enroll in a full-time program except for avocational or recreational purposes. (studies for no credit). F-2 children may enroll in elementary or secondary schools full-time.
8. An F-1 student may not work during ELP studies.
9. ECI ELP is required to report the following to immigration:
 - a. A student that is not in status or has not reported to the school
 - b. A student's change of name
 - c. A student that has finished the program early
 - d. Disciplinary action against a student for crime
 - e. Any notice that immigration (SEVIS) requests from the school
 - f. The student's start date for the next session as well as end date of the current session
 - g. A student's current address
 - h. A student need for reduced class load

10. To maintain F-1 status, students are required to enroll minimum of 18 instructional hours . ECI Program is based on 25 instructional academic hours per week and the student are required to take and attend those hours.. Please visit [HTTPS://STUDYINTHESTATES.DHS.GOV/MAINTAINING-YOUR-STATUS](https://studyinthestates.dhs.gov/maintaining-your-status) TO GET INFORMATION ON Maintaining Your Status

Student Conduct and Policy on termination

Students are expected to abide to ECI General policies of conduct regarding behavior in school, dress code and personal conduct. Students shall abide according to the Rules posted in the Agreement, the State and Federal Laws. Any violation of these regulations/laws may result in expulsion from the Program and/or termination.

Students shall attend the school regularly according to ECI rules and the F-1 visa status stipulations. Failure to follow this regulations may result to expulsion and/or termination. Please pay attention to the Course Policy described in the Syllabus.

Students shall perform academically at least 70% of the grade in order to progress and not be placed on academic probation. Repeated academic failure may result to expulsion and/or termination.

Initial Students who do not register for the Program within 15 days are “no show” and will be terminated.

“Many an American whose ancestors came over on the Mayflower is lucky—there were no immigration laws then.”

STUDENT RECORDS AND CONFIDENTIALITY POLICY

Student File Privacy

Files are kept on each student and are kept in safe lockable cabinets and private according to the Federal Family Educational Rights and Privacy Act (FERPA) of 1974. Each file consists of: admission application, financial statement of support, copy of the passport and visa, I-94, signed Enrollment Agreement and Statement of Withholding information, signed form of attending Orientation, I-20, Residence information, Placement Test record, Program of Study Records, Student Work, Advising records, Payment towards tuition fee records, request records, attendance/academic warning if applicable, student complaints if applicable. FERPA identifies the rights of students and families concerning educational records kept by the institution. Any employee that violates the policies of this act and of ECI English Language Program will be disciplined accordingly. **Student files are kept for 5 years.**

Student and Parental Rights

All students have the right to access and challenge educational records that are kept by ECI English Language Program. Students have the right to give or deny permission in most situations of the release of educational records and directory information. Students do not have the right to any information that is about more than one student, financial records of the student’s parents, and/or personal written recommendations that are confidential. If the student feels that any information contained in his/her records is not correct, is misleading, or violates his/her rights, the student may submit a paper on why the information is not correct, is misleading, or violates his/her rights, and provide documentation to support it. The student has a right to view this material and obtain a copy if it is not confidential.

Directory Information

ECI English Language Program has the right to give out directory information without the permission of the student. If the student does not want any directory information released, s/he must fill out a Request to Withhold Directory Information Form and submit it (this form is located in the program coordinator’s office). This form must be filled out no more than 10 days after registration day, or it is considered null. The following is considered directory information to ECI English Language Program and can be given without the student’s permission:

- Name
- Address (local, international, and e-mail)
- Date and place of birth and country of citizenship
- Name and address of parents, guardians, and spouse
- Enrollment status
- Visa type
- Telephone number
- Dates of program attendance
- Other programs attended

Release of Student Record Information

In any of the following situations, information from student records can be released without the student’s permission:

- **Emergency**-if there is a threat to the safety of a student and permission cannot be obtained by the student because of the circumstance, information will be given to the people that can assist.
- **Pursuant to a Subpoena**-if ECI English Language Program receives a lawfully issued subpoena or judicial order, records will be released to the appropriate people. Careful documentation will be kept in this situation.
- **Department of Homeland Security requests**-any information that an immigration officer may need in order to track a student will be given without the student’s permission.
- **Parents of dependent students**-records are available to parents that have dependent children. Dependent students can be defined by referring to Section 152 of the Internal Revenue Code. Parents can be contacted concerning any student under 21 that is violating drug and/or alcohol laws or rules.
- **Officials of other schools/school systems**-ECI English Language Program reserves the right to release information to schools that the student is transferring to or enrolling in.
- **School officials (teachers, coordinators, administrative officials)**-The school officials have the right to access a student’s records for “legitimate educational interests” (including but not limited to teaching, research, public service, academic advising, general counseling, therapeutic counseling, discipline, financial assistance, medical services, and extracurricular activities).

“No one has a right to all his rights.”

STUDENT COMPLAINT/GRIEVANCE PROCEDURES

Please refer to the following list to know whom to speak to with a complaint or grievance.

| Grievance Area | Grievance Resource |
|--------------------|--------------------|
| Classroom Function | Instructor |
| Classmate | Instructor |
| Fees | Coordinator |
| Homestay | Coordinator |
| Discrimination* | Coordinator |
| Academic Policy | Coordinator |
| Immigration Issues | President |

*Discrimination can be an action based on any of the following: race, color, religion, sex, national origin, sexual orientation, age, marital status, disabilities, ancestry, veteran’s status, or political affiliation.

Please keep in mind that whenever possible, all complaints should be resolved by the grievant (student) and the one that has caused the grievance. The administrators at the ECI English Language Program will only follow the formal process if the grievance is really valid. If it is not possible to resolve the situation without the administrators getting involved, the following formal steps will be taken:

1. Approach the coordinator with verbal information of the complaint (name, action, and date of occurrence (s)). The coordinator will then make the individual aware of action that needs to be taken, if any.
2. If there is sound (good) evidence of a problem, the program coordinator will informally investigate the situation or approach the person being complained about. If necessary, there will be an informal meeting between the coordinator, president, the person(s) involved with the complaint, and the individual who made the complaint.
3. If no satisfactory resolution is obtained, then the student may file a formal grievance (Formal Grievance Form is on the back of this handbook.) and submit it to the coordinator.
4. Within five days of receiving the formal grievance, the coordinator will set up a hearing (formal meeting) with the president, grievant, and those involved concerning the complaint.
5. A decision will then be made by the coordinator and president about what action, if any, should be taken. This decision will be based on federal law.
6. The grievant may appeal in writing by giving a report to the coordinator. The coordinator and president will then review the appeal and notify the grievant within five days.

IMMIGRATION

Working in the U.S.A.

Students attending English Language Schools are not allowed to work in the United States.



Breaks/Vacations for F-1 Students

ECI Policy regarding breaks and vacations is as follows:

- The student is eligible for vacations after attending 26 academic weeks.
- Students who have enrolled in ECI as transfer students have completed 26 academic weeks will be eligible for vacation after 4 sessions of studies at ECI.

Transferring

To transfer to another program, ECI requires the following steps to be taken:

1. The student applies to another school or language program.
2. The transfer-in school sends a transfer form to ECI English Language Program.
3. The program coordinator of ECI English Language Program fills out all of the information on the transfer form and faxes it back to the other program. The release date is also entered into SEVIS (reported to INS).
4. When the student has been accepted, s/he must make arrangements for transportation and housing if the program is out of state. The student will **not** be allowed to remain with ECI's host families. The student will have two days to move out of the house after the release date.

If the student does not wait to finish on the completion date of his/her I-20, the student will have 5 months to make the transfer. The 5 month period is only a bridge in case it is needed. The rule is that the student must start on the very next start date of the transfer-in school. If the time between the release date of the transfer-out school and start date of the transfer-in school is more than 5 months, then the student needs to return to his/her country and return later.

INS Definitions

- I-20-Certificate of Eligibility for Non-Immigrant Student Status
An I-20 is a document that ECI English Language Program will send to you after you complete the application process (ECI English Language Program is authorized by SEVIS to issue I-20's). This form is used to obtain a Student Visa.
- Pre-arrival Letter
This letter will be sent to you along with your I-20 to show that you have been accepted by ECI English Language Program.
- F-1 Student
Another name for a person on a Student Visa.
- F-2 This is a dependent listed on the F-1 student's I-20.
- B-1/2 (Visitor/Tourist Visa)
You may study on a Visitor Visa if your intention was not to come to the U.S. and study. If you would like to take language courses while in the U.S. along with your leisure activities, this is permitted. You may not apply for a Visitor Visa with the intention to only study and/or further your education in the United States.
- I-94
This is a small, white form that you will fill out at the Port of Entry. It will be stamped and stapled to your passport at the Port of Entry. As of May 2013, port of entry authorities will not be issuing I-94 cards.

(immigration continued)

- Port of Entry
The first airport where you land and go through customs.
- “D/S”
This is what should be stamped on your I-20 (in red ink) and passport at the Port of Entry . “D/S” means Duration of Status. This simply means that as long as you are a full-time student and in good status, you have permission to stay in the United States. The stamp will have the date of entry and the abbreviation D/S.

Important Facts to Remember

- The earliest a student can enter the United States is 30 days before the program start date.
- A student has 60 days to return to his/her country after the completion date of program. Any student that is authorized to withdraw before the completion date has 15 days to return to his/her native country. If a student withdraws without authorization, he/she must return to his/her country immediately.
- All students must report an address change while in the United States within 10 days of moving (even dependents need to be reported).
- The student is responsible for requesting an extension on his/her I-20 before the completion date expires. Request should be made to the coordinator of ECI ELP.
- To transfer to another school, a student must
 1. Apply and be accepted to the “transfer school.”
 2. Inform current school of the transfer no later than the last day of the current program.
 3. Inform “transfer school” of transfer date.
 4. Complete transfer process no later than 15 days after first day of class of “transfer school.”
- F-2 dependents cannot enroll in a full-time program except for a vocational or recreational purposes. F-2 children may enroll in elementary or secondary schools full-time (kindergarten through twelfth grade).
- An F-1 student may not work during the first year but may apply for employment after one year of study. Check with the student advisor.
- ECI ELP is required to report the following to immigration:
 - A student that is not in status or has not reported to the school
 - A student’s change of name
 - A student that has finished the program early
 - Disciplinary action against a student for a crime
 - Any notice that immigration (SEVIS) requests from the school
 - The student’s start date for the next session
 - A student’s current address

For additional information or to obtain INS forms, visit www.uscis.gov.

ACCOMMODATIONS

AMERICAN HOST FAMILIES:

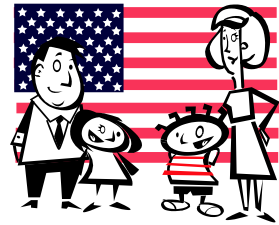
Home stay

Home stay fee per month are as follows:

- Homestay fee ranges between \$800.00 to \$950.00 per month

Host families provide the following:

- Private Room
- Breakfast and dinner
- Transportation to and from school
- There are cases when families can not transport the student. In those cases, the Student Services department and the family discuss the best way to help the student. ECI staff and faculty helps sometimes with transportation. Minimal transportation fees may Apply and it paid directly to the person that provides transportation.



Who can be a Host Family

ECIELP English Language Program tries to accommodate students according to their preferences but does not guarantee a particular type of host family. On the Student Homestay Application, the student is asked what type of family that s/he does not prefer to live with. The list above is provided and students can check what type of host/host family they do not want to live with. An explanation of no guarantee of a particular type of host family is clearly stated.

ECI ELP Policy and Procedures Manual states the standards for the host family to help the coordinators guide their choice of the homestay.

HOST FAMILY TYPES:

The following is a definition of host families or hosts:

- a single man
- a single woman
- hosts who are under 30 years of age
- hosts who are over 70 years of age
- a single man with children who live at home
- a single woman with children who live at home
- hosts who have children
- hosts who have children under 6 years old living at home
- hosts who have children over 18 years old living at home
- hosts who have cousins, grandparents, etc. living with them

Apartments

Both campuses of ECI are located in areas which are surrounded by apartment buildings. ECI staff helps the students in the process of seeking and finalizing the apartment dwelling process.

GENERAL POLICIES AND POLICY ON ELECTRONIC COMMUNICATION

Classroom Rules of Conduct

- When class starts, English is the only language spoken in the classroom
- Cell phones must be silenced or powered off
- Food and drinks are not permitted in the classroom
- Always come to class prepared and on time

Progress Reports and Transcripts

Progress Grades are recorded each session in the system that ECI uses called THINKWAVE.

Students can view and monitor their grades by logging to their respective accounts.

Students can always ask for printed Grade Reports and Transcripts.

When transferring to colleges and universities, ECI will email the transcripts to provided links by colleges and universities. Students will also receive printed transcripts.



Center Policies

- Smoking is allowed only outside the building at the designated areas
- No food or drinks in the computer room
- No usage of cell phones in classroom. The exception may granted by the instructor for a special projects where some translation may be needed
- Usage of the printer and scanner must be permitted by the Program Coordinator
- Students must treat the faculty and staff with respect
- Students must treat the equipment of the school with respect
- Students have to dress in a respectful way

Lunch

The lunch break is only 20 minutes from 12:00 Noon to 12:20pm

Library

Students are always welcome to check out books from the ECI library. You need to check out the books and return on time at the scheduled returned date.

POLICY ON ELECTRONIC COMMUNICATION

ECI encourages the use of electronic communications to share information in support of the its mission, student services and to conduct the Program communicating with the faculty, staff and students. ECI has adopted the Think wave system for recording the academic performance where students can log in with their specific password and view their achievements, as well as communicate with the Program and instructor. The faculty also can use the Think wave system for communication. The other usual electronic communication is through emails.

Students are encouraged to check their emails for information and communication with the faculty and administration of ECI.

Faculty and staff shall check the emails via Think wave and personal emails for information regarding scheduling and Program.

All ECI's academic resources, e.g. Curriculum, syllabi, policies and procedures, regulations communicated via emails are owned by ECI. It is expected that these resources will be used efficiently and responsibly in support of the mission of ECI. All other use not consistent with this policy is considered unauthorized use.

“So act that your principle of action might safely be made a law for the whole world.”
Immanuel Kant (1724 - 1804)

Holidays

The ECI ELP dismisses class for the following holidays:

- MLK Day-Third Monday in January
- Memorial Day-Last Monday of May
- Independence Day-July 4th
- Labor Day-First Monday of September
- Thanksgiving-Thanksgiving Day and the day after Thanksgiving (Thanksgiving is always the fourth Thursday of November)
- Christmas Vacation and New Year’s (December 23-January 2)

Vacation

F-1 students are eligible for vacation once they have studied at E.C.I. for 26 academic weeks. During the summer break or winter break , as well as holidays, students may take vacation for the duration of the break but must return for the session following the break. The transferred students may be eligible for vacation after completing four (4) sessions at ECI and if their cumulative studies amount to 26 academic weeks at the time of the completion of 4 sessions. If a student plans to end or shorten ECI Program by returning to the home country or transferring to another school after their vacation, they may not apply for vacation. Instead they must return to their home country or start the transfer process.

Vacation requests must be submitted to the ELP Coordinator and PDSO using the E.C.I. Leave of Absence Form by the Monday of the 3rd week of the current session.

Insurance

It is recommended for all students to have health insurance. If a student does not have medical coverage, ECI English Language Program offers a student health insurance plan. All students must apply for health insurance coverage within the first week of classes. Student will be provided with the medical card and information about the coverage. If the student does not purchase health insurance than he/she signs that he / she understands the consequences of not being insured in case of illness or accident. **ECI STRONGLY EMPHASIS THAT THE STUDENTS SHOULD HAVE HEALTH INSURANCE COVERAGE.**

Driving a Motorized Vehicle

Driving will only be permitted if the student has an international driver’s license or has received a United States state driver’s license. The student may take the driver’s test , but must have his/her own vehicle. A student may not drive the host family’s car for liability reasons.

Local, State, and Federal Laws

- If a student is arrested, or if it is reliably confirmed that the student has acted illegally, Program sponsorship will be revoked, resulting in early return as soon as legally possible to the home country at the expense of the student or student’s parents.
- Drinking of alcoholic beverages, including beer and wine, is illegal in the USA for persons under 21 years of age.
- The student must not buy, sell, possess, or use illegal drugs of any kind or use any controlled drugs unless prescribed for him/her by a physician or other health professional. If the student is taking prescription drugs, the dosage and length of time of use for each drug must be listed on the admissions application. The student must not associate with any persons involved in illegal consumption of drugs or drug trafficking.
- Students must not commit or take part in any act of violence against another person or property.
- Shoplifting and theft are illegal and may lead to criminal charges.
- Driving a car without a driver’s license is illegal in all states.
- Students who are attending English Language Schools are not permitted to work in the United States

“A happy family is but an earlier heaven.” **John Bowring**

Cultural Activities -Field Trips -Student Organizations Evaluation of the Program and Instructors

Cultural Activities

ECI organizes cultural activities for the students every session. Students get a chance to

- visit museums,
- take part in community activities and organizations (Food Bank and other similar activities)
- visit other fun places that are typical for the American culture.
- ECI organizes and invites speakers from universities from the community to make sure students are familiarized with the higher education of the United States and state laws and regulations.
- Visit places of historic significance

Field Trips

- Camping
- Visiting universities and colleges
- Amusement parks
- State Fairs
- Visit entertainment venues (bowling, ice-skating, roller-skating etc.
- Sport activities and sport games

ECI helps and encourages the students to organize their own student council. Student councils works closely with the administration, faculty and staff to make sure all the students' academic, personal, immigration, and cultural needs are fulfilled. This cooperation benefits the students and helps the Program grow.

Student Council

Students evaluate the teachers at the end of each session. This evaluation is very important so that the Program can see whether the instructional methods and skills of the instructors help the students with achieving the student learning outcomes. The evaluations are anonymous. The students have to be objective and sincere when completing the evaluation. The evaluations are read and analyzed by the Program/Academic coordinators and the President. Actions are taken accordingly.

Evaluation

Students also evaluate the Program at the end of each session. This is very important evaluation. ECI ELP is a student-oriented Program and the student's opinion about the Program is vital for Program improvement and growth. The evaluations are read and analyzed by the Program/Academic Coordinator, Student Services Coordinator, and the President. Actions are taken accordingly. The student also complete Survey every quarter.

Students also evaluate ECI ELP student admission process and the Student Orientation, as well as the Cultural Activities. The evaluations are read and analyzed by Admission Student/ Student Services Coordinator, Program/Academic Coordinator and President. Actions are taken accordingly.

ECI ELP Policy is clear when it comes to provide opportunities for students' academic achievements and cultural experiences: STUDENT NEEDS MUST BE FULLFILLED!

“Don't knock the weather. If it didn't change once in a while, nine out of ten people couldn't start a conversation.”
[Kin Hubbard](#) (1868 - 1930)

ECI ELP REFUND POLICY

Cancellation:

Cancellation:

Rejection of Application: If a student's application to ECI is rejected or is not granted a student visa a full refund, minus the admission fee of \$250 and any other applicable non-refundable fees, will be issued.

Program Cancellations: If the Program is cancelled for any reason **after** a student's enrollment, no refund is granted.

If a student enters the United States on ECI's I-20 and then cancels their enrollment or is a "no show", the student has to pay tuition fee of one session before he/she is transferred to another school.

Refund Policy:

Withdrawal or Termination After the Start of Class:

Educational and Cultural Interactions, Inc. (ECI) requests written notification of a student's withdrawal before the start of a new session to receive a full refund, minus any non-refundable fees (non-refundable fees include, but are not limited to: SEVIS fee, application fee, homestay application fee). If a student paid a discounted tuition fee, the refund will be calculated according to the regular tuition fee minus the amount the student had paid.

1. **Termination due to Student Misconduct:** No refund will be given for the current session if a student violates any of ECI's rules and regulations, or state or federal laws. However the pre-paid future session tuition fee will be refunded in full.
2. If the student is expelled/suspended from the Program for irregular attendance or/and academic failure, no re-fund will be given to the student for the session, however refund will be applied to any future pre paid sessions.
3. If the student withdraws from an ECI session prior to two weeks of attendance, a prorated refund will be given for that session. In case if the student paid a discounted fee, the refund will be estimated on the basis of tuition fee payment of \$1,200.00 for the session. if there are any prepaid remaining sessions, those will be fully refunded.
4. If the student withdraws from the ECI Program on or after two weeks of the session, no refund will be given for that session; however a full refund will be given for any remaining sessions that were prepaid.
5. **Temporary Leave of Absence:** If a student must leave in the middle of a session due to a family emergency and must return to their home country, no refund will be given; however, if the student returns and resumes the studies, ECI will prorate the tuition fee of the next session for the days he/she missed in the previous one. The student must show proof of the emergency matter.
6. **Approved F-1 student's Change of Status:** If a student's F-1 Change of Status approval date occurs after the start of a current session, the student will be responsible for the entire session tuition.
7. If the student is approved Change of Status and decides not to pursue with the classes at the school but enrolls to another school, no refund will be given of the pre-paid fees including tuition or deposit of the tuition.

Processing Refund

All refunds are done in US Dollars .Please allow thirty five (35) days the refund to be process.

REQUEST TO WITHHOLD (optional) DIRECTORY INFORMATION

I, _____,
(Student's Name)

as directory information be withheld if requested. I understand that there are situations

listed in the Confidentiality Policies where the information can be released even if this paper is signed. If I ever want this information to be released in the future, I understand that I will have to send a written request before it can be released.

(Signature of Student)

(Date)

ENROLLMENT AGREEMENT

Visa Status

F-1 Student Visa

B1/2 Visitor Visa

Immigrant

Other _____

By signing this paper, I am saying that I have read the ECI Language Program Student Handbook, and I understand the rules and policies of the Program. I will keep/obey these rules and follow the policies as long as I am in the Program. If I do not keep these rules or policies, I understand that I can be expelled from the Program without any refund.

Name of Student

Signature of Student and Date



Educational and Cultural Interactions Formal Student Grievance Form

Return completed form to the coordinator's office
To be completed by complainant when the informal process is unsatisfactory. If complainant does not have the English ability to fill out the form, he or she may have somebody help them complete the form.

E. C. I.

Complainant Information

Date:

| | | |
|---|-----|------------------|
| 1. Name: | Mr. | Ms. (Circle One) |
| 2. SEVIS Number: | | |
| 3. Address: | | |
| 4. Telephone Number: | | |
| 5. Email Address: | | |
| 6. Did you attempt to resolve this issue informally? <input type="checkbox"/> Yes, on _____ (Date) <input type="checkbox"/> No If no, why not? Please attach a list of all correspondence. | | |

Description of Complaint

| | |
|---|--------------------------------|
| 7. Date and Time of Incident: | |
| 8. Location | |
| 9. Witness 1 Name: | Witness 2 Name: |
| Witness 1 Contact Information: | Witness 2 Contact Information: |
| 10. Name of alleged offender (person who you feel did something wrong): | |
| 11. Describe what happened (Please attach copies of any documents that you feel could help the investigator): | |
| | |
| | |
| | |
| | |
| | |
| | |

Complaint Requests:

By signing this paper, I give the ECI representative permission to investigate the above issue. I understand that the information

| |
|--|
| 12. What do you think should be done about this? |
| |
| |
| 13. What kind of response would you like to this form? |
| <input type="checkbox"/> Administrative Awareness <input type="checkbox"/> Meeting with the person(s) involved <input type="checkbox"/> Other (Please explain) |
| |
| |

in this document is considered *sensitive* and will only be shared with the person(s) necessary to have a thorough investigation.

Signature of Complainant

Date

Request for Extension of Program

If you are not able to finish your English Language program by the end date noted on your I-20 (F-1), you can request an extension of your program. The length of time allowed for an extension is based on the recommendation of the school coordinator.

Deadline for Extensions

An international student who has been maintaining status may apply for a program extension. Immigration regulations specifically allow for extensions when delays were caused by valid academic or medical reasons. An extension of your I-20 must be completed before the end date of the document. If your I-20 expires while you are still a student, you will be considered in violation of your status.

Application Instructions

1. Complete the Extension of Program form.
2. Have the School Coordinator sign the Extension of Program form.
3. Turn in the Extension of Program form to your DSO. If your request for an extension is approved, a new I-20 will be ready for you in three business days. If important information is missing, or if there is any problem with your request, we will contact you.

| | | |
|------------------|-------------------|---------------------|
| <i>Last Name</i> | <i>First Name</i> | <i>ECIID</i> |
| <i>Email</i> | <i>Phone</i> | <i>Today's Date</i> |

I am requesting additional time to complete the requirements of my English Language program due to:

- Compelling Academic Reasons
- Medical Reasons (documentation required)

The delay was caused by:

TO BE COMPLETED BY ACADEMIC ADVISOR

Number of sessions remaining in program of study: _____

Student is expected to complete program of study by (month/day/year): _____

Has the student been making normal progress towards the completion of her/his degree program? ___YES ___NO

Do you recommend that this student be given additional time to continue her/his study? ___YES ___NO

| | | |
|---------------------------|--------------------------------|---------------------|
| <i>Coordinator's Name</i> | <i>Coordinator's Signature</i> | <i>Today's Date</i> |
|---------------------------|--------------------------------|---------------------|

STUDENT ABSENCE REQUEST FORM

ECI ENGLISH LANGUAGE PROGRAM

.....
.....
Student Name: _____

Reason for Absence:

- Sickness
- Vacation
- Death of family member/friend
- Birth
- Other (please indicate) _____

Date(s) of Absence: _____

Signature of Student: _____

FOR OFFICE USE ONLY:

_____ Date _____

Program Director-Signature of Approval

STUDENT ABSENCE REQUEST FORM

ECI ENGLISH LANGUAGE PROGRAM

Student Name: _____

Reason for Absence:

- Sickness
- Vacation
- Death of family member/friend
- Birth
- Other (please indicate) _____

Date(s) of Absence: _____

Signature of Student: _____

FOR OFFICE USE ONLY:

_____ Date _____

Program Coordinator Signature

Fire Policy

Fire Policy

Both campuses of ECI follow the procedures of evacuation in case of fire according to the building directions respectively for each campus. The actions taken by staff and students in emergency FIRE situations will be prominently posted throughout ECI.

GENERAL PROCEDURE:

DISCOVERY OF FIRE:

1. Remain Calm!
2. Leave fire area immediately while shouting to alert people in your area
3. Close all doors behind you to confine the fire
4. Do not use elevators (if applicable)
5. Leave via closest exit and activate the nearest fire alarm pull station
6. Call the Fire Department by dialing 911 from a safe location
7. Meet at the designated meeting location (in the parking lot for both locations)
8. Do not return to the building until declared safe to do so by the Fire Department.

UPON HEARING THE FIRE ALARM:

1. Remain Calm
2. Before opening doors feel doors for heat
3. If door is hot stay in room, seal cracks around door and any vents, call 911 and proceed to a window to be seen
4. If door is not hot, open slowly, and if safe to do so leave building via nearest exit
5. If smoke is encountered upon exiting, stay low, use alternate exit, and if escape is not possible seek refuge in smoke free room, close the door, call 911 if possible and proceed to window to be seen.
6. Call the Fire Department by dialing 911 from a safe location.
7. Proceed to designated meeting area (in the parking lot for both locations)
8. Do not return to the building until declared safe to do so by the Fire Department.

Faculty Responsibilities

1. Help students evacuate in an orderly fashion through the appropriate exit.
2. Do not forget your keys.
3. Keep your grade/attendance book(s) with you during the process.
4. Once at the designated location count students. Take attendance. You are responsible for students assigned to you. If any students are missing please notify the Program Coordinator.

Evacuation Map

Evacuation Maps must be placed in locations throughout each campus.

Accountability Procedures

After leaving the building per the designated exits everyone should go to the front of the building at the meeting location (respectively for both campuses). Here the classes should group together to complete a roll check to confirm that everyone has left the building safely. The Program Coordinator or designated faculty member will report to the president the results of the student attendance check. The Education Coordinator will confirm that all administrative personnel safely evacuated the building and report results to the President.

CAUTIONS

- Use portable fire extinguishers only if safe to do so and only if trained in their use.
- If smoke is heavy in the corridor, it may be safer to stay in your area. Close door and attempt to seal the base of the door with a wide roll of tape or alternate method.
- Meet outside at a pre-determined location for both campuses.

Tornado Policy

Tornado Policy

Both campuses of ECI follow the weather alert procedures. Most tornadoes appear as funnel-shaped clouds, gray to black in color and extending from the base of a large thunderhead. Most major tornadoes approach from the southwest and move in a northeasterly direction and can travel at speeds of up to 45 miles per hour. They generate violently rotating columns of air with internal wind speeds of up to 300 miles per hour.

Because they can develop so quickly, with little or no warning, the tornado's unpredictability is perhaps its most dangerous characteristic. Thus people must be able to respond at a moment's notice.

Many get confused trying to determine between a tornado watch and a tornado warning. A **watch** means there is potential for tornadoes because conditions in the area are favorable for tornadoes. A tornado **warning** is issued only after a tornado has been spotted on radar or has actually touched down.

Permanent buildings, houses, apartments, office buildings, etc. .

When a tornado strikes, people need to find shelter below or near ground level. They should also be sure to go to the central **interior section** of the building, underneath furniture if possible. People should also stay away from windows, doors, and electrical outlets.

It is very important for individuals to protect their heads and faces regardless of where they take cover. Battery operated radios and/or televisions should be kept handy to remain aware of conditions outside. Given their vulnerability to tornadoes and high winds, mobile homes, units, should be evacuated as soon as possible during severe weather. In case of tornado, students from both campuses need to line up in the middle hallway of the respective buildings.

Lightning

When the storm involves lightning, individuals should stay away from electrical outlets. Also appliances such as televisions and stereos should be unplugged to decrease the chance of fire.

Individuals taking cover outdoors should stay away from highly conductive objects such as single trees and utility poles.

The following storm warning are used by the Weather Bureau to define the order of severity of a storm

Severe thunderstorm watch- weather conditions are such that severe thunderstorms may develop.

Severe thunderstorm warning- a severe thunderstorm has developed.

Tornado watch - weather conditions are such that a tornado may develop.

Tornado warning- a tornado has formed and been sighted.

Actions to be taken for each level of watch/warning:

Severe thunderstorm watch- review plan of operation. Administration should turn on TV's to local weather station to monitor for updates and threats.

Severe thunderstorm warning- notify all teachers and students of warning and review with them plans in case of a tornado warning is issued.

Tornado watch- review tornado procedures and notify all teachers of impending weather conditions.

Tornado warning- lower the blinds and drapes and relocate students to the areas offering the greatest tornado resistance.

Weather Warning Definitions

When the school is notified of a tornado watch, teachers should move students to the designated areas which are far from windows and glass doors. The tornado evacuation plan is to be posted in each room. Close all windows and doors.

Get out of your room in an orderly and quiet fashion.

Assume a position that will protect your eyes and face.

Stay in the middle hallway (applies for both campus buildings)

EVACUATION AND DRILL PLAN

Map

Evacuation Maps must be placed in locations throughout each campus

Do not forget your keys.

Keep your grade/attendance book(s) with you during the process.

Count students. Take attendance. You are responsible for students assigned to you.

Faculty reminders...

CEA Policies and Procedures Section 15: Complaints

15.1. Complaints against accredited programs and institutions

15.2. Investigation of complaints

15.1. Complaints against accredited programs and institutions

Accredited programs and institutions are expected to continue to meet the CEA Standards during the term of accreditation. A student, faculty or staff member, or any individual outside the program or institution who may have knowledge of an accredited program or institution's alleged failure to maintain the CEA Standards may file a complaint with CEA. In reviewing a complaint, CEA's policies intend to provide judicious review of the complainant's concern regarding compliance with the CEA Standards while ensuring due process for the site.

15.1.1. Notice requirements Each accredited program or institution is required to post the CEA Standards in a public place accessible to all students, faculty, staff, and the public. In addition, CEA requires the site to post the procedures for filing a complaint, which are provided by CEA. The document includes information on why a complaint may be filed, who may file, how to file, and how complaints are adjudicated.

15.1.2. Failure to report substantive change If an accredited program or institution is delinquent in reporting a substantive change, a complaint may be filed. Such complaints may be filed by anyone who believes the site has failed to report such a substantive change regardless of whether this change has resulted in non-compliance with the CEA Standards. Such complaints should explain how, in process or content, the program or institution has substantively changed since it was accredited, as well as the nature of any alleged failure to maintain the CEA Standards as a result of this change. Any available documents showing the changes should be included.

15.2. Investigation of complaints

15.2.1. Informal or undocumented complaints Upon receipt of an anonymous or undocumented complaint, the executive director will promptly provide a copy of the CEA complaints policy to the sender, if contact information is available. Depending on the nature of the complaint, the executive director may inform the site of the complaint and undertake investigation of the complaint through a written information request to the site against which the complaint is lodged. If the basis of the complaint warrants, the executive director will inform the Executive Committee, which will decide whether to advance the complaint to the Standards Compliance Committee for further action. The Standards Compliance Committee may act within the policies assigned in these Policies and Procedures. The executive director can initiate a special site visit based on information received by any means.

15.2.2. Formal complaints A formal complaint must be written, must refer to a specific standard(s), and must document the nature of the noncompliance. a. If submitted by mail, the complainant's signature, address, and phone number must be submitted on a separate piece of paper. b. If submitted by secure electronic means, the complainant's name, address, and contact information must be available with the submission. c. A copy of the complaint, without the name and contact information of the complainant, will be shared with the site to start the process of adjudicating the complaint. d. Within five working days of receiving a formal complaint, the executive director reviews the complaint in order to establish that it i. relates to compliance with CEA Standards or adherence to the CEA Policies and Procedures ii. is appropriately addressed to CEA rather than another agency iii. is not capricious or frivolous iv. is not based on grievance rather than the CEA Standards v. is appropriately documented e. The executive director will inform the complainant in writing of whether the complaint will go forward. If the complaint does not go forward, the executive director will provide a written explanation to the complainant of the reasons. f. If the complaint goes forward as a formal complaint, the following steps take place. i. The executive director will send the original copy of the complaint to the contact person for the program or institution and invite a written response. ii. Within 30 working days after the program or institutions receives the complaint, the reply, along with any accompanying documentation, must be received at the CEA central office. iii. Within three working days of receipt of the response, a true copy of the complaint and the response will be forwarded to the Standards Compliance Committee (SCC) iv. Within 15 working days of receipt of the materials, the SCC which will review the material and make a recommendation to the Executive Committee within 15 working days. v. Within 15 working days of receipt of the recommendation from the SCC, the Executive Committee must respond to the recommendation.

15.2.3. Possible Actions

The Standards Compliance Committee may recommend and the Executive Committee may take the following actions: a. Recommend dismissal of the complaint The Standards Compliance Committee will recommend dismissal of the complaint if it is satisfied that the program or institution remains in compliance with the CEA Standards. i. If the Standards Compliance Committee determines that the program or institution remains in compliance with the CEA Standards but with minor standards-related deficiencies, it will recommend dismissal of the complaint with reporting requirements and/or recommendations. ii. If the Executive Committee approves the recommendation for dismissal, with or without reporting requirements and/or recommendations, it will notify the program or institution and the complainant of the decision; the action is over. iii. If the Executive Committee does not approve the Standards Compliance Committee's recommendation, it may order additional investigation or other appropriate action.

b. Recommend investigation of the complaint

If the Standards Compliance Committee determines that more information is required to determine whether the program or institution is in compliance with the CEA Standards, it will make a recommendation to the Executive Committee for an additional investigation. i. The SCC will specify what questions the investigation is designed to answer and indicate specifically the additional investigation recommended (e.g., conducting a site visit, requiring additional documentation, meeting with personnel, or meeting with the complainant). ii. The Executive Committee, acting on behalf of the Commission, will decide whether to approve the investigation recommended by the SCC, order a different form of investigation, or dismiss the action. iii. If the Executive Committee orders an investigation, it will allocate resources appropriate for the investigation. iv. The investigation will be completed within 30 working days. v. Within 10 working days of the conclusion of the investigation, a written report of the results of the investigation will be prepared by the Standards Compliance Committee and sent to the program or institution vi. The site will be given an opportunity to respond to the written report of the investigation and must respond within 15 working days of receipt of the report. vii. Based on its review of the report of the investigation and the response from the program or institution, the Standards Compliance Committee will recommend either dismissal or resolution with reporting requirements, either of which must be approved by the Executive Committee, or review by the full Commission for specific action.

c. Recommend specific action to the Commission

If the Standards Compliance Committee recommends a specific action, the Executive Committee will review and approve the recommendation for review by the full Commission. i. The review by the full Commission will be scheduled for the next regular meeting of the Commission. ii. The full Commission will conduct a de novo review to consider the entire complaint record, including the original complaint, the response of the site, and any materials developed as a result of investigation, including the responses of the site. iii. The full Commission will then vote on a specific action to be taken. Actions may include dismissal of the complaint with or without reporting requirements, or placing the site on warning with a time frame for taking specific corrective actions. iv. If a warning is issued and the conditions are not met within the stated time frame, the site may be subject to probation, show cause, and withdrawal of accreditation. v. In the case of withdrawal of accreditation, a program or institution has the right to appeal, as described in Section 13: Appeals.

15.2.4. Time Frame

Complaints may be filed at any time. CEA will investigate complaints according to the procedures outlined. The resolution of a complaint may take up to seven months, depending on whether a site visit is required and when the complaint is filed in relation to the Commission meeting. Notice of the Commission's decision with regard to a complaint shall be made to the program or institution in writing and in accordance with the rules regarding accreditation decisions.

http://cea-accredit.org/images/2017_doc_and_handbooks/P_P_Sections_2017/Section-15_Complaints.pdf