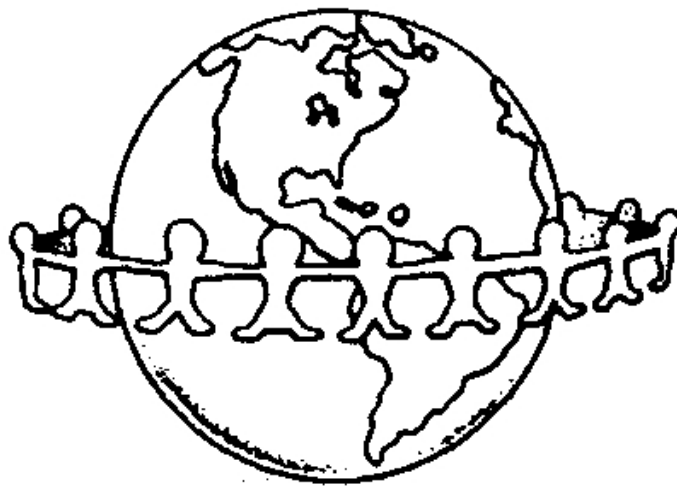


**ORIENTATION STUDENT  
HANDBOOK**  
**Policies · Regulations · Procedures**



**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:

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### ***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.***



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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
<b>Classes</b>	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)
<b>Academic Hours 25</b>	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
<b>Classes</b>	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)
<b>Academic Hours 25</b>	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 12<sup>th</sup> 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
<b>Beginning</b>	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
<b>Intermediate</b>	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
<b>Advanced</b>	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.



# ECI English Language Program

Educational and Cultural Interactions, Inc.

The ECI English Language Program places students in twelve levels. The table below shows the student learning outcomes per skill per level.

Levels/Skill Set	Listening	Speaking	Reading	Writing
Level 1 Beginning English 1 ESL 101	Write a short dictation.	Respond orally to basic questions about personal information, dates and time.	Read and complete a personal information form.	Compose basic sentences.
Level 2 Beginning English 2 ESL 102	Listen and understand the main idea of a basic dialogue about food, directions, and past events.	Ask for and give information about places, directions, plans and memories.	Read a simple passage and answer comprehension questions.	Compose a complete paragraph.
Level 3 Beginning English 3 ESL 103	Listen to an informal dialogue and identify some important details.	Respond orally to questions about past activities.	Read a simple passage and identify the main idea.	Write a short message for personal communication with simple and compound sentences.
Level 4 Beginning English 4 ESL 104	Listen to scientific interviews and lectures and identify specific details.	Give a presentation on an everyday topic using simple organization and general language.	Read a scientific text and identify the primary supporting material.	Write a paragraph with descriptive details using complex sentences.
Level 5 Intermediate English 1 ESL 201	Listen to a lecture and use charts to take effective notes.	Orally summarize the contents of texts about systems in the human body.	Read an academic text and identify specific details.	Write a unified paragraph about similarities and differences.
Level 6 Intermediate English 2 ESL 202	Listen to an interview or lecture and label diagrams to identify key details.	Discuss cultural differences on topics in the field of sociology.	Read a multi-page text on psychology and sociology and find key details.	Write a three-paragraph essay -Descriptive
Level 7 Intermediate English 3 ESL 203	Listen to academic lectures and use effective note-taking to answer questions.	Take a position on an everyday topic and defend it orally.	Read a multi-page text and identify the primary supporting points.	Compose, edit, and revise a five-paragraph essay - any type
Level 8 Intermediate English 4 ESL 204	Comprehend a lecture of extended length with complex ideas and identify key details.	Give a short, prepared speech using technology.	Read a multi-page text and edit a peer's summary of it.	Write two five-paragraph essays, one narrative and one descriptive. Using MLA format
Level 9 Advanced English 1 ESL 301	Comprehend ½ to 1 hour lecture with low and high frequency vocabulary words.	Discuss current events.	Read a college-level text, and then describe the main idea.	Write two five-paragraph essays, one narrative and one argumentative. Using MLA format
Level 10 Advanced English 2 ESL 302	Identify main ideas from taking effective notes on a one hour lecture.	Describe an object in detail and give a formal introduction presentation.	Read a college-level text and then describe the main idea and supporting details.	Compose, edit and revise a five-paragraph compare and contrast essay. Using MLA citation Get introduced with APA
Level 11 Advanced English 3 ESL 303	Listen to a university lecture and infer implied meaning.	Define a concept in length.	Read a college-level text and describe the writer's purpose.	Compose, edit, and revise two five-paragraph essays, one cause and effect and one argumentative in APA style and format.
Level 12 Advanced English 4 ESL 304	Compare and contrast key details from a university lecture.	Give and critique academic presentations using more advanced technical skills.	Read a college-level text and apply decoding skills to low frequency words.	Take a position on a topic and defend it with an essay of three to five pages in APA style and format.

**INTEGRATED COURSES— GOALS ; OBJECTIVES; STUDENT LEARNING OUTCOMES**  
**Part of the Achievement Scale**

Integrated Classes			
Class	Goals	Objectives	Outcomes
101	Establish basic oral communication skills.	Comprehend slow, simple speech using everyday language.	Transcribe a short dictation.
		Participate in simple dialogues.	Respond orally to basic questions about personal information.
	Establish basic literacy skills.	Successfully read basic written documents.	Read a form asking for basic, personal information and write the correct answers.
		Compose basic sentences.	Compose basic sentences. (capital letter, end mark, subject, verb)
	Establish basic proficiency with English structure.	Learn introductory English grammar.	Correctly use: be, possessive adjectives/ pronouns, articles, yes/no & wh- questions, and time expressions.
		Learn low-level high-frequency vocabulary.	Define and use in context basic vocabulary words.
102	Develop basic oral communication skills.	Practice listening by doing short dictations.	Listen to a basic dialogue and understand the main idea.
		Practice communication by giving information about places and directions.	Ask for and give information about places, directions, plans, and memories.
	Develop basic literacy skills.	Read short passages and discuss the content.	Read a simple passage for basic understanding and basic comprehension questions.
		Learn sentence word order (SVO, SVC) and compose basic paragraphs.	Compose a short paragraph with correct word order and grammar structure.
		Improve introductory grammar.	Correctly use: simple present, the modal can, imperatives, simple past, prepositions of place, the future with <i>be going to</i> , <i>adverbs of frequency</i> , and <i>subject/object pronouns</i> .
	Develop basic proficiency with English structure.	Learn low-level high-frequency vocabulary.	Define and use in context basic vocabulary words.
103	Develop basic oral communication skills.	Identify main ideas from simple oral discourse.	Listen to a short informal dialogue and identify important details.
		Comprehend and respond to basic questions.	Respond orally to questions about past and future activities.
	Develop basic literacy skills.	Identify main ideas from simple reading.	Read a paragraph using general language and identify the main idea.
		Compose basic written communications.	Write a short message for personal communication free of serious grammatical and mechanical errors.
	Develop basic proficiency with English structure.	Improve introductory English grammar.	Correctly use: count and noncount nouns, adverbs of frequency, demonstratives, comparative adjectives, the modal would, quantifiers, past tense, there is/there are and present continuous.
		Learn intermediate-level high-frequency vocabulary.	Define and use in context basic vocabulary words.

Integrated Classes (cont.)			
Class	Goals	Objectives	Outcomes
104	Master basic oral communication skills.	Identify details from simple oral discourse.	Listen to a short informal dialogue and identify specific details.
		Discuss more academic topics (i.e., science).	Give a presentation on an everyday topic using simple organization and general language.
	Master basic literacy skills.	Identify details from simple written discourse.	Read a text using general language and identify the primary supporting points.
		Improve basic writing ability by writing a paragraph with descriptive details.	Write multi-sentence, short-answer responses to questions free of serious grammatical and mechanical errors.
	Master basic proficiency with English structure.	Improve introductory English grammar.	Correctly use: present perfect, the modals should, could, and may, irregular and regular past participles, future with present continuous and be going to, superlative adjectives, verb + infinitive.
		Learn advanced-level high-frequency vocabulary.	Define and use in context high-frequency vocabulary words.
201	Establish intermediate oral communication skills.	Identify main ideas from simple oral discourses.	Listen to a dialogue and identify the main idea.
		Learn how to orally summarize simple oral discourse.	Summarize orally the contents of elementary academic and descriptive texts.
	Establish intermediate literacy skills.	Identify specific details from multi-page texts.	Read a multi-page text and identify specific details.
		Apply prewriting skills in order to aid in the process of writing.	Write a unified paragraph summarizing a multi-page text.
	Establish intermediate proficiency with English structure.	Learn intermediate English grammar.	Correctly use: used to for habitual past actions, embedded questions, evaluations and comparisons with adjectives and nouns, simple past, present perfect, future with <i>be going to and will</i> , <i>two-part verbs</i> , <i>infinitives and gerunds</i> , and <i>relative clauses of time</i> .
		Learn at least 20 high-frequency academic vocabulary words.	Define and use in context 20 higher frequency vocabulary words.
202	Develop intermediate oral communication skills.	Identify key details from an extended length dialog.	Listen to an extended academic lecture and use effective note-taking skills to write a summary.
		Learn how to orally summarize more complex oral discourse.	Summarize the contents of more complex oral discourse.
	Develop intermediate literacy skills.	Identify detailed information from multi-paragraph texts.	Read a multi-page text and identify key details.
		Learn how to write a simple multi-paragraph text.	Compose a simple multi-paragraph composition.
	Develop intermediate proficiency with English structure.	Learn intermediate English grammar.	Correctly use: conditional sentences with if clauses, gerunds, short responses, clauses with because, passive voice in the present and past, past continuous vs. simple past, present perfect continuous, participles as adjectives, modals and adverbs might, may, could, must, maybe, perhaps, possibly, probably, and definitely, unreal and real conditionals, and reported statements.
		Learn 20 high-frequency academic vocabulary.	Define and use context 20 academic vocabulary words.

Integrated Classes (cont.)			
Class	Goals	Objectives	Outcomes
203	Develop intermediate oral communication skills.	Identify details from simple oral discourses of extended length.	Listen to a dialogue of extended length and use effective note-taking to answer questions.
		Learn to debate in English, employing statements and rebuttals.	Take a position on an everyday topic and defend it orally.
	Develop intermediate literacy skills.	Identify supporting points from multi-paragraph texts.	Read a multi-page text and identify the primary supporting points.
		Learn correct punctuation in writing academic essays (question marks, apostrophes, hyphens, dashes, underlining, italics)	Compose, edit, and revise a five-paragraph (250 words) essay using MLA style and format.
	Develop intermediate proficiency with English structure.	Improve intermediate English grammar.	Correctly use: <i>have or get something done (active and passive), making suggestions with gerunds, modals + verbs, time clauses, past modals for opinions and advice, defining and nondefining relative clauses, describe regrets and hypothetical situations with should not have + past participle and if + past perfect.</i>
		Learn 20 high-frequency academic vocabulary.	Define and use in context 20 higher frequency vocabulary words.
204	Master intermediate oral communication skills.	Learn the process of outlining common speeches.	Outline a dialogue of extended length.
		Develop further presentational skills: make conclusions, offer explanations and give opinions.	Give a presentation offering explanations and opinions of controversial issues.
	Master intermediate literacy skills.	Use editing skills to find and correct mistakes.	Read a multi-paragraph text and identify the overall mode of discourse.
		Use essay structure and punctuation correctly in writing academic essays.	Write one narrative essay and one descriptive essay, both with five-paragraphs (250 words) and using MLA style and format.
	Master intermediate proficiency with English structure.	Improve intermediate English grammar.	Correctly use: gerunds, infinitives, modal verbs, negative and tag questions, referring to time in the past ( <i>for, since, during, ago, future continuous, future perfect, time clauses, past modals, passive and passive modals, restrictive and non-restrictive relative clauses, and complex nouns.</i>
		Learn 40 medium-frequency academic vocabulary.	Define and use in context 40 academic vocabulary words.

Integrated Classes (cont.)			
Class	Goals	Objectives	Outcomes
301	Establish advanced oral communication skills.	Learn to use symbols and abbreviations while taking notes on academic lectures and interviews.	Identify details from a lengthy spoken discourse.
		Learn how to orally summarize lengthy discourse	Summarize orally the contents of a lengthy discourse.
	Establish advanced literacy skills.	Identify main idea from a college-level text.	Read a college-level text, then describe the main idea.
		Learn how to develop essays using topic sentences and supporting details.	Write an argumentative essay and a narrative essay, each with five-paragraphs (250 words) and using MLA formatting and citation style.
	Establish advanced proficiency with English structure.	Learn advanced English grammar.	Correctly use: verb + gerund, noun clauses, past modals and phrasal modals of obligation, modals with multiple uses, defining and nondefining relative clauses, order of modifiers, connecting contrasting ideas with despite, in spite of, although, even though, however, nevertheless, and on the other hand, reduced time clauses, clauses stating reasons and conditions with even if, considering that, as long as, unless, just in case, and only...if, reported speech, present perfect vs. simple past, present perfect vs. present perfect continuous, adverbs with simple past and past perfect.
		Learn 60 medium-frequency academic vocabulary.	Define and use in context 60 academic vocabulary words.
	Take effective notes from half-to-one-hour lectures and interviews.	Practice note-taking from half-to-one-hour lectures and interviews.	Generate notes from academic lectures (half to one hour).

Integrated Classes (cont.)			
Class	Goals	Objectives	Outcomes
302	Develop advanced oral communication skills.	Learn how to listen for detailed information from conversations of 2 or more people and lengthy monologs.	Identifying main ideas and details from conversations of 2 or more people and lengthy monologs.
		Further advance presentation and technical skills.	Give two short prepared speeches using technology.
	Develop advanced literacy skills	Identify main ideas and details from a college-level text.	Read a college-level text, then describe the main idea and supporting details.
		Learn how to write an academic compare/contrast essay and a short research paper.	Compose, edit, and revise a 5-paragraph compare and contrast essay and a short research paper of 200-300 word length using MLA and APA formatting and citation style.
	Develop advanced proficiency with English structure.	Develop advanced English grammar.	Correctly use: passive of present continuous, present perfect, and future, negative and tag questions for giving opinions, reduced relative clauses, non-defining relative clauses as sentence modifiers, contrast and exception with while, unlike, in contrast to, except that, except for, and except for the fact that, used to and would for habitual past actions, conditional sentences in the unreal present with unless, only, and even if, future perfect continuous, giving opinions with negative questions.
		Learn 60 medium-frequency academic vocabulary.	Define and use in context 60 academic vocabulary words.
	Take effective notes from half-to-one-hour lectures and social discourse.	Practice note-taking from listening to half-to-one-hour lectures and social discourse as well as written texts.	Generate effective notes from half-to-one-hour lectures and social discourse.

Integrated Classes (cont.)			
Class	Goals	Objectives	Outcomes
303	Develop advanced oral communication skills.	Learn to identify inferences.	Listen to a university lecture and infer implied meaning.
		Improve English presentation skills in defining a concept.	Orally define a concept in length.
	Develop advanced literacy skills.	Improve reading skill by learning to identify a writer's purpose.	Read a college-level text and describe the writer's purpose.
		Learn APA style and format in order to write a scientific research paper.	Compose, edit, and revise a problem-solution essay using APA style and format.
	Develop advanced proficiency with English structure.	Improve advanced English grammar.	Correctly <b>use</b> : types of phrasal verbs, gerund and infinitive constructions, review of verb patterns, cleft sentences with what, ING clauses, reporting clauses, passive reporting clauses, such...that and so...that, double comparatives, will and would for habits and general truth.
		Learn 80 academic vocabulary.	Define and use in context 80 academic vocabulary words.
Take effective notes from one to one and half hour of academic lectures and interviews.	Practice taking notes from one to one and half hour of academic lectures and interviews.	Generate effective notes from one to one and half hour of academic lectures and interviews.	
304	Master advanced oral communication skills.	Improve listening skills through mapping and listening for stress and intonation.	Compare and contrast key details from a university lecture.
		Improve presentation skill by focusing on persuasion and audience needs.	Give and critique academic presentations focusing on persuasion and audience needs and more advanced technology.
	Master advanced literacy skills.	Improve reading skill by learning to identify a writer's tone.	Read a college-level text and describe the writer's tone.
		Improve writing skill by learning APA research and citation methods.	Take a position on a topic and defend it with an essay of extended length using appropriately referenced academic sources in a 5 page research paper.
		improve skills in writing for various purposes.	Identify the writing purposes and write various genres.
	Master advanced proficiency with English structure.	Improve advanced English grammar.	Correctly <b>use</b> : optional and required relative pronouns, as if, as though, as, the way, and like, placement of direct and indirect objects, verbs in the subjunctive, whenever and wherever, whoever and whatever, subject-verb agreement with quantifiers, compound adjectives, superlative compound adjectives, subject-verb inversion in conditional sentences, adverbial clauses of condition.
		Learn 80 academic vocabulary words.	Define and use in context 80 academic vocabulary words.
Strengthen note-taking skills by taking notes from authentic academic lectures of considerable length (one to one and half hour) and texts.	Practice taking notes from authentic academic lectures and interviews of one to one and half hours in length.	Generate effective notes from authentic academic lectures of considerable length (one-one and half hour).	

**Superior Level Integrated Classes (optional)**

Class	Goals	Objectives	Outcomes
401	Apply essential reading skills and critical thinking.	Read academic text with the general education content.	Demonstrate the ability to develop and reinforce logical sequence based on the reading assignments and task complexity.
		Practice scanning and skimming and summarize reading.	Apply reading strategies and analyze the use of fact and examples to support and explain generalizations.
			Recognize main ideas and major points.
			Identify author's purpose, point of view when reading literary text.
	Write essays following the essay anatomy and evaluate and revise the written work.	Write journals and memoirs.	Write an argumentative or cause-and-effect essay (5 pages long).
		Write 5-page argumentative essays or cause-and-effect essays, and practice editing.	Identify grammar rules (sentence grammar, case of nouns and pronouns, verbs, agreement, adjectives and adverbs, fragment, sentence fragments, punctuation rules, and misplaced modifiers).
	Identify sentence grammar and punctuation rules.	Interpret and write about statistical data (graphs and charts).	Write a graph description.
		Expand knowledge of grammar and structure: Sentence grammar (the basic sentence, single-word modifiers, word group, compound, sentence types)	Summarize, paraphrase, analyze the use of statistics, identify and understand academic citations, and recognize metaphors in scientific readings.
	Recall 80 academic vocabulary words.	Practice Academic Word List (AWL).	Recall and utilize 80 academic vocabulary words.
		Expand academic vocabulary from the field of psychology, economy, and social studies (AWL).	
	Create and construct oral presentations.	Discuss social and economic topics.	Create and generate oral presentations.
		Make oral presentations on cultural impact to an individual.	Discuss peers' work.
	Strengthen note taking skills.	Practice note taking from listening to a 1-hour lecture as well as from written texts.	Demonstrate the ability of note taking from lectures.
		Discuss peers' work.	

**Superior Level Integrated Classes (optional)**

Class	Goals	Objectives	Outcomes
402	Demonstrate reading competencies at a college level.	Discuss fundamental reading skills: practice preading, review grammar from "context"-parts of speech, markers, transitions, language features.	Recognize fundamental reading skills - Identifying details that support themes, recognizing inferences and cultural references, and outlining and paraphrasing.
		Read memoirs ("La Gringuita" by Julet Alvarez).	Apply critical thinking skills.
	Identify fundamental reading skills including interpreting charts and graphs.	Interpret charts and graphs.	Identify content skill building from understanding tone and figurative language in literature from case-study and reported research to historical contrasts.
		Analyze the use of facts and examples to support generalizations, distinguishing more relevant from less relevant pieces of information.	Demonstrate the ability to adjust reading strategies according to reading purposes.
			Analyze the use of facts to support statement of theories and implicit main ideas or assumptions.
		Interpret charts and graphs, exploring personal beliefs, and recognizing and evaluating sources.	
	Retain and use academic and high-frequency words.	Learn and analyze the meaning of new academic vocabulary and high-frequency vocabulary.	Identify academic and high-frequency vocabulary items.
	Write 5-page essays in MLA styles as well as a research paper in APA style..	Write an argumentative essay (5 pages) using MLA style.	Write a variety of texts analyzing and describing rhetorical context using MLA format.
		Write a scientific research paper using APA format and citation.	Produce a scientific research paper (APA format and citation) taking effective notes from sources.
		Write advertisements, journals and memoirs.	Use Edited American English appropriately.
		Discuss and evaluate peers' work.	Evaluate peers' work.
		Create and present oral presentations and use power point using a topic and concerns for the environmental issues.	Create oral presentations on an academic topic using rhetorical skills.
			Discuss at the college-proficiency level a variety of topics regarding current events.
	Strengthen note taking skills.	Practice and strengthen note-taking skills from read material as well as lectures.	Demonstrate the ability to comprehend academic discourse and ability to generate concise and clear note-taking from lectures
		Learn note-taking skills.	Generate clear and concise lecture notes.
	Examine, define, and use parts of speech, definition markers, transitions, language features and punctuation.	Examine parts of speech (confirm their roles in the sentence	Examine parts of speech, explanation or definition markers, and language features that characterize different writing styles found in academic passages.
		Define markers and transitions.	
		Learn collocations, subject-verb agreement, and punctuation.	

**Superior Level Integrated Classes (optional)**

Class	Goals	Objectives	Outcomes
403	Apply essential reading skills and critical thinking.	Read and analyze a literary work.	Demonstrate the ability to distinguish facts from generalizations
	Recall 80 academic vocabulary words.	Practice reading passages in a timed manner.	Demonstrate the ability to speed read recognizing the content
		Practice reading and summarizing graphs and charts.	Demonstrate the ability to analyze a literary work
		Learn and practice the pronunciation of 80 academic vocabulary words.	Demonstrate the ability to recognize , analyze and summarize graphs and charts
			Demonstrate the ability to edit and revise written papers
			Demonstrate the ability to recognize 80 academic vocabulary words and analyze the stress pattern
	Write essays following the essay anatomy and evaluate and revise the written work.	Edit and revise peers' written work.	Create a research paper in APA style
		Review and apply mechanics (capitalization, underlining, abbreviations, and numbers) in writing.	
		Review and apply punctuation (end punctuation, comma, semicolon, apostrophe, quotation marks, other marks) effectively in writing.	
		Review, discuss and apply in exercises clear sentence writing (fragments, comma splices, pronoun reference, incomplete sentences, effective sentences, coordination and subordination, parallelism).	
	Create and construct oral presentations.	Discuss peers' presentations and written work.	Demonstrate the ability to apply speaking with fluency to ensure comprehension in various academic situations using intelligible pronunciation, stress, and intonation
			Demonstrate the ability to assess peers' speaking discourse
			Demonstrate the ability to deliver presentations with explanation in order to support an opinion
	Strengthen note-taking skills.	Study and practice analytical listening skills: distinguish fact from generalizations: make inferences; identify speakers' purpose, point of view and tone; comprehend use of figurative language.	Demonstrate analytical listening skills
		Listen to teachers' lectures and student presentations and create concise and clear notes that clearly summarize the content of the lectures.	Demonstrate the ability to summarize the content from the academic listening material
Demonstrate the ability to generate concise and clear note-taking from teachers' lectures and student presentation			

**Superior Level Integrated Classes (optional)**

Goals	Goals	Objectives	Outcomes
<b>404</b>	Strengthen note taking skills to prepare for examinations and other academically appropriate uses of notes.	Listen to an academic lecture and discuss orally the content of the lectures.	Demonstrate the ability to take notes to help with examination preparedness.
		Listen to a peer's speech/lecture and make effective notes.	Demonstrate the ability to generate clear and concise notes from written sources and from lectures.
	Adjust listening strategies according to the content.	Review and improve lecture note-taking.	Demonstrate the ability to interpret instructor's purposes, points of view, and tone.
			Demonstrate the ability to select the pivotal information presented during a classroom lecture or discussion
	Create and deliver spoken discourse at the college-academic level.	Practice more academic and speaking objectives	Demonstrate the ability to speak in professional and academic settings
		Study graphs and charts and work in groups to carry out a speaking project	Demonstrate the ability to use formal and informal language targeted to specific audience and contextual settings
		Understand the process of working in groups	Demonstrate the ability to synthesize and summarize extensive discourse
		Analyze the speech pattern in vocabulary.	Demonstrate the ability to evaluate peers' spoken
		Make a speech about socio-economic issues in the 21st century.	Demonstrate the ability to identify the stress pattern of the words from the Academic Word List (AWL)
			Demonstrate the ability to make a speech/lecture
	Apply writing skills using punctuation rules and mechanics.	Write sentences and paragraphs using proper punctuation	Demonstrate the ability to apply punctuation and mechanics appropriately (end punctuation, comma, semicolon, apostrophe, quotation marks, other marks, capitalization, underlining, abbreviations, numbers)
			Demonstrate the ability to study word forms (adjectives ending in -ical)
		Interpret graphs and charts.	Demonstrate the ability to create and construct research papers using MLA documentation and format and APA style
			Demonstrate the ability to use MLA and APA styles for formatting long prose quotations and poetry quotations
	Strengthen speed reading and comprehension.	Learn and apply new vocabulary in speech and writing assignments.	Demonstrate the ability to recognize plagiarism and documenting
			Demonstrate the ability to evaluate peers' written discourse
			Demonstrate the ability to distinguish facts from generalizations
	Strengthen speed reading and comprehension.	Learn and apply new vocabulary in speech and writing assignments.	Demonstrate the ability to show speed reading and be able to summarize the read items
Demonstrate the ability to recognize 80 academic vocabulary words from Academic Word List (AWL)			

## Academic Elective Courses and their Length and Structure of Studies

The academic elective courses and their length and structure of studies are created and based upon the common areas of challenges addressed by ESL academic studies underlining reading comprehension, writing, grammar, enhancement of academic vocabulary as well as utilizing note-taking skills. To address these challenges, ECI offers a variety of academic elective courses to help the students meet the academic and cultural demands of higher education settings.

Course Code	Course Title & Level	Hour(s) of Instruction per day	Length of Instruction per session (1 session = 4 weeks)
E01	Listening and Speaking Beginning Level	1	2 Sessions
	Listening and Speaking Intermediate Level	1	2 Sessions
	Listening and Speaking Advanced Level	1	2 Sessions
E02	U.S. History High Intermediate/Advanced Levels	1	1 Session
E03	American Literature High Intermediate/Advanced Level	2	1 Session
E04	Academic Vocabulary Beginning Level	1	1 Session
	Academic Vocabulary Intermediate Level	1	1 Session
	Academic Vocabulary Advanced Level	1	1 Session
E05	American Culture Intermediate/Advanced Levels	1	1 Session
E06	American Idioms Intermediate/Advanced Levels	1	1 Session
E07	Reading Comprehension Beginning Level	2	2 Sessions
	Reading Comprehension Intermediate Level	2	2 Sessions
	Reading Comprehension Advanced Level	2	2 Sessions
E08	Research and Writing Advanced Level	2	2 Sessions
E09	Spelling Beginning Level	1	2 Sessions
E10	TOEFL/IELTS Preparation Intermediate/Advanced Levels	2	2 Sessions
E11	Essay Writing Beginning Level	2	1 Session
	Essay Writing Intermediate Level	2	2 Sessions
E12	Focus on Grammar Beginning Level	2	1 Session
	Focus on Grammar Intermediate Level	2	1 Session
	Focus on Grammar Advanced Level	2	1 Session
E13	Word Building High Intermediate/Advanced Levels	2	1 Session
E14	Composition I	2	2 Sessions
	Composition II	2	2 Sessions
E15	Pronunciation	2	1 Session
E16	SAT/ACI	2	1 Session

The electives are totaling to 40 hrs. per session ( they are scheduled either by students' choice or recommended from the Faculty and Program Coordinator)

## Academic Electives: Goals & Student Learner Outcomes (SLOs)

Course	Goals	SLOs
<p><b>E01 Listening &amp; Speaking - Beginning</b></p> <p><b>Duration of the Course:</b> 8 weeks - 2 sessions</p> <p><b>1<sup>st</sup> 4 weeks:</b> Listening, Speaking &amp; Comprehension Ability by introducing phonology &amp; phonetics</p> <p><b>2<sup>nd</sup> 4 weeks:</b> Developing communicative ability &amp; expanding academic vocabulary for the level</p> <p><b>Total Clock Hours: 48</b></p>	<ol style="list-style-type: none"> <li>1. Improve listening comprehension and speaking ability</li> <li>2. Recognize vowels and consonants</li> <li>3. Understand English sound systems and word stress</li> <li>4. Expand academic vocabulary</li> <li>5. Develop communicative skills</li> </ol>	<ol style="list-style-type: none"> <li>1. Identify consonants and vowels</li> <li>2. Demonstrate communicative skills: introducing family members, greetings, telephone conversations, making appointments by phone, making requests, comparing three or more items as measured by in-class group work and quizzes.</li> <li>4. Recognize syllable and stress markers</li> <li>5. Identify individual words and phrases</li> <li>6. Expand academic vocabulary words</li> <li>7. Identify grammatical and sound systems of English language</li> <li>8. Determine the purpose of communication</li> <li>9. Recognize reduced and linked sounds in dialogues and lectures</li> <li>10. Improve vocabulary use, pronunciation and fluency</li> <li>11. Recognize implications: information not explicitly stated; recognize the speaker's attitude</li> <li>12. Evaluate the importance of information - selecting information</li> <li>13. Understand relations with sentences/complex sentences</li> <li>14. Produce oral presentation</li> <li>15. Demonstrate note-taking ability</li> </ol>
<p><b>E01 Listening &amp; Speaking - Intermediate</b></p> <p><b>Duration of the Course:</b> 8 weeks - 2 sessions</p> <p><b>1<sup>st</sup> 4 weeks:</b> Listening, Speaking &amp; Comprehension Ability</p> <p><b>2<sup>nd</sup> 4 weeks:</b> Listening &amp; Note-Taking *Includes development of communication skills &amp; expanding academic vocabulary for the level</p> <p><b>Total Clock Hours: 48</b></p>	<ol style="list-style-type: none"> <li>1. Improve listening comprehension and speaking ability</li> <li>2. Increase the ability to understand formal and informal varieties of English</li> <li>3. Utilize successful note-taking</li> <li>4. Expand academic vocabulary</li> <li>5. Develop communicative conversation skills</li> </ol>	<ol style="list-style-type: none"> <li>1. Determine the purpose of communication</li> <li>2. Recognize reduced and linked sounds in dialogues and lectures</li> <li>3. Improve vocabulary use, pronunciation and fluency</li> <li>4. Recognize implications: information not explicitly stated; recognize the speaker's attitude</li> <li>5. Evaluate the importance of information - selecting information</li> <li>6. Understand relations with sentences/complex sentences</li> <li>7. Produce oral presentation</li> <li>8. Demonstrate note-taking ability</li> </ol>

<p><b>E01</b> <b>Listening &amp; Speaking - Advanced</b> <b>Duration of the Course:</b> 8 week - 2 sessions</p> <p><b>1<sup>st</sup> 4 weeks:</b> Debate <b>2<sup>nd</sup> 4 weeks:</b> Academic Presentation *Includes emphasis on listening &amp; note-taking</p> <p><b>Total Clock Hours: 48</b></p>	<ol style="list-style-type: none"> <li>1. Develop listening and note-taking strategies for academic lectures.</li> <li>2. Define grammatical and sound systems</li> <li>3. Expand academic vocabulary words.</li> <li>4. Develop skills for intensive and extensive listening</li> </ol>	<ol style="list-style-type: none"> <li>1. Identify grammatical and sound systems of English language Organize information to effectively serve the purpose, context and audience</li> <li>2. Organize information to effectively serve the purpose, context and audience</li> <li>3. Use strategies to monitor the effectiveness of communication</li> <li>4. Summarize the content of academic lectures orally and in writing</li> <li>5. Demonstrate expanded lexicon of academic vocabulary including proper pronunciation, syllable stress and word forms</li> <li>6. utilize note-taking skills</li> <li>7. Demonstrate the ability to deliver presentations and speeches</li> <li>8. Apply analytical listening skills</li> <li>9. Summarize the content of academic lectures orally and in writing</li> <li>10. Define and utilize forty academic vocabulary words</li> </ol>
<p><b>E02</b> <b>U.S. History High Intermediate/ Advanced</b> <b>Duration of the Course:</b> 4 weeks - 1 session</p> <p>Students are introduced to pre and post-civil war history &amp; current government composition (executive, legislative, judicial)</p> <p><b>Total Clock Hours: 25</b></p>	<ol style="list-style-type: none"> <li>1. Develop understanding of social, cultural, intellectual, economic, political and diplomatic history of the USA.</li> <li>2. Strengthen note-taking skills</li> <li>3. Write compare/contrast and argumentative essays</li> <li>4. Identify 60 academic vocabulary words</li> </ol>	<ol style="list-style-type: none"> <li>1. Recognize historic events in chronological order</li> <li>2. Write essays using historic data to support an argument or position</li> <li>3. Employ critical and analytical thinking and communication skills in formal and informal discussions</li> <li>4. Apply note-taking skills</li> <li>5. Define and utilize 60 academic words</li> </ol>

<p><b>E03</b>  <b>American Literature – High Intermediate/Advanced</b></p> <p><b>Duration of the Course:</b>  8 weeks -  2 sessions</p> <p>Students are introduced to literary types written in different periods, read and analyze 1 literary work</p> <p>* Includes expansion of academic vocabulary and writing skills</p> <p><b>Total Clock Hours: 48</b></p>	<ol style="list-style-type: none"> <li>1. Identify spectrum of American literature by understanding the English language and American cultural history</li> <li>2. Summarize, analyze, and evaluate literature in journal entries, essays, reports, projects, and oral presentations</li> <li>3. Write five to six pages of literary analysis</li> <li>4. Write a book summary</li> </ol>	<ol style="list-style-type: none"> <li>1. Identify major authors and work from American literature</li> <li>2. List and describe characteristics of literary types written in different periods</li> <li>3. Analyze sample of literary work</li> <li>4. Write a five to six page literary analysis (using MLA style) based on a novel written by an American author using writing techniques, mechanics, grammar, style, and structure</li> <li>5. Create an argument based on reading</li> <li>6. Identify 25 advanced vocabulary words</li> <li>7. Identify literary devices</li> </ol>
<p><b>E04</b>  <b>Academic Vocabulary – Beginning</b></p> <p><b>Duration of the Course:</b>  4 weeks -  1 session</p> <p>Students are introduced to beginning academic vocabulary for conducting surveys &amp; interviews</p> <p><b>Total Clock Hours: 25</b></p>	<ol style="list-style-type: none"> <li>1. Recall and retain 100 vocabulary words</li> <li>2. Strengthen basic reading skills</li> <li>3. Utilize a dictionary</li> <li>4. Write paragraphs</li> <li>5. Expand speaking ability through giving a presentation, conducting surveys and interviews, and discussions</li> </ol>	<ol style="list-style-type: none"> <li>1. Practice basic reading skills</li> <li>2. Use a dictionary to determine words' pronunciation and part of speech</li> <li>3. Distinguish between formal and informal vocabulary and idioms</li> <li>4. Utilize learned vocabulary in academic speaking, listening, writing, and reading activities</li> <li>5. Write paragraphs</li> <li>6. Identify word roots, prefixes and suffixes</li> <li>7. Demonstrate speaking ability</li> </ol>

<p><b>E04</b> <b>Academic Vocabulary</b> <b>Intermediate</b></p> <p><b>Duration of the Course:</b> 4 weeks - 1 session</p> <p>Students are introduced to intermediate academic vocabulary to utilize while reading academic and social texts and are able to distinguish the composition of the words (root, prefix, suffix)</p> <p><b>Total Clock Hours: 25</b></p>	<ol style="list-style-type: none"> <li>1. Identify 150 academic words</li> <li>2. Improve reading comprehension, writing and speaking skills</li> <li>3. Recognizing and analyze word forms, roots, and affixes using an English dictionary</li> <li>4. Read and comprehend a variety of academic, social and cultural texts</li> <li>5. use the academic vocabulary words in academic presentations and discussion</li> <li>6. Write paragraphs, definitions, reports, and essays</li> <li>7. Apply note taking skills</li> </ol>	<ol style="list-style-type: none"> <li>1. Recognize and use 150 vocabulary words</li> <li>2. Use English dictionary to choose from multiple meanings and recognize related words' forms, roots, and affixes</li> <li>3. Distinguish word forms, roots, and affixes as well as written inflectional and derivational syllables</li> <li>4. Use common phrases (collocations) associated with the academic word list</li> <li>5. Recognize a variety of academic texts containing words and idioms from the AWL</li> <li>6. Distinguish between formal and informal vocabulary and idioms</li> <li>7. Use the academic vocabulary words in academic presentations and discussions</li> <li>8. Write paragraphs</li> <li>9. Demonstrate the ability to read literary work, advertisements, and articles from newspapers and magazines recognizing the academic vocabulary</li> <li>10. Demonstrate the ability to read a variety of academic and social texts</li> <li>11. Demonstrate the ability of note-taking from written as well as from lectures</li> </ol>
<p><b>E04</b> <b>Academic Vocabulary</b> <b>Advanced</b></p> <p><b>Duration of the Course:</b> 4 weeks - 1 session</p> <p>Students are introduced to advanced academic vocabulary to utilize while reading academic and social texts and form the ability to use the Contemporary Corpus of American English</p> <p><b>Total Clock Hours: 25</b></p>	<ol style="list-style-type: none"> <li>1. Establish 200 academic vocabulary words</li> <li>2. Read and analyze various academic and literary written works</li> <li>3. Write 2 argumentative essays</li> <li>4. Create presentations using technology</li> <li>5. Generate clear note-taking from written sources as well as from lectures</li> <li>6. Learn about the Contemporary Corpus of American English (COCA) as the largest freely-available corpus of English to gain insights into the varieties in the English language</li> </ol>	<ol style="list-style-type: none"> <li>1. Recognize 200 words from the academic vocabulary list</li> <li>2. Recognize techniques for remembering new vocabulary</li> <li>3. Recognize collocations</li> <li>4. Use an English dictionary to determine word pronunciation, the part of speech of a word, and the choose from multiple meanings in a dictionary according to context</li> <li>5. Recognize a variety of academic text by reading</li> <li>6. Distinguish between formal and informal vocabulary</li> <li>7. Demonstrate the ability to read and analyze academic and literary work</li> <li>8. Create academic writing (summaries, reports, text analyses, essays, paraphrases, and definitions)</li> <li>9. Utilize academic vocabulary in academic speaking such as presentations, discussion, and surveys</li> <li>10. Demonstrate the ability of effective note taking from written sources as well as lectures</li> <li>11. Learn about the use of corpus and its application in language</li> <li>12. Become familiar with using the COCA website</li> </ol>

<p><b>E05</b> <b>American Culture – Intermediate/Advanced</b></p> <p><b>Duration of the Course:</b> 4 weeks - 1 session</p> <p>Students are introduced to American culture and will research it in comparison to their own culture to produce a PowerPoint academic presentation and written essay</p> <p><b>Total Clock Hours: 25</b></p>	<ol style="list-style-type: none"> <li>1. Understand American culture, values, beliefs and history</li> <li>2. Establish 60 cultural-specific academic vocabulary words</li> <li>3. Produce one five-paragraph essay with targeted topics using MLA format and citing</li> <li>4. Use note-taking from reading material and lectures</li> <li>5. Research and present a topic related to intercultural relationships</li> </ol>	<ol style="list-style-type: none"> <li>1. Demonstrate the ability to understand American culture, its values and history</li> <li>2. Demonstrate the ability to research about American cultural points</li> <li>3. Demonstrate the ability to use and apply 60 academic vocabulary words related to American culture</li> <li>4. Produce one well-organized and coherent five-paragraph essay with targeted topics using MLA format and citing</li> <li>5. Report and characterize graphic charts from the statistical targeted reading</li> <li>6. Discuss and debate intercultural issues among people in the world</li> <li>7. Utilize academic listening skills to enhance comprehension of course content</li> <li>8. Utilize note-taking from reading material and lectures</li> </ol>
<p><b>E06</b> <b>American Idioms – Intermediate/Advanced</b></p> <p><b>Duration of the Course:</b> 4 weeks - 1 session</p> <p>Students will learn 40 American idioms to use in comprehending advertisements, magazines, and other informal texts, they will also distinguish between idioms &amp; phrasal verbs</p> <p><b>Total Clock Hours: 25</b></p>	<ol style="list-style-type: none"> <li>1. Understand the cultural background of American idioms</li> <li>2. Identify 40 American idiomatic expressions, phrasal verbs, and slang words.</li> <li>3. Recognize idiomatic expressions from stories, advertisements, and movies</li> <li>4. Increase vocabulary knowledge to improve reading and writing skills</li> <li>5. Increase conversational skills using proper pronunciation in social and academic settings</li> </ol>	<ol style="list-style-type: none"> <li>1. Recognize and identify idiomatic expressions as well as advanced level vocabulary</li> <li>2. Utilize idioms and advanced vocabulary in oral communication and writing including punctuation</li> <li>3. utilize 40 American idioms</li> <li>4. Use proper pronunciation including stress and intonation</li> <li>5. Distinguish idioms, phrasal verbs, and slang words</li> <li>6. Demonstrate interest in American culture</li> <li>7. Demonstrate understanding of the cultural roots of the target idioms</li> <li>8. Write advertisements, letters using idioms and advanced-level vocabulary</li> <li>9. Demonstrate the ability to read and analyze literary work through in-class work and writing assignments</li> <li>10. Demonstrate the ability to understand dialogues in American movies</li> </ol>

<p><b>E07 Reading Comprehension Beginning</b></p> <p><b>Duration of the Course:</b> 8 weeks - 2 sessions</p> <p>Students will identify context clues and word parts, develop beginning reading and comprehension skills and learn 40 vocabulary words</p> <p><b>Total Clock Hours: 48</b></p>	<ol style="list-style-type: none"> <li>1. Utilize reading skills</li> <li>2. Utilize comprehension techniques</li> <li>3. Interpret street maps, classified ad abbreviations, and nutrition and medicine labels</li> <li>4. Recognize and use 40 vocabulary words</li> <li>5. Recognize paragraph patterns</li> <li>6. Identify word parts and context clues</li> <li>7. Recognize and apply grammar</li> <li>8. Apply basic note-taking skills</li> </ol>	<ol style="list-style-type: none"> <li>1. Identify word parts and context clues</li> <li>2. Determine central themes and main ideas</li> <li>3. Identify transitions and sentence relations</li> <li>4. Demonstrate the ability to expand vocabulary knowledge</li> <li>5. Interpret a street map, classified ad abbreviations, and nutrition and medicine labels</li> <li>6. Demonstrate the ability to improve reading comprehension level</li> <li>7. Recognize paragraph patterns</li> <li>8. Recognize and apply grammar</li> <li>9. Utilize note-taking skills</li> </ol>
<p><b>E07 Reading Comprehension Intermediate</b></p> <p><b>Duration of the Course:</b> 8 weeks - 2 sessions</p> <p>Students will identify context clues and word parts, develop beginning reading and comprehension skills and learn 40 vocabulary words</p> <p><b>Total Clock Hours: 48</b></p>	<ol style="list-style-type: none"> <li>1. utilize speed reading skills</li> <li>2. Recognize and use 50 academic vocabulary words</li> <li>3. Apply analytical thinking skills</li> <li>4. Identify sentence structures and parts of a sentence</li> <li>5. Analyze short stories</li> <li>6. Utilize note-taking skills</li> </ol>	<ol style="list-style-type: none"> <li>1. Demonstrate the ability to read short stories and answer questions about them</li> <li>2. Demonstrate the ability to analyze intentions, nuance, sequence, tones, and literacy techniques and pay close attention to details</li> <li>3. Recall and use 50 academic vocabulary words</li> <li>4. Identify application of grammar (sentence structures and types of sentence), affixes, pronunciation, phrasal clusters, idioms and multiple meanings</li> <li>5. Determine central theme and main ideas</li> <li>6. Write a book report</li> <li>7. Utilize note-taking skills</li> </ol>

<p><b>E07</b> <b>Reading Comprehension</b> <b>Advanced</b></p> <p><b>Duration of the Course:</b> 8 weeks - 2 sessions</p> <p>Students will apply critical reading to determine facts versus opinions and identify structural clues to voice relationships from the text and utilize speed reading</p> <p><b>Total Clock Hours: 48</b></p>	<ol style="list-style-type: none"> <li>1. Recognize and use 40 academic vocabulary words</li> <li>2. Apply speed reading</li> <li>3. Apply reading comprehension scanning and skimming techniques and skills</li> <li>4. Identify the meaning from word parts and determine the meanings of difficult words from context</li> <li>5. Identify pronoun referents</li> <li>6. Identify main ideas and key words from readings</li> <li>7. Apply reading skills for comprehension of various academic texts of the areas of arts and science</li> <li>8. Apply note-taking skills from reading texts</li> </ol>	<ol style="list-style-type: none"> <li>1. Recall and use 90 academic vocabulary words</li> <li>2. Define the meaning of the academic vocabulary words in context</li> <li>3. Utilize ability to scan and skim</li> <li>4. Apply critical reading skills and determine facts versus opinions</li> <li>5. Summarize texts and make inferences</li> <li>6. Recognize the organization of ideas in a passage</li> <li>7. Identify pronoun referents and meanings from word parts</li> <li>8. Identify definitions from structural clues</li> <li>9. Use context to determine meanings of difficult words</li> <li>10. Identify the ideas and key words from readings</li> <li>11. Match headings with the appropriate section in a reading</li> <li>12. Apply reading skills for comprehension of various academic texts pertaining to arts and science</li> <li>13. Utilize speed reading</li> <li>14. Apply note-taking skills while reading texts</li> </ol>
<p><b>E08</b> <b>Reading &amp; Writing – Advanced</b></p> <p><b>Duration of the Course:</b> 8 weeks - 2 sessions</p> <p>Students will skillfully use MLA and APA writing formats and learn to develop a research plan, organize ideas, and paper outline, expand academic vocabulary</p> <p><b>Total Clock Hours: 48</b></p>	<ol style="list-style-type: none"> <li>1. Establish and develop an understanding of the format, organization and mechanics involved in an academic research paper</li> <li>2. Construct MLA and APA style research paper</li> <li>3. Use academic vocabulary</li> <li>4. Develop the ability to collect data from resources</li> <li>5. Utilize note-taking from reading material</li> </ol>	<ol style="list-style-type: none"> <li>1. Recall and identify MLA and APA writing formats</li> <li>2. Utilize various sources and data for writing a research paper</li> <li>3. Identify thesis and develop a research plan</li> <li>4. Evaluate relevant information from a variety of sources, verify the accuracy of the information while avoiding plagiarism</li> <li>5. Demonstrate the ability to cite sources using MLA and/or APA formats</li> <li>6. Organize ideas, create a thesis statement, and understand how to develop an outline for a research paper</li> <li>7. Establish and use academic vocabulary words</li> <li>8. Construct and proofread the final copy of the research paper</li> <li>9. Utilize note-taking skills from reading materials</li> </ol>

<p><b>E09</b> <b>Spelling –</b> <b>Beginning to</b> <b>Lower</b> <b>Intermediate</b></p> <p><b>Duration of the Course:</b> 4 weeks - 1 session</p> <p>Students will understand spelling rules and apply the knowledge of synonyms, antonyms, suffixes and prefixes, write paragraphs with correct spelling, and expand academic vocabulary</p> <p><b>Total Clock Hours:</b> 25</p>	<ol style="list-style-type: none"> <li>1. Enhance understanding of basic spelling rules</li> <li>2. Apply spelling strategies</li> <li>3. Identify synonyms, antonyms, homonyms, suffixes and prefixes</li> <li>4. Recall and use 60 academic vocabulary words</li> <li>5. Write short paragraphs with correct spelling</li> </ol>	<ol style="list-style-type: none"> <li>1. Recall basic spelling rules</li> <li>2. Apply spelling strategies as measured by writing assignments and spelling quizzes</li> <li>3. Identify frequently misspelled words</li> <li>4. Distinguish spelling dilemmas such as “<i>ie</i>” vs. “<i>ei</i>”</li> <li>5. Identify synonyms, antonyms, homonyms, suffixes and prefixes</li> <li>6. Write short paragraphs using correct spelling</li> <li>7. Utilize 30 academic vocabulary words</li> </ol>
<p><b>E10</b> <b>TOEFL/IELTS</b> <b>Preparation</b> <b>(Listening &amp;</b> <b>Speaking) –</b> <b>Intermediate to</b> <b>Advanced</b></p> <p><b>Duration of the Course:</b> 8 weeks - 2 sessions</p> <p>Students will skillfully use listening and speaking strategies, speak with correct grammar, practice reading comprehension skills by recognizing main ideas and supporting details in texts, and expand academic vocabulary</p> <p><b>Total Clock Hours:</b> 48</p>	<ol style="list-style-type: none"> <li>1. Develop test-taking strategies necessary for IELTS/TOEFL</li> <li>2. Plan and give two 90-120 second speeches, either persuasive or compare and contrast in style</li> <li>3. Plan and give 60-120 second speeches stating personal opinion</li> <li>4. Apply grammatically correct sentence structures</li> <li>5. Recall and use 50 academic vocabulary words</li> <li>6. Identify main and supporting ideas in lectures, conversations and academic discussions</li> <li>7. Summarize aural and written information</li> <li>8. Apply intensive and extensive listening and note-taking skills</li> <li>9. use comprehensive language skills to practice inferencing</li> <li>10. Improve pronunciation and clarity of verbal expression</li> </ol>	<ol style="list-style-type: none"> <li>1. recognize test-taking strategies necessary for IELTS/TOEFL</li> <li>2. Plan, organize and produce two 90-120 second speeches, either persuasive or compare and contrast in style</li> <li>3. Apply correct grammar structure rules</li> <li>4. Recall and use 50 academic vocabulary words</li> <li>5. Compare, relate, and summarize information from different sources in verbal responses and course tests</li> <li>6. Apply intensive and extensive listening skills</li> <li>7. Apply note-taking skills</li> <li>8. Apply inferencing and interpreting skills to aural and written input</li> </ol>

<p><b>E10</b> <b>TOEFL/IELTS</b> <b>Preparation</b> <b>(Reading &amp; Writing) –</b> <b>Intermediate to</b> <b>Advanced</b></p> <p><b>Duration of the Course:</b> 8 weeks - 2 sessions</p> <p>Students will skillfully use listening and speaking strategies, speak with correct grammar, practice reading comprehension skills by recognizing main ideas and supporting details in texts, and expand academic vocabulary</p> <p><b>Total Clock Hours:</b> 48</p>	<ol style="list-style-type: none"> <li>1. Develop test-taking strategies necessary for IELTS/TOEFL</li> <li>2. Write two 5-paragraph essays in the argumentative, persuasive, or compare and contrast styles</li> <li>3. Write integrated essays summarizing and comparing information from two different sources (for example, a short lecture and an excerpt from a textbook)</li> <li>4. Apply grammatically correct sentence structure</li> <li>5. Recall and use 50 academic vocabulary words</li> <li>6. Distinguish correct grammatical structure and punctuation</li> <li>7. Apply reading strategies such as skimming, scanning, identifying referents and inferring implied information</li> </ol>	<ol style="list-style-type: none"> <li>1. Recognize test-taking strategies necessary for IELTS/TOEFL</li> <li>2. Produce two 5-paragraph essays in the argumentative, persuasive, or compare and contrast styles</li> <li>3. Produce integrated writing tasks summarizing and comparing information from two different sources</li> <li>4. Identify grammar structure rules and proper punctuation</li> <li>5. Recall and use 50 academic words</li> <li>6. Interpret diagrams and write essays about them</li> <li>7. Recognize and apply paraphrases and coherence in reading and writing</li> <li>8. Make inferences from text and identify the author’s attitude or position on a given topic</li> <li>9. Identify vocabulary words from context</li> <li>10. Apply note-taking skills</li> </ol>
<p><b>E11</b> <b>Essay Writing –</b> <b>Beginning</b></p> <p><b>Duration of the Course:</b> 8 weeks - 2 sessions</p> <p>Students will recognize parts of speech &amp; their relationship within a sentence, the components of a sentence, grammatically organize verb structures (SVO, SVC), recognize types of sentences, and write paragraphs</p> <p><b>Total Clock Hours:</b> 48</p>	<ol style="list-style-type: none"> <li>1. Identify parts of speech and their relations in a sentence</li> <li>2. Recognize the anatomy of an essay and the different types of essays</li> <li>3. Write a 3-paragraph descriptive essay</li> <li>4. Recognize and use 40 academic vocabulary words</li> <li>5. Generalize semantic (idioms and verb phrases) and pragmatic (purpose of communication) meaning of key ideas and supportive details</li> <li>6. Choose phrases and simple sentence structures grammatically within texts and student written essays.</li> <li>7. Identify basic note-taking strategies</li> </ol>	<ol style="list-style-type: none"> <li>1. Identify the parts of speech</li> <li>2. Recognize subject-verb agreement</li> <li>3. Implement verb tenses correctly</li> <li>4. Recognize the basic anatomy of an essay</li> <li>5. Organize and produce phrases and simple verb structures (i.e., SVO and SVC) grammatically (i.e. subject-verb agreement, direct and indirect objects and tenses) in a written essay</li> <li>6. Distinguish written inflectional and derivational syllables through assignments, quizzes, and tests</li> <li>7. Create two 3-paragraph descriptive essays</li> <li>8. Define and utilize 40 academic vocabulary words</li> <li>9. Identify idioms and verb phrases</li> <li>10. Select sentences among the declarative, imperative, conditional, interrogative, and exclamatory English structures and tone within text and in student essays</li> <li>11. Demonstrate note-taking skills</li> </ol>

<p><b>E11</b> <b>Essay Writing – Intermediate</b></p> <p><b>Duration of the Course:</b> 8 weeks - 2 sessions</p> <p>Students will write two 5-paragraph essays, the first will be argumentative in APA format and the second either compare and contrast or narrative in MLA format</p> <p><b>Total Clock Hours:</b> 48</p>	<ol style="list-style-type: none"> <li>1. Identify the anatomy of an essay and types of essays</li> <li>2. Create outlines of an essay</li> <li>3. Create 5-paragraph essays using MLA format</li> <li>4. Establish punctuation and capitalization rules</li> <li>5. Expand academic vocabulary</li> <li>6. Apply editing skills</li> <li>7. Apply note-taking skills from written sources and lectures</li> </ol>	<ol style="list-style-type: none"> <li>1. Describe types of essays</li> <li>2. Formulate topic and thesis statement</li> <li>3. Outline up to 5-paragraph essays</li> <li>4. Identify and use 40 academic vocabulary words</li> <li>5. Use correct grammatical structures including capitalization and punctuation</li> <li>6. Demonstrate the application of MLA format</li> <li>7. Write two essays, descriptive or narrative and compare and contrast</li> <li>8. Demonstrate note-taking from written sources as well as from lectures</li> <li>9. Demonstrate the ability to edit and revise</li> </ol>
<p><b>E12</b> <b>Focus on Grammar – Beginning</b></p> <p><b>Duration of the Course:</b> 4 weeks - 1 session</p> <p>Students will understand parts of speech, comparison of adjectives, types of pronouns, verb tenses, and main parts of the sentence, write short paragraphs using past and present simple tenses, and conduct oral presentations using grammatically correct sentences</p> <p><b>Total Clock Hours:</b> 25</p>	<ol style="list-style-type: none"> <li>1. Identify parts of speech and their forms</li> <li>2. Identify comparison of adjectives</li> <li>3. Use the verb <i>to be</i> in present and past tenses</li> <li>4. Identify a gerund as a verbal noun or as a subject or object in a sentence</li> <li>5. Write short paragraphs using grammatically correct sentence structures in present simple and in past tenses</li> <li>6. Write a short paragraph describing an event that happened in the past</li> <li>7. Conduct interviews and create oral presentations using correct grammar</li> <li>8. Apply reading skills</li> </ol>	<ol style="list-style-type: none"> <li>1. Recall basic parts of speech</li> <li>2. Identify countable and noncountable nouns as well as singular and plural forms of nouns</li> <li>3. Recognize the verb <i>to be</i> in present and past tenses</li> <li>4. Recognize the main parts of a sentence (SVO or SVC)</li> <li>5. Identify third person singular, verb forms in present and simple tenses</li> <li>6. Use <i>do</i> and <i>does</i> for questions and <i>don't</i> and <i>doesn't</i> for negative forms of present tense</li> <li>7. Recognize comparison of adjectives (one to two syllables and above two syllables)</li> <li>8. Recognize the past tense of the verb <i>to be</i> and the past tense of regular and irregular verbs</li> <li>9. Identify a gerund noun or adjective and as a subject or object by syntax</li> <li>10. Describe habitual activities done on a daily basis</li> <li>11. Create oral presentations using correct grammar</li> <li>12. Write short paragraphs using the present and past tenses</li> <li>13. Apply reading comprehension skills</li> </ol>

<p><b>E12</b>  <b>Focus on Grammar - Intermediate</b></p> <p><b>Duration of the Course:</b>  4 weeks - 1 session</p> <p>Students will expand and review parts of speech, identify the SVO and SVC sentence structures, recognize inflectional and derivational syllables, utilize present, past and future perfect tenses, understand passive versus active voice, writing grammatically correct essays</p> <p><b>Total Clock Hours:</b>  25</p>	<ol style="list-style-type: none"> <li>1. Recognize verbal tenses related to present, past and future time frames</li> <li>2. Recognize parts of speech and their grammatical uses</li> <li>3. Identify SVO and SVC</li> <li>4. Identify sentence structures and types (clauses, complex and compound sentences)</li> <li>5. Identify and use written inflectional and derivational syllables</li> <li>6. Use gerunds and infinitives</li> <li>7. Write two grammatically precise 5-paragraph essays</li> <li>8. Create an oral presentation</li> </ol>	<ol style="list-style-type: none"> <li>1. Identify grammar verb tenses related to present, past and future time frames</li> <li>2. Demonstrate the ability to identify parts of speech</li> <li>3. Generate complex and compound sentences</li> <li>4. Use gerunds and infinitives</li> <li>5. Generate and summarize clauses</li> <li>6. Generate and identify SVO and SVC</li> <li>7. Distinguish between active and passive voice</li> <li>8. Differentiate, subdivide, and examine morphological transformation (i.e., inflectional and derivational syllables)</li> <li>9. Synthesize grammar knowledge to construct grammatically correct sentences for academic and social purposes</li> <li>10. Write two grammatically precise 5-paragraph essays</li> <li>11. Use editing symbols in proofreading for grammatical errors</li> <li>12. Create an oral presentation</li> </ol>
<p><b>E12</b>  <b>Focus on Grammar - Advanced</b></p> <p><b>Duration of the Course:</b>  4 weeks – 1 session</p> <p>Students will learn and practice adjective, adverbial and noun clauses, recognize compound and complex sentences, identify appositives, review reported speech, practice perfect tenses</p> <p><b>Total Clock Hours:</b>  25</p>	<ol style="list-style-type: none"> <li>1. Analyze parts of speech; nouns (position functions, types and gender), pronouns (objective, possessive, demonstrative, reflective, indefinite, interrogative, reciprocal, and relative), and verbs (transitive, intransitive, and phrasal and linking verbs)</li> <li>2. Use reported speech in retelling events or stories</li> <li>3. Identify the syntax of the clauses and sentences</li> <li>4. Identify clauses, complex and compound sentences, and restrictive and nonrestrictive clauses</li> <li>5. Write 5 page essays using correct verb tenses, subject-verb agreement, and different sentence structures</li> <li>6. Correctly apply Edited American English</li> <li>7. Create an oral presentation</li> </ol>	<ol style="list-style-type: none"> <li>1. Summarize parts of speech (position functions, types and gender), pronouns (objective, possessive, demonstrative, reflective, indefinite, interrogative, reciprocal, and relative), and verbs (transitive, intransitive, and phrasal and linking verbs)</li> <li>2. Practice and write sentences using present perfect, present perfect continuous, past perfect, past perfect continuous, future continuous, future perfect, and future perfect continuous</li> <li>3. Recognize simple, compound, and complex sentences, adverbial and adjectival clauses, and defining and nondefining clauses</li> <li>4. Practice reported speech: reported statement, reported questions, and reporting verbs</li> <li>5. Synthesize grammar knowledge to construct grammatically correct sentences for academic structures</li> <li>6. Write 5 page essays using correct verb tenses, subject-verb agreement, and different sentence structures</li> <li>7. Apply proofreading and editing skills by correctly using Edited American English</li> <li>8. Create an oral presentation</li> </ol>

<p><b>E13 Word Building – Intermediate/Advanced</b></p> <p><b>Duration of the Course:</b> 4 weeks – 1 session</p> <p>Students will identify parts of the word (roots, prefixes, suffixes) and learn their meanings, use dictionary to identify meaning and pronunciation, learn academic vocabulary to use in reading and writing academic texts</p> <p><b>Total Clock Hours: 25</b></p>	<ol style="list-style-type: none"> <li>1. Identify the language components</li> <li>2. Identify word forms</li> <li>3. Use a dictionary to identify pronunciation and information about a word</li> <li>4. Learn 80 academic vocabulary words</li> <li>5. Read and analyze academic passages</li> <li>6. Write a variety of academic texts</li> <li>7. Strengthen speaking skills</li> <li>8. Strengthen note-taking skills</li> </ol>	<ol style="list-style-type: none"> <li>1. Identify the five language components: phonology, morphology, semantics, syntax and pragmatics</li> <li>2. Identify derivations, compounding, blends, clippings, acronyms, morphological reanalysis, neologisms, borrowing (loan words), and back formation</li> <li>3. Identify the formation that is included in a word (pronunciation, spelling, meaning, parts of speech, and pragmatic information)</li> <li>4. Identify morphemes, roots, stems and affixes, derivations and inflections</li> <li>5. Recall and use 80 academic vocabulary words</li> <li>6. Use a dictionary to get information about a word</li> <li>7. Demonstrate the ability to read academic passages</li> <li>8. Write a variety of essays, advertisements, surveys, and journals</li> <li>9. Demonstrate the ability to use new academic words in oral presentations</li> <li>10. Demonstrate the ability of note-taking from lectures</li> </ol>
<p><b>E14 Composition I</b></p> <p><b>Duration of the Course:</b> 8 weeks - 2 sessions</p> <p>Students will understand and utilize paraphrasing and summarizing, expand academic vocabulary, write two 5-paragraph essays in MLA and APA formats, learn how to use EAE (Edited American English) and evaluate peers' writing to make corrections with special attention to plagiarism</p> <p><b>Total Clock Hours: 48</b></p>	<ol style="list-style-type: none"> <li>1. Demonstrate proficiency in college level writing through multiple assignments</li> <li>2. Write essays using MLA format</li> <li>3. Establish analytical thinking skills</li> <li>4. Identify 50 academic vocabulary words</li> <li>5. Read college level texts and literary works</li> <li>6. Recognize the principles of grammar, usage, and sentence structure</li> <li>7. Write research papers using APA format and citation</li> <li>8. Use Edited American English appropriately</li> <li>9. Make a presentation using technology</li> <li>10. Utilize note-taking skills</li> </ol>	<ol style="list-style-type: none"> <li>1. Summarize the composition process and write an academic essay using MLA format (prewriting, drafting, revision, editing)</li> <li>2. Analyze written literary work and scientific work</li> <li>3. Use and apply academic vocabulary words</li> <li>4. Demonstrate mastery of principles of grammar, usage, mechanics, and sentence structure</li> <li>5. Summarize and paraphrase read passages</li> <li>6. Produce a scientific research paper with APA formatting and citations, taking effective notes from sources and recognizing when and how to document sources</li> <li>7. Use Edited American English appropriately</li> <li>8. Evaluate peers' work</li> <li>9. Demonstrate the ability to make a presentation using PowerPoint</li> <li>10. Demonstrate effective note-taking from intensive and extensive lectures</li> </ol>

<p><b>E14</b>  <b>Composition II</b></p> <p><b>Duration of the Course:</b>  8 weeks - 2 sessions</p> <p>Students will continue to utilize paraphrasing and summarizing, expand academic vocabulary, write research paper in APA format by taking notes from sources, students will practice writing by utilizing purpose, process, subject matter, form, style, tone and directions, critique written articles and editorials, and review correct punctuation with an emphasis in comma splices</p> <p><b>Total Clock Hours: 48</b></p>	<ol style="list-style-type: none"> <li>1. Generate effective compositions using various methods to achieve a specific rhetorical goal</li> <li>2. Build critical thinking skills</li> <li>3. Use APA citation style and format</li> <li>4. Utilize note-taking skills from reading and lectures</li> <li>5. Recognize and apply 100 academic vocabulary words</li> <li>6. Use Edited American English appropriately</li> <li>7. Write literary analysis</li> <li>8. Write two 5 page essays</li> <li>9. Write memoirs</li> </ol>	<ol style="list-style-type: none"> <li>1. Demonstrate the ability to read and write analytically and critically and with an awareness of historical, social, and cultural context</li> <li>2. Produce a research paper (APA format) taking effective notes from sources and recognizing when and how to document sources</li> <li>3. Analyze and describe rhetorical contexts</li> <li>4. Produce texts that demonstrate an understanding of how purpose, process, subject matter, form, style, tone, and direction are shaped by specific communicative constraints and opportunities</li> <li>5. Write two 5 page essays</li> <li>6. Use Edited American English appropriately</li> <li>7. Critique journal articles and editorials</li> <li>8. Compose reading and lecture notes that are concise and clear</li> </ol>
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<p><b>E15</b>  <b>Pronunciation - Intermediate</b></p> <p><b>Duration of the Course:</b>  4 weeks - 1 session</p> <p>Students will learn the application of pronunciation skills (stress, intonation, rhythm), present a speech and PowerPoint presentation demonstrating correct pronunciation and syllable stress and intonation</p> <p><b>Total Clock Hours: 25</b></p>	<ol style="list-style-type: none"> <li>1. Demonstrate ability to apply pronunciation skills such as stress, intonation and rhythm</li> <li>2. Recognize and produce sounds in the phonetic alphabet</li> <li>3. Develop native-like oral fluency and accuracy</li> <li>4. Use intonation, word and sentence stress</li> <li>5. Demonstrate advanced lexical choices and near-native syntactic structures orally</li> <li>6. Produce coherent and cohesive multi-paragraph oral text using academic lexicons and complex syntactic structures</li> </ol>	<ol style="list-style-type: none"> <li>1. Recognize and describe stress, intonation, and rhythm and its markers presented in oral communication</li> <li>2. Identify and arrange oral inflectional and derivational syllables</li> <li>3. Recognize with familiarity sentence variations among declarative, imperative, conditional, and interrogative English structures and tones</li> <li>4. Express and interpret English stress and rhythm consisting of vowels and consonants in conversation</li> <li>5. Interpret, organize, and produce phrase and sentence structures grammatically in oral communication</li> <li>6. Speak with English stress and rhythm consisting of vowels and consonants in conversation</li> <li>7. Apply sentence variations among declarative, imperative, conditional, and interrogative English structures and tones</li> <li>8. Survey phrase and sentence structures grammatically in oral communication</li> <li>9. Differentiate English stress and rhythm consisting of vowels and consonants in conversation</li> <li>11. Compare and contrast, compose, and select while scaffolding known sentence variations with more in depth variations among declarative, imperative, conditional, and interrogative English sentences and tones in conversation</li> <li>12. Produce English stress and rhythm consisting of vowels and consonants in conversation</li> <li>13. Contrast English stress and rhythm consisting of vowels and consonants in conversation</li> <li>14. Consider semantic (e.g., idioms, and verb phrases) and pragmatic (e.g., purpose of communication) meaning of key ideas and supportive detail within conversation in more aural variations</li> <li>15. Judge and select more complex and various oral inflectional and derivational syllables more in depth</li> <li>16. Judge, select, and choose phrase and complex sentence structures grammatically in oral communication</li> </ol>
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<p><b>E16 ACT/SAT Preparation – High Intermediate/Advanced</b></p> <p><b>Duration of the Course:</b> 4 weeks - 1 session</p> <p>Students will learn test-taking, reading comprehension, and writing skills, learn academic vocabulary and produce a 5-paragraph narrative essay in MLA format</p> <p><b>Total Clock Hours: 25</b></p>	<ol style="list-style-type: none"> <li>1. Establish test-taking strategies and skills for the ACT/SAT</li> <li>2. Build test-taking skills</li> <li>3. Build vocabulary and reading comprehension skills for SAT/ACT</li> <li>4. Produce essays for SAT/ACT</li> <li>5. Improve reading and comprehension skills</li> </ol>	<ol style="list-style-type: none"> <li>1. Utilize test-taking strategies necessary for SAT/ACT</li> <li>2. Outline a 5-paragraph essay</li> <li>3. Identify academic vocabulary</li> <li>4. Demonstrate the ability to edit peers</li> <li>5. Demonstrate the ability of scanning and skimming by practice reading and comprehension</li> </ol>
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“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
<b>A</b>	90-100
<b>B</b>	80-89
<b>C</b>	70-79
<b>D</b>	60-69
<b>F</b>	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 5 components

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

<b>Final Test</b>	<b>40%</b>
<b>Mid-Term Test</b>	<b>30%</b>
<b>Quizzes (2 quizzes)</b>	<b>20%</b>
<b>Projects</b>	<b>10%</b>

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 Advancement

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.

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.

If for some reason an assignment /homework cannot be completed because of uncontrollable circumstances, contact the teacher before class to notify him/her.

### Quizzes, Tests, and Projects

**There are 2 quizzes per session (per 4 week of studies). Quizzes reflect the knowledge for a given period and they are administered at the end of the 1st week of the session and the end of the 3rd week of the session.**

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

**The Final Test/Exam is administered at the end of the session. The Midterm and Final exams MUST be taken on the assigned date.**

**Every session the teacher assigns a Project. The Project must be turn in on the date the teacher assigns it. Copying another student’s information during taking the tests is dishonest and will not be tolerated. This action will be punished by the student getting an automatic zero.**



“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 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 test. Quizzes constitute 10% each of the overall grade, the midterm is 30%, and the final exam is 40%. Students will also create an individual project constituting the remaining 10% of their overall grade. 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)

### 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, but we understand that there are times when you need to miss class. However, in order to be allowed to pass a level you must attend a minimum of 85%. That means that you can miss no more than 3 days per session. Each session is 4 weeks long. The minimum attendance required to pass a level is 85 academic hours out of 100 academic hours assigned per each session. 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. 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.**

### Early class Departure

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. 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)**

### Permission for Reduced Course Load

### Leave of Absence (LOA)

### 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](http://www.uscis.gov).*

## ACCOMMODATIONS

### AMERICAN HOST FAMILIES:

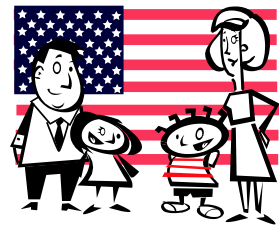
#### Home stay

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 4<sup>th</sup>
- 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, \_\_\_\_\_, am requesting that all information classified  
(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:

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### 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>
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# 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.

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)

## EVACUA- TION AND DRILL PLAN

## Map

Evacuation Maps must be placed in locations throughout each campus

## Faculty re- minders...

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.

## **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](http://cea-accredit.org/images/2017_doc_and_handbooks/P_P_Sections_2017/Section-15_Complaints.pdf)