



Educational and Cultural Interactions

Welcome to ECI Language Schools

INFORMATIVE STUDENT HANDBOOK



**Your Pathway for Success.**

⇒ <b>Message from the President</b>	<b>3</b>
⇒ <b>Mission Statement/ About E.C.I</b>	<b>4</b>
⇒ <b>Enrollment Procedures:</b>	<b>5</b>
• Admission International Students	
• Late Enrollment	
• Transfer Students	
• Change of Status	
• Reinstatement	
⇒ <b>Program Length and Grading Scale with Corresponding GPA</b>	<b>6</b>
⇒ <b>Curriculum /Course Description:</b>	<b>7</b>
• Outcome Based Program	
• Communicative Approach	
• Integrative Learning	
• Academic Electives	
• Placement test	
• Michigan Placement Test (External, Diagnostic, Benchmark)	
⇒ <b>Achievement Scale</b>	<b>8</b>
⇒ <b>Program Length; Grading; Student Advancement , Textbooks, Faculty and Staff</b>	<b>9-10</b>
⇒ <b>Student Services and Policy on Vacation:</b>	<b>11-12</b>
• Accommodation	
• Cultural Activities and Field Trips	
• Immigration Assistance	
• University/College Enrollment	
• Academic Advising and Student Help	
• Personal and Immigration Advising	
• Policy on Vacation	
⇒ <b>ECI Policies:</b>	<b>13-14</b>
• International Student Requirements, Attendance, Change of Address	
• Transfer In and Out Students	
• Rules and Regulations and Rules of Conduct	
• Office Hours	
• Weather	
• ECI Payment Policy	
⇒ <b>Tuition Fee (Estimated Expense per Session)</b>	<b>15</b>
⇒ <b>ECI Refund Policy</b>	<b>16</b>
⇒ <b>Student Photos</b>	<b>17</b>

**Dear Student,**

**On behalf of the faculty and staff at E.C.I., it is my pleasure to welcome you to our schools. We are pleased that you have chosen to attend our schools and study with us. We look forward to having you among our students.**

**This handbook has been created to help you become better acquainted with E.C.I. Intensive English Language Program.**

**E.C.I. offers curriculum that helps the students improve their academic English language proficiency thus preparing them for their academic studies in American colleges and universities.**

**We welcome you warmly to our Program. We wish you academic success and abundance of cultural and fun experience while you are studying at E.C.I.**

**Sincerely,**

*Olga Aceska*  
**Olga Aceska, President**

## MISSION STATEMENT

**The 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 E.C.I.

Educational and Cultural Interactions, Inc. (ECI) was founded in 1996. ECI is accredited by the Commission on English Language Program Accreditation (CEA) and it is a member of English USA Association.

E.C.I. offers a curriculum that is consisted of core ESL classes which incorporate all the components of English language learning (speaking, reading, writing, listening) and academic elective classes that compliment the core classes and help with the set goals and outcomes to make the student ready to function successfully in a higher academic 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.

Upon completion of the highest Advanced Level coded ESL304 ECI students can enroll the following universities using the achieved advanced level in lieu of TOEFL or IELTS: University of Dallas; Texas Wesleyan University; Oklahoma City University; Dallas Baptist University; LeTourneau University; St. Edwards University; Texas Southern University; University of Texas at Tyler; Arkansas State University; Goshen College in Goshen, IN; American National University in Roanoke, VA. ECI also works with other universities to help the students achieve their academic entrance.



## E.C.I. ENROLLMENT PROCEDURES FOR BOTH CAMPUSES

### Admission Procedures:

1. Complete the E.C.I. application. This form can be downloaded from our website, [www.eciprograms.com](http://www.eciprograms.com). Click on "English Language Programs" box and look for "Apply Online". After you submit the inquiry, you will see links for three documents: Admission Application which applies to both campuses (on the 2nd page you need to circle the campus that you would like to attend) . There is a Statement of Support Form that should be completed and can also be emailed to you. You will complete the Admission application for the campus you are applying to as well as the Statement of Support.
2. Send the completed application and admission fee in the amount of \$250 to E.C.I. You can send it via e-mail: [eci@ionet.net](mailto:eci@ionet.net) or by fax: **405-810-8714**. You can also mail the application to E.C.I Main Campus, 1055 S. Sherman Street, Suite 140, Richardson, Texas 75081 or E.C.I Dallas Campus, 2735 Villa Creek Drive, Suite A-110, Farmers Branch, Texas 75234
3. Copy of your passport
4. Bank Statement and completed Statement of Support Form
5. Transcript from your last school
6. 2 Reference Letters (or complete the last 2 pgs. of the admission application)

Should you have any questions during the process of completing the application, you can always communicate with us at [eci@ionet.net](mailto:eci@ionet.net).

After the receipt of your application packet, E.C.I. will review the application and if accepted, E.C.I. will issue and send to you an acceptance letter along with the I-20 document.

After you receive the I-20, you have to apply to the nearest embassy/consulate of the United States of America for an F-1 Student Visa.

You have to pay the I-901 fee (known among the students as SEVIS fee) in the amount of \$350. You can pay this fee online by going to [www.fmjfee.com](http://www.fmjfee.com). You have to show the receipt of your payment at your visa interview.

Please note that the visa application fee is separate from I-901 fee. For the visa application fee, please consult with the American embassy/consulate.

### Late Enrollment:

If accepted, E.C.I. English Language Program may allow the student to regularly enroll within the first week of the beginning of the session. If the student arrives at E.C.I. (refers to both campuses) in the period of mid-session, after the placement test the student may be allowed to audit the remainder of the session. The student will be then charged pro-rated fee.

Administrative document requests will be processed in approximately 5 business days.

### Transfer Student:

If you are currently a student on F-1 Visa attending one of the educational institutions in the United States and would like to transfer to E.C.I., please do the following steps:

1. Complete the E.C.I. application. Please follow the steps of the application process that is described above.
2. After E.C.I. accepts you, you will be provided a transfer form and an acceptance letter.
3. Take the completed transfer form and acceptance letter to the student advisor at the institution that you have been attending. Once the student advisor completes the transfer form, signs it and faxes it to E.C.I., then your record will be transferred in SEVIS from that institution to one of E.C.I. campus (for the campus to which you are applying).

### C.O.S. (Change of Status):

E.C.I. strongly recommends that you speak to one of the staff members when filing for Change of Status.

Although E.C.I. can help you with the process, E.C.I. can not influence the decision to approval or disapproval, that belongs to the Department of Homeland Security. ECI recommends students to get F-1 visa in their countries.

### Reinstatement:

Make an appointment with E.C.I.'s student advisor to discuss the reasons for initial loss of status . If practical, the school will support a student's application for reinstatement. The final decision will come from the Department of Homeland Security (SEVP).ECI will take cases that sound and document true reasons that the student was terminated.

## Program Length and Structure:

ECI Program consists of twelve levels: Beginning (divided into 4 sublevels); Intermediate (divided into 4 sublevels) and Advanced (divided into 4 sublevels).

The schedule of classes for both campuses is from 9:30AM to 2:30 PM Monday through Friday, The number of hours of instruction per session is 25 hours per week= 100 instruction hours per session

Students are placed into levels based on their placement test scores. ECI Curriculum has two components: Integrated Core Courses and Academic Elective Courses. Integrated courses consist of teaching all the skills: Listening, Speaking, Writing, Reading and Grammar. The Elective courses compliment the Integrated courses by addressing a skill such as Essay Writing; Reading and Comprehension with Analytical thinking etc.

**Teacher: Student ratio is 1:15** . The small classes allow teachers to give students plenty of individual attention and to review assignments very carefully. In class students take part in many communicative and experiential activities such as discussions, debates, and group project.

## Grading Scale:

E.C.I. uses a percentile grading scale to score each assignment, but classes are converted to a 4-point GPA scale which is tracked throughout the student's stay at E.C.I. ECI uses THINKWAVE system of recording the grades and students have access to monitoring and checking their grades. Students receive syllabus for each class; they also receive the Achievement Scale and they can monitor their grades by logging into their respective accounts in the grading system. At the beginning of each session, ECI conducts orientation meeting with the students putting and emphasis in discussing the Student Learning Outcomes for each assigned class.

<b>Grading System</b>			
A+ = 97-100	B+ = 87-89	C+ = 77-79	D+ = 67-69
A = 93-96	B = 83-86	C = 73-76	D = 63-66
A- = 92-90	B- = 80-82	C- = 70-72	D- = 60-62
<b>GPA Scale</b>			
A+ = 4.00	B+ = 3.25	C+ = 2.50	D+ = 1.75
A = 3.75	B = 3.00	C = 2.25	D = 1.50
A- = 3.50	B- = 2.75	C- = 2.00	D- = 1.25

The Assessments in a session include: 1 Midterm Exam; a Project, a Final Exam, and 2 quizzes. The Midterm weighs 30% of the overall grade; The Project weighs 20% of the overall grade; The Final Exam weighs 40% of the overall grade; the 2 quizzes weigh 10% of the overall grade (5% each) and are usually done within the class work at the first week of the session and the third week of the session.

A passing grade must be earned in order to progress to the next level. A grade of **70% or higher** is considered a **passing grade**. Students who achieve this grade will be eligible to **progress to the next level** of their studies. In some cases, 60-69% (D) = Conditional pass → Must score at least 70% (C) in the next session to continue progressing without restrictions. This policy ensures that students who are close to the required standard are given a chance to improve, while also setting clear expectations for future performance.

# CURRICULUM

## Introduction

ECI-ELP is an Intensive English Language Program designed to prepare non-native speakers of English with the necessary language skills to achieve academic and social success in American colleges and universities. Both campuses (ECI Main Campus in Richardson, Texas and ECI Dallas Campus in Farmers Branch, offer the same Curriculum.

Our program consists of twelve (12) levels and the Curriculum is composed of Integrated Courses and 16 Academic Elective Courses. When a student completes the highest Advanced Level (ESL 304) and has a need to stay longer in the Program pending his/her acceptance to university, the student will have the opportunity to take the Superior English Course . (ECI has designed 4 Superior English courses that are optional to be taken while the student is awaiting university acceptance and wants to do additional English preparatory work)

### Academic Integrated ELP:

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

### \* OPTIONAL SUPERIOR LEVELS

ESL401— Superior English 1
ESL402—Superior English 2
ESL403 - Superior English 3
ESL404—Superior English 4

### Academic Elective Classes:

E01— Listening & Speaking
E02—U.S. History
E03—American Literature
E04—Academic Word Vocabulary
E05—American Culture
E06—American Idioms
E07—Reading Comprehension
E08—Research and Writing
E09—Spelling
E10—TOEFL/IELTS Preparation
E11—Essay Writing
E12—Focus on Grammar
E13—Word Building
E14—Composition I
Composition II
E15 —Pronunciation
E16— ACT/SAT

**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 indicates language-level readiness for entry into American academia. When a student is accepted into our program, that student 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 current knowledge of English.**

\*The optional levels are offered to the students who completed ESL304 level and they are awaiting finalization of the university enrollment.

# ECI ACHIEVEMENT SCALE

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

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

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

## Optional Superior Levels

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

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

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

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

## PLACEMENT INTO APPROPRIATE PROFICIENCY LEVEL

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.

## ADVANCEMENT

- A grade of **70% or higher** is considered a **passing grade**. Students who achieve this grade will be eligible to **progress to the next level** of their studies.
- **Conditional Progression (D: 60-69%)**: If a student scores between **60% and 69%**, they will receive a **D** grade. This grade allows for **conditional progression**, meaning the student may still advance to the next level, but this will be assessed on a **case-by-case basis**. The student will be expected to **achieve at least 70% (C)** in the **following session** in order to continue progressing without restrictions.

This policy ensures that students who are close to the required standard are given a chance to improve, while also setting clear expectations for future performance.

**Below 60% (F) = Fail** Student may need to repeat the course and/or receive additional support.

<i>Letter Grade</i>	
<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

## GRADING SYSTEM

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

ECI uses a grade management system called THINKWAVE. Students can view their grades by logging into their THINKWAVE account. The system shows all the assessments throughout the session.

### **Outcome-based Program**

ECI ELP is an outcome-based program, following the guidelines and standards set forth by the English Language Program Accreditations. Following the educational model of Bloom's Taxonomy, the design of our curriculum begins with careful consideration of what the students will be expected to do in the American college classroom, from note-taking and fact-finding to oral presentations and research papers.

These academic skills then become the basis for the standards to which the students are held. In keeping with the guiding principles of outcome-based education, we believe that, while students begin at different levels and learn at different rates, all students can eventually meet the outcomes and succeed. Our outcome matrix is readily available and makes clear what is expected of students at every level and in every class.

### **Communicative Approach**

In place of a simple lecture-style class setting, ECI ELP uses the modern communicative approach to language teaching. In the approach, successful interaction is the key, and students are encouraged to participate in classroom activities.

Methods include, but are not limited to: such things as task-based learning, in which students are placed in real-world situations much like those they will encounter both in and out of the college classroom. Students also engage in Learning by Teaching, which has been proven to be very effective by mobilizing intellectual resources in ways unattainable through a simple lecture-based approach.

### **Integrative Learning**

Rather than teaching reading, writing, listening, and speaking separately, ECI ELP employs an integrated curriculum for the 3-hour morning class. In the college classroom, all of these skills will have to be used, sometimes in turn and sometimes in unison.

For example, to effectively take notes, a student will need to be able to listen to the teacher, read the book or the professor's commentary, write the relevant information, and ask questions if necessary. It is therefore advantageous to teach all four skills together as a unit to best prepare the students for the realities of American higher education.

### **Academic Electives**

The academic elective classes compliment the morning core integrated class. These classes are assigned to levels to contribute with the strengthening of the skills particularly the reading comprehension, writing, and academic vocabulary.

Both the core classes and electives help the students establish the English language studies required to be successful in a high academic setting which is provided by colleges and universities.

### **Placement Test**

ECI ELP uses a battery of tests that consist of Objective, Conversation and Essay Placement Test. This test is administered upon the registration of the Program of Study. The student will be placed in the level according to the test score.

### **Michigan Placement Test (MPT) as an External test**

ECI administers MPT as an external test every other session to measure the progress of the student and the achievement of the student learning outcomes. It is a diagnostic test to analyze the strength and weakness of the students' skills and helps with the assigning and creating the classes for the session that follows after the administration of the MPT.

### Student advancement

Student's progress is measured throughout each session by tests, quizzes, projects, homework, reports, and effort. Advancement depends on student's grades and test scores. To advance to the next level the student must receive at least C (70%). Students who receive 60-69%(D) will move up to the next level under a conditional basis. Those students on probation must achieve a 70% (C or higher) in the next session in order to advance.

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

### Textbooks

For the Integrated ECI English Language Program uses vast variety of content based textbooks and coursebooks for the Integrated part of the classes as well as the academic elective part of the classes. The textbooks usually are a combination of grammar books, reading and comprehension text books and writing books; all different and appropriate for each level (beginning, intermediate and advanced).

Online resources are also used in both core and academic elective courses.

### Faculty and Staff

Most of ECI faculty members in both campuses hold either Master's degrees in TESOL or Linguistics or related field with a TEFL/TESOL certificate and minimum of 2 years teaching experience . Some of the faculty has a PhD degree in TESOL or Linguistics. Many of ECI's instructors have experience teaching overseas and have a keen understanding of cultural differences and the process of language learning. Some of our instructors teach at local universities as well.

ECI has a very student- dedicated administrative and support staff who handles matters of admission, student services, academic, personal and immigration advising making sure that the students have all their needs met while studying at ECI.

# STUDENT SERVICES

## Accommodations:

Students at E.C.I. have a variety of accommodation options while they are studying with us (subject to availability):

1. Homestay
2. Roommates
3. Apartments
4. House leasing
5. University housing (dormitories) if available.

## Cultural Activities and Field Trips:

E.C.I. organizes cultural activities and field trips for the students once a month. Students have opportunity to visit museums, historic and cultural sites, as well as have fun at amusement parks and other entertainment places. E.C.I. also organizes sport and social opportunities for the students, as well as lecture presentations in a variety of topics.

## Immigration Assistance:

E.C.I.'s PDSO OR DSO will assist the students with every issue regarding their student status, whether reporting change of address, extending the program, transferring from another school and any other problems that may arise during the students' stay.

## University/College Acceptance/Enrollment:

E.C.I.'S program is tailored to academically prepare the students to go to an American university or college. Consequently, academic advisors as well as the coordinators on both campuses help the students apply to universities and colleges by communicating first with the schools and then helping the students with the actual application.

**Students who complete ECI Highest Advanced Level (ESL 304) can be fully enrolled without TOEFL/IELTS into the following universities: Texas Wesleyan University in Ft. Worth, Texas; Dallas Baptist University in Dallas, TX; LeTourneau University in Longview, TX; University of Texas at Tyler, Texas; Randall University in Moore, Oklahoma; St. Edwards University in Austin, TX; Texas Southern University in Houston, TX. For the universities in the State of Oklahoma the following rule applies: if a student scores 5.0 on IELTS and after that attends ECI for 12 weeks, the student will enroll at any university in the State of Oklahoma without retaking the IELTS test.**

## STUDENT ADVISING

ECI ELP offers Academic, Personal and Immigration Advising. The Program/Academic Coordinators and the Admission/Student Services Coordinators and the staff and faculty provide a warm and welcoming environment for all students to access the support that they need in achieving their academic goals and the best cultural experience. ECI coordinators, faculty, and staff work hard to create a family-like atmosphere for all international students.

### Academic Advising

ECI renders Academic Advising to each student. The Coordinators talk to the students about their academic goals and tried to give them proper guidelines as to how they can achieve the goals. Students who have a hard time advancing are always invited to seek additional help after class hours between 2:00 and 5:00 pm. ECI faculty in both campuses are available for the students every day during that time so that they can help the students achieve their academic goals in learning and confirming their English language studies.

### Personal Advising

ECI coordinators offer personal advising such as helping the student with acculturation, housing, driver's license, making sure that students are familiar with the local, state and Federal laws, helping students finding medical assistance when and if it is needed, etc.

### 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:

## Policy on 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.**

## Policies regarding International Students

*International students that attend E.C.I. Program hold an F-1 visa. F-1 visa students have to adhere to E.C.I.'s rules and regulations as well as to the regulations posted by the Department of Homeland Security. Please visit [HTTPS://STUDYINTHESTATES.DHS.GOV/MAINTAINING-YOUR-STATUS](https://studyinthestates.dhs.gov/maintaining-your-status) TO GET INFORMATION ON Maintaining Your Status*

### Attendance Requirements

Each session is 4 weeks long. To maintain the F-1 student status, students are required to attend minimum of 85% of the 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 10:30 when he/she will be allowed to enter the class and will be counted absent for that part of the day.

**Early departure from Class:** 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.

*Students are required to begin attending classes following their F-1 Change of Status (COS) approval.*

A student must inform the ELP Coordinator at least one day prior to his/her planned absence.

### Change of Address

Per the USCIS (Department of Homeland Security) requirements, any change of address must be reported to the Principal Designated School Officer or the Designated School Officer within 10 days. The PDSO or the DSO will update the address in the student's SEVIS record.

### Transfers

A full time F-1 student must follow SEVIS procedures to transfer from one school to another. Students must notify their current DSO of their transfer plans, and the DSO will update the student's record in SEVIS as a "Transfer Out", indicating the school to which the student intends to transfer, and release date.

#### **Transfer Out**

F-1 students must request a transfer out by completing the E.C.I. Transfer Out Form, on or before the Monday of the last week of the current session, and must present proof of acceptance by the new school no later than the last day of the current session.

Per SEVIS, the release date will be the current session completion date. The current school will retain control over the student's record in SEVIS until the student completes the current term or reaches the release date.

#### **Transfer In**

Students can transfer in to ECI from another school by following the application process and having the ECI Transfer –In Form completed by the school student is transferring from in order ECI to verify the current student status. After admitting the student, ECI issues the Acceptance Letter and student is to enroll in the first ECI session that is available according to the Calendar.

## Rules and Regulation and Rules of Conduct

Students are expected to be professional, respectful, and non-disruptive in class. A disruptive student diminishes the ability of other students to learn. If a student is disruptive, the instructor will issue one verbal warning. If a second disruption occurs, the instructor will ask the school coordinator to issue an *Academic Warning I*. This is a written warning which asks the student to give reasons for his/her disruptive behavior (or his/her low academic performance). The student will plan improving strategies with the school coordinator. If the student does not improve his/her behavior, or academic performance, an *Academic Warning II* will be issued. This is a serious step in the life of the student. The student may be expelled after this warning.

A student will be immediately expelled if he/she poses any immediate danger of physical harm to him/herself, other students, or staff/faculty or anyone else associated with the school or school property.

*If a student is expelled he/she will not receive any refund from the current session.*

Out of respect for the school, appropriate dress is required of all students. The director, at his/her sole discretion, will determine the appropriateness of a questionable outfit. The following would be considered inappropriate:

- Foul or offensive language printed on clothing written in any language.
- See-through blouses
- Shirts that expose the stomach area

Cell phones are a distraction to both instructors and students; therefore, cell phones are prohibited in class. They must be turned off and put away during class. If a student is caught using their cell phone the instructor will issue a verbal warning. If a student is caught a second time then the instructor will take the cell phone away for the remainder of the class period.

A student will be considered absent, if he/she is more than 15 minutes late to class without prior permission from the ELP coordinator.

The student is responsible for notifying the school of any changes of address, telephone numbers, email, fax number, and any other information within 10 days. This is required by law.

The student is responsible for all course change requests. If a course request is not submitted on time, students will be reenrolled into the appropriate sequence level course. All requests must be submitted in writing, signed by the student and/or parent/guardian, and submitted to the ELP Coordinator one (1) week prior to enrollment of the next session.

The student-to-teacher ratio in any class is 1:15. It is up to the discretion of the school whether to open a new class for 5 or fewer students.

## Office Hours

Office hours are 9:00AM to 4:30 PM Monday through Friday. The office is closed for major holidays and season breaks. For more information, please refer to your school calendar. Holidays include, but are not limited to: Memorial Day, Fourth of July, Labor Day, Thanksgiving Day, Christmas Day, and New Year's Eve Day.

## Weather

In case of inclement weather or emergency situations, students should call the school (469-872-0069 or 972.239.8555). The school telephone will have a message indicating any class changes or cancellations pertaining to both campuses (ECI Main Campus and ECI Dallas Campus in Farmers Branch). If classes are cancelled, a message will be available no later than 7:30 AM. E.C.I. is aware that some students may have to travel long distances to attend class. If weather is severe, please contact the school.

## ECI ELP Payment Policy

- All tuition and fees are due **before or upon** the start of the new session. If all tuition and fees are not paid, a student may not be admitted to class.
- A new student must pay his/her tuition and fees **before** registration.

### E.C.I. English Language Program

**TUITION FEE AND FEES FOR Intensive English Program** (25 academic hours of instruction per week)

<i>Tuition fee and fees</i>	<i>Intensive Program</i>
Application Fee paid with the submission of the Admission Application	250
Tuition fee	950
Books	150
<b>TOTAL</b>	<b>1350</b>

***If the a student opts to pay in advance for 4 consecutive sessions (16 weeks) ECI offers a discounted package of \$3,600.00. The student still needs to pay the Admission fee of \$250.00.***

*For students who are in the USA and would transfer from another school to ECI, the tuition fee is \$850 per session (1 session = 4 weeks) after the first session. The admission fee is \$250.00. (ECI preserves the right or offering a discounted fee to the transfer students).*

*If the student requests homestay:*

- Provision of homestay : \$350
- Homestay fee per month ranges from \$950.00 to \$1.050.00. This fee includes: room, breakfast and dinner.
- Health Insurance \$200—\$300 per month (strongly recommended if the student does not have his/her own). The student has to purchase health insurance minimum for 3 months
  - If the student request staying in an apartment, ECI will make sure to help the student in recommending apartment in safe areas and not to far to the campuses.

**Additional expenses:**

*Incidental expenses for transportation, snacks, entertainment, personal supplies, etc, are not included in the total cost.*

- *If a student has a dependent, plan on an extra \$1000 in expenses per month.*

***ECI offers complimentary airport pick up and drop off.***

Student will need to provide documentation showing a minimum of \$2,200.00 (USD) per four (4) weeks which is 1 session twich should cover tuition fee and living expenses for the period of 4 weeks.. For the dependent 9if they have) they should provide an extra \$1000.00.

*\*Prices are subject to change without notice.*

## ECI ELP Refund Policy

### **Cancellation:**

Educational and Cultural Interactions, Inc. (ECI) requests **-written notification** of a student's cancellation **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: Admission fee, SEVIS fee, Homestay Finder's fee).

### **Rejection of Application:**

If a student's application to ECI is rejected or is not granted a student visa a full refund, minus any non-refundable fees, will be issued.

### **Program Cancellations:**

If the Program is cancelled for any reason **after** a student's enrollment, a full refund will be issued. If the student has paid the first month tuition fee, minus any non-refundable fee (Admission fee, Homestay Finder's fee))

### **Cancellation Prior to the Start of Class or No Show:**

If a student cancels his/her attendance in the program **prior** to the start of a new session or never enters the country on ECI's I-20 a student will receive a full refund minus any non-refundable fees.

If a student enters the United States on ECI's I-20 and then cancels their enrollment or is a "no show", no refund will be given for the first session's tuition fee and any other paid non-refundable fees.

### **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 the student had paid a discounted tuition fee, the refund will be calculated by using the regular fee per session minus the amount that 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.

Charges such as admission fees, homestay finder's fee, for books, supplies are not subject to refund.

If the student is approved Change of Status and decides not to pursue with the classes at ECI, but rather to another school, or just decides not to pursue with studies at all, the pre-paid fees will not be refunded.

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



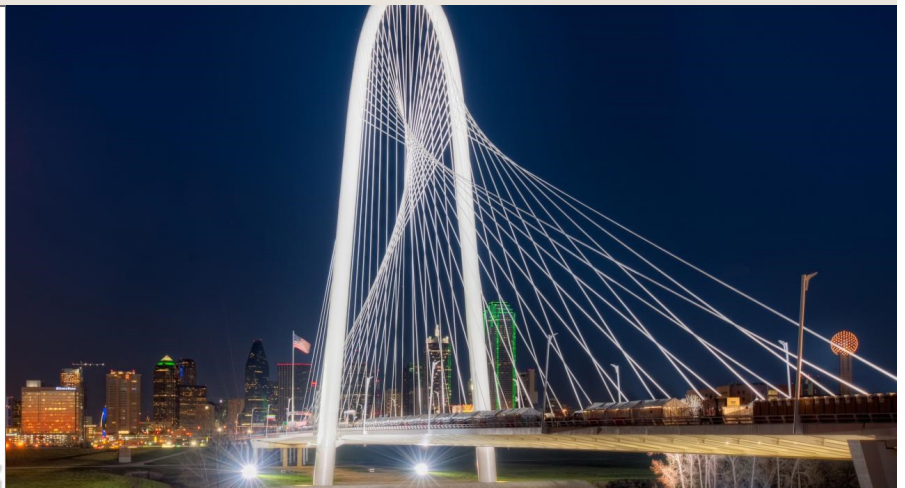
Education & Cultural Interactions (ECI)



Dallas is the 3rd largest city in Texas, and the 9th largest city in the United States. The city possesses a rich cultural arts district and is home to several national athletic teams.

The state of Texas was Native American territory until it was claimed by the Spanish. Texas, along with Mexico, freed themselves from Spanish control in 1821. However, just fifteen years later, Texas also became independent of Mexico. The state of Texas was known as The Republic of Texas and was its own independent nation until 1845 when it was annexed by the United States of America.

The city of Dallas was founded by John Neely Bryan and is currently surrounded by a variety of vibrant neighborhoods. The opportunities for educational and cultural growth are numerous. Dallas is home to several outstanding colleges and universities and has many arts centers and museums.





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