



Student Handbook

Forum Intensive English Center
801 N. Pitt Street, Suite #102
Alexandria, VA 22314
Phone: 703-566-8880 or 571-527-6886
E- mail: info@forumenglishcenter.edu
Fax: 703-566-8879
Web: www.forumenglishcenter.edu
Facebook: www.facebook.com/ForumEnglishCenter



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**Last Updated: August 31, 2017





Forum Intensive English Center is accredited by the Commission on English Language Program Accreditation for the period April 2016 through April 2021 and agrees to uphold the CEA Standards for English Language Programs and Institutions. CEA is recognized by the U.S. Secretary of Education as a nationally recognized accrediting agency for English language programs and institutions in the U.S. For further information about this accreditation, please contact CEA, 1001 North Fairfax Street, Suite 630, Alexandria, VA 22314, (703) 665-3400, www.cea-accredit.org.



Purpose of Student Handbook

The purpose of the Student Handbook is to help guide potential and actual students of Forum Intensive English Center through the various policies and procedures that Forum has set forth to ensure an effective learning experience and a productive learning environment for its students.

About Forum Intensive English Center

Forum began with expert educator and linguist, Dr. Susanna McPhilomy (known to her students as Dr. Susie) who developed an accelerated language training technique that she has practiced successfully worldwide.

With almost 40 years of teaching experience, Dr. McPhilomy fine-tuned a non-traditional technique of teaching English as a second and a foreign language by promoting a conversational approach to grammar and other skills. After teaching at a number of English language schools and universities as well as establishing her own language school, U.S. Ling Institute in Utah, Susanna decided to open Forum in the Washington D.C. area with her daughter Maria McPhilomy.

Dr. McPhilomy is known to cultivate a welcoming environment so that her students can effectively learn how to function in an English-speaking environment. With a number of academic degrees from American and international institutions, Susanna's strong academic credentials and extensive experience continue to attract students from all over the world!

Forum provides effective English language training based on a communicative approach and interactive teaching strategies helping make classes engaging and enabling students apply their English knowledge outside of the classroom. FIEC also offers student services to assist students including advising and social and recreational activities. Forum caters to students ages 16 and up who are interested in learning English for academic preparation, professional development or professional purposes.

Mission:

The mission of Forum is to provide efficient and effective English language training to help culturally diverse students achieve their academic, professional and personal English language goals. Forum is committed to helping students reach their full learning potential through a student-centered teaching approach, interactive instructional strategies and familiarizing students with American culture.

Program Overview:

Forum offers an integrated Intensive and Semi-Intensive English Program, a Test Preparation Program for the TOEFL and IELTS exams as well as American English & Culture Workshop. Although each of these programs is geared toward different goals, the curriculum for all of the programs incorporates reading, writing, listening and speaking skills.

The Intensive Program consists of 7 levels: Basic 1, Basic 2, Intermediate 3, Intermediate 4, Advanced 5, Test Preparation 6 (either TOEFL iBT or IELTS Academic preparation depending on the demand), Advanced Level 6 (for those who don't need the test preparation course) and College Preparation 7. Each level provides 288 hours of instruction and takes 16 weeks to complete with 18 hours of study per week. Classes are held four hours Monday through Thursday and an additional two hours on Fridays.

The Semi-Intensive program consists of 16 levels: Beginner, Intermediate, Advanced and Superior each of which are divided into four sublevels. Each level provides 75 hours of instruction and takes five weeks to complete with 15 hours of study per week. Classes are held three hours every day Monday through Friday.



The American English & Culture Workshop consists of four levels. Each level provides 36 hours of instruction and takes five weeks to complete with nine hours of study per week. Classes are held three hours a day for three days a week. This program is intended to be taken at only one level.

The Test Preparation Program is offered at a five or eight-week interval. The five-week program provides 75 hours of training and the eight-week program provides 120 hours of training. Both programs are 15 hours a week with classes held three hours every day Monday through Friday.

Intensive and Semi-Intensive English Program:

The English Program is designed for students who want to increase their English proficiency quickly and effectively for academic, professional or social purposes. Forum's integrated communicative approach focuses on dialogues, role-plays, simulations and other interactive techniques that bridge the gap between knowing and using language structures in appropriate contexts.

The English Program has two different tracks - the Intensive and Semi-Intensive. The Intensive program is geared toward academic English and preparing students with the necessary English skills to continue on to an American college or university. Although the curriculum is tailored more toward academic English, this program also prepares students with the necessary listening, speaking, reading and writing skills to successfully function in professional and social settings. The Intensive program provides an in-depth and comprehensive study as well as extensive practice of key language skills in casual to formal settings.

The Semi-Intensive English Program focuses more on general English for social and professional purposes with less academic emphasis. This program provides a concise overview of critical language skills that can be used in a variety of settings. Although the Semi-Intensive program is not as comprehensive as the Intensive Program, learners will have a strong foundation of language use in various settings.

Test Preparation Program:

The Test Preparation Program is a condensed version of Test Preparation Level 6 in Forum's Intensive English Program. This program is designed for non-native speakers who are interested in taking the TOEFL iBT or IELTS Academic English proficiency exams in order to achieve their academic or professional goals.

To qualify for this course, applicants should have a minimum overall scaled score of 70 for the TOEFL and an overall band score minimum of 6.0 for the IELTS on the diagnostic placement test that Forum administers. Students who receive lower than these benchmarks must first enroll in the English Program in order to improve their general English skills before advancing to the Test Preparation Program. Forum will recommend the five-week or eight-week program depending on the placement score and the desired score of each applicant.

American English & Culture Workshop:

The workshop is designed for students who are only in the U.S. for a short period of time and would like to quickly advance in their English language studies while learning about American culture throughout their stay.



Admissions Policies

Admissions personnel attempt to enhance cultural diversity in the classroom as much as possible by admitting students from different cultural backgrounds. Below please find the admissions policies for Forum's different educational programs.

Educational program	Admission policies
Intensive English Program	<ul style="list-style-type: none"> - Applicants must have an interest in an integrated English program that focuses on primarily English for academic purposes but also for professional and/or personal development purposes. - Applicants must be at least 16 years old. - Applicants must be a U.S. citizen or resident or on a valid visa that allows for full-time study. - The program accommodates applicants with basic to advanced proficiency. Basic Level 1 students must be able to score at least a one on the placement exam, meaning they must be familiar with the English alphabet. - Applicants must be able to pay for the tuition and fees associated with their program of study. International students must also be able to pay for living expenses.
Semi-Intensive English Program	<ul style="list-style-type: none"> - Applicants must have an interest in an integrated English program that focuses on primarily English for professional and/or personal development purposes and also for academic purposes. - Applicants must be at least 16 years old. - Applicants must be a U.S. citizen or resident or on a valid visa that allows for part-time study. - The program accommodates applicants with basic to advanced proficiency. Basic Level 1 students must be able to score at least a one on the placement exam, meaning they must be familiar with the English alphabet. - Applicants must be able to pay for the tuition and fees associated with their program of study.
Test Preparation Program	<ul style="list-style-type: none"> - Applicants must have an interest in preparing for the IELTS or TOEFL English exams. - Applicants must be at least 16 years old. - Applicants must be a U.S. citizen or resident or on a valid visa that allows for part-time study. - Applicants must have a high intermediate proficiency to enter the program, scoring at least 70 on the TOEFL placement exam and 6.0 on the IELTS placement exam. - Applicants must be able to pay for the tuition and fees associated with their program of study.
American English and Culture Workshop	<ul style="list-style-type: none"> - Applicants must have an interest in an integrated English program that focuses on English for professional or personal development purposes or cultural exposure. - Applicants must be at least 16 years old. - Applicants must be a U.S. citizen or resident or on a valid visa that allows for part-time study. - This program accommodates beginner to high intermediate. proficiency. Basic level students must be able to score at least a one on the placement exam, meaning they must be familiar with the English alphabet. - This program can only be taken one time for each student at one level. Students cannot progress or enroll in multiple levels. - Applicants must be able to pay for the tuition and fees associated with their program of study.

ALL OF FORUM'S PROGRAMS ARE NON-CREDIT PROGRAMS. COMPLETION OF FORUM'S PROGRAMS DOES NOT LEAD TO ADMISSION TO ANOTHER SUBSEQUENT EDUCATIONAL PROGRAM.



Enrollment and Registration Policies for International Applicants Who Need a F-1 Visa

**Forum Intensive English Center is authorized under Federal law to enroll nonimmigrant alien students

Enrollment Policy for International Students:

Forum does not have application deadlines, but requires international students to properly time their arrival to Forum so they can take the placement exam and undergo mandatory orientation one day before the first class. Out of country F-1 applicants are recommended to give themselves about two months in advance of the session would like to attend in order to have adequate preparation time to receive for the visa and plan their trip. Students must pay the non-refundable application fee and make a tuition deposit prior to their arrival at Forum and will register for classes and pay for books upon their arrival. If an applicant is under eighteen years of age, he/she must obtain the signature of their guardian for all of Forum's application forms.

The required \$100 application fee and \$75 non-refundable shipping fee are non-refundable. Tuition deposits are also not refundable if a student does not notify the Administrator of their cancellation at least 30 days before the start of class.

Applicants with Limited Proficiency Policy:

Applicants who have limited proficiency and are unable to find a personal contact to translate for them during the application process will be accommodated through either the help of a Forum student or personnel member or through online translation services. The Administrator will find either a student or personnel member at Forum to assist with the translation or use Google Translate to translate key policies for the applicant to ensure that the applicant fully understands the information.

Addendum Policy:

Continuing students must sign an addendum to indicate that they would like to continue on to the next level of their current program or enroll in a different program. Addendums are accepted until the first day of class in the next semester. The addendum only expresses the student's desire to continue to the next level, which is approved subject to his/her final grade in the previous level as well as Forum's course availability.



Enrollment and Registration Policies for Non-F-1 Visa Applicants and Students

Registration Policy:

Forum does not have a set registration period; students can register at any time before the start of a new session. Applicants can register for class up until the first day of the start of a session. Applicants must complete the application form at the center. The application fee must be paid in order to formally register an applicant and hold a place for them. If Forum is ordering the books on behalf of the student then the books fees in addition to the application fee must be paid in order to officially register an applicant. During registration, applicants must also bring a photo ID and other supporting documentation to verify their identity and their immigration status in the United States. Returning students do not need pay the application fee if they return to Forum within two years, but they will need to pay part of their tuition fees in order to reserve a space for an upcoming session. If an applicant is under eighteen years of age, he/she must obtain the signature of their guardian for all of Forum's application forms.

Registration of Students with Limited Proficiency Policy:

Applicants who have limited proficiency and are unable to find a personal contact to translate for them during the registration process will be accommodated through either the help of a Forum student or personnel member or through online translation services. The Administrator will find either a student or personnel member at Forum to assist with the translation or use Google Translate to translate key policies for the applicant to ensure that the applicant fully understands the information.

Waiting List Policy:

There may be cases where an applicant completes the placement test but Forum is unable to determine if it will be offering that level for an applicant due to scheduling difficulties. If this is the case, then students are placed on a waiting list and contacted before or on the start of the session in order to be notified on whether or not there is an available course for them or if they will need to wait until another session.

Addendum Policy:

Continuing students must sign an addendum to indicate that they would like to continue onto the next level of their current program or enroll in a different program. Addendums are accepted until the first day of class. An addendum does not necessarily mean that the student will be allowed to continue on to the next level or is guaranteed a space in the next session. The addendum only expresses the student's desire to continue to the next level, which is approved subject to his/her final grade in the previous level as well as Forum's course availability.

Scheduling Policy:

If there is a scheduling conflict between interested applicants and continuing students, priority for scheduling courses/levels is given first to the number of applicants interested and second to continuing students. For instance, if one continuing student is interested in the morning time slot and three new applicants are interested in the same time slot, then priority is given to the three new applicants. However, if the number of continuing students is equal to the number of new applicants and both groups are interested in the same time slot then priority is given to continuing students. Parties that cannot be accommodated immediately are placed on Forum's waiting list.



Late Enrollment & Short Term Program Policies

Late Enrollment Policy for Intensive English Program

Applicants can be admitted after classes begin in the Intensive English Program. If a student joins an Intensive course within two weeks of the first class day, he/she is responsible for paying the full tuition. Students joining after two weeks are eligible for prorated course tuition.

Students cannot join an existing Intensive semester after 12 weeks. Intensive late enrollees must maintain 85% attendance from their class start date until the end of the course. Students who do not maintain 85% attendance will be subject to attendance probation.

Intensive late enrollees must make-up the coursework and assessments that they missed and complete extra assignments in order to ensure that they understand the material previously covered. These students can request additional tutoring from their instructors if they need additional help understanding the material they missed. Late enrollees must get a 70% (C) in order to advance to the next level.

Late Enrollment Policy for Part-Time Programs

Applicants can be admitted up to the days outlined below in order to receive a complete grade in a course for the Semi-Intensive, Workshop and Test Preparation Programs (five and eight week programs). Late enrollees will have to still pay full tuition. Any days they missed due to late enrollment, will be counted toward their attendance requirement of 80%. Late enrollees are responsible for making up any coursework and assessments that they missed.

- **Semi-Intensive:** Applicants have up to the four days from the start of the session to join
- **Five-Week Test Preparation Program:** Applicants have up to the four days from the start of the session to join
- **Eight-Week Test Preparation Program:** Applicants have up to five days from the start of the session to join
- **American English & Culture Workshop:** Applicants have up to two days from the start of the session to join

Short-Term Program Policy for Part-Time Programs

In the Semi-Intensive, Workshop and Test Preparation Programs students are allowed to join during a session in-progress for a short period of time. Specifically, for the Semi-Intensive Program this policy applies to students who do not plan on continuing to the next level. Exceptions may be made for the Intensive Program, depending on availability; however, those who join the Intensive for a short-term program may have limited hours due to visa restrictions.

Students joining a session in-progress must understand that the teacher is not expected to repeat information already covered. Students are not required to make-up assignments and will not receive a complete grade. Instead grades will be calculated based on partial completion of whichever assessments a student was able to complete.



Placement Testing Policies and Procedures

*Forum Intensive English Center reserves the right to determine classes, levels and schedules for all students.

Student Placement Test Policy:

All applicants must take the placement test before the start of classes to see if the program they are interested in is being offered at their level. All applicants initially undergo an oral interview to first gauge their approximate level and determine whether the student has the necessary proficiency for the program they intend to take. Forum recommends that applicants take the placement test at least one week prior to the start of classes and even sooner if possible. If an applicant knows which specific program they intend to enroll in or has certain visa limitations that narrow the programs available to them, then they must take the placement test at least two days prior to the start of classes. If an applicant does not know which program they would like to take then they must begin the placement testing process at least three days prior to the start of classes. These requirements ensure that there is sufficient time to administer more than one placement test/procedure if needed. If an applicant is unable to complete the placement testing in advance of classes due to uncontrollable circumstances or is a late enrollee then Forum administers one or more placement tests/procedures in the same day. Students must verify their identity prior to taking the test. All placement testing is free for the applicant. Out-of-country applicants who are unable to come to the center until the first day of class must complete the placement conversation over Skype and then the remainder of the placement exam at the center once they arrive in the United States.

1. Applicants have the right to view the results of their placement test 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.
2. Applicants have the right to have their results on any portion of the placement test explained to them. For test security purposes, applicants will NOT be allowed to view the actual questions and answers they selected but they will be given a thorough explanation of each section of the test.
3. Applicants have the right to see the scoring rubrics used to grade the writing sub-test and the speaking sub-test. Applicants may make an appointment with the Academic Director to discuss how these rubrics are used to rate their performance. Applicants have the right to review their essay(s) from the writing portion of the exam and have the results explained to them. For test security purposes, applicants may not keep the essay.
4. Applicants have the right to request a re-test. If the Academic Director determines the reasons to be a valid, a re-test will be given at a time determined by the Academic Director.
5. During the first day of classes, teachers informally evaluate whether new students in their classes have been placed into the appropriate levels. If a teacher or a student believes the student has been placed in a level that is too low or too high, the student is allowed to retake the placement exam which is typically administered within the first two days of classes. The Academic Director then has the authority to provide the final decision on the placement level.

Returning Students Placement Policy for Non-F-1 Students:

If a former student would like to return to Forum and they have not attended class for less than a year, they do not need to retake the full placement exam. The student may be required to take parts of the placement exam, if his/her proficiency is unclear. The Academic Director makes the final decision on whether a returning student will need to retake parts of the placement exam. Students who have not attended class for more than one year will need to retake the placement exam.

Program Change Placement Policy for Non-F-1 Students:

If a continuing student would like to change their course of study then they may or may not be required to retake the placement exam. The Academic Director makes the final decision on whether a student will need to retake the placement exam or parts of it.



Placement Procedures for the Intensive English Language Program:

Applicants who are interested in the Intensive English Program must also take the Interchange/Passages Placement Test. If an applicant receives an 11-12 rating on the Interchange/Passages Conversation, they will need to take the Essay component as the next step. If applicants score within the 11-12 rating on the Essay as well, they are administered the Barron's iBT diagnostic test. This determines if they are at Advanced Level 6 or College Preparation Level 7 without having to take the Objective Placement Test due to the fact that language use and grammar are originally assessed through the conversation and essay components of the Interchange/Passages Placement Conversation and Essay.

If applicants score below 11 on the conversation, they are administered the Objective Placement Test second and the essay third and placed into levels one through five based on Forum's own placement rubric found below. However, if applicants are specifically interested in taking a test preparation course, they may still score a 10-12 rating on the Conversation and Essay and take the diagnostic to see if they meet the requirements for Test Preparation Level 6.

Forum places applicants into level 6 or 7 based on Forum's own rubric that is based on the Barron's iBT short diagnostic test. Barron's iBT diagnostic test consists of a listening section (20 minutes, 20 questions), reading section (17 minutes, 15 questions) and a structure section (10 minutes, 15 questions). Applicants must receive at least 60% in two of these sections in order to enter Intensive Level 6 and at least 80% to place into level 7, in addition to obtaining the required score for the Interchange/Passages Placement Conversation and Placement Essay. According to their placement results applicants are placed into the appropriate level according to the following Interchange/Passages placement rubric:

Placement Test	Placement Score	Rating	Level
Interchange Passages	1-17	1-3	Basic Level 1
Interchange Passages	18-36	4-6	Basic Level 2
Interchange Passages	37-49	7-8	Intermediate Level 3
Interchange Passages	50-61	9-10	Intermediate Level 4
Interchange Passages	62-70	11-12	Advanced Level 5
Interchange Passages	11-12 on Conversation and Essay 60% to 79% on two sections of Diagnostic	N/A	Advanced Level 6
Interchange Passages Conversation and Essay & Barron's iBT Diagnostic	10-12 on Conversation and Essay 60% to 79% on two sections of Diagnostic	N/A	Test Preparation Level 6
Interchange Passages Conversation and Essay & Barron's iBT Diagnostic	11-12 on Conversation and Essay 80% and up in two sections of Diagnostic	N/A	College Preparation Level 7

*Note: Applicants who are interested in taking **only** Intensive Test Preparation Level 6, meaning they are not interested in advancing to College Preparation Level 7, must take the full model test for the exam they intend to take in the future (either TOEFL iBT or IELTS Academic). Based on the applicant's placement score on the model test and the score he/she hopes to achieve on the actual exam, Forum will recommend to the applicant whether he/she should take the 16-week Intensive Test Preparation Level 6, the five-week or eight-week Test Preparation Program in order to achieve his/her desired performance.



Placement Procedures for the Semi-Intensive English Program:

Applicants who are interested in the Semi-Intensive English Program or the American English & Culture Workshop must take the Interchange/Passages Objective Placement Test, Placement Conversation and Placement Essay. The Objective Placement Test consists of three sections: Listening (20 items), Reading (20 items) and Language Use (30 items). Applicants are given 50 minutes for the Objective Test, 30 minutes for the essay and 10 minutes for the conversation. Applicants are administered the Placement Conversation first, Objective Placement Test second and the essay last. According to their cumulative rating applicants are placed into the appropriate level according to the Interchange/Passages placement rubric, which has 12 different level designations for the Semi-Intensive Program. If an applicant for the Semi-Intensive Program scores in between two levels on their final rating they are allowed to enroll the higher level pending the Academic Director's approval. In the Semi-Intensive Program applicants cannot place into the Superior levels, as they must be placed into one of the core 12 levels of the program before advancing to the Superior levels. However, there is an exception to students who score in the highest bracket of Advanced Level 4. Students who score in this bracket have the option to enroll in either Advanced 4 or Superior Level 1, depending on if they are looking for more of a business English course and on course availability. According to their cumulative rating applicants are placed into the appropriate level according to the following Interchange/Passages placement rubric:

Placement Test	Placement Score	Rating	Level
Interchange Passages	1-5	1	Beginner Level 1
Interchange Passages	6-11	2	Beginner Level 2
Interchange Passages	12-17	3	Beginner Level 3
Interchange Passages	18-23	4	Beginner Level 4
Interchange Passages	24-30	5	Intermediate Level 1
Interchange Passages	31-36	6	Intermediate Level 2
Interchange Passages	37-42	7	Intermediate Level 3
Interchange Passages	43-49	8	Intermediate Level 4
Interchange Passages	50-55	9	Advanced Level 1
Interchange Passages	56-61	10	Advanced Level 2
Interchange Passages	62-68	11	Advanced Level 3
Interchange Passages	69-70	12	Advanced 4/Superior 1

Placement Procedures for the Test Preparation Program:

To qualify for the five or eight-week Test Preparation Program, applicants should have a minimum overall scaled score of 70 for the TOEFL and an overall band score minimum of 6.0 for the IELTS on the model test of the exam they intend to take in the future. Applicants who receive lower than these benchmarks must first enroll in the English Program in order to improve their general English skills before advancing to the Test Preparation Program. If a student does not score within the benchmark, Forum schedules the student to come take the placement test for the English Program on a different day in order to not exhaust the student with too much testing in one day. Forum will recommend either the five or eight-week program depending on the placement and desired score of the applicant; unless the applicant's training time is limited by external factors.

Placement Procedures for the American English & Culture Workshop:

Applicants who are interested in the American English & Culture Workshop must also take the Interchange/Passages Objective Placement Test, Placement Conversation and Placement Essay. Applicants who score higher than 42 must enroll in the English Program since the curriculum of the advanced workshop is not very rigorous in terms of difficulty. Applicants are placed into the appropriate level based on Forum's own placement rubric below:

Placement Test	Placement Score	Rating	Level
Interchange Passages	1-5	1	Intro
Interchange Passages	6-17	2-3	Beginner
Interchange Passages	18-30	4-5	Intermediate
Interchange Passages	31-42	6-7	Advanced



Proficiency Scales

In the following pages please find the proficiency scale and the interpretation of the scale for all of Forum's programs: Intensive, Semi-Intensive, Test Preparation and the American English & Culture Workshop. The interpretation of the scale consists of the student learning outcomes that are expected of students upon the completion of each level in each program in the skill areas of listening, speaking, reading and writing.

Intensive English Program – 7 Level Program: Below please find what students will be able to do in each skill area upon the completion of each level in the Intensive English Program. For Intensive Test Preparation Level 6 please refer to the student learning outcomes on pages 23-24.

Basic Level 1

LISTENING	SPEAKING	READING	WRITING
Listen to descriptive passages and short dialogues in various casual daily scenarios and identify the main ideas and some details. Understand passages related to biographical information, directions, daily routines, family relationships present, past and future activities.	Ask for and give basic information about personal details, directions, the time and weather and daily routines. Ask for and give opinions about work, food, school, music and clothes. Describe and give advice on basic health problems. Describe the location of people and places. Talk about past events, current activities and plans for the future. Give two short presentations on countries, culture or customs using simple organization and word choice.	Read, retell and answer comprehension questions on short and simple informative passages and stories consisting of basic vocabulary and grammar.	Write a social media profile and write short questions. Write a short paragraph about themselves, family members, daily routines, hobbies or interests using short and simple sentence structure.

Basic Level 2

LISTENING	SPEAKING	READING	WRITING
Listen to short informative and descriptive passages, radio talks and other contemporary materials on changing times, world facts and entertainment and identify main ideas, important details and speakers' general opinions and suggestions.	Give simple instructions on how to do something; make complaints and comparisons. Express wishes, describe abilities, compare time periods and talk and speculate about past and future events. Report what people said and make polite requests. Talk and present on more topics such as special events, urban life, technology, entertainment and world facts. Orally summarize a short news article identifying the main idea, key details and grammar concepts using new vocabulary retrieved from the text.	Read a short news article on a contemporary issue and provide an oral summary identifying the main idea, key details and grammar concepts using some new vocabulary retrieved from the text. Read a three to four-paragraph passage discussing world monuments, landmarks and other world facts and answer comprehension questions.	Compose two paragraphs describing a simple topic and provide supporting details using correct sentence structure and organization. Compose a two-paragraph narrative on a personal past experience stating a main idea and supporting details.



Intermediate Level 3

LISTENING	SPEAKING	READING	WRITING
<p>Listen to longer dialogues and identify main ideas, specific details and speakers' opinions. Listen to longer passages discussing traditions, cultural encounters and success stories and identify the main ideas, specific details.</p> <p>Listen and understand the main idea, specific details and recognize some idiomatic language from authentic materials such as interviews, talks, advertisements and informal dialogues.</p>	<p>Give opinions and make conclusions for or against controversial issues. Narrate a story, ask about preferences, give advice for complicated situations and describe the purpose and process of doing something. Talk about more complex topics such as personalities, improvements, careers, learning methods, cultural encounters and historical events by using more complex grammar categories.</p> <p>Take a stand on a topic discussed in class and deliver a 15-minute formal presentation and support the position with brief research.</p>	<p>Read lengthy comprehensive stories, passages and news pieces on a variety of contemporary and controversial topics and identify main ideas and supporting details, make predictions and inferences, identify the meaning of vocabulary through context and write short summaries.</p>	<p>Plan a complete idea map for a formal essay. Compose and edit 150 to 200-word paragraph persuasive or argumentative essay taking a stand with a thesis statement and supporting paragraphs using more complex grammar categories.</p> <p>Write a 100-word descriptive composition based on a reading passage.</p>

Intermediate Level 4

LISTENING	SPEAKING	READING	WRITING
<p>Listen to news broadcasts, interviews and talks on contemporary and controversial topics as well as academic lectures and identify the main ideas and specific supporting details.</p> <p>Listen to longer dialogues with multiple speakers discussing plans and personal reactions to issues and identify the main ideas of each speaker and the specific chronology of events.</p>	<p>Tell stories in a chronological order, give suggestions and advice about the present and past, present and contrast information. Discuss hypothetical situations, make predictions about the future, describe solutions to problems. Talk about current events, human values and behavior and other social and contemporary issues in modern society with an expanded vocabulary and strong grammatical accuracy.</p> <p>Take a stand based on a contemporary relevant topics and deliver 20-minute formal presentations with relevant support based on research.</p>	<p>Read literary, informative and descriptive multi-page texts on a variety of topics in the fields of science, technology and sociology and paraphrase main ideas, identify specific details, make predictions and inferences, identify the meaning of complex vocabulary through context clues and write summaries.</p>	<p>Compose, revise and edit one 150 to 250-word argumentative essay and one four to five-paragraph compare/contrast essay with a full introduction, strong thesis, supporting paragraphs and conclusion; demonstrating control in differentiating between verb and non-verbal forms.</p> <p>Write 150 to 250-word formal essay with a full introduction, thesis statement, supporting paragraphs and conclusion within 30 minutes.</p>



Advanced Level 5

LISTENING	SPEAKING	READING	WRITING
Listen, understand and identify major, minor and unstated details from news reports, academic lectures and unstructured informal passages of animated native speakers describing their attitudes towards various topics using complex vocabulary and high-frequency idiomatic language.	<p>Talk about relationships, personal tastes and the positive and negative effects of technology and science. Express values and preferences in work and business. Discuss topics such as changing times, superstitions, consumerism and entrepreneurship.</p> <p>Critique and deliver well-organized, 20 to 30-minute academic presentations using complex vocabulary and advanced grammar categories based on topics discussed in class.</p>	Read an academic journal or popular article and write a summary identifying main ideas and major details.	<p>Write a summary identifying main ideas and major details of an academic journal or popular article.</p> <p>Write a 200 to 250-word independent essay in 30 minutes.</p> <p>Research, outline, compose, edit and revise a 300-word independent essay; demonstrating control over structure and grammatical accuracy.</p>

Advanced Level 6

LISTENING	SPEAKING	READING	WRITING
Listen to academic lectures and a variety of audio/video passages on topics such as business, media and trends; make predictions, answer detailed comprehension questions, synthesize listening materials into brief speaking responses and written compositions.	<p>Synthesize information retrieved from audio and visual listening passages and express opinions on media, trends, business and other contemporary, professional and academic topics.</p> <p>Deliver and critique two 30-minute academic presentations using high-level vocabulary with greater grammatical accuracy; one presentation based on class listening materials one based on an individual field of interest.</p>	Read multi-page texts from a variety of genres consisting of high-level of vocabulary and identify the author's perspective, restate arguments and recognize position and negative connotation of vocabulary. Identify connecting themes and synthesize information from two different texts.	<p>Write a 300-word personal essay in 30 minutes with a full introduction, and supporting paragraphs and conclusion.</p> <p>Write, edit and revise 350 to 400-word formal essay on topics discussed in class; demonstrating control over structure, accurate grammar and express ideas with better coherency.</p> <p>Write a business memo or letter with accurate organization and sentence structure.</p>



College Preparation Level 7

LISTENING	SPEAKING	READING	WRITING
<p>Listen to multiple full-length college-level academic lectures discussing complex aspects of American society and answer questions and write responses related to comprehension and analysis. Synthesize information retrieved from lectures and reading passages into a presentation.</p>	<p>Discuss current events and highly complex contemporary topics with fluency and accuracy in using complex vocabulary and grammar structures.</p> <p>Deliver multiple brief, complete presentations on information retrieved from lengthy academic lectures and reading passages synthesizing the information retrieved from two or more passages.</p> <p>Deliver and critique two college-level 30 to 45-minute academic presentations based on extensive research on chosen professional or academic topics using specialized vocabulary.</p>	<p>Read advanced, college-level academic texts on a variety of social, historical, scientific topics and take effective study notes to answer questions and discuss stated and implied main ideas, supporting details, inferences, purpose and tone and understand new vocabulary through context and word parts. Synthesize information from two or more readings.</p>	<p>Write a 400 to 450-word persuasive essay on a topic discussed in class.</p> <p>Write a 450 to 500-word integrated academic essay on topics on an assigned topic; demonstrating expansive vocabulary, control over organization and accurate use of grammar and mechanics.</p> <p>Plan, compose a draft, revise and edit a three to five-page research paper on a chosen topic using APA style and format.</p>



Semi-Intensive English Program – 16 Level Program: Below please find what students will be able to do in each skill area upon the completion of each level in the Semi-Intensive English Program.

Semi-Intensive Beginner Levels 1, 2, 3 and 4

	LISTENING	SPEAKING	READING	WRITING
B1	Listen to short passages and understand basic biographical personal information, daily routines, people’s current actions and the locations of objects delivered in a slow and articulate manner.	Introduce themselves and others. Ask and answer short and simple questions about basic biographical information, the time and weather, daily routines, houses, current activities, clothing and the locations of objects.	Read very short paragraphs with simple sentences and answer comprehension questions.	Complete simple forms with personal details and write basic questions.
B2	Listen to basic dialogues, passages and phone messages about directions, food, doctor visits, past events, future plans and understand the main idea.	Describe health problems and give advice. Ask for and give simple directions, ask for and give basic information on the locations of people, past activities and future plans. Retell short stories.	Read and retell short, simple stories written in the present tense and answer comprehension questions.	Compose short basic sentences on easy topics. Write a short simple personal message.
B3	Listen to simple dialogues and short passages talking about jobs, daily routines, families, past events and descriptions of locations and understand the main ideas.	Ask for and give opinions about work, school, music and clothes. Describe and ask about locations of places, past events and families. Retell short stories.	Read and retell easy stories written in present, past and future tense and identify the main idea.	Write a basic descriptive paragraph with simple sentences.
B4	Listen to descriptive passages and short dialogues in various casual daily scenarios and identify the main ideas and some details.	Describe past experiences and health problems and talk about plans for the future. Give a short presentation on countries, culture or customs using simple organization and word choice.	Read an informative passage with more complex sentences and a story and answer comprehension questions.	Write a complete paragraph about themselves, family members, daily routines, hobbies or interests using short and simple sentence structure.



Semi-Intensive Intermediate Levels 1, 2, 3 and 4

	LISTENING	SPEAKING	READING	WRITING
I1	Listen to short informative and descriptive passages on expanded topics such as transportation, travel and special events, and identify important details and facts and speakers' opinions.	Talk about more complex topics such as special events, urban life and technology. Give simple instructions on how to do something; make complaints and comparisons. Orally summarize a short, written passage identifying the main ideas using some new vocabulary retrieved from the text.	Read a short and simple passage describing certain events and answer general comprehension questions. Read a short one to two-paragraph passage about a special cultural event and provide an oral summary identifying the main ideas.	Compose two paragraphs describing a simple topic and provide supporting details using correct sentence structure and organization.
I2	Listen to short descriptive passages, dialogues radio talks and other contemporary materials on topics such as changing times, entertainment, and identify main ideas, important details and speakers' suggestions.	Express wishes, describe abilities and skills, compare time periods and speculate about past and future events. Report what people said and make polite requests. Discuss entertainment and facts about different countries. Orally summarize a contemporary news article identifying the main idea, key details and grammar concepts and using new vocabulary retrieved from the text.	Read a short news article on a contemporary issue and provide an oral summary identifying the main idea, key details and grammar concepts. Read a three to four-paragraph passage discussing world monuments, landmarks and other world facts and answer comprehension questions.	Compose a two-paragraph narrative on a personal past experience stating a main idea and supporting details.
I3	Listen to longer dialogues and identify main ideas, specific details and speakers' opinions. Listen to longer passages discussing cultural encounters and success stories and identify the main ideas and specific details. Listen to narratives and news broadcasts about past events and understand the general chronology of events.	Narrate a story, make requests, give advice and ask about preferences. Talk about different personalities and careers, learning methods and cultural encounters Deliver a 10 to 15-minute organized, creative presentation describing a problem and solution for the problem.	Read, answer comprehension questions and make inferences on multi-media materials such as news articles, blogs and online community posts as well as descriptive passages about major events in the past. Read a short news article about a contemporary world problem and write a short summary identifying the main idea and key details.	Plan a complete idea map for a formal essay. Write a short summary for a news article about a contemporary world problem and identify the main idea and key details.



I4	Listen to short informative and descriptive passages on expanded topics such as transportation, travel and special events, and identify important details and facts and speakers' opinions.	Describe the purpose and process of doing something, make conclusions, ask for and give advice for complicated situations. Talk about improvements, historical events and give opinions for or against controversial issues by using more complex grammar categories. Take a stand on a contemporary topic and deliver a 15-minute formal presentation and support the position with brief research.	Read a short and simple passage describing certain events and answer general comprehension questions. Read a short one to two-paragraph passage about a special cultural event and provide an oral summary identifying the main ideas.	Write a three to four paragraph persuasive or argumentative essay taking a stand with a thesis statement and supporting paragraphs accurately by using more complex grammar categories. Write a half-page summary for a fact-based news or journal article identifying the main ideas and specific details.
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Semi-Intensive Advanced Levels 1, 2, 3 and 4

	LISTENING	SPEAKING	READING	WRITING
A1	Listen to news broadcasts and talks on controversial and contemporary topics and identify the main ideas and specific supporting details. Listen to casual dialogues on people's plans and identify the main idea/s and detailed chronology of events.	Talk about current events and issues of modern society such as appropriate behavior and technology with more accurate use of grammar and vocabulary. Tell stories in a chronological order, give suggestions and advice about the present and past, present and contrast information. Take a stand based on a contemporary relevant topic and deliver a 20-minute formal presentation and support the position with relevant supporting details based on research.	Read longer texts on controversial and academic topics with unfamiliar vocabulary and identify main ideas, supporting ideas, overall purpose of the text as well as infer the meaning of new vocabulary based on the context provided.	Write one narrative/descriptive composition with a thesis statement and primary supporting point/s. Write one four-paragraph descriptive or narrative essay with a strong thesis statement, and supporting paragraphs while observing the rules of subject/verb agreement and sequence of tenses.
A2	Listen to longer radio reports and conversations with multiple speakers about people's reactions toward social problems and identify the main ideas and opinions	Discuss hypothetical situations, make predictions about the future, describe solutions to problems. Talk and present on more advanced topics such as human values, creativity and the information age with	Read and analyze informative passages of extended length on complex topics in the fields of science, technology and sociology and answer specific comprehension	Write a five-paragraph argumentative or persuasive essay with a full introduction, strong thesis statement taking a stand and supporting paragraphs with strong topic sentences and supporting details.



	expressed by each speaker.	expanded vocabulary and high grammatical accuracy.	questions related to minor details and inferences.	Write a short composition describing strengths and weakness or advantages and disadvantages on a given topic.
A3	Listen to lengthy video talks on a contemporary topics that use high-frequency idioms and complex vocabulary and synthesize the information into a personal essay.	Talk about relationships, superstitions, personal tastes and the positive and negative effects of technology and science. Deliver 15 to 20-minute academic presentations based on class listening materials.	Read complex informative passages on various subjects containing unknown vocabulary; identify main ideas and key details and the meaning of new vocabulary through context clues.	Write a personal essay based on a video talk discussing a complex and contemporary topic. Compose, edit and revise a compare/contrast essay based on a topic discussed in class.
A4	Listen and comprehend major and minor details from unstructured informal passages of animated native speakers describing their attitudes towards various topics using complex vocabulary and high-frequency idiomatic language.	Express values and preferences in work and business. Discuss media, life changes and major achievements. Deliver a give a well-organized 20 to 30-minute presentation using advanced vocabulary and language structures on topics such as media, business matters, consumer culture, life changes, major achievements and entrepreneurship.	Read complex academic texts and answer comprehension questions using analytical skills to identify new, high-level vocabulary through context and word parts.	Write a business memo or letter with clear organization, main points and accurate sentence structure. Write a summary on a complex topic of a video talk or reading passage using advanced grammar categories.



Semi-Intensive Superior Levels 1, 2, 3 and 4

	LISTENING	SPEAKING	READING	WRITING
S1	Listen to lengthy, news broadcasts with high-level vocabulary on complex contemporary topics and synthesize the information into an opinion statement.	Talk about high-level topics such as education, legal problems and medical treatments; minimizing grammatical weaknesses. Present on multimedia materials discussed in class.	Read an article from a professional journal and synthesize the information in a summary.	Write a summary report identifying the key points on an article from a professional journal and include a reference page. Write an opinion statement based on lengthy, high-level news broadcast discussing a complex contemporary issue.
S2	Listen to authentic news broadcasts on controversial social issues answer comprehension questions and write an integrated essay synthesizing the information	Discuss and present on college-level academic and contemporary topics as well as topics related to students' field of interest.	Read an article from an academic journal and write a summary. Synthesize a reading passage into an integrated essay.	Write a summary report identifying the key points on an article from a academic journal and include a reference page. Compose, edit and revise an integrated essay based on a reading and listening passages on a contemporary topic.
S3	Listen to authentic news broadcasts on controversial legal issues and take effective notes for discussion and to answer detailed comprehension questions.	Participate in a wide-range of discussion and moderate debates with an expanded vocabulary on topics such as education, equal rights and controversial legal matters. Deliver a formal 30-minute presentation using advanced vocabulary and strong grammatical accuracy.	Read authentic articles from contemporary publications and answer comprehension question related to main ideas, author's opinions and derive meaning of new vocabulary for context clues.	Write a lengthy, creative composition. Compose, edit and revise a well-organized and well-developed cover letter and a resume using more specialized vocabulary.
S4	Listen to 25-30 minute academic lectures and talks on college-level topics including the U.S. and global economy, moral issues and international affairs. Take effective notes to answer detailed comprehension questions write an extensive opinion statement.	Dispute and state positions and discuss differences on academic and complex contemporary topics using specialized vocabulary and more precise language use. Present a professional or academic article on a topic individual interest.	Read and present a professional or academic article on selected topics of individual interest.	Write an extensive opinion statement using high-level vocabulary based on an academic lecture. Compose, edit and revise a two to three-page formal essay based on formal research from authentic sources with proper citations.



Test Preparation (Five-Week, Eight-Week and Intensive Level 6)

Forum offers three different test preparation program options for both the IELTS Academic and TOEFL iBT exams.

The first option for test preparation is the 16-week test preparation course, which is a part of the Intensive English Program. Students interested in the Intensive Program can take Level 6 as either a test preparation course (Test Preparation Level 6) or as a regular English language course (Advanced Level 6). Students that choose to take Test Preparation Level 6 and would like to continue on to College Preparation Level 7 must demonstrate that they have met the learning outcomes in Level 6 prior to progressing to Level 7.

The second option for test preparation is the five or eight-week interval Test Preparation Program, which are stand-alone programs. These courses are a condensed version of Test Preparation Level 6 in the Intensive Program.

Applicants who are recommended to a particular test preparation course based on their placement and desired score and are unable to do so due to visa or time limitations, may not meet all of the learning outcomes of the course they take. In any case where test preparation students do not meet the expected learning outcomes, Forum may recommend additional practice to the student after completing their test preparation course.

Below please find the learning outcomes expected of students in the **Test Preparation Program** and **Intensive Test Preparation Level 6** for each skill area on the TOEFL iBT and IELTS Academic Exam.

TOEFL iBT Student Learning Outcomes:

Reading: Read university-level academic passages of approximately 700 words from various subjects and accurately answer questions about the content and organization of each passage.

- Identify the main ideas, stated details, purpose, structure and relationships of ideas and unknown vocabulary; make inferences based on implied content.

Writing: Write two well-organized, unified and coherent essays in a limited time observing the rules of academic writing: one integrated (150-200 words in 20 minutes) and one independent (300-350 words in 30 minutes) using a variety of compound and complex sentences and minimizing common writing errors.

- Independent Writing Task: Plan, outline and compose an essay with an introduction, supporting paragraphs and conclusion. Demonstrate a strong thesis statement and supporting details that align with the thesis.
- Integrated Writing Task: Identify the main ideas, supporting details and the relationship between a reading and listening passage and write a summary explaining the relationship with accurate sentence structure and organization.

Listening: Listen to conversations in academic settings and to lectures from various subjects such as sociology, technology, and the arts and accurately answer questions about the content, organization and delivery of speech.

- Identify main ideas, important details, purpose or function, structure, relationships between ideas and recognize speakers' attitudes; make inferences and conclusions.

Speaking: Respond to timed independent and integrated oral tasks using basic and complex language structures and vocabulary with accuracy and delivering well-paced, fluid and clear speech. Minimal listener effort is required to understand the meaning and progression of ideas.

- Independent Speaking Tasks: Respond to a familiar topic with a strong topic statement and sufficient details to support the topic statement.
- Integrated Speaking Tasks: Summarize a written and/or spoken content by stating the main idea and sufficient supporting details to respond to the question.



IELTS Academic Student Learning Outcomes:

Reading: Read long, authentic factual, discursive and analytical texts and accurately answer questions about the content and organization of each passage.

- Identify the main ideas, important details, recognizing the writers' opinions and purpose.

Writing: Respond to two writing tasks with well-organized, coherent responses using a variety of simple and complex sentences and minimizing common writing errors.

- Task 1: Summarize or explain information or data retrieved from a newly-presented graph, table, chart or diagram in a formal written response. Provides a well-developed and well-structured response addressing all aspects of the task.
- Task 2: Plan, outline and compose a formal essay with an introduction, supporting paragraphs and a conclusion in response to a newly-presented perspective, argument or problem. Demonstrate a strong thesis statement and supporting ideas that align with the thesis.

Listening: Listen to conversations and monologues in social, academic and training contexts and accurately answer questions.

- Identify main ideas and detailed factual information; understand the opinions and attitudes of speakers; understand the purpose of an utterance; follow the development of ideas.

Speaking: Respond to three different oral tasks: Part 1 and 3 (Q&A), Part 2 (deliver a briefly prepared response) using a wide range of grammatical structures and vocabulary to deliver coherent and clear responses.

- Part 1: Respond to questions about yourself and range of familiar topics with a strong topic statement and sufficient details to support the topic statement.
- Part 2: Prepare and deliver a short response to an assigned topic stating a main idea and sufficient supporting details to discuss the topic.
- Part 3: Respond to questions connected to the topic in Part 2; demonstrating an ability to discuss more abstract ideas.



The American English & Culture Workshop – 1 Level Program Offered at 4 Levels: Below please find what students will be able to do in each skill area upon the completion of each level in the Workshop. Please note, this program can only be taken at one level.

LEVEL	LISTENING	SPEAKING	READING	WRITING
Intro	Listen to short passages and dialogues and identify the names and locations of basic objects and understand basic biographical information such as names, phone numbers and addresses.	Introduce themselves and others. Ask and answer short and simple questions on biographical information, houses, the time and weather, daily routines, the location of objects and current activities.	Read very short paragraphs with simple sentences and answer comprehension questions.	Complete simple forms with personal details and write basic questions.
Beginner	Listen to short passages and dialogues about directions, food, people's abilities and past events and understand the main idea.	Describe health problems and give advice. Ask for and give simple directions, ask for and give basic information on the location of objects and people, past activities and future plans. Retell short stories.	Read and retell easy short, simple stories written in the present tense and answer comprehension questions.	Compose short basic sentences. Write a short simple personal message.
Intermediate	Listen to short informative and descriptive passages on expanded topics such as transportation, travel and special events, and identify important details and facts and speakers' opinions.	Talk about more complex topics in business and in American culture and customs. Give simple instructions on how to do something; make complaints and comparisons. Orally summarize a short, written passage identifying the main ideas using some new vocabulary retrieved from the text.	Read a short one to two-paragraph passage about an American cultural event and provide an oral summary identifying the main ideas.	Compose one to two paragraphs about an American tradition.
Advanced	Listen to longer conversational exchanges and identify main ideas, specific details and general chronology of events. Listen to longer passages discussing cultural encounters and success stories and identify the main ideas and specific details.	Make requests, give advice and ask about preferences. Talk about business matters and educational and social issues in America. Deliver a 10-minute formal presentation for a professional setting in their field of interest.	Read and comprehend a lengthy story and report a personal experience incorporating the main ideas from the original text.	Read a story and report a personal experience related to the story in two to three organized paragraphs stating the main idea.



Instructional Materials

Forum uses two key texts in its English Program and the American English & Culture: the Interchange/Passages series and English Grammar. Aside from these texts, which are explained further below, the texts for each level in each program have been carefully selected to cater to the primary and secondary goals of that curriculum. Language faculty are encouraged to bring interactive audiovisual supplementary materials to enhance the learning experience for students. Supplementary materials should align with the goals and objectives of the course and help achieve the prescribed learning outcomes.

The Interchange/Passages series are the main textbook series used in the English Program. Forum carefully selected this series as its main text because it is based on the communicative methodology that centers are around presenting topics that extend students' oral and grammatical skills, providing multiple opportunities for students to engage in communicative tasks. This series develops students' control of the language by presenting model language patterns and provides multiple opportunities for students to practice and apply their knowledge in authentic communicative contexts, which is the primary curricular goal at Forum. This textbook series focuses on the improving all the critical skill areas as well as developing accuracy and fluency in language use. Therefore this series is essential to providing students with the necessary vocabulary and a strong foundation in listening, speaking, reading and writing skills that students can use to meet their academic, professional and/or personal development goals.

Another key textbook series that Forum prescribes to is the English Grammar series by Betty Azar and Stacy Hagen. This textbook series offers comprehensive grammar instruction and although the text heavily focuses on grammar it is also integrated with communicative methodologies to primarily improve grammar and develop other skills as well.

The various books chosen for the Test Preparation Program and Test Preparation Level 6 have been selected to deliver comprehensive test preparation. These materials provide thorough guidance and practice opportunities to help properly prepare students for the exam they intend to take.

The use of technology is another critical component in the delivery of Forum's curriculum. Various authentic audio-visual materials, such as YouTube videos, TED Talks, Grammar 3D specialized licensed software, iBT and CB test practice software are all examples of audio-video materials that must be used to maximize students' learning experience.

A complete list of textbooks for each course in each program is outlined in the following pages.

American English & Culture Workshop Textbook List by Level:

Intro Level	Interchange Intro, Fourth Edition by Jack C. Richards (1 st half, units 1-8)
Beginner Level	Interchange Intro, Fourth Edition by Jack C. Richards (2 nd half, units 9-16)
Intermediate Level	Interchange Level 2, Fourth Edition by Jack C. Richards (1 st half, units 1-8)
Advanced Level	Interchange Level 3, Fourth Edition by Jack C. Richards (1 st half, units 1-8)



Intensive English Program Textbook List by Level:

Basic Level 1	<ol style="list-style-type: none"> 1. Interchange Intro, Fourth Edition, by Jack C. Richards 2. Interchange Level 1, Fourth Edition, by Jack C. Richards (First Half) 3. Basic English Grammar, Fourth Edition, by Betty Schramper Azar & Stacy A. Hagen (part 1) 4. Very Easy Stories: A Picture-Based Beginning Reader by Sandra Heyer
Basic Level 2	<ol style="list-style-type: none"> 1. Interchange Level 1, Fourth Edition, by Jack C. Richards (Second Half) 2. Interchange Level 2, Fourth Edition, by Jack C. Richards 3. Basic English Grammar, Fourth Edition, by Betty Schramper Azar & Stacy A. Hagen (part 2) 4. More True Stories: A High-Beginner Reader by Sandra Heyer
Intermediate Level 3	<ol style="list-style-type: none"> 1. Interchange Level 3, Fourth Edition, by Jack C. Richards 2. Fundamentals of English Grammar, Fourth Edition, by Betty Schramper Azar & Stacy A. Hagen (part 1) 3. NorthStar Level 3: Reading and Writing, Third Edition, by Laurie Barton
Intermediate Level 4	<ol style="list-style-type: none"> 1. Passages Level 1, Third Edition, by Jack C. Richards 2. Fundamentals of English Grammar, Fourth Edition, by Betty Schramper Azar & Stacy A. Hagen (part 2) 3. NorthStar Level 4: Reading and Writing, Third Edition, by Andrew K. English
Advanced Level 5	<ol style="list-style-type: none"> 1. Passages Level 2, Second Edition, by Jack C. Richards 2. Understanding and Using English Grammar, Fourth Edition, by Betty Schramper Azar & Stacy A. Hagen (part 1) 3. Writing Academic English, Longman Academic Writing Series, Level 4, Fourth Edition, by Alice Oshima
Advanced Level 6	<ol style="list-style-type: none"> 1. NorthStar Level 5: Listening and Speaking, Third Edition, by Sherry Preiss (CD is optional) 2. NorthStar Level 5: Reading and Writing, Third Edition, by Judy Miller & Robert Cohen 3. Understanding and Using English Grammar, Fourth Edition, by Betty Schramper Azar & Stacy A. Hagen (part 2)
Test Preparation Level 6: TOEFL iBT	<ol style="list-style-type: none"> 1. Barron's TOEFL iBT with Audio CDs and CD-ROM, 14th Edition, by Pamela Sharpe 2. Barron's Writing for the TOEFL iBT with Audio CD, Fourth Edition, by Dr. Lin Lougheed 3. Delta's Key to the TOEFL iBT Advanced Skill Practice, Revised Edition, by Nancy Gallagher
Test Preparation Level 6: IELTS Academic	<ol style="list-style-type: none"> 1. Barron's IELTS with Audio CDs: International English Language Testing System, Third Edition, by Dr. Lin Lougheed 2. Cambridge Grammar for IELTS Student's Book with Answers and Audio CD, by Diana Hopkins 3. IELTS Writing Section (Academic): How To Achieve A Target 8 Score, by Tim Dickenson
College Preparation Level 7	<ol style="list-style-type: none"> 1. Bridge to College Success: Intensive Academic Preparation for Advanced Students by Heather Robertson 2. Ten Steps to Improving College Reading Skills, Fifth Edition, by John L 3. 10 Steps in Writing the Research Paper, Seventh Edition, by Peter Markman & Alison L. Heney



Semi-Intensive English Program Textbook List by Level:

Beginner Level 1	<ol style="list-style-type: none"> Interchange Intro, Fourth Edition, by Jack C. Richards (1st half) Basic English Grammar, Fourth Edition, by Betty Schramper Azar & Stacy A. Hagen (units 1-4)
Beginner Level 2	<ol style="list-style-type: none"> Interchange Intro, Fourth Edition, by Jack C. Richards (2nd half) Basic English Grammar, Fourth Edition, by Betty Schramper Azar & Stacy A. Hagen (units 5-8)
Beginner Level 3	<ol style="list-style-type: none"> Interchange Level 1, Fourth Edition, by Jack C. Richards (1st half) Basic English Grammar, Fourth Edition, by Betty Schramper Azar & Stacy A. Hagen (units 9-12)
Beginner Level 4	<ol style="list-style-type: none"> Interchange Level 1, Fourth Edition, by Jack C. Richards (2nd half) Basic English Grammar, Fourth Edition, by Betty Schramper Azar & Stacy A. Hagen (units 13-16)
Intermediate Level 1	<ol style="list-style-type: none"> Interchange Level 2, Fourth Edition, by Jack C. Richards (1st half) Fundamentals of English Grammar, Fourth Edition, by Betty Schramper Azar & Stacy A. Hagen (units 1-4)
Intermediate Level 2	<ol style="list-style-type: none"> Interchange Level 2, Fourth Edition, by Jack C. Richards (2nd half) Fundamentals of English Grammar, Fourth Edition, by Betty Schramper Azar & Stacy A. Hagen (units 5-8)
Intermediate Level 3	<ol style="list-style-type: none"> Interchange Level 3, Fourth Edition, by Jack C. Richards (1st half) Fundamentals of English Grammar, Fourth Edition, by Betty Schramper Azar & Stacy A. Hagen (units 9-11)
Intermediate Level 4	<ol style="list-style-type: none"> Interchange Level 3, Fourth Edition, by Jack C. Richards (2nd half) Fundamentals of English Grammar, Fourth Edition, by Betty Schramper Azar & Stacy A. Hagen (Review and teach units 12-14 & Appendix)
Advanced Level 1	<ol style="list-style-type: none"> Passages Level 1, Third Edition, by Jack C. Richards (1st half) Understanding and Using English Grammar, Fourth Edition, by Betty Schramper Azar & Stacy A. Hagen (units 1-5)
Advanced Level 2	<ol style="list-style-type: none"> Passages Level 1, Third Edition, by Jack C. Richards (2nd half) Understanding and Using English Grammar, Fourth Edition, by Betty Schramper Azar & Stacy A. Hagen (units 6-10)
Advanced Level 3	<ol style="list-style-type: none"> Passages Level 2, Second Edition, by Jack C. Richards (1st half) Understanding and Using English Grammar, Fourth Edition, by Betty Schramper Azar & Stacy A. Hagen (units 11-15)
Advanced Level 4	<ol style="list-style-type: none"> Passages Level 2, Second Edition, by Jack C. Richards (2nd half) Understanding and Using English Grammar, Fourth Edition, by Betty Schramper Azar & Stacy A. Hagen (units 16-20)
Superior Level 1	<ol style="list-style-type: none"> Raise the Issues: An Integrated Approach to Critical Thinking, Third Edition, by Carol Numrich (units 1-3) Business English, Advanced Level, by Living Language (lessons 1-5)
Superior Level 2	<ol style="list-style-type: none"> Raise the Issues: An Integrated Approach to Critical Thinking, Third Edition, by Carol Numrich (Units 4-6) Business English, Advanced Level, by Living Language (lessons 6-10)
Superior Level 3	<ol style="list-style-type: none"> Raise the Issues: An Integrated Approach to Critical Thinking, Third Edition, by Carol Numrich (units 7-8) Business English, Advanced Level, by Living Language (lessons 11-15)
Superior Level 4	<ol style="list-style-type: none"> Raise the Issues: An Integrated Approach to Critical Thinking, Third Edition, by Carol Numrich (units 9-10) Business English, Advanced Level, by Living Language (lessons 16-20)

Test Preparation Program Textbook List:

TOEFL iBT	<ol style="list-style-type: none"> Barron's TOEFL iBT with Audio CDs and CD-ROM, 14th Edition by Pamela Sharpe Writing for the TOEFL iBT with Audio CD, 4th Edition (Barron's Writing for the TOEFL) By Dr. Lin Lougheed
IELTS Academic	<ol style="list-style-type: none"> Barron's IELTS with Audio CDs: International English Language Testing System 3rd Edition by Dr. Lin Lougheed Cambridge IELTS 9 Student's Book with Answers: Authentic Examination Papers from Cambridge ESOL (IELTS Practice Tests) Paperback, 2013, by Cambridge ESOL



Student Progress and Assessment

Students should hand in all graded assignments on time and all quizzes and exams should be taken on their designated days. Students will be assigned homework daily although daily homework assignments are not required to be completed by students. It is encouraged for students to complete their daily homework assignments for their individual progress since the primary purpose of daily homework is for students to perform well on the larger graded assessments outlined below. Daily homework assignments are not factored into a student's final grade, but rather a means for their personal academic development to perform well on larger, graded assignments, quizzes and exams.

If for some reason a graded assignment cannot be completed or a quiz or exam cannot be taken on the assigned day due to uncontrollable circumstances, students should contact their teacher before class to notify him/her. If the circumstance is excusable, faculty will work with students to catch them up on the graded assignment or to reschedule the quiz or exam. If multiple graded assessments are not completed or taken on the assigned date due to uncontrollable circumstances, then the faculty member will notify the Academic Director. The Academic Director will then schedule a meeting with the student and teacher to devise a progress plan for the student. If the student fails to make progress after the meeting with the Academic Director then faculty will begin to deduct points from the late assignments' grades. These grade point deductions may result in a student not meeting the benchmark percentage to progress to the next level and therefore may need to repeat the level or may be demoted in his/her level placement.

If students are completing their assignments and assessments in a timely manner and still failing to make satisfactory progress, instructors will contact the AD who will then schedule a meeting with the teacher and student to discuss a progress plan for the student.

All homework, graded assignments, quizzes and exams must be completed by the student unless the teacher has given other instructions. Students are prohibited from copying another student's information and this dishonesty should not be tolerated and should be punished with an automatic zero.

If, at the midterm student conference, the instructor sees that the student is in danger of failing the course, the student may be placed in a lower level and will be required to complete all assessments and demonstrate achievement of the learning outcomes of that level.

A Forum student is considered as a completer when he/she completes the program of studies for which he/she has signed for (enrolled for). Forum keeps data on student achievement and course completion.

Student progress is measure based on the below:

Semi-Intensive English Program: student progress for this program is measured in each session through a presentation, two quizzes, assignments and an in-house standardized final exam.

Intensive English Program: student progress for this program is measured in each session through multiple quizzes, multiple assignments as well as an in-house or in-house standardized midterm and an in-house standardized final exam. For Intensive Test Preparation Level 6 please see the below description.

Test Preparation Program: student progress for this program is informally assessed throughout the course through multiple model tests and skills assessment quizzes; however, final progress is formally assessed through the section scores students receive on the final exam which is a complete model test of either the TOEFL iBt or IELTS Academic exam.

American English & Culture Workshop: student progress for this program is measured through one assignment, one presentation, one quiz and an in-house standardized final exam.



Instructors will grade and provide feedback to students on the assessments outlined above in a thorough and timely manner and will provide an original or copy of the assessment to students, if students request so. Instructors will keep with the original or a copy of the assessment in their class portfolios in order to discuss the assessments with each student individually during the mid-session during student teacher conferences.

Intensive, Semi-Intensive and Workshop Progress Criteria:

Advancement depends on a student's grade for each session. To advance to the next level or to obtain a Certificate of Completion, the student must receive at least a C (70%) in their program.

Students who receive 60-69% will be subject to academic probation and will move up to the next level on a conditional basis upon their final exam scores and assignments. In this case, student will need to obtain a 70% on each section of the final exam and resubmit any failed assignments that they scored 59% or lower on. Students who do not receive 70% on each section of the exam, will be allowed to re-take those sections one additional time in order to obtain a passing score on each section. Based on these criteria, the student's teacher with the approval of the Academic Director may allow a student to advance to the next level.

Students who advance to the next level on academic probation must receive a minimum of 75% in order to be removed from probation. Students who do not receive a minimum of 75% during the session that they entered in with academic probation terms will need to repeat the course or be demoted in their level placement.

If a student fails (59% or lower) the student will need to repeat the level or may be demoted in his/her level placement and will be given a warning letter by the Academic Director. The warning letter, which puts students in academic probation, also includes a learning plan with recommendations for improvement.

If an F-1 student fails two consecutive sessions, their SEVIS record may be terminated for failure to make academic progress. If a non F-1 student fails two consecutive sessions may be dismissed from the program.

Language faculty must notify the President and Academic Director if a student is beginning to show poor academic progress. If a student disagrees with his/her academic probation determination, she/she can appeal the decision by filing a formal grievance. The grievance form can be found in the back of this form.

Test Preparation Progress Criteria:

For the five-week, eight-week and 16-week test preparation (Intensive Level 6), courses are not graded for Pass or Fail purposes. The instructor will informally assess student progress throughout the course to ensure that students are meeting the learning outcomes and provide feedback regarding student performance. At the end of the course, a complete TOEFL iBT or IELTS Academic test will be administered and students' scores will be reported. Students will receive a report within 24 hours of taking the exam consisting of their scores for each section (including sub scores) along with a narrative explaining to what extent the student met the learning outcomes of the course. Students in the Intensive English Program Test Preparation Level 6 must demonstrate that they have met the learning outcomes in Level 6 prior to progressing to College Preparation Level 7.

Applicants who are recommended to a particular test preparation course based on their placement and desired score and are unable to due to visa or time limitations, may not meet all of learning outcomes of the course they take. In any case where test preparation students do not meet the expected learning outcomes, Forum may recommend additional practice to the student after completing their test preparation course.

Grading For All Courses Except Test Preparation:

The DOCO will inform continuing students of their final grade and whether they are eligible to continue on to the next level within 24 hours of the last day of each session. Continuing students are given a printed version of their grading sheet on the first Monday of the new session. The DOCO will inform completing students of their final grade within 24 hours of the last day of each session as well. The DOCO must provide completing



students with a Certificate of Completion and official transcript within two days of their last day of class or later if a student would like to arrange for a later pick-up date.

During the student teacher conference halfway through the session, Forum will already be able to have a general idea on whether a student is making appropriate progress to advance to the next level. However, an official determination will be provided within 24 hours of students taking the final exam.

Forum abides by the following grading scale. If a student disagrees with his/her grade, he/she can appeal the grade by filing a formal grievance. See Student Grievance Policies and Procedures section in this handbook.

Grading Scale:

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

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.

Incomplete Grades: An incomplete grade means that a student did not complete all of the assessments in the course either due to short-term study, termination or were unable to turn in assignments or complete assessments.



Academic Policies and Procedures

Course Syllabus:

Instructors should hand out the class syllabus on the first day of class. The syllabus should contain the following components:

- Identifying information: program, level, instructor information
- Textbooks
- Course description/course goal
- Course objectives and student learning outcomes
- Assessment criteria
- Grading and advancement criteria
- Attendance Policy
- Course schedule

Student Conferences:

All faculty members must conduct a mini conference with each student individually halfway through each term. During this conference, faculty members should discuss each student's progress with them and get an idea of how the student is feeling about the coursework. These conferences should take place outside of class hours and need to be scheduled at different times on the same day or over the course of a few days. Faculty members should schedule the appointments with students.

Cheating, Plagiarism and Academic Integrity:

FIEC values academic integrity and does not tolerate the theft of intellectual property. A responsibility of each faculty member is to help students learn what constitutes academic honesty in a U.S. academic community, how to avoid dishonesty and how serious violations are. None of the instances below will be tolerated at FIEC. If a student cheats, plagiarizes or does not uphold academic integrity the instructor will automatically assign a failing grade (F) for the assignment.

It is unacceptable to:

- Give out or asking other students for copies of tests, quizzes and assignments.
- Have or paying a friend to complete an assignment for you or looking and/or copying another persons work.
- Ask 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.
- Share with another person or asking for information about a test, project, quiz, or homework.
- Give out or ask other students for copies of tests, projects, quizzes, or homework.



Student Services Policies and Procedures

Student Service Offerings:

Forum offers its students and alumni a variety of student services. All services are included in the cost of tuition of fees that students pay, unless noted otherwise below.

- **Academic Advising and Counseling:** This service encompasses helping students understand program information in a thorough manner or institutional academic policies and procedures including placement, attendance, advancement and dismissal. Academic counseling also entails assisting students understand the U.S. system of education and academic behavior as well as assisting them in credential evaluation and understanding the application and/or admission process for the college/university of their choice. Students can receive academic advising without an appointment from the Administrator or the Director of Communications and Operations. Students can also receive academic advising from members of part-time faculty and the Academic Director on an appointment basis.
- **Personal Advising and Counseling:** This service encompasses providing students with information about the community and places of interest, helping students get adjusted and understand American culture, explaining to students who are nonresidents the importance of having health insurance, helping them cope with any emergencies, providing advice and explanations for day-to-day errands, issues and documents as well as other nonacademic procedures and routines. Personal advising also includes informing students about state and federal laws that apply to them as well as helping students with professional endeavors such as a job searching. Students can receive personal advising without an appointment from the Administrator or the Director of Communications and Operations. Students can also receive personal advising from members of part-time faculty and the Academic Director on an appointment basis.
- **Immigration Advising and Counseling:** This service encompasses assisting students in understanding immigration regulations that pertain to them, if any. This service is specifically for helping students who are nonresidents or U.S. citizens or F-1 students to achieve compliance with immigration regulations that may limit the programs available to them. Students can receive immigration advising without an appointment from the Administrator or the Director of Communications and Operations. Students can also receive immigration advising from the Academic Director on an appointment basis. If an immigration advising request is too complex for Forum's advisors, students will be directed to Forum's immigration consultant.
- **Cultural Activities & Field Trips:** Forum hosts annual Halloween and holiday parties for students and alumni. Forum also arranges an annual summer picnic/barbeque. Students also go on class field trips to different places in the D.C. metro area outside of regular class hours. All annual parties are at no extra cost to the student. However, students must pay out of pocket for costs associated with field trips if they would like to attend.
- **Teacher Review:** Students and alumni can send important work e-mails, college admission documents, resumes and cover letters to Forum for review.
- **Library Services:** Students are always welcome to check out books, iPads and laptops from the Forum library. Students should log what books they are checking out and must return the book on the date assigned for the book return. In the case that a student loses a book, he/she must pay the full cost of the book. Electronics that are checked out from the library cannot be taken outside of Forum, they are designed to be used at the center only. Students can any member of faculty or staff for library recommendations and should approach the administrator or Director of Communications and Operations if they would like to check out a book or electronics.
- **Digital Forums:** Forum has an official Facebook page and WhatsApp group where students and alumni can ask instructors and staff questions as well as share and exchange information about the latest events their achievements.



Orientation Policies and Procedures

International Student Orientation (F-1 Visa Holders):

Pre-Arrival Orientation: Upon acceptance to Forum, the Administrator emails the Pre-Arrival Orientation packet to F-1 students as well as directs them to the Student Handbook on Forum's website. The Pre-Arrival Orientation Packet contains step-by-step guidance on the next steps in order to ensure compliance with immigration regulations and a smooth arrival to the United States. This packet also contains tips on cultural assimilation as well as guidance to finding health insurance, housing and transportation. The Student Handbook contains information about Forum's instructional style and content, academic expectations, appropriate student conduct, health and safety matters and immigration regulations to be aware of.

Initial Orientation: Upon arrival F-1 students are required to undergo a mandatory initial orientation one day before classes begin, in which they review and learn about program information, policies and procedures, immigration regulations and American culture. During initial orientation students review the Student Handbook and are also given a Guide to the Town Packet, which provides them with information about the area, as well as Fact Sheet that reminds them of the immigration regulations they must comply with. Non F-1 Intensive students have the option to attend the F-1 student Initial Orientation. On the first day of class, the instructor also conducts a brief orientation explaining to students the instructional style and content, the academic expectations, advancement criteria, appropriate student conduct in the class and reiterates the attendance policy.

Non-F-1 Student Orientation:

Pre-Arrival Orientation: Once students have registered for classes, they are guided through the Student Handbook, which contains information about Forum's instructional style and content, academic expectations, appropriate student conduct and health and safety matters. For out-of-country/state applicants, this information is sent to the student after the student has registered for class. For in-country local applicants, this information is explained to the student upon registration. Forum prefers students to undergo the pre-arrival orientation at least two weeks before their classes begin; however, this can be done sooner or later.

Initial Orientation: When students arrive for the first day of class the Administrator or DOCO walks them through the facilities and verbally reiterates the crucial program information, student services available to them as well as the attendance policy. During students' first class session, the instructor also conducts a brief orientation explaining to them the instructional style and content, the academic expectations, advancement criteria, appropriate student conduct in the class and reiterates the attendance policy. Most of this information is included in the syllabus as well.

Ongoing Orientation for All Students:

Ongoing Orientation: Instructors meet with each of their students individually halfway through each term to discuss their progress and to reiterate any relevant program information such as academic expectations and advancement criteria. The DOCO and the Administrator are available to students both new and longer-term on an as-needed basis to offer continuing support in all advising matters and to help understand the school and surrounding area. Forum's DSO is available on an as-needed basis to help students understand immigration regulations and procedures related to maintaining status, vacations, transfers, extensions, employment matters and any other issues that arise for international students. The DSO will reiterate important immigration regulations related to enrollment during continued students' registration period. Both directors are available to students on an as needed basis to help them understand the school and surrounding area and culture



Facilities

Facilities Description:

Forum Intensive English Center is located in the Port Royal Condominium Complex building in Old Town Alexandria, Virginia. The first floor of the complex consists of commercial offices and Forum is located on the first floor in corner suite #102. The building has a reception lobby that students as well as other occupants in the building can utilize. The building is also handicap accessible. The school is located near several bus stops as well as the Braddock Road and King Street metro stations. The building has parking lots in the front and back where students can park their cars.

The school has a large reception area and student lounge, two classrooms, a small kitchenette and a large storage closet. Forum also has laptops and iPads for students to use. The lounge has a comfortable seating area and a water machine for coffee, tea and water. The kitchenette has a small seating and eating area as well as a microwave, fridge and sink for students to use. Restrooms are located on the first floor of the building, a few doors away from the school. Forum has the following equipment available to students and faculty.

- Stereo (2)
- Headphone multipliers (2)
- Headphones (10)
- iPads (2)
- Laptops (2)
- Smart TV with Chromecast Plug In (1)
- Printer/Scanner/Copier/Fax Machine (1)
- White Boards (2)
- Long tables (4)
- Chairs (15)
- DVD player (1)

Use of Forum Property Policy:

Equipment owned by Forum may only be used for school activities or activities approved by Forum. They may not be used for personal purposes. If employees want to use equipment they must obtain permission from either the Academic Director or the Director of Communications and Operation.

Disability Access Policy:

For students who need special arrangements to enter and exit the building due to disabilities, the Director of Communications and Operations will make the necessary arrangements in order for a student to easily access the school. The building that Forum is located in has a ramp in the garage that students can easily access. The DOCO will provide students with a temporary fob to enter the building from the garage.

Parking:

The building that Forum is located inside offers parking in front of and behind the building. All students, faculty, staff and interested candidates can use these parking lots and must check in with the front desk attendant to record their use of the parking lot.



Health Insurance and Housing Policies

Health Insurance Policy:

Forum does not offer health insurance for its students or refer students to a particular healthcare provider. Students should be aware that the United States does not provide socialized healthcare so a major accident or illness can be **very expensive** and stressful. Forum does not require students to purchase health insurance but it **strongly recommends** that all of its international students have health insurance while they are in the U.S. to avoid any major issues.

If you would like to purchase health insurance, the resources below can help you start your search. ****DISCLAIMER**** Forum declares no affiliation or partnership with the below health providers. These health providers were not vetted by Forum Intensive English Center and operate as independent entities.

Health Insurance Providers

- International Student Insurance: <http://www.internationalstudentinsurance.com/>
- Atlas America Insurance: <http://www.atlasamericainsurance.net/>
- ISO Insurance: <https://www.isoa.org/>
- Compass Benefits Group: <https://www.compassstudenthealthinsurance.com/>

Housing Policy:

Forum does not offer any housing accommodations nor does it refer students to particular housing accommodations. If a student needs help finding information, Forum's administrative staff can describe different housing accommodation options in the near area, however administrative staff cannot refer students to a particular housing accommodation.

If a student finds himself or herself in a less than satisfactory housing situation then Forum will explain to the student how to lodge a complaint to the housing institution. If the housing complaint is more of a serious nature, Forum will help the student search for other housing options, but does not recommend or refer any particular accommodations to the student.

If you would like to arrange housing accommodation, the resources below can help you start your search. ****DISCLAIMER**** Forum declares no affiliation or partnership with the below housing providers. These housing providers were not vetted by Forum Intensive English Center and operate as independent entities.

Housing/Homestay Accommodations

- Just Like Home: <https://justlikehome.com/>
- Cities Housing Solutions: <https://citieshousing.com/>
- Homestay Finder: <https://homestayfinder.com>
- Homestay Bay: <http://washington-dc.homestaybay.com/>



Obtaining a Virginia Driver's License or State ID Card

If you are a non-resident temporarily living in Virginia, you are allowed to drive with your home state or country driver's license and license plates for no more than six months.

In order to apply for a Virginia driver's license, learner's permit or state ID card you must provide the following documents to the Virginia Division of Motor Vehicles (DMV):

- Two identification documents
- One document proving legal presence
- One document proving Virginia residency

Primary proofs of identify documents:

- Unexpired passport with expired or unexpired visa and I-94 card
- Unexpired Employment Authorization Card
- Unexpired driver's license or learner's permit from another U.S. state
- Expired or Unexpired drivers license or learner's permit from Virginia

Legal residency documents:

- Unexpired Employment Authorization Card
- An unexpired passport with an expired or unexpired visa, I-94 card and I-20 form

Virginia residency documents:

- Original monthly bank statement no more than 2 months old
- Certified transcript from an accredited U.S. school
- Residential lease agreement
- Utility bill with the applicant's name and address no more than 2 months old



Immigration Policies and Procedures for International Students (F-1 Visa Holders)

Academic Year Definition:

For F-1 students, Forum defines an academic year as two Intensive sessions, which equal eight months of study in its Intensive program. A student can count the time spent studying in F-1 status at the transfer-out school toward any requirement that requires the student to be in a F-1 status for a full academic year (such as qualifying from employment). However, if a student leaves the U.S. and returns on a new Initial Form I-20 instead of transferring, the student cannot count the time spent studying at a previous school.

I-20 Information:

According to immigration regulations, F-1 students are responsible for safekeeping their initial I-20 with the admission number and any previous copies that have been issued to him or her. If students lose their current I-20, Forum will provide a replacement copy with the same information as the last copy including any endorsements for employment or additional notes. Students are responsible for requesting an extension to their I-20 within 30 days before the completion date. Students should discuss this with Forum's DSO.

Forum will issue an I-20 for a 12 months at a time. In cases where students do not have the funds to reflect the 12 months duration of their studies, Forum will issue an I-20 for a shorter period of time in order to reflect the funds available by the student.

Duration of Status:

According to immigration regulations, An F-1 student is admitted for duration of status. Duration of status is defined as the time during which an F-1 student is pursuing a full course of study, which is considered a minimum of 18 hours per week. F-1 students may enter the U.S. up to 30 days before the indicated program started date listed on Form I-20. A student is considered to be maintaining status as long as he or she is making normal progress toward completing a course of study.

Maintaining Student Status:

F-1 students must comply with immigration regulations and Forum's policies and procedures in order to maintain their student status. Forum will provide students with updates to immigration regulations through handout and online updates; however, students are ultimately responsible for maintaining their F-1 status. Students must see the DSO prior to their current semester completing in order to register for the next semester.

Employment Policy:

F-1 student must not work off campus without prior authorization from USCIS. Documented off-campus work without proper authorization will result in loss of status for F-1 students. F-1 students in good standing may apply for employment at the Forum. On-campus work is limited to twenty hours a week and is subject to availability.

Students will be eligible for off-campus employment upon receipt of a USCIS EAD and approval Notice of Action to their application for off-campus employment on the basis of severe Economic Hardship. Forum students are not eligible for Optional Practical Training (OPT) or Curricular Practical Training (CPT).



F-2 Dependents:

F-2 dependents cannot enroll in a full-time program except for avocational or recreational purposes. F-2 children may enroll in elementary or secondary schools full-time. An F-2 may remain in F-2 status as long as the F-1 maintains status. If the F-1 student falls out of status, the F-2 falls out of status as well. F-2 students are also required to keep their passports valid for at least six months into the future. F-2 visa holders are not allowed to work or engage in any business activities.

Termination Policy:

International students must meet all requirements to maintain the F-1 status. Initial students must report to Forum within 30 days of the program start date. If a student enters the United States and does not report or enroll in a full course of study within 30 days of the program start date, Forum will terminate the student's record. An international student's SEVIS record can be terminated for the reasons below:

- Failure to reenroll in a full course of study
- Working without proper authorization
- Expulsion from Forum

Expulsion

A student will be expelled from Forum under the following circumstances:

- Does not respect Forum's rules and regulations set forth in this Handbook. Including but not limited to treating students, personnel and facilities with respect; upholding the academic integrity policy and not using any drugs or alcohol at the center.
- Violates any state or federal laws.
- Violates his/her attendance probation terms and conditions or has consecutive irregular attendance.
- Continually fails to make adequate academic progress and violates academic probation terms.

SEVP Reporting Policy:

Forum 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's early completion of the program
- Disciplinary actions taken against a student for a crime
- A student's start date for the next session
- Current address
- Any notice that SEVIS requests
- Any update to their immigration status in the U.S.

Facts to Remember:

- The earliest a F-1 student can enter the U.S. is 30 days before the program start date.
- F-1 students have 60 days to return to their home country after the program completion date. Students authorized to withdraw before the completion date have 15 days to return to their home country.



F-1 Student Responsibilities:

- Maintain a valid passport throughout studies at Forum.
- Maintain current local address with Forum's DSO. If a student moves, he/she must update their address using form AR-11 and mail it to the address noted on the form. Students must report a change of address within 10 days of moving. Depends must also be reported.
- Request an extension for his/ her I-20 before the completion date

Reduced Course Load Policy:

DSOs may authorize a reduced course load (RCL) if an F-1 students is experiencing academic difficulties, a temporary illness, medical condition or needs fewer courses than a full course load in his/her last term to complete the program of study. RCL allows F-1 students to attend classes part-time. RCL for medical conditions requires medical documentation and cannot exceed a total of 12 months. RCL for academic difficulties such as: improper level placement, unfamiliarity with U.S. teaching methods, initial difficulty with reading requirement or with the English language; can only be used for the initial academic term and students must begin a full course of a study at the next offered term.

Annual Vacation Policy:

F-1 students who have attended full-time for two consecutive semesters and intend to register for study in the semester following their vacation are eligible for a vacation semester, during which they can take a one-semester leave and still maintain active status. Students who are on attendance probation are not eligible for a vacation semester. Students taking an unauthorized vacation will lose their F-1 status with Forum.

Transfer students must have completed a total of eight months of consecutive study, four months of which can be at Forum in order to be eligible for a Vacation Semester. Students, who count time spent at another institution, must present transcripts from the previous institution.

Students cannot take a vacation more than 16 weeks long, as the length of the vacation semester needs to be the equivalent of one semester at Forum. In order to apply for a Vacation Semester please complete the Vacation Request Form.

Travel and Re-entry Policy:

A F-1 student may be readmitted after a temporary absence of five months or less from the U.S., if the student is otherwise admissible. Students must provide a flight itinerary as evidence of their last exit from the United States.

Students should consult the DSO prior to traveling in order to ensure they have all of the required and suggested documentation to re-enter the U.S. successfully. In order to re-enter the U.S. after traveling abroad students must show a valid visa valid, foreign passport, proof of necessary funds to cover tuition and living expenses as well as a current Form I-20 properly endorsed by the DSO for re-entry. If there has been a major change of the information on the student's most recent I-20 such as a transfer or advancing to a higher level of study, students must obtain a new I-20 for readmission.

Students who leave the U.S. and would like to return to Forum, must provide the DSO with evidence of their intention to return as well as have paid at least one month of enrollment upon



return. Evidence includes documentation of a return ticket or indication of a specific start date. If students fail to provide this evidence, their SEVIS record will be cancelled 60 days from their last session end date.

Medical Leave Policy:

If an F-1 student experiences a medical emergency and need to take a break from their studies, they should work with the DSO to either request a Reduced Course Load or a leave of absence that can not exceed a total of 12 months.

Transfer Policy:

A F-1 student can transfer from one SEVP-certified school to another at any given time. Students must comply with immigration regulations and Forum's policies in order to transfer-out of Forum and maintain their student status.

A student must fulfill all financial obligations by his/her transfer release date (the date of the student's transfer in SEVIS). If a student does not fulfill the financial obligations prior to the student's transfer release date, Forum will put the student out of status. Students should work with the DSOs at their current school and the school they wish to transfer to in order to establish an acceptable release date.

A F-1 student is allowed to remain in the U.S. when transferring between schools as long as the students begins classes at the transfer-in school in the next available term or within five months of a student's classes at the transfer-out school, whichever is sooner.

Terminology

- Transfer-Out School – the school the student is leaving
- Transfer-In School - the school receiving the student
- Transfer release date – the date on which responsibility of the student's SEVIS record shifts from the transfer-out school to the transfer-in school.



Transfer-In Policy & Procedures:

Students may transfer to Forum from another school at any given time. Students transferring from another school who are out of status must apply for reinstatement of F-1 status at the same time they are applying for their studies at Forum.

In order to maintain status and facilitate a successful transfer, students should take the following steps:

1. Apply for admission at Forum by providing the following:
 - Completed International Student Application Form
 - Completed International Student Transfer Form Part 1
 - Application Fee
 - Passport copy
 - A copy of F1 visa or Change of Status approval
 - A copy of I-94
 - A copy of I-20
 - A copy of bank statement with current balance or Sponsor Affidavit
2. If accepted, Forum will provide students with an acceptance letter via e-mail or in-person if they are in the state. After receiving the acceptance email from Forum, please make a tuition deposit of at least \$550. Students should then notify the DSO at their current school of their desire to transfer and work with them to set an appropriate release date (the date that Forum takes responsibility for a student's SEVIS record). Students should provide the DSO at their current school with the following documentation:
 - Acceptance letter from Forum
 - Completed Part 1 of the International Student Transfer Form
3. Ensure the DSO at your current school provides Forum's DSO with the completed Part 2 of the International Student Transfer Form.
4. Report to Forum to take the placement test and register for classes at Forum within 15 days of the transfer release date. * Remember to request your I-20 from Forum once your classes begin.

In order to avoid losing status throughout the transfer procedure, students must attend classes at their current school until the transfer release date. Students transferring from another school to Forum who are out of status must apply for reinstatement to F-1 status at the same time that they apply for their studies at Forum.



Transfer Out Policy & Procedures:

Forum strongly encourages students to make transfer plans at least 90 days in advance of their last day at Forum. If students are transferring out of state, Forum urges students to making all necessary accommodation arrangements beforehand.

To transfer to another school a student must apply and be accepted to the school they are transferring to. Students must also inform Forum of the transfer no later than the last day of the current program. Students who do not re-enroll in the next available session or do not notify Forum of their intention to transfer will be put out of status by Forum's DSO at the end of the registration period for the upcoming session.

After a student applies to another SEVP-certified school, the student will need to provide Forum with proof of acceptance and a transfer from the school they wish to transfer to. Forum's DSO will work with the student and the transfer-in school's DSO to set an appropriate release date. Forum's DSO will complete the transfer form and send it to the transfer-in school so the transfer-in school will have all required documents to continue the transfer process.

Departures:

F-1 students have 60 days to return to their home countries after the completion of the program. Students that are authorized to withdraw before the completion date have 15 days to return to their home countries. If students withdraw without authorization, they must leave return to their home countries immediately.

Change of Status:

If a student is in the U.S. on a non F-1 visa they may be able to change their visa status. Depending on the type of visa someone currently has they may or may not be allowed to change their visa to F-1 in the United States. It can take up to six months to approve a visa change of status request. Depending on a student's original visa status they may or may not be allowed to start their studies during the waiting time for the decision. If a change of status request is approved the student may not leave the U.S. and return on the same student visa at any point throughout their studies. If a student leaves then they must return to their home country and apply for a student visa at the embassy or consulate.



Leave of Absence and Expulsion Policies for Non-F-1 Students

Leave of Absence Policy for Non-F-1 Students:

If a student must take more time off than is allowed in their attendance requirement due to an emergency, they may be compensated with prorated tuition. If a student plans to continue the program after the absence then they must make-up the work and still obtain a 70% in the course to continue to the next level.

Since part-time programs are short in length a leave of absence can disturb a student's progress. Thus a student can only request a leave of absence in the case of a family emergency, medical condition or work-related reasons

A leave of absence is permitted in the Intensive English Program for a total of three weeks or the equivalent of 54 hours. If a student must leave in the middle of a session due to a family emergency, medical condition, work-related reasons or an unexpected vacation.

Students must request the leave of absence in writing and in advance of the beginning date of the leave of absence, unless unforeseen circumstances prevent the student from doing so.

If the student does not resume their studies, it will be treated as a cancellation and tuition will be refunded for the time taken for the leave of absence as well any prepaid tuition amounts.

Expulsion/Dismissal Policy:

A student will be expelled from Forum under the following circumstances:

- Does not respect Forum's rules and regulations set forth in this Handbook. Including but not limited to treating students, personnel and facilities with respect; upholding the academic integrity policy and not using any drugs or alcohol at the center.
- Violates any state or federal laws.
- Violates his/her attendance probation terms and conditions or has consecutive irregular attendance.
- Continually fails to make adequate academic progress and violates academic probation terms.



Attendance Policies and Procedures

General Absences and Tardiness Policy:

Tardiness is highly discouraged at Forum. If students are late more than 15 minutes or leave 15 minutes early three times, it should be treated as one absence. Students are responsible for notifying their instructor or the school administrator beforehand via phone or email. Students are also responsible for obtaining class materials and assigned homework from the instructor or their classmates. Students are required to attend a minimum of 80% of each session.

Language faculty notifies the Director of Communications and Operations and the President and Academic if a student is beginning to demonstrate poor attendance. If a student has not showed up to class for several days then the Administrator notifies the students of their performance and informs them of the possible ramifications via e-mail and voicemail. If a student disagrees with his/her attendance probation determination, he/she can appeal the decision by filing a formal grievance. See Student Grievance Policies and Procedures.

Attendance Policy for the Intensive English Program:

If final attendance for a session is less than 80% they will be placed on attendance probation for the next session. If students are on attendance probation, they must attend at least 85% of the next session order to be removed from probation. If students have less than 85% attendance during the probation period then they must speak with the Academic Director, who may require them to meet certain conditions such as make up work to continue with the program or may terminate F-1 students or dismiss non F-1 students from the program.

The policy outlined below applies to all Intensive students except late enrollees. On sessions with one or two day holidays, attendance will be calculated out of the total hours offered and attendance percentages will be slightly rounded to scale for the uneven number of days.

- For the Intensive EP (18) hours per week, the minimum attendance to pass is 230 hours (out of 288) for the session. This means a student cannot miss more than 15 days of class (14 days of 4 hour classes 1 day of 2 hours classes).
- F-1 students who are absent for 15 consecutive days or three weeks without prior authorization or notification will have their SEVIS record terminated.

Late enrollees: Late enrollees must maintain 85% attendance from the day they start their class until the end of the course. Students who do not maintain 85% attendance will be subject to attendance probation.

Important Note for F-1 Students: Due to regulations, F-1 students may only miss class for illness or medical conditions. The DSO will require students to submit a doctor's note for an excused absence due to medical reasons; if the DSO does not require a doctor's note they must document the reason why the note requirement was waived. An unexcused absence is an absence for personal reasons or taking care of an ill dependent or any other personal reason. Unexcused absences could result in attendance probation or termination.



Attendance Policy for Part-Time Programs (Semi-Intensive, Workshop and Test Prep Programs):

If final attendance for a session in the Semi-Intensive is less than 80% but above 70% students will receive a verbal warning from school administration and be required to make-up the work for the days they missed. If final attendance for a session is below 70% then students will be placed on attendance probation for the next session for the Semi-Intensive. If students are on attendance probation, they must attend at least 80% in order to be removed from probation. However, if students have less than 80% attendance during the probation period then they must speak with the Academic Director, who may require them to meet certain conditions such as make up work to continue with the program or determine to dismiss them from the program.

For test preparation programs and the workshop if students exceed the allowed absences or are consecutively absent for several days, they will be placed on attendance probation mid-session and will be required to maintain 100% attendance for the remainder of the program. If students fail to do this they must speak with the Academic Director, who may require them to meet certain conditions such as make up work to continue with the program or determine to dismiss them from the program.

The policy outlined below applies to all students including late enrollees. On sessions with one or two day holidays, attendance will be calculated out of the total hours offered and attendance percentages will be slightly rounded to scale for the uneven number of days.

Late enrollees in the part-time programs must also maintain 80% attendance. The days late enrollees missed due to enrolling late will count against their attendance.

The minimum attendance to avoid attendance probation is as follows:

- For the Semi-Intensive EP (15) hours per week, the minimum attendance to pass is 60 hours (out of 75) for the session. This means a student cannot miss more than 4 days of class.
- For the Test Preparation Program (15) hours per week, the minimum attendance to pass the five-week program is 60 hours (out of 75) and for the eight-week is 96 hours (out of 120). This means a student cannot miss more than five days of class for the five-week program and more than eight days for the eight-week program.
- For the American English & Culture Workshop (9) hours per week, the minimum attendance to pass is 29 hours (out of 36) for the session. This means a student cannot miss more than 3 days of class.



Student Grievance Policy and Procedures

The grievance process provides a means to resolve disputes, which have not been resolved through the normal process of reasoned discussion with the parties involved. The grievance process is intended to define clearly the matters that are at issue; to assure students that his/her complaint or problem has been presented to and considered by appropriate school officials; and to assure the school community that decisions involving students in their relationship to the school are fully considered.

Please keep in mind that whenever possible, all complaints should be resolved by the grievant (student) and the one that has caused the grievance. If a student would like to launch a formal complaint against Forum, they should follow the procedures outlined below.

Forum defines a formal complaint as a complaint of serious nature that cannot be resolved through reasonable discussion. The below situations provide guidance on what Forum considers a formal complaint:

- Sexual Harassment by personnel members or peers
- Mishandling of Finances (includes tuition, books, fees)
- Discrimination
- Grade or attendance and academic probation appeals
- Violation of school conduct policies by personnel members or peers
- Feeling endangered
- Mistreatment by peers or personnel members
- Misinformation provided by personnel member

The below procedures are followed during the formal complaint process:

1. Students should approach the Director of Communications & Operations with verbal information of the complaint (name, action, and date of occurrence (s)). The Director of Communications & Operations will then make the individual aware of the action that needs to be taken, if any.
 - If a student would like to file a grievance against the Academic Director or the Director of Communications & Operations then the student should approach the Director that they are not filing a grievance against.
2. If there is sound evidence of a problem, the Director of Communications & Operations will then notify the student to file a formal grievance (Formal Grievance Form is on the back of this handbook) and submit it to the Director of Communications & Operations.
3. Within five days of receiving the formal grievance, the Director of Communications & Operations will arrange a formal meeting with the DOCO, President & Academic Director and the parties involved to discuss the complaint.
4. A decision will then be made by the President & Academic Director about what action, if any, should be taken. This decision will be based on federal law.
5. If the grievant is unsatisfied with the resolution, he/she may appeal in writing by giving a report to the Director of Communications & Operations. The Director of Communications & Operations will give the report to the President & Academic Director who will then review the appeal and notify the grievant within five days of any further action needed, if any.

*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.



General School Policies for All Students

Privacy of Student Information:

Although Forum does not need to comply with FERPA regulations, the administration encourages language faculty and administrators to keep student records secure and confidential. Language faculty and administrators should not disseminate student information unless it is an emergency, the parent of a dependent child would like to access information or a school official needs to access the student's records for educational interests (including but not limited to academic advising, teaching, financial reasons, discipline). Language faculty and administrators should keep attendance documents, student work and assignments secure and out of plain view.

Release of Student Record Information

If any of the below situations arise, information from the student's 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 then information will be given to people that can assist in the matter.
- Parents of Dependent Students – records are available to parents who have dependent children. Dependent students can be defined by referring to Section 152 of the Internal Revenue Code. FIEC also reserves the right to notify the parents of students under 21 who violate drug and/or alcohol policies at FIEC.
- School Officials (instructors, coordinators and administrative officials) – school officials have the right to access a student's records for educational interests (including but not limited to academic advising, teaching, financial reasons, discipline).
- FIEC will not give out directory information without the written permission of the student. This includes name, address, date of birth, and emergency contact information.

Student and Parental Rights:

All students have the right to access and challenge educational records that are kept by FIEC. Students do not have the right to any information that is about other students. If the student feels that any information in their file is incorrect, the student may submit an explanation on why the information is incorrect and provide documentation to support it.

Photos, Videos and Testimonials:

Personnel of Forum will not post photos or testimonials of students without the student signing the photo/video release form and testimonial release form.

Evaluations:

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

Students also evaluate their overall experience at Forum including Forum's student services, facilities, orientation and office staff upon the completion of their studies. This is a very important evaluation as Forum is a student-centered program and the student's feedback is necessary for program improvement and growth. The evaluations are read and analyzed by the Director of Communications and Operations. Actions are taken accordingly.

All evaluations at Forum are anonymous.



Advising Policies and Procedures:

Part-time faculty, the Administrator, the Academic Director and the Director of Communications and Operations are responsible for providing advising services to students. Part-time faculty are responsible for academic and personal advising; whereas the Administrator and directors are responsible for academic, personal and immigration advising.

Students do not need to make an appointment to receive advising or counseling services from the Administrator or the DOCO. However, students must make an appointment with part-time faculty members or the Academic Director to receive advising services.

All advisors try to provide students with immediate guidance. If an advising request requires additional research, advisors should aim to provide guidance to the student within five days of the advising session, if possible. If an advising request is too complex for Forum's advisors, students may be directed to a qualified individual to assist students in their advising needs.

Library Policy:

Students are always welcome to check out books, iPads and laptops from the Forum library. Faculty members are encouraged to provide students with suggestions on books to check out from the library to improve students' proficiency. Students should log what books they are checking out and must return the book on the date assigned for the book return. Students should see the Administrator to check out and return books. In the case that a student loses a book, he/she must pay the full cost of the book. Electronics that are checked out from the library cannot be taken outside of Forum. They are designed to be used at the center only.

Center Policies:

- Students MUST speak ENGLISH ONLY at all times at Forum!!
- Cell phones must be silenced or powered off in the classroom.
- Students and faculty must always come to class prepared and on time.
- Smoking is allowed only outside of the building in designated areas.
- Usage of the printer and scanner must be approved by the administrator.
- Students and personnel must dress in a respectful manner.
- Drugs and alcohol use are not tolerated at Forum.
- Students and personnel must treat each other and the facilities with respect.

Copyright Policy:

Forum Intensive English Center will not reprint material that violates the fair use provisions of the U.S. Copyright Law. Forum requires employees and students to respect the use of copyright protected materials of others. Forum acknowledges that copyright infringement is a violation of the law and requires all members of staff, faculty and students to comply with copyright laws and adhere to this copyright policy. Publicly available information such as material posted on the Internet is not free from copyright protection. Please do not copy or download any published materials, texts, manuals, books or audio video materials. Copyright infringement can result in legal disciplinary action.

Forum respects copyright rights including but not limited to:

- Rights of owners of third party materials used in teaching
- Rights of students in all material they create in and for Forum
- Rights of teachers and staff have in any material they created prior to being employed at the school and in any material created while employed at Forum
- Rights of software and resource publishers in all material used by teachers and or staff of Forum



Holidays:

The Forum Intensive English Center dismisses class for the following holidays:

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

Accessing Correspondence Policy:

E-mail and phone are the primary forms of communication used to reach the directors, faculty, staff and students. Forum's Facebook page and WhatsApp group can also be used to exchange communication among students, faculty, staff and the directors. Forum does not assign institutional email accounts to faculty, staff or students; thus, personal communication lines must be used. The directors, faculty and staff are responsible for accessing correspondence from Forum or students through their personal e-mail accounts and phone lines. The directors, part-time faculty as well as the Administrator have the added responsibility to respond to inquires on Forum's Facebook page and WhatsApp group and will be granted appropriate access to do so.

Immigration Law Compliance Policy:

All students and personnel must comply with immigration laws that govern that amount of study, whether full-time or part-time, permitted to students depending on the immigration status. For a comprehensive list of what type of study is allowed please see the Administrator or the Director of Communications and Operations. U.S. residents and citizens are permitted to take the program of their choice, there are no restrictions in regards to hours of study they are allowed. Administrators verify and make copies of the necessary documentation to verify a student's status.

Health and Safety Policy:

Safety and health at Forum must be part of every operation. The safety and health of every employee is a high priority. Management accepts responsibility for providing a safe working environment and employees are expected to take responsibility for performing work in accordance with safe standards and practices. Safety and health will only be achieved through teamwork. Everyone must join together in promoting safety and health for all students and personnel and take every reasonable measure to assure safe conditions at Forum.

Safety Procedures for Activities:

For any injuries or illness on or off campus, students should notify a faculty or staff member or one of the directors immediately. If a personnel member or student is injured and requires more than first aid and students cannot reach another personnel member to notify them of the injury, students should call 911 and act as directed.

Activity Waiver Policy:

If Forum hosts a social gathering outside of the institution, students must sign a waiver prior to attending the event to indicate that they will not hold Forum responsible for any risks or hazards associated with the social gathering.



Payment, Refund and Cancellation Policies

Payment Policy for the Full-Time Intensive Program (Includes Test Prep Level 6):

All student payments should be made on time unless the student has arranged an agreement with Forum's Director of Communications and Operations or Administrator. The application fee is non-refundable and must be paid at the time of applying to Forum for non F-1 Intensive students. Students who do not need an I-20 can pay the application fee at the time of registration. All students will purchase all of their required books from Forum upon registering for class. All book fees are non-refundable.

A \$550 tuition deposit is required for all Out of Country F-1 applicants to the Intensive Program applicants. For all Intensive students, full tuition is due by the first day of class unless a student has arranged a payment plan. Forum does not require advance payment of full tuition. Applicants that would like an I-20 for the purpose of changing their visa status to student (F1) visa must make a full tuition deposit. Intensive students who cannot pay the entire session's tuition upfront may be allowed to pay their tuition in installments. Students should arrange this with the DOCO. Students can either pay the entire tuition upfront on or before the first day of class or they can split tuition into two payments – the first payment must be made on or before the first day of class and the second payment must be made halfway through the session. Students can also split the tuition into four monthly payments with the first payment made on or before the first day of class and the remaining payments made in four-week intervals arranged with the DOCO.

Students attending for only partial term can receive prorated tuition for their shorter course length. If a F-1 student's Change of Status is approved and the approval date occurs after the start of a current session, the student will be responsible for the entire session tuition.

Refund Policy for the Full-Time Intensive Program (Includes Test Prep Level 6):

All refunds will be calculated using the last date of attendance and will be made within 30 calendar days from the date of cancellation (the date the student gives written or verbal notice of withdrawal).

Cancellation Prior the Start of Class or No Show:

Forum requires written notification of a student's cancellation at least 30 days before the start of class to receive a full tuition refund of any funds paid or deposited toward tuition. Forum's application fee and express mailing fees are non-refundable. If Forum is NOT notified of a student's cancellation at least 30 days before the start of class, no refund of any tuition payment or deposit will be returned. If a student never enters the country on Forum's I-20 a student will receive a full tuition refund minus any non-refundable fees. If a student enters the United States on Forum's I-20 and then cancels their enrollment or does not show up to class, no refund will be given. If a student's application is rejected by Forum or a student is not granted a student visa, a full refund minus non-refundable fees (application fee and mailing fees) will be issued. Proof of the rejection is required.

Withdrawal, Termination or Expulsion After the Start of Class:

- Tuition will not be refunded to students who withdraw after classes begin.
- Termination or expulsion due to student misconduct: no refund will be given if a student violates any of Forum's rules and regulations or state or federal regulations.
- If a student is terminated or dismissed from Forum for irregular attendance and/or academic failure, no refund will be given
- If a student takes a temporary absence midsession, no refund will be given; however, if the student returns and continues his/her studies, Forum will prorate the tuition of the next session based on the days paid for in the previous session.



Payment Policy for Semi-Intensive, Workshop and Part-Time Test Preparation Programs:

All student payments should be made on time unless the student has arranged an agreement with Forum's Director of Communications and Operations or Administrator.

Students must pay the application fee and book fees, if Forum is purchasing the books on behalf of the student, upon registering for all programs at Forum. Forum does not consider a student registered until the application fee and book fees are paid. Students have the option to purchase books independently and not through the school. For payment deadlines a grace period of a week or longer is sometimes granted if approved by the Director of Communications & Operations. Returning students do not need pay the application fee if they return to Forum within two years, but they will need to pay book fees (if Forum is purchasing the books on behalf of the student) and part of their tuition fees in order to reserve a space for an upcoming session (tuition fees are refundable, book fees are not).

Students can either pay the entire tuition upfront on or before the first day of class or they can split tuition into two payments – the first payment must be made on or before the first day of class and the second payment must be made halfway through the session.

Refund Policy for Semi-Intensive, Workshop and Part-Time Test Preparation Programs:

Forum Intensive English Center requires verbal or written notification (e-mail is okay) of a student's cancellation or withdrawal before the start of a new session to receive a refund except for **non-refundable fees, which includes the application fee and the book fees if Forum purchased the books on behalf of the student.** All refunds will be calculated using the last date of attendance and will be made within 30 calendar days from the date of cancellation (the date the student gives written or verbal notice of withdrawal). If a student notifies the administrator in advance of the start of class that he/she will not be able to complete the full program; the administrator has the discretion to give prorated course price on a case-by-case basis.

Cancellation Prior to the Start of Class or No Show: If a student cancels their attendance in the program prior to the start of a new session then a student will receive a full refund minus any non-refundable fees such as the application fee and book fees.

Withdrawal, Dismissal or Expulsion After the Start of Class:

- Tuition will not be refunded to students who withdraw after classes begin.
- If a student is on attendance probation and has irregular attendance (less than 80%) and does not notify their instructor or office staff and does not reply to any communication of behalf of FIEC to return to class then it is treated as a dismissal and no refund is given.
- If a student is expelled due to misconduct such as violating any federal or state laws or violating Forum's rules and regulations, no refund will be given.



Additional Payment Information Related for All Programs:

Non-Payment Consequences:

If a student has set up a payment plan, failure to make payments on or before the due date for each installment will result in a \$25 late fee for each week the payment is late. Students must pay in a timely manner in order to be allowed to attend class. If a student is not allowed to attend class due to a failure to pay, it may affect the student's attendance percentage, which may possibly lead to termination. This is particularly important for F-1 students.

Payment Methods

- Cash in U.S. currency only and in-person! DO NOT SEND CASH!
- Wire transfers in U.S. dollars. Payee must pay all transaction fees, regardless of whether the wire transfer is incoming or outgoing (as in the case of a refund sent to the student by Forum)
- Personal, certified or company bank checks. All checks must be from U.S. banks in the Federal Reserve System. If the check is from a sponsor or company, the student's name must be written in the memo area. Temporary or starter checks are NOT accepted.
- Traveler Checks from U.S. banks or major credit card companies, such as American Express and Citibank.
- Money orders in US dollars drawn on US banks. Forum does not accept Money Orders in U.S. dollars drawn on non-U.S. banks.
- Major credit and debit cards: Forum accepts Visa, MasterCard, American Express, and Discover.



Acknowledgement of Student Handbook Receipt/Enrollment Agreement

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

Name

(Signature of Student)

Date



Formal Student Grievance Form

Return completed form to the Director of Communications & Operations. 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

Complainant Information

Name:
Telephone Number:
E-mail Address:
Did you attempt to resolve this issue informally? <input type="checkbox"/> Yes, on _____ (Date) <input type="checkbox"/> If no, why not? _____
Please attach list of correspondence, if any

Date:

Date and Time of Incident:
Location:
Witness 1 Name:
Witness 1 Contact Information:
Name of alleged offender (person who you feel did something wrong):
Describe what happened (please attach copies of any documents that you feel could help this investigation):

Description of Complaint

What do you think should be done about this?
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)

Complaint Requests:

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

