



# **Student Handbook TAHS English Institute**

**Updated 1/1/23**

***This handbook supplements the Immigration Rules & Regulations Guidelines (if applicable).***



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## **Our Mission**

The Academy at Harvard Square (TAHS) English Institute provides high-quality English education to English-as-a-Second Language or English-as-a-Foreign Language learners at the postsecondary level. TAHS EI intends to use its English education as the main tool to transform individuals into prime human resources who have confidence and competence in an American university, and ultimately, in the global economy. TAHS EI intends to prepare and empower English language learners to build a better life in a better society and inspire them to become global-minded leaders in their communities.

## **Before You Read**

During orientation, bilingual translation may be made available to students who need it to understand any policies and services in Korean, Chinese, Japanese, Spanish, Russian, and Hindi. Throughout the program students who need bilingual support may request it at the front desk by appointment if available.

## Admissions Policies and Procedures

You are receiving this Handbook because you have been admitted into the English Institute as an EI student. Your application indicates that you have the ability to benefit from intensive English study at EI.

TAHS EI Admissions began with an initial consultation outlining your goals and time period in which you are able to complete your intensive English program. This information has been kept to help TAHS EI uniquely prepare you for daily-use and higher education in the United States- be it general use, undergraduate, graduate, post-graduate study, or professional advancement.

When making its determination, the Institute reviewed all parts of your application for completeness. As part of this process, the Institute may have required you to submit biographical and other information, including references that are kept secure and are only available to the EI Director and Assistant Academic Director.

You were considered for admission without regard to race, color, religion, sex, age (16 years or older), disability, ethnicity, marital status, genetic information, sexual orientation, national origin or veteran's status.

The Institute reserves the right to deny readmission to students who violate academic integrity and/or failed to make academic progress as outlined in the Institute's catalog or when it is deemed in the best interest of the Institute or the applicant to do so. Students looking for readmission may be required to prove that he/she is academically and emotionally prepared to pursue intensive English study prior to enrollment.

## Required and Optional Services

### Required Services

The following services are included as a part of your tuition and fees:

#### 1. Student Progress Report

- You will receive a regular progress report that will notify you of your progress.
  - Full-time students will receive a report at the end of each semester
  - Part-time students will receive reports at varying times depending on their program.
- Progress reports will indicate if you have made satisfactory progress on your assessments and provide you with an explanation of your progress.
- You may request to discuss your progress report with the academic manager or your teachers by scheduling an appointment with the manager or teacher(s).

#### 2. Mock Test and Test Report

- EI students are encouraged to take ETS mock tests (TPO). You will receive a registration form to take a TPO test that includes an \$80 fee to take a full test (4 hours) which includes the test result and teacher's feedback. Please register for the mock test with the office manager at the front desk along with the test fee 2 weeks in advance.
- Test reports will be issued within 3 business days of the test date.

#### 3. ETS TOEFL Registration

- The English Institute can register students who attend classes at the English Institute for the official ETS TOEFL iBT test, taken at our location (30 JFK Street, 3<sup>rd</sup> Floor site-code: STN#13223A).
- The English Institute does not pay for your official test fee.
- Check with the office manager for the most-up-to-date information on when TOEFL tests are held at our location.
- You may inquire about available seats up to two weeks before the official test-date. Registration is first-come-first-serve basis.
- The free registration service expires three months after you exit the English institute's academic English program.
- TAHS is not responsible for any misprocessing that may be caused by the student or ETS.

#### 4. Academic Consultation

- You may request to speak to the EI Director in-person about any academic issues, concerns, or accomplishments. Simply schedule an appointment at the front desk.
- EI does not provide personal advising at any time.

#### 5. Immigration Advising

- You may request to speak to the international student advisor in-person about your stay, health, any academic issues or concerns that may affect your immigration status. Simply schedule an appointment at the front desk with the advisor.

### Optional Services

The following services are optional and maybe purchased as needed:

1. Additional practice tests (\$80.00/test); additional tests must be scheduled at least one week before the date requested. The office manager will do his/her best to accommodate all date requests.
2. Directions for seeking advice for additional immigration, personal counseling, or other needs (free of charge). (Includes only official and appropriate websites, university offices, transportation, and hospitals.)

## Pre-arrival Preparation & Orientation

### Pre-arrival

- Before you begin your orientation, you receive pre-arrival preparation. Your pre-arrival preparation includes reviewing the enrollment terms and conditions, immigration rules and regulations, and basic understanding of EI events and activities (academic and non-academic).
- If you are in the Cambridge, MA area you may take your placement test earlier and complete orientation.

### Orientation

- Orientation is conducted no later than one week before the start of classes. You are required to take your placement test at this stage.
- You receive a review of information that was covered in the pre-arrival orientation and are given the opportunity to ask additional questions about EI curriculum, immigration, classes, activities, and facilities.
- You receive your confirmed schedule and a quick tutorial of TutorPanel.com (TAHS EI scheduling website).
- During orientation, you receive a breakdown of goals for each course/level, and what you and the Institute should expect to achieve together. You receive a walking tour of the facilities, rules and regulations about the use of facilities, policies on progress & completion, and code of conduct.

### Throughout the academic program:

- Every four to six weeks you will be reminded of your individual academic goals. You will be invited to attend optional neighborhood and cultural events including campus visits, special lectures, and holiday activities.



## Using TutorPanel Scheduling

You are required to become familiar with TutorPanel.com. TAHS EI uses this web-based scheduling program to allow you to see your schedule.

Please follow the directions below:

1. Provide the admissions manager a valid email address that you check regularly. He/she will have sent you a login ID and password to access your schedule 2 business days after you have completed registration.
2. Directly visit Tutorpanel ([www.tutorpanel.com](http://www.tutorpanel.com)), or you can visit our website ([tahsenglish.com](http://tahsenglish.com)). The login box is located on the top right-hand corner of the webpage.
3. Login with your username and password.
4. Click on the calendar tab and view your calendar.

## Attendance

All F-1 students must be familiar with US immigration rules and regulations related to attendance. The DSO is required to report a student to the US government if the student breaks the TAHS EI attendance policy:

If you are enrolled in a group class, the class hour or make-up class times cannot be adjusted. Students must maintain a 90% attendance rate in each course (missing up to 6 days or 11 classes per semester). Students will be required to present a doctor's note or equivalent to have an excused absence. If they do not meet this attendance requirement, they may need to take supplemental 1:1 courses for an additional charge if they miss a large part of the session or repeat the course. F-1 student visa status may be revoked if you do not follow this policy.

If you are enrolled in a 1:1 class, you must notify the enrollment manager no later than 1 week in advance of your request. A verbal notice should be supplemented with a written notice by paper or email. If you are a no-show or make a last-minute cancellation (within 1-4 days of the scheduled class), you will lose your credit hours. If you are absent for longer than 4 weeks, one class per 4 absent weeks is subtracted from your reserved number of classes as a maintenance fee. Students who have more than three unexcused absences may be put on academic probation or removed from the program. If a student is absent as a result of medical or other serious issues, missed classes may be considered for rescheduling.

## Using Gmail & Google Drive

TAHS EI educators and staff strongly recommend you to set up a Gmail account if you do not have one already. Through Gmail, you and your teachers can share files, assignments, learning material, and save your work/teacher's comments in Google Drive. You can make documents, spreadsheets, and presentations.

You can request help to setup your account upon registration or follow the directions outlined below:

1. Visit [www.gmail.com](http://www.gmail.com)
2. Click on Create account
3. Follow create account prompts

## Student Housing

TAHS EI does not provide student housing at this time. EI recommends students looking for housing to review university websites for off-season housing options, or receive guidance from housing professionals such as verified listing agents.

## Recreational Activities

TAHS EI welcomes students to participate in recreational activities which includes lunches/dinners, field trips to museums or universities, and other local events held in our diverse community.

The institute announces if any activities or events require an additional charge, and the student may decide to opt in or out to attend.

When engaging in extracurricular activities during the program period, the student shall comply with the rules and regulations of the hosting organization and the direction of the Institute member attending the event with the group. Please read the section on Code of Conduct at the end of this handbook.

During new student orientations, administrators will introduce the risks of participating in EI events in a general manner, and an accident waiver and release of liability form is introduced before each event is held. Students are required to sign the form before participating in any outdoor activities held by EI. By signing the waiver form, students certify that they will assume all of the risks of participating in activities associated with the recreational event.

## Student Progress & Completion

You are informed of your progress and completion in courses and your progress from level to level through a final progress report. This progress report is produced at the end of each semester (12 weeks) for full-time students. During the course, you get feedback from the teacher through completed assignments and assessments.

### **Intensive English program:**

Over a period of 12 weeks (session A) or 6 weeks (session B), level 1-2 students must achieve a minimum average of 70% on their formative and summative assessments (e.g. quizzes, midterm, and final) in all three core courses, while level 3-4 students must achieve 70% on their assessments in three out of four core courses to progress into the next level. However, the student needs to be within a 10% passing rate of 70% (60% or more) in the course he/she failed. If a student starts at week 7 of 12 (session B) and passes 1 quiz and the final, he/she is permitted to progress into the next level. If either student type (Session A or Session B student) fails (scoring below 70% total average) then he/she must repeat the level starting at week 1 of 12. A student is allowed to repeat the course 3 times within 1 academic year.

Students are also able to inquire about their results at any time through email with the student achievement manager and EI director.

High unexplained absence rate in one course are grounds for academic probation or removal from the program. The student must provide medical documentation supporting his/her absences to be excused.

The program expects students entering level 1 to complete the program through level 4 in 15 months (five 12-week sessions). Students entering at Level 2 or higher are expected to complete one level in 12 weeks.

Considering the maximum number of times a level may be repeated, the maximum time in which students need to complete the full course of study is 45 months (fifteen 12-week sessions).

## Appeals Process

If you disagree with any assessment grade that impacts your progression into the next level, you may appeal the course grades/promotion decisions in an Appeals Form available at the front desk.

Attached to the form, you are required to present any proof you feel is appropriate to defend your change request. The administration will also do its part in reevaluating the results of a final assessment and analyze the teacher's body of work defending his/her reasoning for the grade. You will receive a written response to your appeal within 1 week.

## Placement Guide & Achievement Scale

TAHS EI has three semesters (Spring/Summer/Fall) and two enrollment periods each semester. Upon arrival at the TAHS English Institute, the student is required to take a placement test and is placed in one of the four levels of the intensive English Program. Depending on the date of enrollment, the student will begin in either Session A or Session B.

The level-to-level progress is determined when the student has achieved at least 70 percent of the student learning outcomes in all 3 courses in levels 1-2, and at least 70 percent in 3 skill areas (out of 4) in levels 3-4 based on the course assessments. The skill area below 70 percent in levels 3-4 also needs to be over 60 percent of the student learning outcome.

If a student fails, he/she must repeat the level starting at the beginning of the next semester (Session A), regardless of when they began their studies, session A or B. See next page for a summary of the achievement scale.

## TAHS English Institute Intensive English Program Achievement Scale

**Overview of Achievement:** The student takes a placement test that determines his/her initial level placement. After achieving at least 70% of the objectives in assessments of each course in levels 1-2, and at least 70% in 3 out of 4 courses in levels 3-4 (over 60% in the fourth course), the student may progress to the next level, exit the program, or enroll in the TOEFL Program after finishing Level 4.

Placement Score (out of 120 pts)	Level	Language Skill Area Goals				Grammar	Vocabulary
		Speaking	Listening	Reading	Writing		
0-19 A1	<b>Level 1 A-B</b> Foundational English (12 weeks)	Students differentiate between parts of speech and communicate in very basic form on matters of immediate need.	Students get accustomed to English sounds and pronunciation delivered at very slow speed.	Students learn the alphabet and cardinal numbers to prepare to process basic information in English, e.g. calendars, dates, days, names.	Students produce writing of immediate need, e.g. filling out a form with basic personal information.	Students begin to develop some basic grammar knowledge for everyday use.	Students can understand and use some of the highest frequency vocabulary in daily life.
20-39 A2	<b>Level 1 C-D</b> Foundational English (12 weeks)	Students use simple form and content to communicate successfully in daily and community activities.	Students gain a general understanding of daily conversations, community announcements and rules by noting key words and simple sentences.	Students read to understand essential information and build general knowledge about daily life, culture, and community.	Students write grammatically correct and coherent simple sentences with basic vocabulary for daily use in email, notes, and expressing personal preferences.	Students can develop foundational grammar knowledge for basic communication in daily life.	Students can understand and use the highest frequency vocabulary for exchange of information on familiar topics and activities.
40-59 B1	<b>Level 2</b> Foundational English (12 weeks)	Students develop basic fluency and content to summarize and discuss daily life scenarios and social issues in a verbal presentation.	Students comprehend short discussions by outlining key facts/details and organizing notes, as well as demonstrate understanding by adequately responding to verbal and written comprehension questions.	Students read to expand their knowledge base and dissect a variety of common text formats (e.g. announcements, news briefs, scripts, articles, synopsis).	Students compose structured sentences and paragraphs with language appropriate for formal and informal written communication.	Students can expand their grammar knowledge for day-to-day communication.	Students can understand and use high frequency vocabulary to describe everyday activities and personal experiences.
60-79 B2	<b>Level 3</b> Academic English (12 weeks)	Students communicate academic content clearly and accurately and can engage in academic discourse with	Students understand a variety of academic specializations at the university-level by gaining deeper knowledge and advanced word recognition in	Students read to expand analytical ability and critical thinking at the university-level by dissecting academic subject matter.	Students write on familiar and unfamiliar subject matter and specializations at the university-level using information from	N/A	N/A

		peers and educators.	unfamiliar subject matter.		vast academic references.		
80+ B2-C1	<b>Level 4</b> Academic English  (12 weeks)	Students communicate on a variety of discourses clearly and concisely with peers and educators (e.g. opinion, research, and analysis).	Students understand a wide range of academic and career related discourse at university level by recalling, organizing, and analyzing facts and details.	Students enhance critical thinking skills through analysis and evaluation of a wide range of subject matter at the university level.	Students write to expand the range of style, form, and length that may be used in a variety of academic disciplines and professional life situations.	N/A	N/A

## Interpretation of Achievement Scale

Placement Score (out of 120 pts)	Level	Student Learning Outcomes					
		Speaking	Listening	Reading	Writing	Grammar	Vocabulary
0-19 A1	<b>Level 1 AB</b> Foundational English (12 weeks)	<p><b>Form</b> Construct most sentences with the correct word order (subject-verb-object) in simple present or simple past tense.</p> <p><b>Content</b> Use simple phrases and sentences to ask and answer questions on very familiar topics like what I usually do, where I live, and the people I know.</p> <p><b>Fluency</b> Speak with word clusters and some intonation during a short, allotted time of 30 seconds to one minute.</p> <p><b>Clarity &amp; Accuracy</b> Express ideas with only four to five noticeable grammatical errors in basic sentences.</p>	<p><b>Word Recognition</b> Recognize familiar words and very basic phrases concerning myself, my family and immediate surroundings when people speak slowly and clearly.</p> <p><b>Depth of Knowledge</b> Begin to apply knowledge of daily topics such as family relationships, schedules, and neighborhood to understanding simple conversations.</p> <p><b>General Comprehension</b> Recognize greetings, introductions, and some simple instructions in daily conversations.</p> <p><b>Organization &amp; Discourse</b> Paraphrase some key information of a short conversation in simple words based on a slow delivery and teacher assistance.</p>	<p><b>Comprehension: key ideas</b> Identify key ideas in a short notice, poster, community announcement, or a short paragraph.</p> <p><b>Vocabulary &amp; Grammar</b> Apply a list of top 400 daily-use words and basic grammatical structures to understand the topic and main idea of short reading texts.</p> <p><b>Integration of Knowledge and Ideas</b> Basically paraphrase the purpose and main idea of a short notice or a short paragraph.</p>	<p><b>Text Types and Purposes</b> Write short and simple social messages and complete registration forms requiring personal information like name, nationality, and address.</p> <p><b>Production of Writing</b> Choose and utilize tenses and vocabulary to communicate simple thoughts, opinions, daily activities, and past events.</p> <p><b>Build and Present Knowledge</b> Write two-to-three simple sentences about familiar topics using simple/basic daily-use vocabulary and simple sentence structure.</p>	<p><b>Production</b> Select and utilize basic grammatical forms to convey ideas in short, simple sentences.</p>	<p><b>Comprehension</b> Identify the meaning of the highest frequency vocabulary in simple sentences.</p> <p><b>Production</b> Choose and utilize some of the highest frequency vocabulary to complete simple statements and write one to two simple sentences.</p>
20-39 A2	<b>Level 1 CD</b> Foundational English (12 weeks)	<p><b>Form</b> Construct sentences in simple past, present, and future tense with accurate word order (subject-</p>	<p><b>Word Recognition</b> Identify basic tenses, and pronunciation of keywords used in simple sentences of a conversation or announcement.</p>	<p><b>Comprehension: Key Ideas</b> Identify central ideas and basic details in a community announcement and a one-two</p>	<p><b>Text Types and Purposes</b> Write simple social messages and complete forms requesting personal information;</p>	<p><b>Production</b> Select and utilize basic grammatical forms correctly to complete statements</p>	<p><b>Comprehension</b> Identify the meaning of the highest frequency vocabulary in short texts.</p>

20-39 A2	<p><b>Level 1 CD</b> Foundational English (12 weeks)</p>	<p>verb-object) in order to express a relationship with time including a simple memory or series of events.</p> <p><b>Content</b> Describe a single past, present, or future event or series of events while discussing family and handling daily life activities such as banking, housing, transportation, and community events.</p> <p><b>Fluency</b> Speak, using basic discourse markers (and, so, but, also, because) with simple rationale, and some unnatural pauses during a short-allotted time of one to two minutes.</p> <p><b>Clarity &amp; Accuracy</b> Express ideas with only three to four noticeable grammatical errors in basic sentences.</p>	<p><b>Depth of Knowledge</b> Apply knowledge of daily topics such as banking, travel, and community resources that require comprehension of simple conversations.</p> <p><b>General Comprehension</b> Recognize simple greetings, introductions, and identify personnel roles, instructions, and details presented in daily conversations and community announcements.</p> <p><b>Organization &amp; Discourse</b> Note and briefly paraphrase key information based on a slow delivery and with the help of visuals, and who uses visuals.</p>	<p>paragraph news article.</p> <p><b>Vocabulary &amp; Grammar</b> Apply a list of top 1000 daily-use words and grammatical structures to understand the topic and main idea of general texts, community announcements, and news articles.</p> <p><b>Integration of Knowledge and Ideas</b> Basically paraphrase the purpose, main idea, and one detail of an announcement or news article.</p>	<p>outline a basic response with one example from a memory or cultural reference.</p> <p><b>Production of Writing</b> Choose and utilize tenses and vocabulary words to communicate simple thoughts and preferences, opinions, past events, daily activities, and future plans.</p> <p><b>Build and Present Knowledge</b> Write three-to-four simple sentences about familiar topics using simple/basic daily-use vocabulary and simple sentence structure.</p> <p>Outline thoughts and an example in a structured sequence using a graphic organizer.</p>	and convey ideas in simple sentences.	<p><b>Production</b> Choose and utilize the highest frequency vocabulary to complete and write short paragraphs with three to four sentences.</p>
40-59 B1	<p><b>Level 2</b> Foundational English (12 weeks)</p>	<p><b>Form</b> Construct simple sentence structures with transition words and simple conjunctions (and, so, but) to explain basic relationships of ideas such as time, and cause and effect.</p>	<p><b>Word Recognition</b> Identify 2 advanced tenses, parts of speech, daily-use vocabulary, irregular verbs, and stress on keywords or in a conversation, podcast, audio, or news brief.</p> <p><b>Depth of Knowledge</b> Summarize understanding from broad contextual clues</p>	<p><b>Comprehension: Key Ideas</b> -Identify major themes and central ideas in the text and summarize B1 level one to three paragraph texts from various resources on a familiar topic.</p>	<p><b>Text Types and Purposes</b> Formulate reasons and examples to support claims in response to common questions presented in daily life (e.g. societal trends from news, emails,</p>	<p><b>Production</b> Select and utilize correct grammatical forms to complete statements and convey ideas in sentences and short paragraphs.</p>	<p><b>Comprehension</b> Identify the meaning of the high frequency vocabulary with synonyms, in simple sentences, and in short texts.</p> <p><b>Production</b> Choose and utilize the high frequency</p>



40-59 B1	<p style="text-align: center;"><b>Level 2</b> Foundational English  (12 weeks)</p>	<p><b>Content</b> Explain a series of, or a single past, present, and future event and while handling daily life situations.</p> <p><b>Fluency</b> Summarize perspectives on culturally familiar topics, including a basic opinion and a reason why an opinion is held with some unnatural pauses during an allotted time of two to three minutes.</p> <p><b>Clarity and Accuracy</b> Apply grammar in simple forms with up to three noticeable grammatical errors; clear pronunciation of daily-use verbs, adjectives, and nouns, and nominal control over tone and pace.</p> <p><b>Interaction</b> Verbalize answers to basic questions about daily scenarios and personal opinions using details and examples as support with 2 to 3 minutes of preparation time.</p>	<p>in daily conversations and a wide range of broadcast audio materials.</p> <p><b>General Comprehension</b> Detect audience, purpose, topic, structure and main examples presented in daily conversations, podcast, audio, or news brief, provided the subject matter is familiar.</p> <p><b>Organization &amp; Discourse</b> Organize the purpose, main points, and specific details by taking notes to help comprehension from a conversation or lecture; explain the content in writing or verbally.</p>	<p>-Comprehend factual texts on subjects related to their interests that consist mainly of high frequency everyday or job-related language.</p> <p><b>Vocabulary &amp; Grammar</b> -Utilize common transition words, vocabulary, and syntax as context clues to understand main ideas  -Identify the meaning of common vocabulary and phrases used every day.</p> <p><b>Integration of Knowledge and Ideas</b> Summarize author's reasoning and supporting details.</p>	<p>letters, summaries, etc.), and summarize short factual texts on subjects related to their interests.</p> <p><b>Production of Writing</b> Demonstrate logic and progression; self-correct basic grammar (e.g. simple tense, single/plural nouns, subject-verb agreement, action verbs).</p> <p><b>Build and Present Knowledge</b> Write a basic, organized one to two paragraph response on familiar topics, daily correspondence, and personal letters describing experiences and impressions.</p> <p><b>Analysis</b> Present analysis in writing by describing cause and effect and relationships between parts in correspondence/ summaries supported by relevant reasons, details, and examples from personal and informational references.</p>	<p>vocabulary to complete and write sentences as well as short paragraphs with four to six sentences.</p>
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Placement Score (out of 120 pts)	Level	Student Learning Outcomes			
		Speaking	Listening	Reading	Writing
60-79 B2	Level 3 Academic English (12 weeks)	<p><b>Form:</b> Construct complex sentence structures that include passive, gerunds, modals, infinitives, perfect tenses, conditionals and comparisons with many transition words and parts of speech to explain detailed relationships, support an opinion, and summarize university-level lectures.</p> <p><b>Content:</b> Defend an opinion with one to three reasons, developed to at least two levels each: opinion, reason/example; summarize a complex memory and series of events about daily life situations and short university mid-level academic passages from unfamiliar topics (sciences, social sciences, and/or arts.)</p> <p><b>Fluency:</b> Deliver complex sentence structures with relevant transition words to explain basic relationships of ideas such as time, cause and effect with few unnatural pauses or false-starts within 1 to 5 minutes.</p> <p><b>Clarity &amp; Accuracy:</b> Demonstrate increased intelligibility by coherently expressing relevant ideas with less than three minor grammatical errors, occasional self-correction, clear and accurate pronunciation of complex</p>	<p><b>Word Recognition:</b> Identify many advanced tenses, irregular verbs, and variation in intonation and stress on keywords or phrases that convey a subtle but important meaning or implication in a conversation or short university mid-level lecture.</p> <p><b>Depth of Knowledge:</b> Demonstrate background knowledge and the ability to comprehend broad contextual clues in campus-related conversations, and university mid-level science, social science, and humanities lectures by summarizing verbally or in writing.</p> <p><b>General Comprehension:</b> Demonstrate comprehension by identifying audience, purpose, topic, main examples, and few additional details presented in campus-related conversations and university mid-level science, social science, and humanities lectures that contain terminology, key concepts, complex sentence structures, and examples that are at lower frequency, under stressed, or spoken quickly by a native speaker.</p> <p><b>Organization &amp; Discourse:</b> Take coherent notes, identify purpose and infer meaning from intonation of a conversation and lecture; and recall and articulate most main points and details in writing or verbally.</p>	<p><b>Comprehension: Key Ideas &amp; Details</b> Identify and summarize major themes, details and central ideas within and between paragraphs of a full university mid-level three to six paragraph passage.</p> <p><b>Vocabulary and Grammar:</b> Interpret the meaning of words and phrases from context clues and one's own knowledge including primary definitions or common use; able to identify text structure, and paraphrase parts of text of a university mid-level passage as needed.</p> <p><b>Integration of Knowledge &amp; Ideas:</b> Analyze and evaluate the reasoning of the content in mid-level academic passages that include qualitative and quantitative analysis; and simplify sentences and summarize through paraphrasing.</p> <p><b>Range &amp; Complexity:</b> Demonstrate overall comprehension of university mid-level academic passages and informational text, by summarizing with some aid from the text and other references, drawing conclusions, and making comparisons, and then communicating findings with the instructor and peers.</p>	<p><b>Text Types and Purposes:</b> Formulate two to three reasons with clear and relevant examples to support claims in response to questions regarding societal trends; synthesize information from both university mid-level lectures and passages with facts and analysis.</p> <p><b>Production of Writing:</b> Demonstrate unity and progression when responding to opinion questions on societal trends, university mid-level academic lectures and passages by separating main ideas into in four to five paragraphs with two to three unique, compelling reasons and details, and two to three convincing examples from an academic or informational reference; and correct errors when proofreading written work.</p> <p><b>Build &amp; Present Knowledge:</b> Write a four to five paragraph essay using appropriate reasons, examples, and analysis from historical and informational references using appositives, adjective clauses, modals, habitual and perfect tenses, with no more than one basic mistake per paragraph.</p> <p><b>Analysis &amp; Evaluation:</b> Demonstrate comprehension by describing cause and effect, and compare and contrast reasons, details, and examples from personal and informational references.</p>

		words and names, and variation in tone and pace within one minute of utterance.			
80+ B2-C1	<b>Level 4</b> Academic English  (12 weeks)	<p><b>Form</b> Demonstrate facility in discussion of complicated topics by constructing compound sentences and using complex grammar, advanced transition words, all and any tenses as necessary, and varied parts of speech to explain a range of relationships.</p> <p><b>Content</b> Describe a complex memory and series of events about daily life situations and long university mid-level academic lectures from unfamiliar topics (sciences, social sciences, and/or arts).</p> <p><b>Fluency</b> Demonstrate increased <b>comfort</b> by accurately describing relationships of ideas such as time, cause and effect, contrast, and emphasis using a wide range of vocabulary commonly used in university-level academic courses with few or no unnatural pauses, or false starts within one to five minutes.</p> <p><b>Clarity &amp; Accuracy</b> Demonstrate increased intelligibility by coherently expressing relevant ideas with one to no grammatical errors per minute of utterance, clear pronunciation that has little to no negative effect on intelligibility appropriate variation of</p>	<p><b>Word Recognition</b> Demonstrate comprehension of advanced vocabulary used in campus discussions and to infer the meaning of specialized vocabulary in mid-level university lectures.  Comprehend advanced academic vocabulary from the top 10,000-word list.</p> <p><b>Depth of Knowledge</b> Demonstrate the ability to comprehend grammatically compound and complex utterances; grasp unstated meaning and/or purpose based on intonation and stress by accurately summarizing; apply background knowledge in campus-related conversations, university mid-level science, social science, and art lectures.</p> <p>Compare career-related decision-making choices presented in dialogues or discussions and identify and express details and examples.</p> <p><b>General Comprehension</b> Demonstrate comprehension by identifying audience, purpose, topic, degree of formality, and the relationship of examples to the purpose of campus conversations and university mid-level science, social science, and art lectures that contain advanced vocabulary which may be under stressed, or spoken at a quicker than normal pace by a native speaker.</p> <p><b>Organization &amp; Discourse</b> Take coherent, well-organized notes on the purpose, arguments, and supporting</p>	<p><b>Comprehension: Key Ideas &amp; Details:</b> Identify and cite textual evidence to support one's analysis including inferences, causality, and missing information of a university mid-level six to eight paragraph passage.</p> <p><b>Vocabulary and Grammar:</b>  Infer the meaning of words, phrases, tone and purpose from context clues and one's own knowledge of secondary definitions or figurative use; summarize by paraphrasing large parts of text of a university mid-level passage without relying on notes.</p> <p><b>Integration of Knowledge &amp; Ideas:</b>  Infer purpose, subtle meaning, opinion, and predict the author's reaction/position, ID major themes, function and all details by analyzing and evaluating reasoning, validity, and sufficiency of information in university mid-level academic passages that include qualitative and quantitative analysis.</p> <p><b>Range &amp; Complexity:</b>  Demonstrate both overall and deeper comprehension of university mid-level academic passages and informational texts by</p>	<p><b>Text Types and Purposes</b> Formulate three to four reasons with clear and relevant examples to support claims in response to questions regarding societal trends and university mid-level academic theories; synthesize and draw comparisons or contrasts on information from mid-level academic lectures and passages on the same topic facts and analysis.</p> <p><b>Production of Writing</b> Write a minimum five to six paragraph essay using syntactic and lexical variety, advanced transition words and phrases, with no basic mistakes and no more than one grammatical error in a complex and/or compound sentence per paragraph.</p> <p><b>Build &amp; Present Knowledge</b>  Demonstrate unity, progression, and coherence when responding to a prompt and academic lecture and passage by separating main ideas in ton five to six paragraphs with three to four unique, compelling reasons and details, and three to four convincing examples from an academic or informational reference; correct errors when proofreading written work.</p> <p><b>Analysis &amp; Evaluation:</b> Demonstrate ability to think critically, by presenting analysis and evaluation in writing, by describing detailed cause and effect and summarizing different</p>

80+ B2-C1	<p><b>Level 4</b> Academic English (12 weeks)</p>	<p>tone, pace, and grammatical complexity necessary to articulate complex past possibilities and conditionals.</p> <p><b>Interaction</b> Demonstrate ability to respond automatically by readily expressing opinion on and summary of academic subjects and sharing a personal story supported by reasoning and/or analysis with appropriate and varied intonation.</p>	<p>details of a conversation and mid-level university lecture; recall and articulate all main points and most details in writing or verbally with help from notes (using comprehensive shorthand symbols/abbreviations in English).</p>	<p>making conclusions, drawing comparisons, and inferences, and then communicating findings to the instructor and peers with relative ease.</p>	<p>arguments relevant examples from in-text and factual references.</p>
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## Health Insurance

At this time the English Institute does not require or recommend students to have a specific kind of medical insurance. Please visit: <https://healthinsuranceratings.ncqa.org/2019/search/Commercial/MA> and <https://www.mahealthconnector.org/learn/tools-resources/individuals-families>.

The list below provides students options to visit local clinics that accept walk-ins, emergency, or urgent care. EI is not responsible for any diagnosis/treatment done at any of the facilities listed below. Please check the hospital website for the most-up-to-date phone number/contact information.

CHA Somerville Hospital  
230 Highland Avenue, Somerville

Partner's Urgent Care Clinic  
1285 Beacon St., Brookline, MA 02446

CHA Cambridge Hospital  
1493 Cambridge St., Cambridge

MinuteClinic RETAIL CVS CLINIC  
215 Alewife Brook Pkwy, Cambridge, MA 02138

Mount Auburn Hospital & Walk In  
330 Mount Auburn St, Cambridge, MA 02138

MinuteClinic CVS RETAIL CLINIC  
36 White St, Cambridge, MA 02140-1449

Massachusetts General Hospital  
55 Fruit St, Boston, MA 02114

Students without healthcare or who choose not to maintain adequate coverage are strongly warned about the possible consequences of not having basic coverage. For example, you are not protecting against illnesses and accidents, and may have to pay high medical costs such as an emergency room visit that could cost up to \$500 per visit.

If you get healthcare by accessing the websites above, your coverage typically begins the first of the next month. Once you have healthcare, most healthcare plans provide free preventative care such as vaccines, screenings, and preventative checkups.

## COVID 19 Prevention Guidelines

### Standard Procedures for students:

- A copy of the COVID-19 vaccination record must be submitted or shared before joining any in-person courses.
- Masks must be worn the whole time on TAHS premises.

### Students who had close contact with someone who tested positive for COVID:

- A PCR test, OR
- Rapid Antigen Test at least twice within 24-36 hours

### Students with a positive test who had symptoms may return to class when they meet the following criteria:

- It has been at least 5 days since their symptom onset, AND
- They have been fever-free for the last 24 hours (without fever-reducing medicine) AND
- Their symptoms are improving, AND
- They wear a well-fitted mask all the time.

They do NOT need a negative COVID-19 test before returning to class. People with COVID-19 may have positive test results for weeks after they recover but are not contagious after they meet the symptom criteria above.

### Students with a positive test without symptoms:

Students who are asymptomatic but had a positive test for COVID-19 should study remotely for at least 5 days from the date they were tested. They should continue to wear a well-fitted mask after coming back to school for in-person classes.

## Student Concerns and Complaints

As an EI student you have the opportunity to share your comments and concerns in three ways. The first way is informally with the teacher or manager through a verbal discussion; the second way is through an anonymous survey at the end of each course, rating their satisfaction of the entire program including questions about the teacher, course, and management system; and thirdly, through a formal complaint form located at the front desk with the student services manager.

EI aims to provide a fair, equitable and productive learning environment for all students. The process seeks to support the achievement of this goal by providing a transparent and consistent process for resolving grievances.

Negotiated solutions will aim to address the key issues and be acceptable to all individuals or parties involved without ascribing blame, victimization or discrimination. Complainants will not suffer any disadvantage, victimization or discrimination as a result of raising a grievance, with minimum stress and maximum protection for all concerned.

Every employee and student has a responsibility to comply with this policy and to treat everyone who works at the English Institute with dignity and respect. Seeking redress of a trivial or vexatious issue through a grievance procedure will not be tolerated and may result in disciplinary action.

### Definitions

**Grievance:** A wrong or hardship suffered (real or perceived), which is the grounds of a complaint.

**Complaint:** An expression of grievance, dissatisfaction or concern.

**Victimize:** To act or omit to act towards a person in a way which is intended to cause disadvantage to that person because they have made a complaint, or may make a complaint, or may be or are the subject of a complaint.

### Rights and responsibilities:

- All persons have the right to:
  - make a complaint to the student enrollment manager or EI Director
  - be treated with respect and impartiality and provided with support throughout the process
  - have the principles of natural justice and procedural fairness observed. This means:
    - complaints must be fully described by the person with the grievance
    - the person who is the subject of concern must be informed of all the allegations in relation to his/her behavior
    - the person who is the subject of concern must have a full opportunity to put forward their case
    - all parties to the complaint must have the right to be heard
    - all relevant submissions and evidence must be considered
    - irrelevant matters must not be taken into account
    - the decision-maker must be impartial, fair and just
    - investigations and proceedings that are conducted honestly, fairly and without bias
    - no undue delay in investigations and proceedings

It is the responsibility of all parties involved in a grievance to participate fully in the resolution process in good faith. Confidentiality must be respected and maintained at all times within the constraints of the need to fully investigate the matter, subject to any legal requirements for disclosure and consistent with the principles of natural justice.

**Procedure**

This is a two-level procedure.

**Level 1**

The student attempts to resolve the complaint with the teacher and EI Director as best as possible, generally by discussing the issue with the person(s) involved. This level is quite informal and verbal. Should the student not feel confident in discussing the matter, they should proceed immediately to Level 2.

If the matter is not resolved, proceed to Level 2.

**Level 2**

The student must fill out a formal complaint form available at the front desk. The Student Service Manager receives the form and acknowledges receipt immediately verbally and in written form. This form is then forwarded to the EI Director and CEO of the Academy at Harvard Square. The EI Director and CEO review the complaint and evidence. This process should not exceed one week.

At this level the Student Service Manager schedules a meeting with the CEO and student to discuss the student's complaints. The CEO holds a private and confidential meeting with the student in his office in which he allows the student to share his/her concerns and finds a mutually agreeable resolution. A complaint is resolved within two weeks of receiving the initial written complaint.

Once the complaint is resolved, the Student Service Manager keeps a digital record of the complaint in a secure online Student Complaints Archive folder. Any paperwork associated with the complaint is also kept with the file.



## Code of Conduct

The student shall be reminded of the code of conduct in the immigration rules and regulations (if applicable) and principles outlined below. Any violations of the principles below are grounds for termination of enrollment, denial for re-enrollment, and/or legal action.

1. The student shall endeavor to be successful in the program by developing an exemplary life attitude and study skills. He/she is required to strive for high academic achievement under the supervision of a responsible manager of the Institute.
2. The student shall maintain over 90% attendance rate from the English Institute and shall be responsible for completing his/her examinations and assignments on-time.
3. The student shall maintain academic integrity and understand the repercussions of plagiarism in all work produced during the program.
4. The student shall not speak or behave in a derogatory manner (e.g. theft, violence, abusive language, and bullying that harms a person physically and/or psychologically) against any Institute staff members and Institute students at any time during his/her academic study in the United States.
5. The student shall always be aware of the safety and health regulations during the program and follow the instructions and guidelines of the TAHS English Institute for receiving proper healthcare.
6. In the event of an emergency or a major concern affecting the student's well-being or course of study, the student shall promptly notify the English Institute. In case of emergency at the English Institute in which the student is unable to resolve the emergency independently, the English Institute shall call emergency personnel or take the student to a hospital in close vicinity of the Institute at the expense of the student. The Institute shall not assume any liability related to the student's treatment.
7. The student shall manage all personal belongings, and be careful not to lose his/her belongings as a result of carelessness or reckless behavior. The Institute shall not be responsible for damaged or lost personal belongings.
8. The student shall not bring prohibited items (drugs, firearms, pornography etc.). If the student is caught with prohibited items in possession, he/she shall be expelled from the academic program and handed over to law enforcement authorities.
9. The student shall not use school supplies without permission from the Institute, or use personal property of others without permission.
10. The student shall not damage public property or the facilities of the Institute. The student shall be solely responsible for the recovery of any damage to facilities caused by his/her conduct.
11. A student in violation of U.S. law or local regulations resulting in criminal proceedings shall be removed from the program and may be denied re-admission.

**I have read, fully understand, and agree to the policies, guidelines, and Code of Conduct described in the TAHS English Institute Student Handbook.**

Print Name \_\_\_\_\_ Signature \_\_\_\_\_ Date \_\_\_\_\_