Dear Students:

Welcome to the English Language Institute! Whether you are a new student in our program or a returning one, we hope that your time with us is productive and enjoyable, and we will do everything possible to help you meet your goals. We are glad to have you as members of our community:

- in the ELI program
- in the Department of International Programs
- at Stephen F. Austin State University
- in Nacogdoches
- in East Texas
- in the United States of America.

We hope that you will explore and take advantage of the educational opportunities and unique experiences offered by each of these cultures. Please let our staff know any way we can help you in your adventure with us.

Sincerely,
Elaine Lambright
ELI Coordinator
## ELI STUDENT HANDBOOK TABLE OF CONTENTS

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MISSION AND APPROACH

The English Language Institute at Stephen F. Austin State University helps international students increase their English proficiency in order to succeed in American universities or American professional life.

The English Language Institute provides non-credit intensive instruction in academic English by qualified faculty, a foundation in American social and academic culture, supportive student services, and sound program administration.

Because our program is designed to prepare students for admission to and success in pursuing a degree from SFA, it primarily uses the English for Academic Purposes (EAP) approach to teaching.

ADMISSION TO THE ELI PROGRAM

Although TOEFL or IELTS scores are not required for admission to the ELI, to succeed in the ELI program, students should enter with skills equivalent to a score no lower than a 46 on the TOEFL or a 5.0 on the IELTS. Students should be able to comprehend and respond to conversational English, read and comprehend simplified academic texts, and write simple sentences. For most students, a minimum of two years’ previous study of English is necessary for success in the program.

STUDENT PLACEMENT

3. New students who provide a score on the TOEFL or IELTS (taken within the past 2 years) will be placed into an appropriate ELI level as described below:

<table>
<thead>
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<th>IELTS score</th>
<th>Resulting Placement</th>
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Students who provide scores but wish to take the ELI proficiency / placement test may do so. They should notify the ELI Coordinator of their decision in advance of the scheduled test administration; they must take the test at the scheduled time. Their placements will be determined solely by their scores on the ELI placement test. The test is described below.
2. New students who do not provide TOEFL or other accepted test scores are placed into one of three levels based on our English proficiency/placement test. There is a $50 fee for the placement test; this fee is billed to students’ ebills.

3. The placement exam consists of 3 parts:
   * a multiple-choice exam on listening, grammar, and reading skills
   * a timed essay
   * an oral interview

   The oral interview and writing sample are graded by two ELI instructors, and their scores are averaged to get that portion’s grade. The multiple-choice exam is 50% of the total placement exam score, with the other two parts counted 25% each.

4. Level placement for returning students who have missed one or more semesters of ELI will be determined by test results. Returning students must provide a TOEFL or IELTS score from a test taken no more than 4 months before the semester they return or must take the ELI proficiency/placement test. The $50 test fee will be added to the e-bills of those who take the ELI test.

5. Students who provide TOEFL or IELTS scores will receive a sheet documenting their resulting placements. Those who take the ELI proficiency/placement test will receive a sheet documenting their performance on the parts of the test, their total score, and their resulting placement.

6. Students whose TOEFL, IELTS, or English proficiency/placement test score falls below the recommended minimum score for placement in Level 2 will be allowed to enter the program at that level with caution.

   The ELI program coordinator will meet individually with these applicants to discuss the possible repercussions of entering the program with low proficiency scores (possible difficulty keeping up with class progress, possible need to repeat levels, possible increased time for program completion, etc.) and will recommend steps the students should take to increase their chances of success in the program (tutoring, additional study and remediation, etc.).

   The students will be asked to sign forms indicating that:
   1. they understand that the program’s academic English curriculum will not be modified for their benefit and that they may face significant challenges if they choose to enter the program.
   2. they have been advised of steps they can take to address those challenges.

7. New or returning students who think they have been placed into the wrong level must fill out a Student Level Change Request Form (found at back of handbook) and give it to their Level Teacher before the end of the second week of classes; staff will consider their requests and reach a decision within a week.
**LATE ADMISSION TO THE PROGRAM**

1. No student will be admitted to the program after the second week of the ELI semester (indicated on the official ELI semester calendar).

2. The ELI is an intensive program; late arrivals miss important instruction and are responsible for catching up with class progress; their success may be jeopardized.

3. If a late admission tests into a level that is not already in place for the semester, the new level will be created only if staffing levels, classroom space, and scheduling allow. Otherwise, late admissions will be placed into the most appropriate existing classes based on the results of their ELI placement tests.

4. Classes, labs, etc. missed due to late arrival WILL be counted toward the late admissions’ total absences for the semester.

5. Missed grades will be dropped or made up at each teacher’s discretion.

**PROGRAM STRUCTURE**

The English Language Institute at SFA has three levels; each level has four academic classes. Each academic class meets twice a week and lasts 1 hour and 45 minutes. Those classes are:

- Levels 2 & 3: Grammar, Writing, Reading, and Listening / Speaking
- Level 4: Grammar & Rhetoric, Research & Writing, Reading, and Listening / Speaking

Students also observe university classes as part of their Listening/Speaking classes.

In addition, the program includes two labs:

- Conversation Partners Labs meet for 1 hour 15 minutes twice a week for 22 sessions and incorporate practice on skills from all academic areas.

- American Language and Culture Labs (Friday Labs) meet six times a semester for 2.5 hours each; these labs use analysis of American television programs to strengthen language skills and illustrate aspects of American culture.

Weekly ELI meetings, four Friday Activity days, and a major field trip are also part of the program each semester. These elements of the program provide important social, cultural, and leadership opportunities and are integral parts of the curriculum.

Each semester of ELI lasts 14 – 15 weeks for an average of 20 hours of instructional time per week for full-time students.

Half-time students attend two academic classes and one lab plus at least half of all ELI activities unless granted a waiver by the ELI Coordinator due to irreconcilable scheduling conflicts. Their Level Teachers will help them with class and lab selection.
ELI SCHEDULE

The typical class schedule is:

* Academic class 1 from 9:00 a.m. – 10:45 a.m. on Mondays and Wednesdays
* Academic class 2 from 11:00 a.m. – 12:45 p.m. on Mondays and Wednesdays
* Academic class 3 from 9:00 a.m. – 10:45 a.m. on Tuesdays and Thursdays
* Academic Class 4 from 11:00 a.m. – 12:45 p.m. on Tuesdays and Thursdays
* ELI Meetings from 1:00 p.m. – 1:30 p.m. on Thursdays unless canceled
* Conversation Partners Lab from 2:30 p.m. – 3:45 p.m. two days a week for 22 meetings as indicated on semester calendar.
* American Language and Culture (Friday) Labs, Friday Activities, and Field Trip as indicated on semester calendar.

Students should refer to their individual class schedules and their current ELI semester calendars for exact days and times.

CURRICULUM

The ELI curriculum integrates the basic language skills of reading, writing, grammar, and speaking & listening at all three levels.

* Levels 2 and 3 classes focus on a solid review of English grammar and the techniques necessary for successful academic reading, writing, note-taking, and speaking at the university level.

* Level 4 classes offer training in more advanced academic skills, providing practice in critical thinking, abstraction, and oral and written expression that prepare students for American university expectations.

The Achievement Scales attached to the end of the student handbook outline the specific student learning outcomes for each academic class at each level; the outcomes are the skills a student needs to be able to demonstrate mastery of in order to progress to the next level or to regular university classes.

GRADING

The semester grades for academic classes and labs indicate how well the student has met the student learning outcomes for each class or lab. Attainment of student learning outcomes is measured by a variety of methods outlined in the syllabus for each lab and class. Syllabi also indicate the manner in which the class or lab average will be computed. These documents are provided to students at the beginning of the semester.

To pass an individual class or lab, a student must:

* have an average of 75 or above.
* cover at least two thirds of the material listed on the course syllabus.
MIDTERM AND FINAL EVALUATIONS

At midterm and at the end of the semester, each student will meet individually with his or her Level Teacher to go over the student’s progress in ELI. The student will:

1. Receive a Grade Report indicating averages for each class and lab, total absences, an academic readiness score, and teacher comments.
2. Review the Achievement Scales for that level to note areas of mastery or continued challenges.
3. Discuss any issues relevant to the student’s performance, future plans, etc.
4. Implement any stage of Academic or Attendance Probation if necessary.

LEVEL PROGRESSION AND REPETITION

A student’s ELI semester average demonstrates the degree to which the student has mastered all the student learning outcomes for that level of study and determines whether that student will progress to the next level or graduate from the program. To compute the ELI semester average:

\[
\text{ELI Semester Average} = (\text{Average of academic class grades} \times 0.88) + (\text{Average of lab grades} \times 0.12)
\]

An ELI semester average of 75% or higher is required to pass an ELI level.

Students who do not meet this requirement will need to repeat a level or withdraw from the program. Students may not repeat individual classes. Students may enroll in the same level a maximum of three times. If they do not pass the level by the third attempt, they will be dropped from the ELI program.

Most ELI students progress through the program at a rate of one level per semester. However, students who begin the ELI program at Level 2 with a test score below the recommended minimum may find it necessary to repeat one or more levels.

Successful completion of Level 4 of ELI satisfies the university’s English proficiency requirement for undergraduate or graduate study.

GENERAL ELI STUDENT EXPECTATIONS

ELI students are expected to:

1. Adhere to all local, state, and federal laws and the SFA Student Code of Conduct, which can be read at:
2. Attend all classes, labs, meetings, and activities and participate actively.
3. Come to class, lab, etc. with appropriate materials and prepared for the day’s activities.

4. Work independently (unless instructed otherwise) on assignments, tests, writing assignments, etc.

5. Speak only English in classes, labs, etc. unless instructed otherwise.

6. Follow directions and meet deadlines.

7. Document words, information, and ideas taken from outside sources.

8. Refer to class and lab syllabi for course-specific policies and adhere to those policies.

9. Communicate with ELI staff, check email and D2L daily for messages, and respond to communications from staff.

10. Silence and put away all cell phones, etc. during classes, labs, and activities unless instructed otherwise.

11. Refrain from activities that might be disruptive, such as taking photographs or bringing guests to class, without permission from the teacher.

12. Treat all faculty, staff, facilities, and other students with respect.

Depending on the nature, severity, and numbers of violations, failure to meet these expectations may result in:

1. A Disciplinary Report’s being placed in the student’s file to document the incident.

2. The student’s being asked to leave class, lab, etc. and being counted absent for that session.

3. Grade deductions or refusal to accept late work or work on which the student has not followed directions.

4. Failing grades or zeros on any tests, papers, or presentations in which any form of cheating or plagiarism has occurred.

5. Dismissal from the program.

INDIVIDUAL CLASS AND LAB EXPECTATIONS

Students will receive a syllabus for each academic class and lab outlining specific student learning objectives, explaining how the class or lab average is computed, detailing any specific policies for that course or lab (for example, policies on late work and makeup work), and providing information about office hours and contact information for that teacher. Syllabi also contain a statement reminding students of how the ELI semester average is computed and where they may find the procedure for lodging complaints. Students are expected to read these syllabi carefully, keep them handy, and follow their provisions.
ATTENDANCE

1. Attendance is required for all academic classes, labs, and scheduled ELI activities, meetings, and field trips. There are no excused absences.

2. Leaving early is treated the same as arriving late for attendance purposes.

3. Absences are counted as follows:
   * one academic class = 1 hour 45 minutes
   * one Conversation Partners lab = 1 hour 15 minutes
   * one Friday lab = 2 hours 30 minutes
   * one Friday activity = 3 hours
   * one weekly ELI meeting = 30 minutes
   * one major field trip = 8 hours

4. A student who arrives at any class, lab, activity, etc. without the proper materials or without having completed the assigned preparation or who does not participate in class activities can be dismissed and counted absent.

5. A student whose behavior is disruptive may be dismissed from and counted absent for a class, lab, or activity.

6. Total absences and % attendance will be recorded on midterm and final reports.

7. If a student is having problems that cause him or her to have excessive absences, that student should talk to his or her Level Teacher or the ELI Coordinator.

8. Excessive absences may lead to Attendance Probation (see “Probation”).

9. If a student must miss a class, lab, meeting, or activity, that student should:
   * email the teacher in charge to notify him or her.
   * find out what instruction has been missed and what assignments have been given.
   * return to the class, etc. caught up on work and ready to proceed with the class.
   * make up missed work as allowed by the teacher in charge as stated on the syllabus.

TARDINESS

* One tardy (15 minutes or more) or 3 tardies (less than 15 minutes) in a given class, lab, etc. = 1 hour’s absence in that class, lab, etc.

* A student who is more than 1 hour late to any class, lab, activity, etc. is counted absent for the entire period but may attend the remaining class, lab, etc.

* Students who arrive late should enter and take their seats with as little disruption of the class as possible.
TEACHER ABSENCE AND/OR CLASS CANCELLATION

1. If a teacher is absent when it is time for a class, lab, or activity to begin, students must:
   * check the meeting place for posted instructions.
   * wait 15 minutes before assuming the class, lab, or activity has been canceled.
   * check their emails for messages / assignments from the teacher in charge.
   * still attend other classes, labs, and activities scheduled for the day.

2. If SFA cancels all classes due to weather or other emergency, ELI classes also will not meet. Students can verify university closings on the SFA webpage or by signing up for the free SFA Emergency Notification through My SFA.

PROBATION

Academic Probation. A student who is not making sufficient progress in meeting the student learning outcomes for a level may be placed on Academic Probation as follows:

1. If the student’s overall ELI semester average is below 75 at midterm of the first semester’s study in a level, the student will be placed on Academic Notice that he or she is in danger of not passing the level.

2. If a student has an ELI semester average below 75 at the end of the first semester’s study in a level, the student is placed on Academic Probation. He or she will have the option of repeating the level but may have to meet additional requirements as a condition of probation.

3. If a student has an ELI semester average below 75 at midterm of the second semester’s study in a level, he or she will receive a Suspension Alert notifying him or her that failure to earn a passing semester average will result in Academic Suspension.

4. If a student has a n ELI semester average below 75 at the end of the second semester of study in a level, he or she will be placed on Academic Suspension and may, at the discretion of ELI staff, be dismissed from the program. In this case, the student’s immigration status will be terminated.

Attendance Probation. An excessive level of absences will place a student on Attendance Probation as follows:

1. If a student’s overall ELI attendance is below 65% at midterm, that student will be placed on Attendance Probation.

2. If a student on Attendance Probation misses more than 10 additional hours of ELI classes, labs, activities, etc., that student may be dismissed from the program.

3. If a student’s overall ELI attendance is below 65% at the end of a semester, ELI staff
will decide whether that student should be placed on Attendance Probation for the following semester or dismissed from the program.

4. If a student is absent for 10 consecutive class days at any point in the semester without providing notification and documentation of a valid reason (such as hospitalization), that student may be dismissed from the program.

**Disciplinary Probation** Serious or repeated violations of the ELI student conduct expectations may result in a student’s being placed on Disciplinary Probation at any time during the semester. Continued infractions may result in dismissal from the program at any time in the semester.

**CHALLENGING PROGRAM DECISIONS; MAKING A COMPLAINT**

The English Language Institute distinguishes between general complaints and formal complaints. General complaints refer to isolated events, minor mistakes, or program omissions which do not have a major impact on students’ well-being. Formal complaints are more serious and indicate a substantial failure of the program to fulfill its mission. A formal complaint usually deals with issues that have caused or could cause academic, physical, psychological, or financial harm to one or more students. The harm is either severe or indicates a pattern of disregard for student well-being on the part of the program or individuals acting on its behalf.

**A. Grade Challenge**

1. To challenge an academic course or lab average, the student should first speak to the teacher in charge.

2. If the issue is not resolved, the student should fill out the ELI Complaint Form found at the end of the student handbook and turn it in to the ELI Coordinator.

3. The ELI Coordinator will then follow the process for formal complaints.

**B. Initial Level Placement Challenge:**

1. To challenge an initial level placement, the student should first fill out the Level Change Request Form found at the end of the student handbook.

2. The student should turn in the Level Change Request Form to the ELI Coordinator by 5:00 p.m. Thursday of the second week of the semester.

3. The ELI Coordinator will then follow the process for dealing with formal complaints.

**C. Level Progression or Graduation Challenge:**

1. To challenge an level progression decision, the student should first fill out the Level Change Request Form found at the end of the student handbook.

2. The student should turn in his or her folder of returned work for the semester, plus the Level Change Request Form, to the ELI Coordinator by
5:00 p.m. Thursday of the last week of the semester.

3. The ELI Coordinator will then follow the process for formal complaints.

D. Other Complaints:

1. Students may make formal complaints about the ELI program or its staff in writing to the ELI Coordinator at any time using the complaint form found at the end of the Student Handbook. All complaints submitted on this form will be treated as formal complaints.

2. Students may make complaints about the ELI program or its staff orally to the ELI Coordinator at any time. If the nature of this complaint fits the program’s description of a formal complaint, the ELI Coordinator will follow the procedure described below. If the administrator does not feel the complaint fits the description of a formal complaint, the student has the option to turn in a written complaint, which is automatically treated as a formal complaint.

3. Students may also lodge general complaints on the ELI webpage by submitting the Online Complaint Form found on the ELI website. This form may be submitted anonymously. ELI staff will review electronic complaints, and if the complaints meet the description of a formal complaint, they will be treated as formal complaints.

4. If the complaint concerns actions of the ELI Coordinator or the student is unsatisfied with the way the ELI Coordinator addresses his or her complaint, the student may make an oral or written complaint to the Director of International Programs.

5. If the complaint deals with an area such as discrimination, student privacy, sexual misconduct, etc., the student may also visit the SFASU web page on student complaints (www.sfasu.edu/8498.asp) for information about lodging a complaint with the university.

6. ELI / OIP staff who receive complaints in any manner or format that they feel may qualify for treatment as a formal complaint should complete the student complaint form and give this form to the ELI Coordinator or OIP Director as appropriate.

When the ELI Coordinator or OIP Director receives a formal complaint, that administrator does the following:

1. Completes a student complaint form if one has not already been completed, including or attaching any relevant documentation.

2. Meets with the complainant (if known) to discuss the problem and possible solutions.

3. Meets with other relevant OIP / ELI staff members to discuss the complaint.
4. Records program decisions in writing on the complaint form and informs the complainant (if known) and other relevant staff members of the decision in writing.

5. If the complaint deals with an area such as discrimination, student privacy, sexual misconduct, etc., reminds the student (if known) that he or she may also visit the SFASU web page (www.sfasu.edu/8498.asp) on student complaints for information about lodging a complaint with the university.

Records of formal complaints are kept in the ELI Coordinator’s office or, in the case of complaints submitted to the Director of International Programs, in the Director’s office.

ELI TUITION AND OTHER PROGRAM EXPENSES

1. Students who take the placement exam must pay a $50 testing fee. This fee will appear on their student e-bills.

2. Students must pay their SFA tuition & fees as soon as they are registered for classes. Deadlines for paying without late fees, for paying without being suspended from participation in ELI classes, labs and activities, and for paying before being dropped from the university are detailed in a brochure given to students during ELI Orientation. Payment deadlines are also printed on the ELI semester calendar given to every ELI student. The tuition payment brochure also details how and where students may pay tuition. For a full-time ELI student, one semester’s tuition and fees total approximately $4,200.00.

3. The ELI application form requires students to provide evidence that they have sufficient financial resources to meet all living expenses for one year of study and reminds them that they will not be allowed to work off campus. Students should be financially able to bear the expense of however long they need to be in the program. Level progression decisions are determined by students’ attainment of student learning outcomes, not influenced by students’ financial needs.

4. SFA requires all students to carry student health insurance. Prices vary, but a good policy costs about $1100.00 a year.

5. Students MUST have their textbooks with them on the first class day. New textbooks for a level cost approximately $250.00; most levels will also spend $5.00 on a novel.

6. Students will be expected to purchase basic school supplies throughout the semester, including a folder to keep all returned work.

7. There are additional expenses (admission charges, meals, transportation charges, etc.) for the ELI field trip and many Friday activities. Students will be notified of these expenses ahead of time. As a general estimate, students should expect to pay no more than $30 for each Friday activity and no more than $60 for the ELI field trip. Students can earn credits towards trip expenses by providing proof of participation in a variety of campus events. Details about this program, The ELI Games, are contained in a separate handout.
SFA FACILITIES, ACTIVITIES, AND RESOURCES

ELI students qualify to use all the services and recreational programs available to students in regular university classes. These include use of the SFA library, Baker Pattillo Student Center, Student Health Center, Recreation Center, etc. ELI students may attend athletic and Fine Arts events, participate in organizations, be tutored at the Academic Assistance Center (ARC), etc.

ELI students who have documented or suspected learning disabilities can seek the help of Disability Services; those who experience stress, test anxiety, culture shock, etc. can go to Counseling Services to speak to a certified counselor.

SFA’s Student Success Center, located in the library, offers a range of support services for students and also serves as a clearinghouse for information to help students resolve any university-related problems.

These facilities, activities, and resources are free for ELI students. More information on these resources can be found on the SFA website; additionally, ELI staff would be happy to assist ELI students in accessing any of these programs or activities.

ELI students are encouraged to participate in the International Friendship Program and to become a member of the International Student Association. They also can apply for a President’s Volunteer Service Award from OIP for performing volunteer work off and on campus.

EARLY WITHDRAWAL OR DISMISSAL FROM PROGRAM

1. Students who withdraw from the program are eligible for tuition refunds as described in SFA’s tuition refund schedule (See SFA website).

2. Students may be dismissed from the program for the following reasons:
   * Failure to meet attendance requirements (see “Attendance Probation.”)
   * Failure to make sufficient academic progress (see “Academic Probation.”)
   * Serious or repeated failure to follow expectations for appropriate student behavior (see “Disciplinary Probation”).

3. Students who are dismissed from the program are not eligible for any refunds.

4. Students who leave the program for any reason before graduating will have their immigration status adjusted accordingly; they should confer with the Designated School Official about the effects of this status change.
STUDENT PRIVACY

The ELI program follows the provisions of FERPA, the federal law designed to protect the privacy of education records. Therefore:

1. ELI students’ placement scores, grades, and academic progress are private information and will not be revealed to anyone other than ELI / university staff and the student himself or herself without written consent from the student.

2. ELI Students have the right to see everything in their “educational record” except information about other students, financial records of parents, and confidential letters of recommendation if they waived their rights of access.

3. ELI students have the right to refuse to have their “directory information” (name, level, email address, intended academic major, and phone number) shared with other ELI students. A student who does not wish this information shared should check the “no directory release” option on his or her student contract.

4. ELI students have the right to refuse to have their photographs and to have video produced by or containing them released publicly. ELI / OIP faculty, staff, and students often photograph or video events and activities, and students often produce photo records of their activities or video projects for their classes. These photographs and videos may be used in printed or electronic promotional materials for the program (printed brochure, website, Facebook page, etc.) unless a student notes his or her objection on his or her student contract.

OTHER IMPORTANT INFORMATION

1. Although ELI students are not required to live on campus at SFA, they are encouraged to do so in order to become involved in campus life and strengthen their English skills. Levels 3 & 4 students should be aware that once they enroll in regular university classes, they will be required to live on campus unless they meet certain very specific conditions, and they will not be able to register for classes unless they meet the residence requirement. It is especially important to remember this requirement when considering a long-term apartment contract in order to avoid paying for both an apartment AND a dorm room. Full details are laid out in the SFA Residence Life web page.

2. The International Student Handbook, available on the SFA International Programs website, (www.sfasu.edu/oip) contains a great deal of helpful information on topics such as immigration regulations, cultural adaptation and culture shock, US / Texas laws, SFA facilities, American holidays, health care information, and many other practical issues of interest to international students.

3. A great deal of helpful information about SFA is available on the SFA website, www.sfasu.edu. Students should click on the “Student” tab at the top of the web page. This will bring up a host of helpful and important information. Examples:
   - There are listings for D2L, mySFA, Campus Recreation, Dining Services, Housing,
Residence Life, Movie Listings, Bookstore, Parking Map, and many other topics.

“Schedule of Classes” gives information on when SFA classes are offered and how to register, drop, etc. It also includes information about FERPA and student privacy.

4. The Information Desk on the first level of the Student Center is staffed by knowledgeable people who can help students find answers to any questions about the SFA campus and the city.

5. For details about fine arts, athletic, or campus recreation events, students can go to these websites: www.finearts.sfasu.edu; www.sfajacks.com; www.sfasu.edu/campusrec.

6. For more helpful information about Nacogdoches, students should visit the official website for the city of Nacogdoches, www.ci.nacogdoches.tx.us. It includes helpful information about city services and events. The Nacogdoches Chamber of Commerce sponsors the website www.visitnacogdoches.org. It has information about where to go and what to do in the city and includes a calendar of events.

7. Staff members in ELI and OIP are always happy to help ELI students find answers to any problems they may encounter during their studies at SFA and to help students learn about the university, the Nacogdoches area, the state of Texas, and the U.S.

ADDENDA AND FORMS

The following addenda and forms appear on the pages that follow:

- Achievement Scales (described on page 6 of handbook)
- Complaint Form (described on pages 11 - 12 of handbook)
- Level Change Request Form (described on pages 11 - 12 of handbook)

The following materials are referred to in this handbook but are handed out separately:

- Tuition payment pamphlet with payment instructions, deadlines, and penalties
- ELI semester calendar * ELI class and lab schedule * Textbook list
- Syllabi for all academic classes and both labs * The ELI Games Booklet
### ACHIEVEMENT SCALES FOR ACADEMIC CLASSES

**GRAMMAR**

<table>
<thead>
<tr>
<th>Level 2 (Low Intermediate)</th>
<th>Level 3 (High Intermediate)</th>
<th>Level 4 (Advanced)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify and apply present, past, future, and perfect tenses correctly while correcting errors and answering multiple choice and fill in the blank questions.</td>
<td>Connect ideas with <em>and, but, or, because,</em> and <em>although</em> and use correct punctuation.</td>
<td>Identify and generate complete sentences; identify sentences fragments, fused sentences, and comma splices and correct them.</td>
</tr>
<tr>
<td><strong>2</strong></td>
<td>Identify and apply noun forms, pronouns, word order, and subject-verb agreement while correcting errors and answering multiple choice and fill in the blank questions.</td>
<td>Identify and apply comparative and superlative forms of adjectives and adverbs while correcting errors and answering multiple choice questions and fill in the blank questions.</td>
</tr>
<tr>
<td><strong>3</strong></td>
<td>Identify and apply modal auxiliaries while correcting errors and answering multiple choice and fill in the blank questions.</td>
<td>Identify and apply active voice, passive voice, and other passive constructions while correcting errors and answering multiple choice and fill in the blank questions.</td>
</tr>
<tr>
<td><strong>4</strong></td>
<td>Form questions using question words while correcting errors and answering multiple choice and fill in the blank questions.</td>
<td>Identify and apply count and non-count nouns, articles, and capitalization of geographic names while correcting errors and answering multiple choice and fill in the blank questions.</td>
</tr>
<tr>
<td><strong>5</strong></td>
<td>Compose grammatically correct sentences.</td>
<td>Identify and form adjective and noun clauses while correcting errors and answering multiple choice and fill in the blank questions.</td>
</tr>
<tr>
<td></td>
<td><strong>6</strong></td>
<td>Identify and apply gerunds and infinitives while correcting errors and answering multiple choice and fill in the blank questions.</td>
</tr>
<tr>
<td></td>
<td><strong>7</strong></td>
<td>Produce sentences and paragraphs illustrating intermediate grammar skills.</td>
</tr>
<tr>
<td></td>
<td><strong>8</strong></td>
<td>a</td>
</tr>
</tbody>
</table>
| | b | Write for several purposes, including to generate ideas, to explain, to respond to
| 8. | Reflect on individual learning in a written assignment that demonstrates intermediate grammar at the end of the course. | Produce at least one academic paragraph and one academic multi-paragraph essay in timed situations. |

<table>
<thead>
<tr>
<th><strong>WRITING</strong></th>
<th><strong>Level 2 (Low Intermediate)</strong></th>
<th><strong>Level 3 (High Intermediate)</strong></th>
<th><strong>Level 4 (Advanced)</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Identify and compose effective simple, compound, and complex sentences in sentence combination exercises and in original paragraphs.</td>
<td>Identify and compose effective simple, compound, and complex sentences in sentence combination exercises and in original writing.</td>
<td>Identify and define the parts of the academic paragraph and essay and the steps and goals of the writing process in various types of writing including journal articles, news/media sources, and professional emails.</td>
</tr>
<tr>
<td>2</td>
<td>Identify, define, and apply the steps of the writing process and specific techniques for each.</td>
<td>Identify, define, and apply the steps of the writing process and specific techniques for each to paragraphs and essays.</td>
<td>Produce academic paragraphs and essays, and apply the steps and goals of the writing process to writing for multiple purposes including argument, expository, response, summary, and reflection.</td>
</tr>
<tr>
<td>3</td>
<td>Identify, define, evaluate, correct, and compose topic sentences, supporting sentences, and combine them into correctly structured original paragraphs.</td>
<td>Identify, define, evaluate, correct and compose an academic essay.</td>
<td>Produce at least 2 paragraphs and 1 multi-paragraph essay in summary of and in response to writing such as journal articles, news/media sources, and professional emails.</td>
</tr>
</tbody>
</table>
| 4 | Write at least one effective example of the following types of paragraphs: narrative, descriptive, process analysis, definition, and opinion. | Write a variety of types of correctly structured academic paragraphs. | a Locate reputable sources in a computer lab and/or with university resources;  
b Annotate focused readings;  
c Create a rough outline;  
d Write a thesis statement and topic sentences to complete a detailed outline with all proposed evidence in preparation for creating a well-organized, well-supported, and cohesive research paper. |
| 5 | Write at least one paragraph produced in the following situations: collaboratively, timed, and multi-draft, out-of-class | Identify and correct sentence fragments, fused sentences, and comma splices, as well as errors in grammar, capitalization, word choice, and punctuation in objective test questions, written passages, and their own writing. | Paraphrase/summarize/quote and avoid plagiarism when using excerpts from reputable outside sources selected for a piece of writing. |
| 6 | Identify and correct sentence fragments, fused sentences, and comma splices, as well as errors in grammar, capitalization, word choice, and punctuation in objective test questions, written passages, and their own writing. | a Write at least one essay produced in each of the following situations: | Demonstrate understanding of correct APA documentation and format in objective test questions, written passages, and their own writing. |
comma splices as well as errors in grammar, capitalization, word choice, and punctuation in objective test questions, written passages, and their own writing.

collaboratively, timed, and multi-draft out-of-class, using MLA format for out-of-class essays and documentation where needed.

questions and in all drafts of writing completed for the course.

Write an effective example of at least three of the following types of academic essays: descriptive, compare and contrast, classification, and opinion, achieving clarity, unity, development, and coherence in each.

Write regular journal entries using teacher’s prompts, and respond to other informal written passages in traditional and online formats.

Write multiple drafts of one argument essay and one expository essay for a total of 2000 words that show development in both higher-order and lower-order concerns.

Meet with a teacher one-on-one at least once for a writing conference.

<table>
<thead>
<tr>
<th>Level 2 (Low Intermediate)</th>
<th>Level 3 (High Intermediate)</th>
<th>Level 4 (Advanced)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Read simple text from a variety of academic content areas, read simple fiction, and illustrate reading comprehension through discussion and answering factual questions about selections.</td>
<td>Read a variety of simplified academic texts of academic content.</td>
<td>Read high-interest texts from a variety of academic content areas such as psychology, engineering, the arts, computer science, and biology.</td>
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<tr>
<td>b</td>
<td>b</td>
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</tr>
<tr>
<td>Demonstrate comprehension through discussion and answering factual questions.</td>
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</tr>
<tr>
<td>2</td>
<td></td>
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</tr>
<tr>
<td>Preview, scan, skim, and make predictions based on fiction and nonfiction reading selections.</td>
<td>Read a high-interest, visually attractive, level appropriate, and self-chosen text.</td>
<td>Read academic texts and answer objective questions to prove competence in recognizing main and supporting ideas, inferring facts and ideas, identifying meaning from context, and utilizing graphs, tables, etc. to gain information.</td>
</tr>
<tr>
<td>a</td>
<td>a</td>
<td>a</td>
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<tr>
<td>b</td>
<td>b</td>
<td></td>
</tr>
<tr>
<td>Identify main ideas and details and analyze information in a self-chosen book.</td>
<td>Scan academic passages to locate specific information.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Find main ideas, details, and specific information such as examples, definitions, etc. in reading passages, fiction, and videos by answering objective questions.</td>
<td>Interpret infographics, survey information, maps, charts, and captions in oral and written forms.</td>
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</tr>
<tr>
<td>3</td>
<td>Distinguish facts from opinions and make inferences by answering objective questions.</td>
<td>Identify and understand references and figurative language in academic texts.</td>
</tr>
<tr>
<td>4</td>
<td>Analyze fiction and nonfiction reading selections by identifying similarities, identifying reasons/motivations, cause/effect, advantages/disadvantages, etc.</td>
<td>Identify pros and cons, problems and solutions, sequence, etc.</td>
</tr>
<tr>
<td>5</td>
<td>Analyze a work of fiction for characterization and plot elements through objective questions and paragraphs.</td>
<td>Summarize, analyze, and synthesize information from multiple sources to form opinions and make judgements.</td>
</tr>
<tr>
<td>6</td>
<td>Share personal responses to and reflections about a work of fiction through class discussion, oral presentations, projects, or paragraphs.</td>
<td>Write different types of paragraphs applying targeted grammar and writing skills.</td>
</tr>
<tr>
<td>7</td>
<td>Express and support personal opinions of reading selections through discussion.</td>
<td>Write short responses and summaries of chapters, books, and articles.</td>
</tr>
<tr>
<td>8</td>
<td>Write sentences and paragraphs in response to readings and visual information, applying targeted writing skills.</td>
<td>Correctly use targeted vocabulary and collocations in original compositions.</td>
</tr>
</tbody>
</table>
### LISTENING & SPEAKING

<table>
<thead>
<tr>
<th>Level 2 (Low Intermediate)</th>
<th>Level 3 (High Intermediate)</th>
<th>Level 4 (Advanced)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1</strong> Understand, interpret, and respond to images such as photos, infographics, and graphic organizers through group discussions in presentations, on objective questions, or in writing.</td>
<td>Understand, interpret, and respond to images such as photos, infographics and graphic organizers through group discussions, in presentations, on objective questions, or in writing.</td>
<td>Identify and evaluate targeted listening strategies by answering objective questions or in class discussions.</td>
</tr>
<tr>
<td><strong>2</strong> Identify and evaluate targeted listening strategies by answering objective questions or in group discussions.</td>
<td>Identify and evaluate targeted listening strategies by answering objective questions or in class discussions.</td>
<td>Identify and evaluate targeted listening strategies by answering objective questions or in class discussions.</td>
</tr>
<tr>
<td><strong>3</strong> Demonstrate use of targeted listening strategies by answering objective questions or in group discussions.</td>
<td>Demonstrate use of targeted listening strategies to comprehend a variety of audio/visual content such as university lectures, podcasts, interviews, discussions, and authentic, high-interest talk by answering objective questions, through class discussion, or in writing.</td>
<td>Demonstrate understanding of targeted listening strategies by analyzing and synthesizing information from audio and video sources such as university lectures, podcasts, interviews, discussions, and authentic, high-interest talks.</td>
</tr>
<tr>
<td>a Activate and assess previous knowledge about targeted knowledge or skills.</td>
<td>a Activate and assess previous knowledge about targeted knowledge or skills.</td>
<td>a Activate and assess previous knowledge about targeted knowledge or skills.</td>
</tr>
<tr>
<td>b Reflect, orally or in writing, on how knowledge, attitudes, or skills have changed throughout the learning process.</td>
<td>b Reflect, orally or in writing, on how knowledge, attitudes, or skills have changed throughout the learning process.</td>
<td>b Reflect, orally or in writing, on how knowledge, attitudes, or skills have changed throughout the learning process.</td>
</tr>
<tr>
<td><strong>4</strong> Apply targeted critical thinking skills to interact with, process, and synthesize unit materials through class discussion, written responses, or objective questions.</td>
<td>Apply targeted critical thinking skills to explain relationships among unit materials or to provide personal applications of, responses to, arguments against, or support for unit ideas through class discussion, written responses, or objective questions.</td>
<td>Demonstrate targeted critical thinking skills about course content through original responses to questions in follow-up questions and discussions.</td>
</tr>
<tr>
<td>a Identify and evaluate targeted note-taking strategies and their purposes through class discussion or by answering objective questions.</td>
<td>a Identify and evaluate targeted note-taking strategies through class discussion or by answering objective questions.</td>
<td>a Identify note-taking strategies and methods in class discussions or by answering objective questions.</td>
</tr>
<tr>
<td>b Apply targeted note-taking skills, before, during, and after listening to and/or viewing a variety of content through completion of guided and</td>
<td>b Apply targeted note-taking skills while listening to and/or viewing a variety of content.</td>
<td>b Apply targeted note-taking skills while listening to and/or viewing a variety of content and use notes to answering questions after viewing/listening.</td>
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<tr>
<td><strong>as a class, observe one class of a freshman level course (e.g. SFA 101) and produce notes that can be compared with other students in a class discussion to reflect on comprehension of the class.</strong></td>
<td><strong>Identify and evaluate targeted group discussion strategies both orally and in writing.</strong></td>
<td><strong>Identify and evaluate targeted group discussion strategies both orally and in writing.</strong></td>
</tr>
<tr>
<td><strong>As a class, observe one class of a freshman level course (e.g. SFA 101) and produce notes that can be compared with other students in a class discussion to reflect on comprehension of the class.</strong></td>
<td><strong>Apply targeted group discussion strategies by participating in group discussions or in role play activities.</strong></td>
<td><strong>Apply targeted group discussion strategies by participating in group discussions or in role play activities.</strong></td>
</tr>
<tr>
<td><strong>Give effective oral/written feedback on other students’ or sample presentations with decreasing support.</strong></td>
<td><strong>Give effective oral/written feedback on other students’ or sample presentations.</strong></td>
<td><strong>Give effective oral/written feedback on other students’ or sample presentations.</strong></td>
</tr>
<tr>
<td><strong>Respond appropriately in oral or written form to feedback from teachers/fellow students.</strong></td>
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<td><strong>Respond appropriately in oral or written form to feedback from teachers/fellow students.</strong></td>
</tr>
<tr>
<td><strong>Identify, evaluate, and apply targeted presentation strategies through discussion, by answering objective questions, and by giving informal individual and group presentations, including impromptu speeches.</strong></td>
<td><strong>Identify, evaluate, and apply targeted presentation strategies through discussion, by answering objective questions, and by giving group and individual informal presentations, including impromptu speeches.</strong></td>
<td><strong>Identify, evaluate, and apply targeted presentation strategies through discussion, by answering objective questions, and by giving group and individual informal presentations, including impromptu speeches.</strong></td>
</tr>
<tr>
<td><strong>Deliver formal oral presentations on an assigned topic with appropriate information, support, organization, and other targeted presentation strategies.</strong></td>
<td><strong>Deliver formal oral presentations on an assigned topic with appropriate information, support, organization, and other targeted presentation strategies.</strong></td>
<td><strong>Deliver formal oral presentations on an assigned topic with appropriate information, support, organization, and other targeted presentation strategies.</strong></td>
</tr>
<tr>
<td><strong>Evaluate, orally or in writing, the effectiveness and purpose of audiovisuals in sample or student presentations/discussions.</strong></td>
<td><strong>Evaluate, orally or in writing, the effectiveness of audiovisuals in sample or student presentations/discussions.</strong></td>
<td><strong>Evaluate, orally or in writing, the effectiveness of audiovisuals in sample or student presentations/discussions.</strong></td>
</tr>
<tr>
<td><strong>Demonstrate the ability to effectively use audiovisuals including visual presentation software such as PowerPoint, Prezi, etc. during formal oral presentations and group discussions.</strong></td>
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<td><strong>Demonstrate the ability to effectively use audiovisuals including visual presentation software such as PowerPoint, Prezi, etc. during formal oral presentations and group discussions.</strong></td>
</tr>
<tr>
<td><strong>Correctly use targeted vocabulary words and collocations in activities such as group discussions, presentation, speaking exercises, or written assessments.</strong></td>
<td><strong>Correctly use targeted vocabulary words and collocations in activities such as group discussions, presentations, speaking exercises, or written assessments.</strong></td>
<td><strong>Correctly use targeted vocabulary words and collocations in activities such as group discussions, presentations, speaking exercises, or written assessments.</strong></td>
</tr>
<tr>
<td></td>
<td>Demonstrate understanding of correct pronunciation and stress patterns of targeted words and phrases in formal and informal assessment situations.</td>
<td>Demonstrate understanding of correct pronunciation and stress patterns of targeted words and phrases in formal and informal assessment situations.</td>
</tr>
<tr>
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<td>-------------------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>1</td>
<td>Demonstrate correct use of targeted vocabulary words and grammatical structures as well as correct pronunciation and stress patterns in authentic speech.</td>
<td>Demonstrate correct use of targeted vocabulary pronunciation, stress patterns, and grammatical structures in authentic speech.</td>
</tr>
</tbody>
</table>
Achievement Scales for Labs

CONVERSATION PARTNERS

By the end of a semester, students will be able to do the following with 75% accuracy as appropriate to their levels through quizzes, group discussions, or active participation in activities:

- Use words from the Academic Word List in conversation, matching, sentence completion, and grammatically complete and clear original sentences.
- Take notes over materially presented orally.
- Speak comfortably in a small group setting.
- Identify main ideas, supporting ideas, and examples from brief academic reading passages.
- Paraphrase / summarize written passages and group discussions.
- Express an opinion on an issue and support the opinion with reasons, examples, and evidence, elaborating or clarifying as necessary.
- Question, build on, and challenge ideas encountered in print or discussion.
- Write in response to a work of fiction.
- Explain key aspects of American culture and compare them to other cultures.
- Analyze aspects of their cultures and present brief oral presentations in a small group setting.

AMERICAN LANGUAGE AND CULTURE (FRIDAY LAB)

By the end of a semester, students will be able to do the following based on an episode of an American television series with 75% accuracy as appropriate to their levels through quizzes, group discussions, or active participation in activities:

- Illustrate comprehension of authentic oral language by answering plot-based questions.
- Identify main ideas (themes) and significant details.
- Analyze cause and effect and other logical relationships in viewed videos.
- Predict possible outcomes based on plot events and personal experience.
- Analyze narrative elements such as characterization, motivation, setting, etc.
- Analyze the effects of visual and aural elements such as music, visual effects, camera angles, costuming, etc.
- Recall, understand, and apply targeted vocabulary words and idioms.
- Evaluate the realism of fictional video and relate it to personal experience.
- Identify, compare, and contrast elements of American culture present in television series to real life in America and in their home countries.
FORMAL COMPLAINT FORM

Student Name [if known*]  (Please print entire name clearly)

Semester / Date

PROGRAM DEFINITION OF FORMAL COMPLAINT

Formal complaints address issues that indicate a substantial failure of the program to fulfill its mission.

Program inadequacies worthy of formal complaint would include such things as unreasonable grading / placement / promotion decisions, inappropriate curricular choices, failure to deliver effective instruction by qualified faculty, failure to provide essential student services, incomplete or inadequate communication, unsound program administration, and failure to comply with program or university policies on such issues as student privacy, discrimination, etc. A formal complaint usually deals with issues that

1. Describe the Complaint  (Please include all relevant details. Attach additional sheets and/or documentation if necessary):

2. Explain how one or more student was harmed as a result:
3. **Describe the action(s) you would like the program to take as a result of this complaint:**

____________________________________________

________________________

Signature of person filing form

Date

Please refer to the Student Handbook to see the process for responding to your complaint

<table>
<thead>
<tr>
<th>For program use only</th>
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</thead>
<tbody>
<tr>
<td>Received by</td>
</tr>
<tr>
<td>____ ELI Coordinator</td>
</tr>
<tr>
<td>____ OIP Director</td>
</tr>
</tbody>
</table>

Steps taken to investigate the complaint:

Findings:

________________________________________________________________________

Signature of Administrator
STUDENT LEVEL CHANGE REQUEST

- This request is considered a formal complaint. Please refer to your Student Handbook for deadlines, instructions, and an explanation of the process for this type of formal complaint.
- Fill out Part A.
- If you are applying for a change in your initial placement, complete Part B.
- If you are appealing your final promotion level, complete Part C (back of page).
- Give this form and any accompanying materials to the ELI Coordinator.

PART A: General Information

Student Name: ____________________________________________ Semester: ______________
Student ID number: ____________________ Current Level: ________ Date: _______________

PART B: Appeal of Initial Level Placement:

I believe I should be placed in Level ______ because: ______________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________

Student Signature: _____________________________________________
Signature of ELI teacher supporting the initial appeal (if any): ______________________________
Comments by ELI teacher (if any):

*****************************************************************************
For ELI use only
Appeal Granted: ________ Appeal Denied: ________ Date ________
Comments:

*****************************************************************************
ELI Coordinator
OIP Director
PART B: Appeal of Final Promotion Level (end of semester):

I believe I should be promoted to Level ______ because: ____________________________
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________

To support my request, I have submitted the following examples of my work from this semester:

Student Signature: _____________________________________________  Date:  ___________

For ELI use only  Appeal Granted: _____  Appeal Denied: _____  Date  __________

Comments:

ELI Coordinator  OIP Director