

# Program Handbook

## 2022



### Illinois Institute of Fine Arts IIFA English Learning Center

7444 Long Avenue  
Skokie, IL 60077  
(847) 410 - 7752  
[www.iifa.edu](http://www.iifa.edu)

<b>Welcome</b>	<b>5</b>
<b>About IIFA</b>	<b>6</b>
Our Mission	6
Our Faculty	6
Good Teaching Practice	6
<b>Organization and Governance</b>	<b>7</b>
Administration and Faculty	7
Incorporation Status	8
State Approval	8
Accreditation	8
Federal Authorization	8
Statement of Nondiscrimination	8
<b>Campus Locations</b>	<b>8</b>
<b>Academic Calendar</b>	<b>9</b>
2022	9
<b>Admissions Information</b>	<b>10</b>
Admissions Requirements	10
Required Documents - All Students	10
F-1 Students - Additional Required Documents	10
English Proficiency Requirements for Non-Native Speakers of English	11
Placement Testing	12
Restarting and Repeating Programs	12
Transferability of Credits	12
<b>Scholarships and Awards</b>	<b>12</b>
Academic Excellence Merit Award	13
Student Service Award	13
Applying for Scholarships/Awards	13
Scholarship/Award Terms	13
<b>Financial Services</b>	<b>14</b>
Tuition and Fees	14
Textbook and Course Materials	14
Registration and Enrollment	15
Payment Policy	15
Payment Methods	15
Financial Obligation	15
Delinquent Accounts	15
Withdrawal, Dismissal, and Canceled Classes	15
<b>Cancellation and Refund Policy</b>	<b>16</b>
Student's Right to Cancel	16
	2

Refund Policy	16
Timely Refunds	17
<b>Student Services</b>	<b>18</b>
Advising Services	18
International Student Support	18
Employment Placement Services	18
Students with Disabilities	18
Health Insurance	19
Voter Registration	19
Student Records	19
FERPA	19
New Student Orientation	20
Student Surveys	21
Electronic Devices	21
Housing	21
Downtown Chicago Dormitory	21
Find Housing Online	21
Other Housing Options and Resources	21
Transportation	22
Social and Recreational Activities	22
Academic Assistance	22
Standards of Conduct	22
Dismissal Policy	22
Complaint Policy	23
<b>International Student Policies</b>	<b>23</b>
Maintaining Status	23
Travel	24
Transferring Out	24
Curricular Practical Training (CPT)	24
Applying for CPT Authorization	24
Loss or Change in Externship Site	25
Optional Practical Training (OPT)	25
Applying for OPT Authorization	25
On-Campus Employment for International Students	26
<b>Academic Policies</b>	<b>26</b>
Attendance	26
Leave of Absence	26
Leave of Absence for International Students	26
Academic Expectations	27
Classroom Preparedness	27
Student Progress	27

Lack of Progress	28
Midterm and Final Exams	28
Repeating Classes and Dismissal	28
Academic Probation	29
Grading	29
Academic Honesty Policy	30
Transcripts	30
Graduation Requirements	30
<b>ESL Achievement Scale</b>	<b>31</b>
<b>ESL Programs</b>	<b>32</b>
General English Program	32
Academic English Program	34
Business ESL Program	34
<b>ESL Program Curriculum Guide</b>	<b>35</b>
<b>TESOL Certificate Program</b>	<b>38</b>
Required Courses for Completion	38
Elective Courses	39
Externship	39
Eligibility for Externship	39
Externship Approval Process	39
Monitoring and Evaluation of Externship	39
TESOL Curriculum Guide	40
<b>Institutional Disclosures</b>	<b>41</b>
<b>Additional Contact Information</b>	<b>43</b>

## **Welcome**

The faculty and staff of Illinois Institute of Fine Arts (IIFA) welcome you. We are pleased that you have chosen us, and we look forward to providing you with the educational skills and support needed to attain your goals.

This handbook has been prepared to provide an introduction to our school and the programs and courses offered. It consists of academic information, policies, and services available to you.

Take time to read the handbook, and keep it in a safe place for future reference. This handbook does not attempt to answer specific questions or cover all situations you may encounter. So, if you do not find answers to your questions here, stop by our office or make an appointment with your advisor.

Our best wishes for a successful educational experience!

Sincerely,

The Faculty at IIFA

## About IIFA

### **Our Mission**

IIFA's mission is to foster excellence in English as a Second Language education; providing post-secondary students with the necessary linguistic skills and cultural understanding to flourish in a global society. We achieve our mission through our commitment to continuous program improvement and adaptation to the changing needs of the community we serve.

### **Our Faculty**

IIFA faculty members are carefully selected to ensure that they meet the standards required to provide quality instruction to students. We encourage our faculty to continuously build their expertise through professional development. Instructors serve not only as teachers but in many cases, advisors to students on their educational journey. Our instructors strive to meet the objectives of each course and evaluate students fairly and accurately.

### **Good Teaching Practice**

All IIFA instructors are informed about good teaching practices and expected to follow them in their classes. Instructors keep the lines of communication open with students for them to feel supported and be better equipped to overcome any learning difficulties they may encounter. Encouraging group activities and working together on activities in class helps students to learn by improving their thinking and understanding. In the same way, instructors encourage active learning to help students retain more of what they learn. Frequent suggestions and feedback from their instructors will keep students focused by being aware of areas to improve. Since many courses often cover a large amount of information, students will also benefit from the use of time-management skills that their instructor encourages. Our faculty sets high expectations for students and communicates these expectations throughout each course. Instructors respect and value students for their unique strengths, and will recognize and work with students to identify the best ways for them to learn.

# Organization and Governance

## Administration and Faculty

### Board of Directors

Patrick Baek - CEO

Stephanie Tokarczyk

Dr. Christopher Peterson Ph.D.

Kevin Flatt

Dr. James Buell Ph.D.

Dr. Soyeon Yoo Ph.D.

### President / PDSO

Rose Baek

### Administrative Director / DSO

Bridget Nakamura

### Student Services Coordinator

Matthew Koziol

### Student Services Staff

Liode Valencia

### TESOL Program Director / Instructor

Dr. Olga Muranova Ph.D.

### ESL Program Director / Instructor

Shoshana Dworkin

### ESL Instructors

Michelle Rivera

Regina Torres

Chloe Bolan

## **Incorporation Status**

IIFA is a private, for-profit institution of higher education incorporated under the laws of the State of Illinois.

## **State Approval**

Approved to operate by the Private Business and Vocational Schools Division of the Illinois Board of Higher Education, 1 N. Old State Capitol Plaza, Ste. 333, Springfield, Illinois 62701, (217) 557-7369. [www.ibhe.org](http://www.ibhe.org). Complaints against this school may be registered with the Board of Higher Education. <http://complaints.ibhe.org>.

## **Accreditation**

IIFA is accredited by the Commission on English Language Program Accreditation (CEA) and agrees to uphold the CEA Standards for English Language Programs and Institutions. CEA is recognized by the U.S. Secretary of Education as a nationally recognized accrediting agency for English language programs and institutions in the U.S. For further information about this accreditation, please contact the Commission on English Language Program Accreditation, 1001 N. Fairfax St., Suite 630, Alexandria, VA 22314, (703) 665-3400. [www.cea-accredit.org](http://www.cea-accredit.org)

## **Federal Authorization**

IIFA is authorized under Federal law to enroll nonimmigrant alien students.

## **Statement of Nondiscrimination**

IIFA is committed to ensuring that all individuals have an equal opportunity in its programs and facilities. No person shall be discriminated against because of race, color, sex, sexual orientation, gender identity, religion, disability, age, genetic information, veteran status, ancestry, or national or ethnic origin in the administration of its educational policies, admission policies, employment policies, scholarship and loan programs, and other Institute-administered programs and activities.

---

## **Campus Locations**

<b>Skokie Campus</b> 7444 Long Avenue Skokie, IL 60077 (847) 410-7752	
--	--



**IIFA Corporate Office**

7444 Long Avenue  
 Skokie, IL 60076  
 (847) 410-7752

# Academic Calendar

**2022****TESOL Certificate Program**

<b>FALL Trimester - 2022</b>	
New Student Orientation Day	August 30
Registration Deadline	September 2
<b>Labor Day - School Closed</b>	<b>September 5</b>
First Day of Fall '22 Trimester	September 6
<b>Thanksgiving Break - School Closed</b>	<b>November 24 - 25</b>
Fall '22 Trimester End Date	December 18
<b>Christmas Break - School Closed</b>	<b>December 24 - 25</b>
<b>New Year's Eve - School Closed</b>	<b>December 31</b>
<b>WINTER Trimester - 2023</b>	
Registration Deadline	January 6
First Day of Winter '23 Trimester	January 9
<b>Martin Luther King Day - School Closed</b>	<b>January 16</b>
<b>President's Day - School Closed</b>	<b>February 20</b>
Winter '23 Trimester End Date	April 23
<b>SPRING Trimester - 2023</b>	
Registration Deadline	May 5
First Day of Spring '23 Trimester	May 8
Spring '23 Trimester End Date	August 20


## Admissions Information

### Admissions Requirements

To be eligible for admission into IIFA’s courses/programs all applicants must:

- Be at least 17 years old or over compulsory school age
- Be a high school graduate or have completed a level of education equivalent to the high school level (GED or HiSet®). Students must complete a Self-Attestation of High School Graduation or Equivalency.
- Non-native speakers of English must meet English proficiency requirements to enroll in the *TESOL Certificate Program*. Please see the English Proficiency Requirements for Non-Native Speakers of English section.

<b><u>Required Documents - All Students</u></b>
Application
Attestation of High School Graduation or Equivalency
Proof of English Proficiency (if applicable)
Enrollment Agreement
Registration Fee \$50
Course Materials Fee \$150
Copy of Driver’s License, State ID, or Passport

<b><u>F-1 Students - Additional Required Documents</u></b>	Abroad	Transfer	Status Change
Copy of valid passport	X	X	X
High School/College Diploma or transcripts (translated into English)	X	X	X
Personal or sponsor bank statement showing sufficient funds	X	X	X
Affidavit of Support Form I-134 (for U.S. sponsor)	X	X	X

Letter of support translated into English (for abroad sponsor)	X	X	X
Valid passport copies (for F2 dependents)	X	X	X
Application from Abroad Fee \$400	X		
F2 I-20 Processing Fee \$50	X	X	X
International Postal Fee \$75	X		
Domestic Postal Fee \$25		X	X
SEVIS Fee \$350 (paid to SEVIS)	X		X
Copy of visa	X	X	X
Copy of I-94	X	X	X
Copies of current and approved I-20 forms		X	
Transcripts/grades from current school		X	
Transfer Form		X	
Transfer-In Fee \$100		X	
Change of Status Fee \$400			X
USCIS Form I-539 (submitted to USCIS)			X
Form I-539 application fee \$370 (paid to USCIS)			X
Biometrics service fee \$85 (paid to USCIS)			X

## English Proficiency Requirements for Non-Native Speakers of English

*TESOL Certificate Program* applicants are required to submit proof of English language proficiency to enroll.

Applicants from countries where English is not the primary spoken language and applicants whose native language is not English must demonstrate English-language proficiency by providing the school with one of the following:

- Successful completion of IIFA's General ESL Program, Advanced II level (minimum grade of B).
- A TOEFL test score of at least 95 (internet-based) or 587 (paper-based). The score must be less than two years old.
- An International English Language Testing System (IELTS) score of 7.0 or higher. Scores must be less than two years old.
- Valid copy of a degree of completion issued by a college program in the United States.
- High School diploma or GED certificate issued in the United States.

## **Placement Testing**

ESL program applicants must complete a placement test to assess their ability in Listening, Reading, Grammar, Vocabulary, and Speaking. The written portion of the test may be taken online. Results of the test are typically available on the same day and are used to determine the appropriate level of study. Speaking will be assessed via an in-person interview with the student.

Students can choose to schedule an in-person placement test at the Skokie Campus:  
7444 Long Avenue  
Skokie, IL 60077

Students are expected to abide by the following during in-person placement testing:

- Bring a photo ID (ex. Driver's license, passport) on the day of the test
- Arrive on time to take the placement test
- Do not bring any food, drink, or electronic devices into the testing room
- For safety and liability purposes, children should not be brought on the testing date

If you disagree with the placement test results you may request to re-take the test on a different day. Students who test into a level not currently offered will be placed into the level most closely corresponding with their assessed proficiency. During the first week of class, teachers informally evaluate whether new students in their classes have been placed at the appropriate levels. If a teacher or student believes that the student has been inappropriately placed the student may be offered the chance to switch to a different level course.

## **Restarting and Repeating Programs**

Students are allowed to complete a program if they have taken one or more courses for the program within the last 5 years, and the outstanding courses are being offered by the school. If the outstanding courses are no longer being offered or if the time since the last completed course is greater than 5 years, students must restart the program and complete all courses, including any previously passed. Students are allowed to repeat up to 50% of a given program's courses.

## **Transferability of Credits**

IIFA does not guarantee to students that any certificate, credential, clock, or credit hours received by, or completed at the institute are transferable to any other institute of higher education. It is important for students to first consult with any other institution to which the student seeks to transfer to confirm transferability.

---

## **Scholarships and Awards**

As a part of IIFA's commitment to making quality ESL programs accessible to as many students as possible, our school offers scholarships to students who show consistent academic progress or demonstrate excellence in service to the school community during their course of study.

## **Academic Excellence Merit Award**

The Academic Excellence Award was made to recognize and reward students who demonstrate continuous academic achievement. Students who are eligible for the award will receive a 30% tuition scholarship for their next semester of enrollment.

To be eligible for this award, students must maintain a cumulative grade point average of 4.0 for two consecutive semesters.

## **Student Service Award**

The Student Service Award is intended to recognize outstanding service to the school and its community by the students who volunteer their time to assist in various roles throughout the school. Students who are eligible for the award will receive a 30% tuition scholarship for their next semester of enrollment.

To be eligible for this award, students must have volunteered at least 10 hours per week at the school during their most recently completed semester.

## **Applying for Scholarships/Awards**

To be considered for any of the available scholarships or awards, please fill out and submit a Scholarship Application Form at the time of registration for your next semester of enrollment. The school will contact you if you are eligible, or will advise you on what you must do to become eligible.

## **Scholarship/Award Terms**

Scholarship awards will be applied directly to the student's tuition charges and will not be paid out in cash. Scholarships and awards from IIFA may not be combined.

## Financial Services

### Tuition and Fees

Program	Clock Hours	Clock Hours/ Week	#Weeks	#Months	Tuition
General English Program (S)	270	18	15	4	\$3,900
General English Program (Y)	540	18	30	8	\$7,800
Academic English Program (Y)	540	18	30	8	\$7,800
Business English Program (Y)	540	18	30	8	\$7,800

**S = Per Semester    Y = Per Year**

### Fees

### International Student Fees

Registration Fee	\$50	Application from Abroad / Status Change / Reinstatement	\$400
Letter of Enrollment Verification	\$15	I-20 Modification	\$50
Tuition Payment Letter	\$15	Transfer-In	\$100
Transcript	\$25	F2 I-20 Form Processing	\$50
Certificate of Course Completion / Diploma	\$25	International Postal Fee	\$75
Textbooks/Course Materials	\$150	Domestic Postal Fee	\$25

***All fees are non-refundable.***

All tuition and fee amounts at IIFA are subject to review and revision due to fluctuations in program costs and market rates. Tuition and fees cover the costs of running the program and student access to amenities at IIFA such as computer labs, library, online student portals, extracurricular activities, and student services.

### Textbook and Course Materials

Students are charged a separate fee that covers the cost of their textbooks, which will be provided to them by the institute. This guarantees that students have access to the necessary textbooks by the first day of class. The fee is non-refundable, and books issued to students are non-refundable.

## **Registration and Enrollment**

Students must schedule a registration date with their student advisor. On the registration date, students must complete the enrollment agreement, which will constitute their registration into their program/course(s). The registration fee and a tuition payment, either full or partial (if an installment agreement has been completed) are due on the registration date. Students who enroll after the registration deadline as listed on the academic calendar will be charged a non-refundable late registration fee of \$100. Students may request late registration into a course up until the 8th week of the term. Students registering late are ineligible for installment payment plans and are subject to same terms of the school's withdrawal and refund policy.

## **Payment Policy**

Students must either select a payment plan of multiple installments and make a down payment at the time of registration or choose to pay in one installment at the time of registration. Late payments will be charged an additional late fee of \$100. Payment plans may vary and are only available to students who register by the registration deadline as listed on the academic calendar. Please contact the admissions office for the most up-to-date information. Students who fail to make tuition payment at the time of enrollment will not be permitted to attend classes and their enrollment agreement will be canceled. Students who request a refund of tuition prior to the start of classes will have their enrollment agreement canceled, and a refund will be issued less any non-refundable fees and any applicable cancellation fees.

## **Payment Methods**

IIFA accepts the following payment methods: cash, check, credit card, and debit card. Online payment options are available. Please contact the school office for assistance. A \$50 fee will be charged for rejected/insufficient funds payments.

## **Financial Obligation**

Students who fail to make timely payments to IIFA, or whose payments are rejected or otherwise unable to be deposited by IIFA, may be subject to dismissal from the school. Failure to make installment payments on time will result in ineligibility for any future installment plans. IIFA will not issue Certificates of Completion or official transcripts to students until they have met all of their financial obligations to IIFA.

## **Delinquent Accounts**

Students with a delinquent account balance will be notified by the school, and payment will be due immediately upon receipt of the notice. If a student fails to pay their balance their account may be referred to a collection agency, and a hold will be placed on their account which will prevent any future registration, transcript receipt, or certificate of completion receipt. The hold on the account will be lifted once the student has paid off their balance in full. Late payments will be charged an additional late fee of \$100.

## **Withdrawal, Dismissal, and Canceled Classes**

IIFA students may withdraw from courses and receive a "W" on their report card. To properly withdraw, students must submit a written request to the school. The request must at a minimum include the expected last date of attendance, and be signed and dated by the student. Students who do not submit a written request and stop attending classes will receive an "F" on their report card. A

student's absence for ten (10) consecutive days without notice to IIFA will be considered an unauthorized withdrawal and the student will not be eligible for a refund of tuition. Refund eligibility for authorized withdrawals is determined by the date the withdrawal request is received.

IIFA reserves the right to dismiss any students whose conduct or attendance does not meet IIFA's attendance or behavioral standards. Students will be dismissed if they are marked absent fourteen (14) times in a course/fail to maintain 70% attendance, continuously engage in conduct that is disruptive to the learning environment, or fail to pay tuition by applicable due dates as agreed. Students may receive up to two written notices before the dismissal procedure is implemented. A revised tuition charge, or refund if applicable, will be calculated. Students who are dismissed due to disciplinary action or violation of local, state, or federal laws will not receive a refund of tuition. Students must pay any tuition owed to the school at the time of dismissal. Dismissed students may reapply for enrollment.

IIFA reserves the right to cancel or postpone any course because of low or insufficient enrollment. When this occurs, IIFA will attempt to notify students before the first class meeting, and a complete refund will be mailed or given personally if any payments were made.

## **Cancellation and Refund Policy**

### **Student's Right to Cancel**

The student has the right to cancel the initial enrollment agreement within three (3) business days after the enrollment agreement was executed. If the right to cancel is not given to any prospective student at the time the agreement is signed, then the student has the right to cancel the agreement at any time and receive a refund of all money paid to date, less non-refundable fees within (30) days of cancellation. Cancellation requests must be signed and submitted in writing to the school.

### **Refund Policy**

A student who provides written notice of cancellation within three (3) business days, excluding weekends and holidays, of executing the enrollment agreement, and before the first day of class is entitled to a refund of all money paid, excluding any non-refundable fees.

A student requesting cancellation more than three (3) business days after executing the enrollment agreement and making an initial payment, but before the first day of class is entitled to a refund of all money paid, excluding any non-refundable fees, and less a cancellation fee equal to 20% of the total course tuition cost.

A student who withdraws from a course after the commencement of classes will have their refund calculated according to the table below. No refunds will be given after the 8th week of the term. For the purpose of refund calculation, a week shall be considered completed if a student has attended one day of class in a given week. Refund eligibility will be determined by the date a written and signed withdrawal request is received by the school.

*All refunds are calculated based on the full tuition cost, regardless of **installment payment plan**. See **example table**.*



Week of Withdrawal	Tuition Refund Percentage
Weeks 1 - 2	75% of tuition cost
Weeks 3 - 5	50% of tuition cost
Weeks 6 - 8	25% of tuition cost
After Week 8	No refund

**Example Refund Calculation Table**

		Installment payment	Full Payment
Total Tuition		\$3900	
Tuition Paid		\$2000	\$3900
Tuition Balance		\$1900	0
Week	Refund Percentage	(Total Tuition amount X Refund Percentage ÷ 100) - Tuition Balance	Total Tuition amount X Refund Percentage ÷ 100
1-2	75%	\$1025	\$2925
3-5	50%	\$50	\$1950
6-8	25%	- \$925	\$975
After 8	0	-\$1900	0

\* Negative amount shows balance is owed to the school before withdrawal.

**Timely Refunds**

Refunds shall be paid within thirty (30) days after the effective date of dismissal or withdrawal, which shall be considered as the date on which the written and signed dismissal or withdrawal form was officially received or accepted by a school official.

# Student Services

## **Advising Services**

Students are encouraged to seek advice whenever needed regarding personal, academic, or immigration questions. Students seeking additional information regarding school policies, help adjusting to the community and/or culture, or assistance in understanding immigration policies are welcome to contact a student advisor for assistance. Students who are seeking advice specifically related to their academic performance can reach out to their instructor at any time or request a meeting with their program director for more pressing matters such as satisfactory progress concerns, or other issues affecting a student's performance in a course. Information regarding immigration procedures may be obtained from the student's international student advisor or designated school official (DSO), who will assist the student in navigating immigration processes or possibly refer the student to other useful sources of information such as the USCIS website.

## **International Student Support**

International students needing information or who have questions regarding their current status or the immigration process should schedule an appointment with their advisor. Advisors can counsel students on the immigration process and USCIS requirements and procedures. We will also help to address any matters related to transfers or travel permission for international students.

Our advisors understand the difficulties international students face when immersing themselves in a new language and culture, and that students may have trouble adjusting and focusing in school. We strongly encourage international students to visit their advisor for counseling if they are struggling or feeling overwhelmed in any way. We want you to succeed and we are here to listen and help.

## **Employment Placement Services**

While IIFA does not directly place students into job positions following graduation, students taking courses at IIFA may find the skills they gain during their studies to be beneficial to them when entering the job market. Students may request assistance in preparing their resume, preparing for a job interview, or in locating resources that can help them learn about employment opportunities or current job market needs.

## **Students with Disabilities**

IIFA recognizes the role that Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990 has in helping students achieve academic success. IIFA will make reasonable accommodations for students with qualifying disabilities and ensure that its campuses and facilities are made accessible as required. A reasonable accommodation is a modification that will enable a qualified student with a disability to participate and enjoy the rights and privileges offered by the school. Accommodations cannot be made that will alter the nature of the programs, cause undue burden on IIFA, or threaten the health and safety of students or others. Modifications that cause undue burden or pose a health or safety risk are not considered reasonable. The school will make modifications only to known and validated disabilities. Students must give reasonable notice of their request for accommodation to IIFA, and provide appropriate supporting documentation, which may include medical records, to support the need for accommodation in their request. Please submit your written request to a Student Advisor at the time of application to IIFA or at least one week before the start of your program.

## Health Insurance

Students at IIFA are not required to purchase health insurance, but it is strongly encouraged that students enroll in an adequate health insurance plan. Unforeseen medical costs in the event of an incident can be extremely detrimental to a student's ability to continue their education and may ultimately result in withdrawal.

Some recommended insurance providers for international students are:

- [ISO: International Student Insurance](#)
- [Study USA-Healthcare: International Student Medical Coverage](#)
- [ISI: International Student Insurance](#)

Please contact a student advisor for additional information or referrals to other insurance agencies. Students are responsible for selecting and signing up for a plan that meets their needs.

## Voter Registration

According to the National Higher Education Act of 1998, colleges and universities in the U.S. are required to make a "good faith" effort to distribute voter registration forms to every student and to make such forms widely available. In order to register to vote, you must be a citizen of the U.S. and at least 18 years of age at the time of the next election. You may register online at <https://ova.elections.il.gov/> or download a paper application at <https://elections.il.gov/Default.aspx>.

## Student Records

IIFA collects and records the necessary information about students' enrollments, retention and attrition, academic progress, and the number of graduates. Academic records are considered to be any record that is directly related to a student's activity while at the institute (attendance, academic progress, grades, financial history, and transcript are included in this). Locations used to house records are kept secure when not in use. Students may request access to inspect their academic records at any time. The institute will obtain written consent from a student before releasing any personally identifiable information to a third party, with few exceptions. School officials with a legitimate educational interest (i.e. needing to review an education record in order to fulfill their professional responsibility) may access a student's academic record without written consent. Student records are maintained indefinitely by the school.

## FERPA

The Family Educational Rights and Privacy Act (FERPA) affords eligible students certain rights with respect to their education records. (An "eligible student" under FERPA is a student who is 18 years of age or older or who attends a postsecondary institution at any age.) These rights include:

1. The right to inspect and review the student's education records within 45 days after the day the school receives a request for access. A student should submit to a school official a written request that identifies the record(s) the student wishes to inspect. The school will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the school official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.

2. The right to request the amendment of the student's education records that the student believes is inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA. A student who wishes to ask IIFA to amend a record should write to the school, clearly identify the part of the record the student wants changed, and specify why it should be changed. If IIFA decides not to amend the record as requested, IIFA will notify the student in writing of the decision and the student's right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.
3. The right to provide written consent before IIFA discloses personally identifiable information (PII) from the student's education records, except to the extent that FERPA authorizes disclosure without consent. IIFA discloses education records without a student's prior written consent under the FERPA exception for disclosure to school officials with legitimate educational interests. A school official typically includes a person employed by IIFA in an administrative, supervisory, academic, research, or support staff position (including law enforcement unit personnel and health staff); a person serving on the board of trustees; or a student serving on an official committee, such as a disciplinary or grievance committee. A school official also may include a volunteer or contractor outside of IIFA who performs an institutional service of function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, auditor, or collection agent or a student volunteering to assist another school official in performing his or her tasks. A school official typically has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibilities for IIFA. Upon request, the school also discloses education records without consent to officials of another school in which a student seeks or intends to enroll.
4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by IIFA to comply with the requirements of FERPA. The name and address of the office that administers FERPA is:  
Student Privacy Policy Office  
U.S. Department of Education 400 Maryland Avenue, SW Washington, DC 20202

## **New Student Orientation**

Upon registration, students will be given a catalog or handbook that outlines the policies, procedures, and other expectations of the school and/or program. Students should familiarize themselves with the information in the handbook before the first day of class, however, the information will be reviewed with the instructor when classes begin. Students may request to meet with a student advisor any time before the first day of class to better understand the policies, procedures, and expectations of the school. On the first day of class, students will be introduced to their instructor, who will review all academic expectations and responsibilities of the student. Instructors will also inform students of any important information regarding health and safety matters. Each student will be given a syllabus for their course which contains the expectations and policies relevant to the course. Students may reach out to their instructor or another school official at any time for questions regarding policies, procedures, expectations, or any other matters related to the student's adjustment to/performance in the course. Prospective students are welcome to schedule an orientation meeting with a student advisor at any time to help them become familiar with the school and its policies.

## **Student Surveys**

Student feedback is essential to ensuring that the programs and courses offered are tailored to meet the needs of those enrolled. As part of our effort to learn more about the types of students we enroll, their educational background, goals, and how best to serve their needs; we ask newly enrolled students to fill out a short Intake Survey. Additionally, students are asked to fill out an Exit Survey towards the end of every course, which gathers feedback on course content, and instructor performance and allows students a chance to tell us what changes or additions they would like to see within the curriculum. Surveys are always anonymous so students can feel comfortable giving their honest feedback.

## **Electronic Devices**

Students are permitted to bring their laptop computers, electronic dictionaries, and cell phones to class. However, all cell phones must be turned off and put away unless an emergency arises and/or the student receives permission from the instructor. It is up to the instructor of the course to decide if and when students may use their electronic devices during class time.

## **Housing**

Students attending IIFA will have multiple options when choosing their housing accommodations.

### **Downtown Chicago Dormitory**

The downtown dormitory option includes modern amenities, a great view of the city, and a location that gives students easy access to all that the city of Chicago has to offer. Students who are comfortable commuting can use the CTA “L” to our Skokie Campus. Availability of a room is on a first-come, first-served basis. Click the link below to learn more, and apply for a room.

<https://www.thebuckinghamchicago.com/>

### **Find Housing Online**

Students may decide to look for their housing online. Since looking for housing options as an international student can be time-consuming, and difficult, we strongly recommend that students get assistance in their search from a real estate agent who understands the needs of international students. Use the link below to start searching for your new home.

<https://www.apartments.com/>

### **Other Housing Options and Resources**

Students may also choose to find a homestay family or search for other local housing options on their own. Below are some possible resources to assist you in your search.

Homestay:

[Student Room Stay](#)

[Home Stay Bay](#)

[MIF Home Stay](#)

[Home Stay Finder](#)

Please contact your student advisor if you need further assistance or resources.

## **Transportation**

IIFA does not provide transportation to and from the school. Parking is available on or near campus, and campus locations are accessible by public transportation.

## **Social and Recreational Activities**

Students or faculty members may request to organize clubs, activities or events on-campus. Requests should be submitted in writing to the school office and include proposed meeting locations and times. All activities must be school appropriate and at least one faculty member must be in attendance. Information about upcoming events or club meetings can be found on the school bulletin boards, and reminders may be sent to students via email. Instructors will do their best to inform and remind students of any upcoming events available to them.

## **Academic Assistance**

Students who are falling behind in their class or would like to request academic assistance should schedule an appointment with their student advisor as soon as possible. Your advisor will work with you to come up with a plan to get you back on track and make satisfactory progress. Advisors will work with your instructor to mentor you and help you form effective study habits. It may also be recommended that you schedule regular meetings with an instructor or tutor if necessary.

## **Standards of Conduct**

Students at IIFA are expected to conduct themselves appropriately. Students may be subject to disciplinary action up to and including dismissal if they engage in any of the following behaviors:

1. Dishonesty; cheating
2. Disruption of IIFA activities
3. Theft or damage to IIFA property
4. Violation of health or safety rules
5. Disruptive activity or behavior
6. Use or possession of alcohol or other illegal drugs
7. Fighting or making threats of violence
8. Smoking on campus
9. Negligent conduct leading to IIFA property damage or damage to another's property
10. Disrespectful behavior or insubordination
11. Any unlawful or unwelcome harassment
12. Inappropriate use of IIFA computers or other equipment
13. Violation of IIFA policies

## **Dismissal Policy**

IIFA reserves the right to dismiss any student whose attendance, behavior, academic standing, or financial standing does not meet the standards described in this catalog. Students may appeal their dismissal by submitting an appeal of determination form to the admissions office. Appeals will be reviewed by the admissions office and by the program director, but may also be reviewed by other relevant parties within the school community as necessary to make an appropriate decision. Students will be notified in writing of the appeal decision within seven business days of receipt.

## Complaint Policy

IIFA English Learning Center is committed to processing and addressing all student complaints promptly. Every student attending IIFA has the right to initiate a complaint against another member of the school community, which may bring about an investigation and/or disciplinary action involving that member. Students have the right to make a complaint at any time and attempt to resolve it informally with their instructor. If a complaint cannot be resolved informally, students are encouraged to schedule an appointment with their student advisor who will assist the student in making a formal written complaint. Alternatively, a student may wish to make an anonymous complaint by submitting a written description of the issue to the school. All requests for student anonymity will be honored unless there are significant reasons to do otherwise. A written complaint will be reviewed by the program director and/or the president, who will respond promptly and fairly to the complaint. Students will not be punished or made to feel uncomfortable for filing a complaint against the school or any member of its faculty or staff. Once resolved, a copy of the written complaint and a written record of any resolution will be retained in the student's file. Student files may only be accessed by authorized personnel. Complaints against this school may be registered with the Illinois Board of Higher Education, 1 N. Old State Capitol Plaza, Ste. 333, Springfield, Illinois 62701. Phone 217-782-2551. [www.complaints.ibhe.org](http://www.complaints.ibhe.org)

---

## International Student Policies

### Maintaining Status

Students must maintain their F-1 student status. Students who fail to maintain their status are considered “out of status” and will be ineligible for any student visa benefits, including registration for future courses. An out-of-status student must apply to USCIS to reinstate their status and may regain their visa benefits if USCIS approves the reinstatement.

To remain in F-1 status, a student must:

1. Be a full-time student (Students must be enrolled for 12 credit hours per quarter).
2. Maintain satisfactory academic progress
3. Obtain proper employment authorization before beginning any work (if applicable).
4. Report changes in address, legal name, or program within 10 calendar days of the change to the Designated School Official (DSO).
5. Obtain the DSO approval before traveling outside of the U.S.
6. Report any intention to transfer to another school, leave the country, or change the status to the DSO.
7. Obtain an updated I-20 when a funding source changes.
8. Obtain permission from the DSO before requesting a leave of absence or withdrawal from IIFA.
9. Keep a valid passport and Form I-94 at all times.
10. File timely requests for practical training and other changes or additions.

Students with questions or concerns regarding their status should schedule an appointment with a DSO as soon as possible.

## **Travel**

Students planning on traveling outside of the U.S. should inform their DSO as early as possible. Failure to gather the required documentation may cause a student to be denied re-entry into the U.S. Your DSO will inform you of the requirements for re-entering the U.S.

To be approved by the DSO for travel, you must submit the following:

- Current I-20
- Copy of Passport (must be valid at least six months from the departure date)
- I-94 card
- Proof of travel

## **Transferring Out**

Students who plan to transfer to another school must meet with their DSO.

If the student is eligible to transfer, they must provide to the DSO:

- Contact information for the accepting school
- Acceptance letter from the school
- A transfer form

## **Curricular Practical Training (CPT)**

F-1 students may request authorization to participate in curricular practical training (CPT) which takes place during their course of study. This authorization is necessary if the student wishes to take any of the externship courses offered by the school.

To be qualified for CPT students must:

- Maintain F-1 status and be active in SEVIS at the time of applying
- Be enrolled full-time for one academic year before CPT authorization
- Be enrolled in a program at IIFA with an externship component
- Complete their first semester of the program

*Students enrolled in ESL programs (General, Academic or Business) are not eligible for CPT.*

## **Applying for CPT Authorization**

To apply for CPT, students must first submit the required documents to their DSO. Upon approval of the request, students will be issued a new form I-20 that includes the CPT authorization. Please note that the DSO will record the site name where the CPT will be performed, the time-period for CPT authorization, and the part-time or full-time status of the work authorization on the form I-20. Students may not work at any other site that is not listed on the I-20, and may not work past the work authorization end date.

The following must be submitted to your DSO to request CPT authorization:

- Completed and signed Externship Agreement
- Signed externship offer letter from the employer that includes:



- Address of the externship site
- Name of supervisor
- Description of the job duties to be performed
- Start and end date of the externship
- Hours per week

### **Loss or Change in Externship Site**

Students who lose or must change their externship site for any reason must report to their DSO in a timely manner. It is the responsibility of the student to find an alternative site to complete all of their remaining externship hours and satisfy the requirements of their externship course. Failure to notify the DSO of any change in externship site may result in dismissal from the program and could result in termination of a student's status. In addition, failure to complete all externship hours may result in failure of the externship course. A student who fails the externship course is ineligible to repeat the course in the following semester of the program.

### **Optional Practical Training (OPT)**

Upon successful completion of their program of study and meeting the eligibility requirements, students may choose to apply for Optional Practical Training (OPT), which, if approved, will grant them a 12-month full-time work authorization. Applications for OPT must be approved by USCIS, and the student must receive an Employment Authorization Document (EAD) before beginning employment.

To be eligible for OPT, students must:

- Be in valid F-1 status
- Complete one academic year of full-time enrollment
- Complete their program of study in good academic standing
- Be employed in a position related to their field of study

*Students enrolled in ESL programs (General, Academic or Business) are not eligible for OPT.*

### **Applying for OPT Authorization**

It is recommended that students meet with their DSO as soon as they decide to apply for OPT. The OPT authorization process can take several months, and there are important deadlines that must be met when submitting the necessary forms to USCIS. Your DSO will help determine your eligibility, provide the required OPT recommendation to your record in SEVIS, and instruct you on how to submit your application and documents to USCIS.

After meeting with the DSO and receiving their recommendation for OPT in SEVIS, students will need to submit the following to USCIS:

- Completed and signed Form I-765

- Copy of student's F-1 visa
- Copy of Passport
- Copy of Form I-94 (both sides)
- 2 passport style photos
- Any previously issued EADs (if applicable)
- Any previously issued Form I-20 with CPT (if applicable)

## **On-Campus Employment for International Students**

Full-time international students holding a valid F-1 visa are permitted by USCIS to work on campus for up to 20 hours per week while attending classes and up to 40 hours per week during vacation/break. On-campus employment will allow students to apply for a Social Security number. Please meet with your DSO for assistance in the application process.

---

# **Academic Policies**

## **Attendance**

Students must attend classes according to their assigned schedule. International F-1 students must attend 18 hours per week if enrolled in IIFA's ESL program. Failure to attend class as an international student may hinder academic progress and have a negative impact on visa status.

Students arriving within the first 30 minutes of class will be marked tardy. A student who is tardy three (3) times will receive one (1) absence. Students who arrive after the first 30 minutes of class, leave class early without notice, or are asked to leave by the instructor will be marked absent. Students marked absent fourteen (14) times or whose attendance falls below 70% will be given a grade of "F" and will be unable to receive a certificate of completion or credit for the course and/or program.

Students attending classes remotely are expected to adhere to the same attendance policies as students attending in-person. Remote students must have their webcam and microphone in working order, and must not turn on or off their video/microphone, unless given permission or asked to do so by the instructor.

## **Leave of Absence**

Students may request a Leave of Absence due to illness or medical reasons through the school office or their student advisor. During a leave of absence, a student may temporarily stop attending classes without affecting their academic progress or being withdrawn from the school.

## **Leave of Absence for International Students**

International students may only be granted a leave of absence in the event of illness or other medical condition. The following rules apply:

- The student must provide evidence of the medical condition to the school from a licensed medical professional
- A Leave of Absence can be granted for no more than 12 months during the study
- The Leave of Absence must be approved by the DSO

- The DSO must reauthorize the Leave of Absence every trimester, and the student must provide current medical documentation every trimester to have the Leave of Absence reauthorized.
- The completion date on a student's Form I-20 may need to be extended if the Leave of Absence causes a prolonged interruption of the student's studies.

## Academic Expectations

As a student at IIFA English Learning Center you are required to:

- Engage actively in the learning process
- Ensure that you are familiar with, understand, and pursue the requirements of your course
- Complete assigned tasks diligently and honestly and produce evidence of learning achievement
- Take a Mid-term and a Final Exam and/or any other assessments your instructor requires
- Submit all assignments by the due dates
- Raise any concerns you have regarding your grades as early as possible and discuss them with your instructor or program director
- Consult with your instructor or program director as early as possible if some circumstances are affecting your participation or performance on assessments.
- Demonstrate satisfactory proficiency:
  - Proficiency means the degree to which you meet the stated Student Learning Outcomes. Even if you are excellent in your attitude, effort, motivation, performance, and participation in a course, your proficiency needs to meet the expectations required of the next level.
- Maintain a cumulative grade point average above 60%
- Complete your program within the designated time frame
  - \*Students may be enrolled longer than the designated time frame if:
    - A medical leave of absence has been required during the program
    - They enroll in another program of study following completion

## Classroom Preparedness

All students are required to purchase course textbooks through IIFA or acquire them independently before the first day of class. Please note all ESL program textbooks must be purchased through IIFA. Textbooks and accompanying workbooks should be purchased new in order to guarantee that all coordinating workbooks, audio files, and access codes will be included. Students are expected to bring all of their course materials to every class. If a student forgets their materials he/she may be dismissed from class by the instructor. Failure to meet attendance requirements may cause a student to be dismissed from the course and/or program.

## Student Progress

Students must maintain an overall grade percentage of 60% or higher in order to remain in good academic standing and progress through their course or program. International students who fail to remain in good academic standing or do not make satisfactory progress through a program may endanger their visa status.

Students should be aware that programs may set their own individual final grade percentage requirements in order to graduate from the program and receive a certificate or other credential. Please see your program's description for details on its grade requirements.

Your Instructor is going to:

- inform you and make it clear what is required to progress
- provide you with test and quiz results as well as inform you of how the results were calculated
- distribute your Report Card, showing your current grades, within 14 days after each Midterm and Final Exam
- schedule a conference if you fail to maintain an overall percentage of 60%

### **Lack of Progress**

If a student does not have a passing grade of 60% or higher he/she must meet with the course instructor to discuss strategies of improvement.

If a student earns a final grade between 60-70% he/she may opt to:

- Repeat the course if it is offered in the next available session. This may only occur one time within the academic program.
- Quit the program or transfer to another school if the course is not offered in the next available session.

**Note:** Failure to pass the course after 2 consecutive attempts will result in dismissal.

### **Midterm and Final Exams**

Except in rare circumstances, students cannot take their mid-term and final exams earlier or later than the date/time scheduled. Students who have a compelling reason to be absent during the designated exam date may request permission from their program director to take the exam on an alternate date.

To request permission for an alternate exam date, students must:

- complete and submit an “Exam Date Change Request” form, available upon request from the school office
- pay a late Exam Fee of \$25
- the program director will inform the student of the decision in writing within 3 business days

Students who receive permission from the program director for an alternate final exam date will receive a temporary grade of “Incomplete” for the class. These students must then take their missed final exams on the day scheduled by the program director. The student’s final exam will then be scored, the Incomplete removed, and a final grade calculated. If the student is absent on the rescheduled date, for any reason, the original grade will be applied.

### **Repeating Classes and Dismissal**

- Students who initially earn a final grade of A or B or C may not retake the course.
- Students who initially earn a final grade of D may repeat the course if it is offered in the next available session.
- Students who initially earn a final course grade of F must repeat the course in the next available session.
- Students who repeat a course and earn a final grade of F may be dismissed from the program or from IIFA.
- Continuing students may not repeat lower-level courses.
- If a student is required to repeat a course that is not currently being offered, he/she must wait

to repeat the course when it becomes available.

- IIFA English Learning Center understands that extreme circumstances occur, and all cases of special circumstances cannot be predicted. Any special requests, therefore, will be at the final discretion of the program director.

### Academic Probation

Students may be placed on academic probation, which may lead to dismissal from the program or from IIFA when they:

- show a consistent lack of progress
- fail to attend classes
- fail to pass a course after two attempts
- have disruptive behavior

Students who are placed on academic probation are informed of their status in writing. They must show progress during each subsequent course to continue as a student. Once students are placed on academic probation they remain on academic probation until they complete their current program

### Grading

Students are evaluated according to the achievement standards outlined in the table below unless otherwise stated in the course syllabus (*e.g. Satisfactory, Unsatisfactory, Contract Grading, etc.*) Please refer to your course syllabus for specific details on how particular assignments will be graded.

Grade	Percentage	GPA Scale	Proficiency Level
A+	97.5-100	4.0	Excellent
A	92.5-97.4	4.0	
A-	90-92.4	3.7	
B+	87.5-89.9	3.3	Very Good
B	82.5-87.4	3.0	
B-	80-82.4	2.7	
C+	77.5-79.9	2.3	Satisfactory
C	70-77.4	2.0	
D	60-69.9	1.0	Passing (May repeat)
F	0-59.9	0.0	Failure (Must repeat)

Other possible grades: W – Withdrawal; I – Incomplete

Students who receive a grade of “F” or who are marked absent more than 10 times will not receive a certificate of completion for the course, and will not receive credit if applicable. Students will receive a

certificate of completion or course credit once the course is completed with a satisfactory grade and all tuition has been paid

## **Academic Honesty Policy**

IIFA expects all students and faculty to uphold standards of academic integrity. Academic dishonesty in the form of cheating and/or plagiarism is a violation of school policy.

Cheating on exams, tests, quizzes, papers, or other assignments by way of giving, receiving, using, or attempting to give, receive or use unauthorized assistance is a form of academic dishonesty.

Plagiarism is using another person's words, ideas, images, or music in written or oral communication in a way that gives the impression they are the student's original creation. Students must properly cite the source of any content created by others to include it in their work. If a student is unclear on whether or not something is considered cheating or plagiarism, they should ask their instructor.

Students that are found to have cheated or plagiarized for the first time will receive a failing grade for their assignment. The student may be allowed to repeat the assignment at the discretion of their instructor. A repeated or serious violation of the academic honesty policy will result in the student being called to meet with their Program Director to discuss the situation. The program director will consult with at minimum the student's instructor, and decide the appropriate course of action. Punishment may include a failing grade for the assignment, a failing grade for the course, or dismissal from the school. Students can submit an appeal to the school if they so choose, and will receive a written decision within seven business days.

## **Transcripts**

Students may request a copy of their transcript by emailing their request to [info@iifa.edu](mailto:info@iifa.edu) or by phone at: (847) 410 - 7752.

Students may mail their written requests to the Skokie - Main Campus:

**IIFA English Learning Center**  
**7444 Long Avenue**  
**Skokie, IL 60077**

A transcript fee of \$25 per copy will be charged.

## **Graduation Requirements**

Students must complete all of the required courses in a program with a minimum cumulative GPA of 2.0 or the minimum GPA set by the program of study. Please read your program's description for all requirements. All financial obligations to IIFA must be met in order to graduate. Upon program completion, the student will receive a certificate or other credential from the school. ESL program students will receive a Certificate of Completion for each course level completed.

### ESL Achievement Scale

The Achievement Scale below indicates the abilities which a student should expect to possess after completing a given course.

Band	Level	Functional Ability
Low	Beginning I	Can understand and recognize basic vocabulary and grammar structures. Can introduce themselves and talk and write about family, possessions, routines, and future plans. Can describe what they and others can and cannot do, and the location of objects. Can ask and answer basic questions about themselves and others.
	Beginning II	Can understand and participate in routine everyday conversations. Can identify the topic of conversation and write brief summaries. Able to give simple instructions, describe future plans and make comparisons.
Intermediate	Intermediate I	Can talk and ask questions about current and past events. Can differentiate between multiple verb tenses, and the formality of language. Able to give advice, talk about experiences and write short simple essays and biographies.

	Intermediate II	Can recognize a variety of grammar structures and vocabulary. Can respond to hearing good and bad news, express agreement or disagreement, and make suggestions. Able to ask direct and indirect questions, make requests, and express desires.
Advanced	Advanced I	Can understand vocabulary that is used in familiar situations. Can differentiate between and use formal and informal language in speaking and writing. Able to listen to a conversation and write an essay summarizing and expressing an opinion on the content. Can skim text and identify the main points.
	Advanced II	Can initiate a conversation and change the topic of conversation. Able to describe past events and talk about future goals in writing. Can use idiomatic expressions and colloquialisms in speaking and writing. Can select topics to write an essay about and explain why the topic was chosen.
English for Academic Purposes	Academic English I/II	Able to comprehend academic texts and lectures, employing effective note-taking skills. Can write a variety of essay types and prepare independent speeches. Possesses a solid understanding of various test-taking strategies.
English for Business Purposes	Business English I/II	Has a basic understanding of how to use social media accounts for networking for business and career purposes. Can communicate in speaking and writing using formal business-appropriate language. Possesses a basic understanding of workplace culture, expectations on appropriate behavior, and conversation.

## ESL Programs

---

### General English Program

Course Number: ESL 101 - 302

Total Clock Hours: 1620

#### Description

Our multi-level General ESL Program is designed for post-secondary English language learners seeking to enhance their ability in all aspects of English communication. The program is student-centered and aims to create an immersive language learning experience for students, to prepare them for real-world communication in English. Throughout the program, students will work to improve their Speaking, Listening, Reading, and Writing in English. Students can progress from Beginning I to Advanced II, with the ultimate goal of achieving proficiency in the English language that allows students to communicate spontaneously and effectively in most situations, both familiar and unfamiliar. Students who wish to continue their English language learning after completing the General ESL Program can enroll in our Academic English program or Business Communications Program.



## Structure

The General ESL Program consists of six progressive levels:

Beginning I  
Beginning II  
Intermediate I  
Intermediate II  
Advanced I  
Advanced II

Each level is 15 weeks long (270 clock hours), and classes are held 18 hours per week.

## Course Descriptions

ESL 101: Beginning I (270 clock hours)

*Prerequisite: Placement Test Score*

This course is designed for students who have no or very little experience in speaking English. Students will begin by learning the basics of the language, such as the alphabet, sentence structure, pronunciation, and survival vocabulary. Students will learn greetings and to talk in simple terms about family, jobs, and interests.

ESL 102: Beginning II (270 clock hours)

*Prerequisite: Completion of Beginning I or Placement Test Score*

This course is designed for students who have limited experience in speaking English. Students will build upon the foundation of the English language basics; learning additional grammar, vocabulary, and functional English. Students will be equipped with the skills to communicate in routine, everyday situations; discussing and describing objects, people, time, and the weather.

ESL 201: Intermediate I (270 clock hours)

*Prerequisite: Completion of Beginning II or Placement Test Score*

This course is designed for students who have some experience speaking English and possess a solid foundation of the basics. Students review their previously learned skills, and further develop their abilities by exposure to more complex readings, listening exercises, and speaking activities. Students

will learn more advanced vocabulary and grammar structures, comparing and contrasting with previously learned structures.

ESL 202: Intermediate II (270 clock hours)

*Prerequisite: Completion of Intermediate I or Placement Test Score*

This course is designed for students who are upper-intermediate level English speakers. Students will review grammar learned in previous levels and will continue to strengthen their integrated skills throughout the course with a variety of in-class listening, speaking, reading, and writing activities.

ESL 301: Advanced I (270 clock hours)

*Prerequisite: Completion of Intermediate II or Placement Test Score*

This course is designed for students who are advanced level English speakers. Students will review the grammar and vocabulary they learned in previous levels, and learn additional, more complex grammar structures. Students will participate in a variety of activities to build their conversational skills and produce spontaneous speech.

ESL 302: Advanced II (270 clock hours)

*Prerequisite: Completion of Advanced I or Placement Test Score*

This course is designed for students who are advanced level English speakers. Students will develop their integrated skills through a variety of speaking, listening, reading, and writing activities. Students work toward increasing their overall language competence and creating spontaneous and creative speech and written work.

## **Academic English Program**

Course Number: AEP 401

Total Clock Hours: 540

The Academic English Program is 30 weeks long and is conducted 18 hours per week.

AEP 401: Academic English (540 clock hours)

The Academic English course is held over two consecutive terms and is designed for students who wish to further develop their integrated English language skills with a special focus on the English language used in college and university. Students are additionally taught a variety of necessary skills to prepare for an academic learning environment. Students will learn several essay styles, how to prepare a speech, test-taking strategies, listening comprehension, and be equipped with vocabulary relevant to academic study.

## **Business ESL Program**

Course Number: BEP 501

Total Clock Hours: 540

The Business ESL Program is 30 weeks long (540 clock hours) and is conducted 18 hours per week.

### BEP 501: Business English (540 clock hours)

The Business English course is held over two consecutive terms and is designed to prepare advanced-level ESL students for a multitude of English language interactions related to job-hunting, communicating with co-workers, and more. Students will learn how to perform common and essential work-related tasks in English such as composing formal and informal e-mails, answering phone calls, and holding a meeting. As part of the course, students will discuss networking strategies and create a resume.

## ESL Program Curriculum Guide

	Goal & Objectives per Program/Course	Student Learning Outcomes
<b>Beginning I</b>	<p>The goal of this course is to introduce beginner students to the fundamentals of English. Alphabet, numbers, simple vocabulary, and an understanding of basic grammar and sentence structure. Students will learn functional English to use in the simplest interactions and situations.</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"><li>• Explain how to properly introduce yourself</li><li>• Demonstrate various usages of the verb <i>be</i></li><li>• Introduce Yes/No questions and questions with <i>Wh-</i> and <i>How</i></li><li>• Contrast singular and plural nouns</li><li>• Demonstrate the use of common adjectives, possessive adjectives and the possessive 's</li><li>• Introduce the simple present</li><li>• Illustrate the use of the adverbs of frequency: <i>always, never, usually and sometimes</i></li><li>• Explain proper word order in sentence construction</li><li>• Introduce the use of <i>can/can't</i></li><li>• Contrast present continuous and simple present</li><li>• Illustrate the use of <i>there is/there are</i></li></ul>	<ul style="list-style-type: none"><li>• Participate in greetings and introductions. Listen for cues and respond verbally.</li><li>• Be able to understand and answer personal questions about yourself and others verbally or in writing.</li><li>• Ask and answer questions using <i>Wh-</i> and <i>How</i> questions with <i>be</i></li><li>• Distinguish between singular and plural nouns in text and audio</li><li>• Talk and write about your family members and possessions</li><li>• Listen to a story or information and summarize verbally</li><li>• Construct sentences using the simple present</li><li>• Talk and write about routines</li><li>• Produce sentences using proper word order</li><li>• Describe what yourself and other can and can't do</li><li>• Distinguish between an action in progress and a repeated action</li><li>• Describe the location of objects</li><li>• Construct sentences using the simple past</li><li>• Talk and write about future plans</li><li>• Read a text about two different subjects and distinguish between them</li><li>• Listen to a short conversation and recall details of what is said</li><li>• Answer questions about your life in writing</li></ul>

	<ul style="list-style-type: none"> <li>• Introduce the simple past</li> <li>• Introduce the future: <i>be going to</i>, and future expressions</li> </ul>	<ul style="list-style-type: none"> <li>• Ask and answer questions about weekend routines and plans</li> </ul>
<b>Beginning II</b>	<p>The goal of this course is to enable students to understand words and phrases used in routine situations, to participate in short everyday conversations, to read and understand short sentences and texts, and to write short simple sentences, and descriptions</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Demonstrate the use of imperatives</li> <li>• Present vocabulary related to everyday places and situations (menus, calendars, apartment/household, etc.)</li> <li>• Contrast present continuous and simple past</li> <li>• Illustrate the use of prepositions of time and place</li> <li>• Countable and uncountable</li> <li>• Demonstrate how to state plans and predictions using <i>be going to</i></li> <li>• Use comparative and superlative adjectives in simple sentences and conversation</li> <li>• Practice identifying the topic in recorded conversations</li> <li>• Practice reading short, simple texts</li> </ul>	<ul style="list-style-type: none"> <li>• Listen to and give simple instructions using imperatives</li> <li>• Have routine, everyday conversations, using relevant vocabulary</li> <li>• Distinguish between present continuous and simple past in text and audio</li> <li>• Use prepositions of time and place in speech and writing</li> <li>• Differentiate between countable and uncountable nouns in text and audio</li> <li>• Describe a future plan or a prediction</li> <li>• Write a description of a friend or family member using comparative and superlative adjectives</li> <li>• Identify the topic of conversation from listening to a recording</li> <li>• Read a passage about where someone lives and locate details within the text</li> <li>• Listen to a speaker and infer the question they are answering</li> <li>• Describe in writing activities to do in your home city</li> <li>• Use an invitation prompt to ask and answer questions about an upcoming event</li> </ul>
<b>Intermediate I</b>	<p>The goal of this course is to enable students to handle high-level communicative tasks; comprehend and discuss a variety of topics, navigate high-level texts, and present ideas clearly and effectively in oral tasks.</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Review simple and continuous present tense, and simple past tense</li> <li>• Introduce past continuous tense</li> <li>• Demonstrate the use of present continuous in making future arrangements</li> <li>• Contrast present perfect and simple past</li> <li>• Introduce the use of infinitive and gerunds</li> <li>• Practice using modal verbs expressing obligation</li> <li>• Demonstrate speaking in passive voice</li> <li>• Use language to express movement</li> <li>• Introduce past perfect tense</li> <li>• Demonstrate questions with and without auxiliaries</li> <li>• Understand and take part in general conversations in everyday situations</li> <li>• Read a simple story or essay and identify the topic</li> </ul>	<ul style="list-style-type: none"> <li>• Read about, ask and respond to questions about a past event, using simple present and simple past tense</li> <li>• Talk and write about favorite photos using the past continuous</li> <li>• Write an e-mail about travel arrangement</li> <li>• Differentiate between questions in present perfect and simple past in text and audio</li> <li>• Talk about past experiences</li> <li>• Write a formal e-mail requesting information</li> <li>• Distinguish dialogue between 3 or more native speakers using only audio as well as audio and video</li> <li>• Write a response to someone asking for advice</li> <li>• Read an informational essay and answer fact based questions, verbally and in writing</li> <li>• Write a short biography about a friend or family member</li> <li>• Write an essay about a sports event</li> <li>• Read a fictional essay and summarize the text verbally</li> <li>• Write questions with and without auxiliaries</li> <li>• Read a short article about a person and answer questions about the text in writing</li> <li>• Listen to conversations and identify the main topic</li> <li>• Write a tourist guide for your favorite town</li> <li>• Talk and answer questions about a visit to a historic site using an informational prompt</li> </ul>
<b>Intermediate II</b>	<p>The goal of this course is for students to understand the main points of standard, and some complex conversations, interact in most situations, describe experiences and give reasons for opinions.</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Contrast action and non-action verbs</li> <li>• Illustrate various ways of reacting to what others say (good, bad, interesting or surprising news)</li> <li>• Introduce present perfect continuous tense</li> <li>• Demonstrate how and when to use articles: <i>a/an, the</i></li> </ul>	<ul style="list-style-type: none"> <li>• Distinguish between action and non-action verbs in text and audio</li> <li>• Listen and respond verbally and in writing to hearing good and bad news</li> <li>• Ask questions using the present perfect continuous</li> <li>• Use appropriate articles in speaking and writing</li> <li>• Give opinions on a topic and agree or disagree with others</li> <li>• Talk about things you have tried to learn to do or would like to be able to do</li> <li>• Write an informal e-mail asking a friend to do something for you</li> </ul>

	<ul style="list-style-type: none"> <li>Practice giving opinions and expressing agreement or disagreement</li> <li>Illustrate the use of <i>can, could, be able to</i></li> <li>Practice asking permission and making requests</li> <li>Review and contrast first and second conditionals</li> <li>Illustrate how to make suggestions and respond to suggestions</li> <li>Introduce indirect questions</li> <li>Contrast defining and non-defining relative clauses</li> <li>Understand and take part in conversations about specific topics</li> <li>Read an average story or essay and identify the topic and main idea</li> <li>Identify vocabulary and themes from song lyrics in text and audio</li> </ul>	<ul style="list-style-type: none"> <li>Read examples of and write a short review of a movie or TV show</li> <li>Differentiate between first and second conditionals in text and audio</li> <li>Make suggestions to someone else in speaking and writing</li> <li>Ask indirect questions to someone</li> <li>Distinguish between defining and non-defining relative clauses in text and audio</li> <li>Read a text and use context to define vocabulary words</li> <li>Listen to a speaker and recall the major points that are mentioned</li> <li>Respond in writing to questions about a trip you have taken</li> <li>Talk about and give reasons why you agree or disagree with a given statement</li> </ul>
<b>Advanced I</b>	<p>The goal of this course is for students to understand longer complex text on a variety of topics, interact with increased fluency, produce detailed written work and express viewpoints.</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>Use the future perfect tense</li> <li>Demonstrate how to use reported speech</li> <li>Enhance vocabulary with a range of words and phrases used in general topics</li> <li>Demonstrate speaking in formal and informal situations</li> <li>Practice listening comprehension on familiar and unfamiliar topics</li> <li>Illustrate reading strategies for different texts and purposes</li> </ul>	<ul style="list-style-type: none"> <li>Write a short essay about where you see yourself in five years</li> <li>Read examples of and create a script for a news broadcast using reported speech</li> <li>Possess a vocabulary suitable to handle most familiar situations</li> <li>Write an informal e-mail to a friend and a formal e-mail to an employer or co-worker</li> <li>Identify the topic of a recorded conversation and write a brief essay summarizing and giving your opinion on what is said</li> <li>Skim a lengthy text and be able to identify the main points</li> <li>Read an article about a survey study and answer questions about the findings</li> <li>Listen to different speakers talking about the same topic and identify their conclusions</li> <li>Write a 140 word report based on a topic prompt</li> <li>State your reason for agreeing or disagreeing with a statement</li> </ul>
<b>Advanced II</b>	<p>The goal of this course is for students to understand a wide range of demanding texts, recognizing the meaning, express themselves effectively and with relative ease in social situations, and produce detailed writing on complex subjects in a well-organized way.</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>Use narrative tenses</li> <li>Introduce idiomatic expressions and colloquialisms</li> <li>Practice listening comprehension to extended speech</li> <li>Use conditionals</li> <li>Practice speaking and interacting in a wide range of situations, both familiar and unfamiliar</li> <li>Practice reading and detailed understanding of complex text</li> </ul>	<ul style="list-style-type: none"> <li>Write a story about something that happened to you in the past</li> <li>Use idiomatic expressions and colloquialisms in speaking and writing</li> <li>Listen to an interview with a sport journalist, write a brief summary and the most interesting part of the interview for you</li> <li>Write an essay about something that you would like to do in the future and why</li> <li>Initiate a conversation using a variety of conversation starters, and change the topic of conversation</li> <li>Select a news article and write an essay, describing in your own words what it is about, and why you chose it</li> <li>Read a scientific article and recall where information is located in order to respond to questions</li> <li>Listen to an interview and recall details of what the interviewee said</li> <li>Debate and explain in detail your reasoning for agreeing or disagreeing with a statement</li> <li>Write a 250 word article or essay based off a topic prompt</li> </ul>
<b>Academic ESL</b>	<p>The goal of this program is to provide students with necessary skills in order to prepare for an academic learning environment in college or university.</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>Introduce and review a variety of academic vocabulary.</li> <li>Discuss how to create an essay outline.</li> </ul>	<ul style="list-style-type: none"> <li>Recognize a variety of academic vocabulary in different contexts.</li> <li>Create an essay outline</li> <li>Compose an essay that comprises an introduction paragraph, three body paragraphs, and a conclusion paragraph</li> <li>Utilize strategies of skimming, scanning, and elimination in reading assignments</li> </ul>

	<ul style="list-style-type: none"> <li>Review 5 paragraph essay structure</li> <li>Discuss test-taking skills and techniques including skimming, scanning, and elimination.</li> <li>Demonstrate how to plan a speech, including appropriate topic selection, speaking techniques, and body language.</li> <li>Practice listening comprehension strategies and answer questions.</li> </ul>	<ul style="list-style-type: none"> <li>Create an oral presentation on a topic of interest, utilizing effective speaking techniques and appropriate body language</li> <li>Listen to and comprehend lectures on various academic topics. Answer questions on the contents of the lecture</li> </ul>
<b>Business ESL</b>	<p>The goal of this program is to prepare Advanced Level ESL students for a variety of business interactions by introducing them to effective communication skills used both in the workplace and when seeking work.</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>Discuss and read articles on the use of social media for networking purposes and small talk skills.</li> <li>Introduce techniques for preparing a Resume.</li> <li>Demonstrate how to create a presentation using PowerPoint.</li> <li>Discuss effective techniques for employment interviews and hold a mock interview.</li> <li>Demonstrate appropriate ways to express and address conflict and disagreement.</li> <li>Acquire awareness of cultural differences.</li> <li>Illustrate effective written communication in business interactions. (Write emails, letters of complaint, responses, invitations, etc.)</li> <li>Develop skills for socializing with co-workers.</li> <li>Create a resume</li> </ul>	<ul style="list-style-type: none"> <li>Post a profile on LinkedIn</li> <li>Prepare a complete and professional resume and cover letter</li> <li>Create a presentation on a business topic using PowerPoint</li> <li>Participate in a mock employment interview</li> <li>Provide possible resolutions to workplace conflicts</li> <li>Differentiate between appropriate and inappropriate topics of conversation in the workplace</li> <li>Prepare a formal e-mail to a co-worker using appropriate language</li> <li>Listen to examples of conversations on various topics, and practice small talk</li> </ul>

## TESOL Certificate Program

The TESOL Certificate Program is designed to educate and train students interested in pursuing a career in Teaching English as a Second Language, changing the trajectory of their teaching career, or expanding their teaching skill-set.

**Program Length:** 2 semesters / 30 weeks

**Clock Hours:** 360 (up to 720 with electives/externship)

**Credit Hours:** 24 (up to 42 with electives/externship)

**Grade Requirements:** Minimum grade of C (2.0) in all required courses is necessary in order to receive credit and graduate the program with a certificate.

### Required Courses for Completion

Course ID	Course Title	Total Contact Hours	Trimester Credit Hours

TSL110	Second Language Acquisition	180	12
TSL120	Second Language Pedagogy	180	12
<b><u>Elective Courses</u></b>			
TSL130	TESOL Methods and Techniques	180	12
	<b>Program Totals</b>	<b>540</b>	<b>36</b>

#### **Elective Externship Courses for up to 6 Maximum Credits**

<b>Course ID</b>	<b>Course Title</b>	<b>Lecture</b>	<b>Externship</b>	<b>Total Contact Hours</b>	<b>Trimester Credit Hours</b>
EXT Winter	TESOL Certificate Externship	6	84	90	3
EXT Summer	TESOL Certificate Externship	6	84	90	3
EXT Fall	TESOL Certificate Externship	6	84	90	3

#### **Externship**

Externship is optional for credit. The externship allows students to gain experience in their field of study while earning academic credit.

#### **Eligibility for Externship**

To be eligible for an externship, a student must earn 12 credits in their first trimester in the program. Externship courses can be taken a maximum of two (2) times for academic credit during the program of study for a maximum of six (6) credits.

#### **Externship Approval Process**

Students are responsible for acquiring an externship site, and requesting approval of the site from their program director and DSO if an international student. Externship site approval must be received prior to the start of their externship course.

The process for externship approval is as follows:

1. The student locates an externship site and confirms the externship position with the supervisor of the site.
2. The student and the site supervisor must fill out their portions of the Externship Site Approval form. The form must be signed and submitted to the program director.
3. The program director will review the request and make a determination of approval or denial of the request. Requests submitted by international students must also be reviewed and approved by the DSO.

#### **Monitoring and Evaluation of Externship**

Externship activities are overseen by the student's program director. Only the program director or their appointed faculty members may act as instructors in externship courses.

Externship course instructors may assign activities or projects which the student is responsible for completing. At the end of the externship, the site supervisor must provide a final evaluation report to the course instructor.

Students will be evaluated on the supervisor’s report and on all other assignments submitted. Passing the externship course is determined by the satisfactory completion of all required assignments and by receiving a positive evaluation of the site supervisor.

## TESOL Curriculum Guide

	<b>Goals &amp; Objectives per Course</b>	<b>Student Learning Outcomes</b>
TSL110: Second Language Acquisition	<p>The goal of this course is to introduce the process of second language acquisition, introducing and analyzing various teaching approaches.</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>- Provide a brief history of second language instruction, comparing and contrasting various teaching approaches throughout time</li> <li>- Describe the differences and similarities between first and second language acquisition</li> <li>- Discuss the significance of perception versus production in native and non-native languages</li> <li>- Discuss the implications of second language acquisition and processing research for theoretical linguistics and language teaching</li> </ul>	<ul style="list-style-type: none"> <li>- Identify and describe different theoretical approaches to second language acquisition</li> <li>- Analyze second language data in terms of the different teaching approaches</li> <li>- Read and critique literature in the field of second language acquisition</li> <li>- Evaluate the applicability of second language acquisition theory to language teaching</li> </ul>
TSL120: Second Language Pedagogy	<p>The goal of this course is to provide an introduction to the theoretical and practical linguistic resources and skills necessary for teaching English to speakers of other languages.</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>- Explore the major foreign language teaching approaches and methodologies, in particular, Communicative Language Teaching</li> <li>- Examine basic techniques for teaching various individual language skills (listening, speaking, reading, writing, grammar, and vocabulary), as well as integrated skills</li> <li>- Discuss learner’s individual characteristics, including learning strategies and styles</li> <li>- Learn how to structure and prepare a lesson plan</li> <li>- Acquire a general understanding of the concept of language assessment</li> </ul>	<ul style="list-style-type: none"> <li>- Compare and contrast Communicative Language Teaching with other teaching approaches</li> <li>- Critically assess current methods, materials, and techniques for teaching various language skills</li> <li>- Recognize aspects of English phonology/phonetics that pose special problems to learners of various language backgrounds</li> <li>- Design a step-by-step lesson plan for a 50-minute ESL class</li> <li>- Create original assessment items for both individual and integrated language skills</li> </ul>
TSL130: TESOL Methods and Techniques	<p>The goal of this course is to explore various issues related to the principles, approaches, and techniques of English language teaching and learning.</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>- Examine the history of language teaching approaches</li> <li>- Expand on foundational principles of second language teaching</li> <li>- Present current methods and techniques for teaching language skills</li> </ul>	<ul style="list-style-type: none"> <li>- Demonstrate familiarity with current research and theory concerning second language teaching and learning</li> <li>- Examine and assess a variety of current TESOL methods and techniques for individual and integrated skills instruction</li> <li>- Create effective lesson plans geared towards a specific</li> </ul>



	<ul style="list-style-type: none"> <li>- Learn and practice skills for class interaction and management</li> </ul>	<ul style="list-style-type: none"> <li>- instructional setting</li> <li>- Utilize knowledge to analyze and critique theory and practice of second language teaching and learning</li> </ul>
TSL-EXT: Externship	<p>The goal of the externship is to allow students to demonstrate their understanding of and ability to apply the main theories presented throughout the TESOL Certificate Program; providing students with a venue to practice instructional techniques, gain further confidence in their teaching, and receive constructive and extensive feedback on their teaching from both their host instructor and course instructor.</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>- Reinforce principles taught in the TESOL Certificate program courses</li> <li>- Provide students the opportunity to put the principles learned into practice</li> <li>- Help students gain experience in multiple teaching areas</li> <li>- Allow for professional development through classroom observation and teaching</li> <li>- Provide valuable feedback to students on their teaching</li> <li>- Familiarize students with the structure of institutions, program design, and curricula</li> <li>- Build a students' sense of being part of a professional community</li> </ul>	<ul style="list-style-type: none"> <li>- Take primary instructional responsibility during classes or class segments while utilizing original lesson plans</li> <li>- Analyze the curriculum, background, and needs of students in a class</li> <li>- Actively observe classroom instruction and reflect on the observations</li> <li>- Engage in various instructional involvement activities and perform reflective self-evaluation</li> <li>- Assemble a professional teaching portfolio with original work samples</li> </ul>

## Institutional Disclosures

July 1, 2020 - June 30, 2021

Program Name		ESL Beg. I	ESL Beg. II	ESL Int. I	ESL Int. II	ESL Adv. I	ESL Adv. II	Academ ic Eng.	Business Eng.
<b>Disclosure Reporting Category</b>	<b>CIP</b>	32.0109	32.0109	32.0109	32.0109	32.0109	32.0109	32.0109	32.0109
SOC		N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
A) For each program of study, report:									
1) The number of students who were admitted in the program or course of instruction as of July 1 of this reporting period.		0	0	0	0	0	0	0	0
2) The number of additional students who were admitted in the program or course of instruction during the next 12 months and classified in one of the following categories:									
a) New starts		3	5	4	6	6	0	0	0
b) Re-enrollments		0	0	0	0	0	0	0	0
c) Transfers into the program from other		0	0	0	0	0	0	0	0

programs at the school								
3) The total number of students admitted in the program or course of instruction in the 12-month reporting period	3	5	4	6	6	0	0	0
4) The number of students enrolled in the program or course of instruction during the 12 month reporting period who:								
a) Transferred out of the program or course and into another program or course at the school	0	0	0	0	0	0	0	0
b) Completed or graduated from a program or course of instruction	3	5	4	6	6	0	0	0
c) Withdrew from the school	0	0	0	0	0	0	0	0
d) Are still enrolled	1	2	3	4	3	0	0	0
5) The number of students enrolled in the program or course of instruction who were:								
a) Placed in their field of study	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
b) Placed in a related field	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
c) Placed out of the field	N/A	N/A	N/A	N/A	N/A		N/A	N/A
d) Not available for placement due to personal reasons	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
e) Not employed	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
B1) The number of students who took a State licensing examination or professional certification examination, if any, during the reporting period.								
B2) The number of students who took and passed a State licensing examination or professional certification examination, if any, during the reporting period.	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
C) The number of graduates who obtained employment in the field who did not use the school's placement assistance during the reporting period								
D) The average starting salary for all school graduates employed during the reporting period	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

---

## Additional Contact Information

### **Illinois Institute of Fine Arts**

7444 Long Avenue  
Skokie, IL 60077  
(847) 410-7752  
[www.iifa.edu](http://www.iifa.edu)

### **Illinois Board of Higher Education**

1 N. Old State Capitol Plaza, Suite 333  
Springfield, IL 62701  
[www.ibhe.org](http://www.ibhe.org)  
[www.complaints.ibhe.org](http://www.complaints.ibhe.org)

### **The Commission on English Language Program Accreditation (CEA)**

1001 North Fairfax Street, Suite 630 Alexandria, VA 22314 USA  
(703) 665-3400  
[www.cea-accredit.org](http://www.cea-accredit.org)

### **Illinois Department of Motor Vehicles**

(Driver's License exam or Illinois identification card)  
[www.sos.state.il.us](http://www.sos.state.il.us)

### **Skokie Public Library**

5215 Oakton Street, Skokie, IL 60077  
(847) 673 - 7774  
[www.skokie.lib.il.us](http://www.skokie.lib.il.us)