

IIFA Student Handbook

2026



IIFA College
IIFA English Learning Center

380 E. Northwest Hwy.

Des Plaines, IL 60016

(847) 410 - 7752

www.iifa.edu

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Welcome

The faculty and staff of IIFA College 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 and Staff at IIFA College

About IIFA College

Our Mission

Our mission at IIFA College is to foster excellence in English as a Second Language and post-secondary Teacher Training; providing the necessary linguistic skills, techniques and methods, 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 College 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 College 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 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.

Articulation Agreements

The following regionally accredited institution of higher education accepts IIFA College students without the TOEFL or IELTS exam upon completion of the Advanced B course in the General English program:

- National Louis University

Organization and Governance

Administration and Faculty

Chief Executive Officer

Patrick Baek

President and Admissions Director, PDSO/ARO

Rose Baek

Administrative Director, RO/DSO

Bridget Nakamura

Academic Director

Judy Sloane

Student Services & Admissions Coordinator

Valerie Sales

Instructors

Shoshana Dworkin

Khawaja Jameel

Catherine McNulty

Allison Hahn

Naomi Spector

Incorporation Status

IIFA College 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. Complaints against this school may be registered with the Board of Higher Education.

<http://complaints.ibhe.org>.

Accreditation

IIFA College 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

Federal Authorization

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

Statement of Nondiscrimination

IIFA College 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.

Our Campus

Des Plaines - MAIN CAMPUS

380 E. Northwest Hwy.

Des Plaines, IL 60016

(847) 410-7752 | (877) 520-2650

Our main campus in Des Plaines, IL serves as our primary campus which houses our dedicated classrooms, administrative offices, and student support staff tailored for the needs of our students.

The campus location offers easy accessibility and practical amenities, including:

- Ample on-site parking for students arriving by car.
- Proximity to public transportation, with the Mount Prospect and Cumberland Metra station within walking distance for those commuting by train
- Nearby bus stops (e.g., Pace Bus route 234)
- A welcoming, secure environment in a suburban setting just northwest of the city of Chicago, providing a calm and focused atmosphere for learning while at the same time providing convenient access to all that downtown has to offer.

Our campus features bright, comfortable classrooms equipped for interactive instruction, free Wi-Fi throughout, and spaces designed to support both academic progress and student well-being.

We are proud to offer this accessible Chicagoland location to make high-quality education more convenient for students living in or commuting to the northwest suburbs. For directions or to visit, please contact our office using the address and phone number listed above.

IIFA College Academic Calendar 2026

WINTER Quarter - 2026	
First Day of Winter Classes	January 12
Add/Drop Date for Winter '26 Quarter	January 23
President's Day (<i>School Closed</i>)	February 16
Registration Open for Spring '26 Quarter	February 16

Last Day of Winter Quarter	March 21
SPRING Quarter - 2026	
First Day of Spring Classes	April 6
Add/Drop Date for Spring '26 Quarter	April 17
Memorial Day (School Closed)	May 25
Registration Open for Summer '26 Quarter	May 11
Last Day of Spring Quarter	June 13
SUMMER Quarter - 2026 [VACATION OR REQUIRED CLASS]	
First Day of Summer Classes	July 6
Add/Drop Date for Summer '26 Quarter	July 17
Registration Open for Fall '26 Quarter	August 10
Labor Day (School Closed)	September 7
Last Day of Summer Quarter	September 12
FALL Quarter - 2026	
First Day of Fall Classes	October 5
Columbus Day (School Closed)	October 12
Add/Drop Date for Fall '26 Quarter	October 16

Admissions Information

Admissions Requirements

To be eligible for admission into IIFA College 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.
- Complete IIFA's English Placement Test
 - Non-native speakers of English must meet specific English proficiency requirements to enroll in the *TESOL*, *Academic English*, or *Business Communications* programs. Please see the English Proficiency Requirements for Non-Native Speakers of English section.

<u>Required Documents - All Students</u>
Application and Application Fee
Attestation of High School Graduation or Equivalency
Proof of English Proficiency (if applicable)
Enrollment Agreement
Copy of Driver's License, State ID, or Passport

<u>F-1 Students - Additional Required Documents</u>	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
F2 I-20 Processing Fee	X	X	X
International Postal Fee	X		
Domestic Postal Fee		X	X
SEVIS Fee (paid to SEVIS)	X		X
Copy of visa	X	X	X
Copy of I-94	X	X	X
Copies of all current and previous I-20 forms		X	
Transcripts/grades from current school		X	
Transfer Form		X	
USCIS Form I-539 (submitted to USCIS)			X

Form I-539 Application Fee (paid to USCIS)			X
Biometrics Fee (paid to USCIS)			X
USCIS Approval Letter for Change of Status to F-1 visa (if applicable)		X	

English Proficiency Requirements for Non-Native Speakers of English

TESOL, Academic English, and Business Communications program applicants are required to provide proof of specified levels 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 the required English-language proficiency by providing the school with one of the following:

- IIFA College English Placement Test Score
 - Band score of 50 or higher required for Academic English Program
 - Band score of 64 or higher required for Business Communications Program or TESOL Program
- Certificate of Completion for IIFA College General English Program level
 - Completion of the full Intermediate level required for Academic English Program
 - Completion of the full Advanced level required for Business Communications Program or TESOL Program
- 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.

English Placement Testing

All incoming students must complete our English Placement Test in order to assess their ability in several English skill areas; Reading, Writing, Listening, Grammar and Vocabulary. Final results of the English Placement Test are used to determine the appropriate level of study and program placement. The English Placement Test is **in-person** and will be **proctored** by a school administrator. Students will have **1 hour** to complete the test.

Placement Testing Procedures

- Students submit a completed application for admission (including a passport copy) and application fee to the school
- Once the school has admitted the student; a link to schedule an English Placement Test date and time will be sent to the email address provided by the student in their application.
- The student uses the link to choose a time slot to take their English Placement Test.
*Note: Children or other guests are **not** allowed in the room while testing is taking place. Please choose your placement date and time accordingly.*
- The in-person English Placement Test will take place at the school's main campus located at:
**380 E. Northwest Hwy.,
 Des Plaines, IL 60016**

- On the day of the English Placement Test, students must:
 - Arrive on time
 - Bring a photo ID (ex. Driver's license, passport)
 - Leave all food, beverages and electronic devices outside of the testing room.
- After completing the test, the results will be scored and approved by the Academic Director, who makes a program level placement determination.
- The Admissions Office will communicate the score and placement results to the student.

Appeal of Course/Level Placement

If you disagree with the placement test results you may request to retake 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 will informally evaluate whether new students in their classes have been placed at the appropriate levels. If a teacher or student believes that they have been inappropriately placed, the student may be offered the chance to switch to a different level course upon further discussion with the Academic Director who is authorized to approve or deny course and level changes.

Restarting and Repeating Programs

Students are allowed to complete a program if they have taken and passed 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 College 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.

Withdrawal Procedure

Students may withdraw from courses and receive a "W" on their report card. To properly withdraw, students must notify the Admissions Office as soon as they decide to withdraw and submit a written request to the school. All written withdrawal requests must come directly from the student and must at a minimum include the expected last date of attendance, and be signed and dated by the student if not sent electronically from the student's school verified email. Refund eligibility for authorized withdrawals is determined by the date the withdrawal request is received by the school and by the last date of attendance. Students who do not submit a withdrawal request to the school and stop attending may be subject to administrative withdrawal without the possibility of a refund.

Unauthorized Withdrawal

A student's absence for ten (10) consecutive days without notice to the school will be considered an unauthorized withdrawal and the student will not be eligible for a refund of tuition. Additionally, students who do not submit a written withdrawal request and stop attending classes will remain subject to the school's attendance and grading policies until a withdrawal is finalized.

Right to Dismiss

The school reserves the right to dismiss any students whose attendance, academic performance or conduct does not meet our standards. Students will be dismissed if they:

- Fail to maintain an overall program attendance rate of at least 70%;
- Continuously engage in conduct that is disruptive to the learning environment; OR
- Fail to pay tuition and/or fees by their applicable due dates as agreed.

At the discretion of the school, students may receive written or verbal warnings before the dismissal procedure is implemented. Alternatively, the school has the right to immediately dismiss a student in cases of serious policy violations or for any other reason that the school determines to warrant immediate removal of the student. Dismissed students will receive a refund if eligible or be billed for any remaining tuition balance as applicable.

Cancelled Classes

Courses may be canceled or postponed due to low or insufficient enrollment. When this occurs, the school will notify students prior to the start of classes. Students will be informed of any available options for alternative courses and permitted to change their course enrollment if they so choose. Students who choose to withdraw their enrollment will receive any applicable refunds.

Tuition and Fees

Fee Name	Cost
<i>Admissions Fees</i>	
Application Fee (one-time fee)	\$100
Registration Fee (<i>per quarter</i>)	\$75
<i>International Student Fees PAID TO SCHOOL</i>	
International Student Administrative Fee (one-time fee)	\$300
Form I-20 Issuance for <u>up to two</u> F2 Dependents (<i>per program enrollment period</i>)	\$100
Form I-20 Issuance for <u>three or more</u> F2 Dependents (<i>per program enrollment period</i>)	\$200
<i>International Student Fees PAID TO SEVP</i>	
SEVIS I-901 Fee	\$350
<i>Administrative Fees</i>	
Student ID	Free First Card / \$10 Per Replacement
Late Payment Surcharge	\$100

Chargeback or Return Payment Surcharge	\$50	
Transcripts (<i>per copy</i>)	\$25 <i>Official</i> / Free <i>Unofficial</i>	
Certificate of Completion (<i>per copy</i>)	\$50 <i>Physical Diploma-Style</i> / Free <i>Digital PDF Version</i>	
Mailing Fee	\$25 <i>Domestic</i> / \$150 <i>International</i>	
Program Tuition (all programs)		
1 Yr. Tuition (x3 quarters)	\$6,375	
1 Qtr. Tuition	\$2,125	
Program Fees (all programs)		
Course Material and Supply Fee (x3 quarters)	\$600	
Course Material and Supply Fee (<i>per quarter</i>)	\$200	
Program Payment Plan (all programs)		
1-Year Program	\$600 Tuition Deposit + \$600 x 11 months	
2-Year Program	\$1,200 Tuition Deposit + \$600 x 22 months	
Upon enrollment, a tuition deposit of \$600 per year of the program length is immediately due. The remaining tuition will be charged in monthly payments that will start according to the schedule below.		
Program Starts:	Tuition Deposit Due:	Monthly Payments Start:
January (<i>Winter quarter</i>)	December 1st	January 1st
April (<i>Spring quarter</i>)	March 1st	April 1st
July (<i>Summer quarter</i>)	June 1st	July 1st
October (<i>Fall quarter</i>)	September 1st	October 1st
TOTAL PROGRAM COST (1 Qtr.)	\$2,400	
TOTAL PROGRAM COST (1 Yr./3 Qtr.)	\$7,200	

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

Course Material and Supply Fee

All course materials and supplies are included in the program fees. There are no additional fees expected as all costs are included in the tuition.

Registration and Enrollment

Students must schedule a registration date with the Admissions Office before the registration deadline listed on the Academic Calendar in order to avoid paying a non-refundable late registration fee.

Students who register late are subject to the same terms of the school's withdrawal and refund policy.

On the registration date, students must:

- Complete and sign the enrollment agreement
- Pay the registration fee
- Pay tuition in full; OR
- If eligible; enroll in a monthly payment plan
- Receive a copy of your signed enrollment agreement and tuition invoice or receipt, if applicable

Payment Policy

Students enrolling for one quarter must pay the quarter tuition in full at the time of enrollment or before the quarter start date. Students enrolling for one year or more may choose to pay tuition in full before the start date of each quarter or in scheduled monthly payments. Enrollments for one year or more require a tuition deposit if the student intends to pay monthly. Tuition deposits must be paid by the posted deadline or prior to starting class in the case of late enrollments. Students enrolling late are responsible for paying any missed monthly payments before starting class. Any late or returned/insufficient funds monthly payments will incur additional fees.

Payment Methods

IIFA College accepts the following payment methods: cash, check, credit card, and debit card. Online payment options are available. Please contact the Admissions Office for assistance.

Financial Obligation

Students who fail to make timely payments to IIFA College, or whose payments are rejected or otherwise unable to be deposited by IIFA College, 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 College will not issue Certificates of Completion or official transcripts to students until they have met all of their financial obligations to IIFA College.

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.

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 their first day of class is entitled to a refund of all money paid, excluding any non-refundable fees, and less a cancellation fee of \$600.

All students, including late registrations and transfer-ins, will have their refund calculated according to the schedule below. Students who enroll and begin attending classes after the term start date will still be bound by the same refund schedule and cutoff dates as students who started on time. Late enrollment does **not** extend/alter the refund deadlines. (ex. During a 10 week term, a student registers late during "Week 3" and decides to withdraw a few days later. The student is not eligible for a refund as "Week 2" of the term had already passed.)

For refund calculation, a week shall be considered completed if a student has attended/been marked present one (1) day of class during a given week. (Ex. A student who attends one (1) class on Monday of "Week 2" and requests a withdrawal on Wednesday will no longer be eligible for a refund as the week will be considered completed. The week of withdrawal will then default to "Week 3" where no refund is applicable.)

Refund eligibility for (1) authorized withdrawals will be determined by the date the written withdrawal request was received by the school; (2) unauthorized withdrawals will be determined by the date of a student's 10th consecutive absence; (3) transfers will be determined based on the student's last date of attendance.

Withdrawal requests must be in writing and contain the student's name, date, signature, and expected last date of attendance. Third-party notices or requests will not be accepted for authorized withdrawal.

For the purposes of our cancellation and refund policy, a "week" is defined as follows: Week 1 begins on the first Monday of the term and extends through to the following Sunday (Day 1 through Day 7). Subsequent weeks follow this pattern, where each week starts on a Monday and ends on a Sunday. This definition applies to all refund calculations based on the week of withdrawal from our program.

Refund Percentage by Withdrawal Period Schedule for Full Payment

Week of Withdrawal (10 week quarter)	Tuition Refund Percentage
Week 1	75% of tuition cost
Week 2	50% of tuition cost
After Week 2	No refund

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

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 the Academic and/or Administrative Director 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 the Academic Director for more pressing matters such as satisfactory progress concerns. Information regarding general regulations that international students must abide by to maintain their status may be obtained from the school's designated school official (DSO). For in depth consultation on immigration procedures, the school can refer students to an immigration attorney who can 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 DSO. DSO trained personnel 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 Administrative Team understands 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 connect with their teacher or someone from the Administrative Team 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

While IIFA College does not directly place students into job positions following graduation, students taking courses at IIFA College 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 College 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 College 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 College, 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 College, 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 the Admissions Office at the time of application to IIFA College or at least one week before the start of your program.

Health Insurance

IIFA College does not provide or offer health insurance. Students are responsible for selecting and signing up for a plan that meets their needs. We recommend that students purchase and 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 the Administrative Team for additional information or referrals to other insurance agencies.

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 College 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 school (attendance, academic progress, grades, financial history, and transcript are included in this). Locations used to maintain 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 information may be shared in emergency situations where there is an immediate risk to a student's health and/or safety. Records are retained in accordance with the schools retention schedule guidelines, which are based on American Association of Collegiate Registrars and Admissions Officers (AACRAO) recommendations.

Academic Record Retention Schedule

IIFA College lists recommended retention timelines below for academic records. These guidelines are based on the American Association of Collegiate Registrars and Admissions Officers (AACRAO) recommendations. Records marked Permanent have no disposal date.

Category	Record Type	Retention Guideline
Academic	Academic advising	3 years
	Academic warning, probation/dismissal/suspension notice	permanent
	Academic integrity violations	permanent
	Correspondence/inquires about academic records	3 years after graduation
	Disciplinary actions	3 years after graduation
	Program change	3 years after graduation
	Appeals for exception to academic policy	permanent
International Student Records	Form I-20's, Passport, U.S. address, transcripts, Proof of finances, application, acceptance letter, Proof of language proficiency, EAD card, Form I-797's, Certificates awarded, Termination date/reason	3 years after graduation
Grades	Grade appeals	1 year after decision
	Faculty grade books	5 years after course completion
	Final grade reports	1 year after course completion
	Master grade data	permanent
Enrollment/Registration	Enrollment verifications	1 year after request
	Transcript requests	1 year after request
	Withdrawal requests	3 years after graduation
Personal	Name, SSN, and DoB updates	50 years from update
	Demographic data updates	1 year from update
Institutional	Graduation lists	permanent
	School Catalogs/Student Handbooks	permanent
	Course/Instructor evaluation surveys by students	1 year after submission

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 College 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 College decides not to amend the record as requested, IIFA College 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 College discloses personally identifiable information (PII) from the student's education records, except to the extent that FERPA authorizes disclosure without consent. IIFA College 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 College 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 College 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 College. 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 College 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

Orientation

Pre-Arrival Orientation - New Students

Prospective students can get general information on the school and its policies through the school website www.iifa.edu or by emailing info@iifa.edu for answers to any other specific questions they may have about our school and programs. Once a student has been admitted and accepted, they will be given access to our school student portal which is used to send important updates and alerts to students and they will receive an email with a link to this Student Handbook, which outlines the policies, procedures, and other expectations of the school. Students should do their best to familiarize themselves with the information in the handbook before the first day of class. School information will be reviewed in class with the instructor on the first day of class. Both prospective and new students are welcome to email info@iifa.edu to schedule an individual orientation meeting with a member of the administration at any time to help them become familiar with the school and its policies.

1st Day of Class Communication - For New and Continuing Students

On the first day of class, 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 performance in the course. A presentation slideshow will be given by a member of the school administration in each class during the first week which will cover important school policies, expectations and contact information. The slides from the presentation will be made available to students for reference in the student portal for their class. Students who miss the first day of class communication or enroll during the first two weeks of the quarter are encouraged to schedule an appointment with a member of the administration to cover and review the school policies and information at an alternate time.

Ongoing Orientation

Continuing students can receive ongoing orientation by requesting an individual orientation meeting with a member of the school administration by emailing admissions@iifa.edu. Continuing students can review the 1st day of class communication slideshow any time in their student portal or request a copy of the slideshow by emailing admissions@iifa.edu. Students are invited to attend any workshops or Q&A sessions hosted by the P/DSOs which cover basics of F-1 regulations or new/proposed changes. Students are also encouraged to schedule a meeting with their P/DSO at any time with questions or a refresher on the topics covered during the 1st day of class communication slideshow.

Student Surveys

Student feedback is essential to ensuring that the programs and courses offered are tailored to meet the needs of those enrolled. All students are asked to complete an End of Quarter Survey towards the end of every course which gathers feedback on course content, instructor performance and comments or suggestions on changes or additions they would like to see within the curriculum.

Housing

IIFA does not provide housing accommodations, but options for students to explore are provided below.

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. Please contact a school administrator if you need further assistance or resources.

Homestay:

[Student Room Stay](#)

[Home Stay Bay](#)

[MIF Home Stay](#)

[Home Stay Finder](#)

Transportation

IIFA College does not provide transportation to or from the school, and our Mount Prospect Office is accessible by public transportation. Parking is available in the parking lot next to the campus.

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 instructor as soon as possible. Your instructor will work with you to come up with a plan to get you back on track and make satisfactory progress. The Academic Director will work with your instructor if necessary to mentor you and help you make satisfactory progress and form effective study habits. It may also be recommended that you schedule regular meetings with your instructor or a tutor if necessary.

Standards of Conduct

Students at IIFA College are expected to conduct themselves appropriately at all times. The school has zero tolerance for any violations of the Standards of Conduct. Any student who has firsthand knowledge of any violation of the Standards of Conduct is expected to report the incident to the school immediately. Students may be subject to disciplinary action, up to and including immediate dismissal

(suspension or expulsion), if they engage in any of the following violations of the Standards of Conduct.

1. Dishonesty, cheating, plagiarism, submitting false documents, or providing false information in writing or verbally to any IIFA College official.
2. Any behaviors or actions that disrupt or in any way negatively impact the classroom environment, overall school atmosphere, or the regular operations or activities of IIFA College
3. Theft, mishandling, damage, or misuse of any IIFA College property, equipment, or supplies.
4. Violation of any health or safety rules, including smoking on campus outside of designated areas.
5. Deliberate or repeated littering on campus or a lack of respect for cleanliness expectations.
6. Use or possession of alcohol or other illegal drugs on campus.
7. Bullying, intimidating, threatening, harassing, or fighting any IIFA College official or community member on or off campus.
8. Negligent conduct leading to IIFA College property damage or damage to another's property.
9. Disrespectful or insubordinate behavior towards any IIFA College official or community member
10. Any unlawful or unwelcome solicitation of an IIFA College official or community member.
11. Inappropriate use of IIFA College computers, electronics, or other equipment, including downloading or deleting any software, data, or information.
12. Misrepresenting or making false statements about IIFA College to any member of the school community or the public.
13. Any behaviors, actions, unlawful activity, or misconduct that could bring notoriety or disrepute to IIFA College.
14. Violation of any IIFA College policies or of any local, state, or federal regulations or laws.
15. Failure to report any known Standards of Conduct violation to the school.

Dismissal Policy

IIFA College reserves the right to dismiss any student whose attendance, behavior, academic performance, financial standing or other conduct violates any of the policies of the school or does not meet the standards and expectations described in this handbook. Dismissal may take the form of a temporary suspension for up to two quarters, or a long-term or permanent expulsion from the school. Students will be notified of their dismissal in writing. Students may appeal their dismissal by submitting a letter or statement in writing to the Admissions Office within (7) business days of the notice of dismissal. Letters of appeal will be reviewed and either granted or denied by the appropriate school administrator(s). In cases where a dismissal was due to multiple reasons, all appropriate administrators must first review the appeal and make an individual determination. If all administrators do not individually decide to grant the appeal, the appeal will be denied.

- Academic Director: Appeals for dismissal due to unsatisfactory academic performance or violations of academic policies or codes of conduct.
- Admissions Director: Appeals for dismissal due to attendance violations or failure to meet financial obligations.
- PDSO: Appeals for dismissal due to violating any requirement of international student status.
- Administrative Director: Appeals for dismissal due to any non-academic policy or code of conduct violation unrelated to attendance or financial obligations.

Students will be notified by the Admissions Office in writing of the appeal decision within (14) business days of the date that the appeal was received by the school.

Student Complaint Policy

IIFA College is committed to processing and addressing all student complaints promptly. Every student attending IIFA College has the right to initiate a complaint against another member of the school, 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 the Academic Director 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 president and/or Chief Executive Officer, and a prompt and fair response to the complaint will be addressed. 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

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 enrolled in a full course of study as defined by SEVP (ex. Students enrolled in English Language Training must attend 18 clock hours per week).
2. Maintain satisfactory academic progress.
3. Obtain proper employment authorization before beginning any work (if applicable).
4. Report any 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 visa 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 College.
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

International students who plan to transfer to another school must submit their transfer request to their DSO who will confirm their eligibility and assist in determining the transfer release date, which is the date that the student’s SEVIS record will be transferred to the new school. Students have the right to request a transfer at any time. Transfer requests will generally take a minimum of 1 to 2 weeks

to complete when all eligibility requirements are met and a transfer release date is determined. Students should take this timeframe into consideration when selecting a transfer release date.

General Transfer Eligibility

To be eligible for transfer students must:

- Be enrolled as a full-time student at IIFA College in F-1 status
- Have provided a copy of their F-1 Visa, Form I-94 (electronic printout or copy of front and back of card), and Form I-20 (with signature on page one) to IIFA College
- Have provided their current U.S. address to IIFA College
- Provide proof of admission to the transfer-in school (e.g. Acceptance Letter on school letterhead)
- Provide the transfer form from their transfer-in school to IIFA College, if applicable
- Pay the Pre-Enrollment fee to IIFA College (\$1,200 if attending less than one quarter)

Pre-Enrollment Transfer Requests and Fee

In general, it is expected that new international students attend at least one full quarter at IIFA College before requesting a transfer. International students who enter the U.S. with an Initial I-20 from IIFA College who seek to transfer out without attending IIFA College are required to attend a full quarter at IIFA College or else be subject to a \$1,200 pre-enrollment fee. This fee covers the administrative costs of advising, document review and evaluation and transfer processing. Early transfer requests will begin to be processed after the first week of classes, as the school prioritizes the needs of students who intend to study at IIFA College.

Per U.S. Department of Homeland Security regulations, F-1 students must be enrolled in courses within 30 days of their first arrival in the U.S. It is important to check that your new school's start date is within 30 days of your U.S. arrival date. If it is not, then you must:

- a) Enroll for at least one quarter at IIFA College and then transfer out.
- b) Leave the U.S. and return later to attend your desired school (you must apply for authorized early withdrawal, obtain a new I-20 from your chosen school and pay the SEVIS I-901 fee again)
- c) Proceed to transfer to your chosen school. This will result in SEVIS record termination and the requirement to go through the reinstatement process. Please be aware that many schools will not accept a terminated SEVIS record. Please confirm with your new school whether or not they will accept your SEVIS record in terminated status.

If you know that you will be attending a school other than IIFA College before arriving in the United States, do not enter the U.S. with an IIFA College I-20. You must obtain an I-20 and updated visa for the school you will be attending by contacting the U.S. Consulate or Embassy that issued your F-1 visa stamp. If your plans change after your arrival in the U.S., you will be subject to the terms of this policy.

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 may be necessary if the student's program of study requires practical training in order to graduate.

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 College with a required practical training component
- Complete their first semester of the program

Students enrolled in ESL programs 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 Practical Training Agreement
- Signed practical training offer letter from the employer that includes:
 - Address of the practical training site
 - Name of supervisor
 - Description of the job duties to be performed
 - Start and end date of the practical training
 - Hours per week

Loss or Change in Practical Training Site

Students who lose or must change their practical training 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 practical training hours and satisfy the requirements of their course. Failure to notify the DSO of any change in practical training site may result in dismissal from the program and could result in termination of a student's status. In addition, failure to complete all practical training hours may result in failure of the course.

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 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. F-1 students entering the U.S. for the first time may not begin on-campus employment more than 30 days prior to the actual start of classes.

Annual Vacation

F-1 students may take an annual vacation once per academic year for (1) quarter if they meet the eligibility requirements and receive authorization from their DSO. Annual vacation is an optional benefit, and unused vacation time does not accumulate. M-1 students are not eligible for the annual vacation. IIFA College considers the Summer Quarter as an annual vacation period.

To be eligible for Summer vacation, F-1 students must:

- Be in "Active" F-1 status (have no pending adjustment of status or reinstatement)
- Complete three (3) consecutive quarters of full-time enrollment OR have a current enrollment agreement for a 1-year or longer program of study
- Be enrolled for the Fall quarter following Summer vacation

- Be in good academic standing at the end of the Spring Quarter (program attendance rate and all course grades at least 70%)
- Have no outstanding financial obligations to the school, which could impact continued enrollment in the returning Fall quarter
- Not have worked on-campus more than 20 hours per week during any of the three (3) prior consecutive quarters
- Not be in the final quarter of a full-time program of study.

Students should meet with their DSO to confirm their eligibility for summer vacation if they are unsure.

Before traveling outside the United States during a vacation period, it is important to meet with your DSO first so they can provide their signature on your I-20. The DSO will also check the expiration date of your I-20. Traveling with an expired or soon-to-be-expiring I-20 may prevent you from re-entering the United States.

During the annual vacation, students may do the following:

- Work on-campus more than 20 hours per week
- Take classes part-time or full-time if desired. (Full-time enrollment compliance of F-1 students is not applicable during an annual vacation.)
- Travel outside the United States, within the United States, or both. (You must notify your DSO for approval.)

Change of Status Approval

Students who receive a Change of Status approval to F-1 status from USCIS are required to report so to the school and must enroll full-time in the next available quarter start date.

Academic Policies

Attendance and Tardiness Policy

It is the student's responsibility to attend all classes according to their assigned schedule. Student attendance is not graded, but is recorded and reported for immigration purposes. Documentation of attendance is reviewed and recorded each week. An overall program attendance rate of 70% is considered satisfactory and must be achieved each quarter to remain in good academic standing. This requirement applies to all students, both full-time and part-time.

International students are required to be enrolled in and maintain a full course of study as per federal regulations. IIFA College considers an international student to be maintaining a full course of study if

they are enrolled as a full-time student in their program of study and achieve and maintain an overall attendance rate of 70% each term.

Poor attendance or missed classes may negatively impact academic performance and could result in dismissal from the school. Non-attendance does not constitute an official withdrawal.

Tardiness in American culture is frowned upon and regarded as a negative factor in any classroom or work environment. It is the student's responsibility to arrive at class early and be prepared to start on time. If an emergency arises and you find yourself late, please notify your teacher and make sure to be respectful and courteous to others as you arrive.

Any late arrival after the scheduled start of class will be recorded as a Tardy [T], and three tardies [T] will be the equivalent of one Absence [A]. If a student's late arrival or early departure causes them to miss more than one-third [$\frac{1}{3}$] of the scheduled class time, they will be recorded as Absent [A]. All Absences [A] will be documented and reported as such for your class and immigration purposes.

Students are asked to communicate directly with their instructor regarding any absence or tardiness related to any unforeseen or emergency situation that arises. The instructor will record the reason for the absence provided by the student in the LMS and notate it as Excused [EX]. An Excused Absence [EX] will still be considered in the calculation of the overall attendance rate, but will provide important information for the school when determining if a student has otherwise truly maintained a full course of study.

Students attending classes remotely due to unexpected emergencies or by federal regulations are expected to adhere to the same attendance policies as students attending in-person. Remote students must have their webcam on and microphone in working order, and must not turn them on or off, 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 Admissions Office. 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 quarter, and the student must provide current medical documentation every quarter 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 College 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 honestly
- Take any 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 Academic Director
- Consult with your instructor 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 of 70% or higher
 - 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

Textbooks

Every student needs to have either a printed textbook or eBook for class. All textbooks are included in the student tuition costs and fees. IIFA College will provide the textbooks to students on the first day of class. New textbooks and accompanying workbooks will be provided in order to guarantee that all coordinating workbooks, audio files, and access codes will be included. Students enrolled in online courses must pick up their textbooks from the school office prior to the start of the course.

Class Preparation

Students are expected to attend class regularly, complete any assigned work *before* each class, and be fully prepared for class discussion with questions and appropriate contributions. Students are expected to bring all of their course materials to every class. If a student forgets their materials he/she will be affecting their learning outcome during class time.

Technology Requirements

This course will require the use of a computer with internet access, and ability to log into our Learning Management System [LMS], and connection to software or applications used for word processing and slideshow presentations. Please bring your fully charged computer and/or device to class each day. Make sure you have any necessary cords or back up batteries needed.

Electronic Devices

Personal use of cell phone or electronic devices is not allowed during class sessions unless used in a specific activity with instructor permission. Please be respectful of others in the class with the use of your cell phone. You are asked to silence and put away your phone and open your computer only for

assigned tasks. Please plan to take or make any phone call during the break as any personal phone call is not allowed during class time and should be planned for outside of class time or during the break.

Student Progress

Students must maintain an overall grade percentage of 70% 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.

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 in the class
- Provide you with test and/or quiz results and inform you of how the results were calculated
- Show current grades thru the LMS within 2 days after an Assessment
- Schedule a conference if you fail to maintain an overall percentage of 70% or higher

Lack of Progress

If a student does not have a passing grade of 70% or higher they are expected to contact their course instructor or the Academic Director to discuss strategies of improvement.

If a student earns a final grade less than 70%, they will be placed on Academic Probation and may need to repeat the course in a future quarter of the program. Students may repeat a course only once during a program of study. A failure to receive a passing final grade two times within a program will result in dismissal.

Late Assignments or Assessments

Achievement of the Student Learning Outcomes is measured through assignments and assessments. It is the student's responsibility to be aware of all assessment requirements, including due dates, and their grades in each course. Assessments will be completed and collected during class unless communicated otherwise by the instructor. If a student misses an assessment for any reason, the student is responsible for communicating with their instructor and getting any required study materials or instructions in order to complete the makeup assessment the following week. Students will be given one [1] week to make up an assessment. Any makeup assessment must be made up within one [1] week from the day it was initially given. Students will not be allowed to go back to make up any previous Assessment.

In circumstances with late enrollment, students who miss an assessment because they enrolled late are allowed to submit the makeup assessment up to the last day of class. Any exceptions to these deadlines may only be requested through and granted by the Academic Director. Missed assessments may receive a temporary grade of "Incomplete" until the makeup assessment is either completed or until its due date or deadline has passed. If a makeup assessment is not completed by its due date or deadline, the assessment will receive a score of 0.

Repeating Classes

- Students who initially earn a final grade of A, B, or C may not retake the course.
- Students who initially earn a final grade of D may request to repeat the course if
 - It is offered in a future quarter of their program and;

- They have not already repeated a course during their program.
- Students who initially earn a final course grade of F may be required to repeat the course in a future quarter of their program of study if it is a requirement for program completion.
- Students who earn a final grade of F more than once during their program will be subject to dismissal from the school.
- Continuing students may not repeat lower-level courses.
- If a student is required to repeat a course that is not currently being offered, they must wait to repeat the course when it becomes available.
- IIFA College 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 Academic Director.

Academic Probation

Students will be placed on Academic Probation at the end of an academic quarter if they:

- Fail to achieve a passing grade of at least 70% in any course.
- Fail to achieve an overall attendance rate of at least 70% in their program of study.

Students who are placed on academic probation are informed of their status in writing via email. Students on academic probation are not in good academic standing and international students who are placed on academic probation may be in violation of the terms of their visa status.

Students on academic probation will have one more quarter to return to good academic standing and to demonstrate that they are maintaining their visa status as required for international students. To return to good academic standing and to no longer be considered as “out of status”, students on academic probation must achieve both a satisfactory final grade and overall program attendance rate at the end of the probation period.

In rare cases, the school may grant a one-time extension of no more than one quarter to a student’s academic probation period if the student:

- 1) Is not currently awaiting reinstatement of F-1 status.
- 1) Made significant, observable, improvement to their attendance and/or grades during the initial probation period.
- 2) Completed the initial probation period with a program attendance rate of $\geq 70\%$.
- 3) Completed the initial probation period with no more than one unsatisfactory final course grade of $< 70\%$.
- 4) Is eligible to repeat the failed course in the next available quarter if their program courses are sequenced, or in a future quarter if the program courses are not sequences. (*i.e., student has not already repeated a course during their current program, the course will be offered in the next quarter*)

A student placed on academic probation who fails to achieve both a passing grade and a satisfactory program attendance rate by the end of the probation period will be suspended from the school for up to two quarters. International students who fail to meet the requirements of academic probation will be suspended and recorded as “out of status” even if they withdraw or transfer before the end of the probation period or if they intend to leave IIFA College at the end of the probation period. Students who achieve a passing grade and satisfactory program attendance rate by the end of the probation

period will be returned to good academic standing, and international students will be considered “in status” by the school according to their visa requirements.

Students may be placed on academic probation only once during a program of study. If a student’s final course grade or program attendance rate fall below 70% at the end of any quarter for a second or subsequent time during a program of study, the student will be suspended from the school for up to two quarters.

Grading

All IIFA College programs are evaluated and assessed on the same grading scale below. Students will be assessed according to their achievement and progress on the Student Learning Outcomes (SLOs) for each course. Grading components and assignments for each course are created and matched with SLOs so that students are clear on what they need to accomplish. The specific breakdown for assignment and assessment grades are referenced on the course syllabus. Each instructor will stay current with grades for their course in the LMS, Classe365.

A satisfactory passing grade for each course is 70%. Anything under 70% is considered unsatisfactory and credit will not be given and the student will be required to repeat the course. A student who withdraws or is withdrawn from a course will receive a grade of “W”. A temporary grade of “I” may be given for assessments or course grades if the student has incomplete work that will be made up by a specified deadline. A grade of “I” will convert to the appropriate letter grade or percentage once the incomplete work is submitted or the deadline for makeup work has passed.

Final grade information for any course and corresponding percentages for transcript purposes are outlined in the table below.

Final Grade Information for Transcript Purposes

Grade	Percentage	GPA Scale	Pass/Fail Threshold
A+	97.5-100	4.0	<i>Pass</i> <i>70% or higher</i>
A	92.5-97.4	4.0	
A-	90-92.4	3.7	
B+	87.5-89.9	3.3	
B	82.5-87.4	3.0	
B-	80-82.4	2.7	
C+	77.5-79.9	2.3	
C	70-77.4	2.0	<i>Fail</i> <i>Below 70%</i>
D	60-69.9	1.0	
F	0-59.9	0.0	

W	Withdrawn
I	Incomplete

Appeal of Grade

If a student feels that a grade for any assessment or for a final course grade is not representative of their performance, the student may appeal the grade by contacting their course instructor at their official school email address.

Academic Integrity

IIFA College expects all students to uphold standards of academic integrity. Any form of cheating 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 integrity policy will result in the student being called to meet with the Academic Director to discuss the situation. The Academic Director will consult with 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 the Admissions Office admissions@iifa.edu or by calling the school at (847) 410 - 7752.

A transcript fee will apply. Please see the *Financial Services* section of this handbook.

Graduation Requirements

In order to graduate from their program of study, students must be in good academic standing with both their grade and attendance and have met all financial obligations to the school. Students must meet the completion requirements for their program of study as determined by its length and structure.

Certificate of Completion

Students will receive a Certificate of Completion each time that they pass a full level of the General English Program (*ex. Intermediate A and Intermediate B*), a two-part course series of the Business Communications Program (*ex. Foundations of Business I and Foundations of Business II*), or all required courses in either the Academic English Program or in the TESOL Program. Students who do

not receive a passing grade for an individual course, or for both courses in a full level or in a two-part course series will not receive a Certificate of Completion.

IIFA Programs

General English Program

Program Description

Our General English Program is a multi-level program 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, and to prepare them for real-world communication in English. Throughout the program, students will work to improve their Speaking, Listening, Reading, and Writing skills in English. Students can progress from each Level with the ultimate goal of achieving enhanced proficiency in the English language for spontaneous and effective communication in familiar and unfamiliar environments. Upon completion of the General English Program, students can transition into any of our higher level programs.

Program Length & Structure

Students progress through the program by successfully completing courses and advancing through levels of the program. There are five levels in the General English Program from Basic to Advanced. Each full level of the General English Program consists of two courses that are each one quarter (10 instructional weeks) in length. It takes two quarters (20 instructional weeks) to complete a full level of the General English Program.

Students who are enrolled full-time must attend 18 clock hours per instructional week. Totalling 180 clock hours per quarter. Students enrolled as part-time may attend either 6 or 12 clock hours per instructional week. Totalling 60 to 120 clock hours per quarter.

Students complete the program when they meet their self-defined goals, which can vary on an individual basis. A full-time student who enters the program starting from the Basic A course who makes normal and satisfactory progress can expect to complete the full General English program, ending with the Advanced B course, in ten terms or 100 instructional weeks.

Course & Level Descriptions

The General English program provides courses ranging from Basic to Advanced which are designed to serve beginner through high-intermediate level students.

Basic

This set of courses helps students build English skills at the **beginner level**. Students will learn to understand and produce simple spoken and written English, basic vocabulary, common expressions,

and basic rules of English grammar. Students will also work to produce simple phrases about people and places, and build essential listening, speaking, reading, and writing skills needed for everyday communication in familiar and highly supported contexts.

Elementary

This set of courses helps students build English skills at the **high-beginner level**. Students will form simple sentences, have short conversations, and write simple sentences in English about familiar things. Students will also read short paragraphs describing people, places and everyday life events and culture, and provide short answers to questions about the readings.

Pre-Intermediate

This set of courses helps students build English skills at the **low-intermediate level**. Students will form different kinds of longer English sentences in the present, past, present continuous, and future; have short conversations; have short group interactions; and write short sentences in the present, past, present continuous, and future about familiar things. Students will also read to understand the main idea and supporting details on familiar topics, and answer questions about the readings.

Intermediate

This set of courses helps students build English skills at the **intermediate level**. Students will use the present perfect tense in real-life situations and form different kinds of longer English sentences in the present, past, and future by discussing familiar topics, making individual presentations, and writing short paragraphs about familiar things. Students will also read and analyze informational articles and answer critical-thinking questions.

Advanced

This set of courses helps students build English skills at the **high-intermediate level**. Students will practice advanced verb forms and uses; speak and write using sentence-level accuracy; express and support opinions, and write multiple paragraphs with increased fluency. Students will also build academic skills by completing group projects, using coherency in presentations, and expanding critical thinking skills.

Course Descriptions

ESL 101: Basic A

Prerequisite: Qualifying English Placement Test Score

Clock Hours: 120

Course Overview

The goal of this course is to provide students enrolled in the General English Program a beginner course with basic fundamental knowledge and understanding of key concepts, grammar rules and essential skills necessary for everyday communication.

Objectives

- Understand basic grammar structures for simple present sentences.
- Build essential vocabulary for personal information and daily routines.

- Develop pronunciation of common sounds and intonation patterns.
- Build basic listening and speaking skills for simple questions and answers.

Student Learning Outcomes

- Students will be able to use the simple present tense and basic verbs to describe themselves and others.
- Students will be able to use vocabulary related to greetings, routines, and numbers in context.
- Students will be able to ask and answer short basic questions related to personal information.
- Students will be able to work with a partner to understand and respond to basic questions using the simple present tense in short sentences.

ESL 102: Basic B

Prerequisite: Completion of Basic A or Qualifying English Placement Test Score

Clock Hours: 120

Course Overview

The goal of this course is to provide students enrolled in the General English Program a continuation of the skills acquired in Basic A and to build on the knowledge to provide a basic fundamental understanding of key concepts, grammar rules and essential skills necessary for everyday communication.

Objectives

- Expand grammar knowledge of the present tense for negative responses.
- Increase vocabulary for time, daily activities, and common objects.
- Enhance pronunciation through word stress and linking in sentences.
- Strengthen listening comprehension.

Student Learning Outcomes

- Students will be able to form questions with negative responses in the present tense.
- Students will be able to use vocabulary for travel and clothes.
- Students will be able to ask and answer further questions related to personal information.
- Students will be able to work with a partner to describe their family and the places they live.

ESL 100: Conversation for General English - Basic

Prerequisite: Required for all full-time students enrolled in the General English Program Basic A or Basic B class.

Clock Hours: 60

Course Overview

The goal of this course is to provide students enrolled in the General English Program with additional support in their Basic A or Basic B class and to make available opportunities to enhance beginner level conversational exchanges with content to encourage continued growth and development with essential oral communication skills necessary for level appropriate interaction.

Objectives

- Build confidence in speaking by using simple words, phrases, and short sentences to communicate basic ideas.
- Practice participating in short, guided conversations through asking and answering simple questions.
- Improve basic pronunciation and listening strategies to support clear communication and comprehension.
- Understand basic spoken English related to everyday topics, classroom language, and immediate needs.

Student Learning Outcomes

- Students will be able to introduce themselves and ask & answer basic personal questions.
- Students will be able to recognize and use common everyday expressions in short spoken exchanges.
- Students will be able to ask and answer basic questions about familiar topics such as names, numbers, daily activities, and preferences.
- Students will be able to use common expressions and polite phrases in short spoken exchanges.

ESL 111: Elementary A

Prerequisite: Completion of Basic B or Qualifying English Placement Test Score

Clock Hours: 120

Course Overview

The goal of this course is to provide students enrolled in the General English Program the opportunity to learn and apply the language in simple interactions in everyday situations with familiar topics.

Objectives

- Apply vocabulary to describe routines and personal experiences.
- Strengthen basic reading comprehension.
- Understand the simple past tense.
- Use integrated skills for real-life scenarios.

Student Learning Outcomes

- Students will be able to understand the main idea and key details in short spoken and written messages on familiar everyday topics.
- Students will be able to work with their partner to describe and tell the differences in what they like and don't like about the weather, a city or country.
- Students will be able to use sentences and targeted vocabulary in the past tense in a common familiar situation.
- Students will be able to work with their partner to ask and answer questions in a short conversation.

ESL 112: Elementary B

Prerequisite: Completion of Elementary A or Qualifying English Placement Test Score

Clock Hours: 120

Course Overview

The goal of this course is to provide students enrolled in the General English Program a continuation of the skills acquired in Elementary A and to build on the knowledge to provide students opportunities to participate in simple conversations and interactions in everyday situations, and to understand short spoken and written texts, and express basic ideas using complete sentences.

Objectives

- Listen for instructions and details.
- Build vocabulary for adjectives and descriptions.
- Strengthen intonation and word stress.
- Understand differences between the simple present and simple past tense.

Student Learning Outcomes

- Students will be able to utilize the verb 'Be' in simple present and simple past tense in sentences.
- Students will be able to communicate basic information orally with their partner using simple sentences and targeted vocabulary in familiar situations.
- Students will be able to identify the main idea and specific information in short written notices and simple paragraphs.
- Students will be able to read short sentences and identify whether the verb and information are in the present or past tense.

ESL 110: Conversation for General English - Elementary

Prerequisite: Required for all full-time students enrolled in the General English Program Elementary A or Elementary B class.

Clock Hours: 60

Course Overview

The goal of this course is to provide students enrolled in the General English Program with additional support in their Elementary A or Elementary B class and to make available opportunities to enhance high-beginner level conversational exchanges with content to encourage continued growth and development with essential oral communication skills necessary for level appropriate interaction.

Objectives

- Utilize present, past and future tenses in short context.
- Develop language to respond to questions.
- Strengthen asking for clarification skills.
- Build on asking & answering questions.

Students Learning Outcomes

- Students will be able to engage in a dialogue with their partner to understand the main idea and basic details in short, clear spoken messages on familiar everyday topics.
- Students will be able to respond orally using simple words and short sentences to answer questions and exchange basic information.
- Students will be able to participate in short, guided group conversations by asking and answering simple questions using familiar vocabulary and expressions.

- Students will be able to demonstrate active listening skills by following simple instructions, showing understanding through appropriate responses, and asking for repetition or clarification when needed.

ESL 121: Pre-Intermediate A

Prerequisite: Completion of Elementary B or Qualifying English Placement Test Score

Clock Hours: 120

Course Overview

The goal of this course is to provide students enrolled in the General English Program the opportunity to strengthen foundational knowledge of the language with key grammar structures, vocabulary, and functional language to express ideas, ask questions, and participate in simple conversations while expanding the ability to communicate more effectively in familiar, personal, social, and practical contexts.

Objectives

- Strengthen ability to ask questions in a situation.
- Expand vocabulary with types of numbers and quantifiers.
- Practice ways to express ideas and thoughts.
- Understand the present continuous tense.

Student Learning Outcomes

- Students will be able to work with a partner to utilize the simple present and present continuous tense in describing people and personality traits.
- Students will be able to work with their partner to create a dialogue in returning something to a store.
- Students will be able to apply superlatives, adverbs, and quantifiers with the simple past tense and present perfect tense in a written response.
- Students will be able to apply reading strategies to understand short texts, identify the main idea and supporting details, and utilize superlatives and quantifiers in sentences.

ESL 122: Pre-Intermediate B

Prerequisite: Completion of Pre-Intermediate A or Qualifying English Placement Test Score

Clock Hours: 120

Course Overview

The goal of this course is to provide students enrolled in the General English Program a continuation of the skills acquired in Pre-Intermediate A and to build on the knowledge to provide the opportunity to strengthen knowledge of key concepts, grammar rules and essential skills necessary for everyday communication.

Objectives

- Differentiate between the present continuous tense and future tense.
- Describe habits and preferences.
- Retell a story.
- Identify similarities and differences.

Student Learning Outcomes

- Students will be able to apply the present continuous tense and future tense in describing preferences and plans.
- Students will be able to work with their partner to create a dialogue using the simple present, simple past and future tense.
- Students will be able to apply similarities and differences about people from different countries.
- Students will be able to apply reading strategies to identify the main idea and supporting details in a story.

ESL 120: Conversation for General English - Pre-Intermediate

Prerequisite: Required for all full-time students enrolled in the General English Program

Pre-Intermediate A or Pre-Intermediate B class.

Clock Hours: 60

Course Overview

The goal of this course is to provide students enrolled in the General English Program with additional support in their Pre-Intermediate A or Pre-Intermediate B class and to make available opportunities to enhance low-intermediate level conversational exchanges with content to encourage continued growth and development with essential oral communication skills necessary for level appropriate interaction.

Objectives

- Strengthen usage of present, past and future tenses.
- Build language to compare and contrast.
- Strengthen listening for details in conversations.
- Apply conversational strategies.

Student Learning Outcomes

- Students will be able to complete an oral presentation to accurately describe plans and intentions in the future using the simple future forms.
- Students will be able to effectively compare and contrast items, experiences, or ideas using level-appropriate comparative structures in a dialogue with their partner.
- Students will be able to communicate basic ideas and personal information in short spoken exchanges using familiar vocabulary and simple sentence structures.
- Students will be able to participate in a group discussion by asking and answering questions, responding appropriately, and using basic conversation strategies.

ESL 131: Intermediate A

Prerequisite: Completion of Pre-Intermediate B or Qualifying English Placement Test Score

Clock Hours: 120

Course Overview

The goal of this course is to provide students enrolled in the General English Program the opportunity to develop presentation skills, use language in respect to obligation and prohibition, and expand their knowledge of the simple present, simple past, present continuous tense, future tense, and develop usage of the present perfect tense.

Objectives

- Develop presentation skills.
- Distinguish between have to, must and should.
- Understand the present perfect tense.
- Enhance listening for key points.

Student Learning Outcomes

- Students will be able to ask and respond to questions about a past event using the simple past tense and present perfect tense.
- Students will be able to develop and present an oral presentation on a tourist guide of their favorite town.
- Students will be able to identify and apply language in respect to obligation and prohibition.
- Students will be able to use and apply the simple present tense, simple past tense and present continuous tense, future tense and present perfect tense with various topics.

ESL 132: Intermediate B

Prerequisite: Completion of Intermediate A or Qualifying English Placement Test Score

Clock Hours: 120

Course Overview

The goal of this course is to provide students enrolled in the General English Program the opportunity to continue practicing and strengthening the skills acquired in Intermediate A and to build on the knowledge in order to distinguish between countable and uncountable nouns, identify and use phrasal verbs, form tag questions, and use the passive voice and conditionals.

Objectives

- Form questions with the correct word order.
- Expand usage of phrasal verbs.
- Form questions to ask for clarification.
- Respond to opinions.

Student Learning Outcomes

- Students will be able to construct sentences using the passive voice and conditionals in all major tenses.
- Students will be able to have a group discussion using the first, second, and third conditionals to discuss possibilities, hypothetical situations, and past regrets.
- Students will be able to identify and use phrasal verbs in sentences.
- Students will be able to form tag questions and apply the positive and negative form of a word in order to confirm information or seek agreement, and distinguish between countable and uncountable nouns.

ESL 130: Conversation for General English - Intermediate

Prerequisite: Required for all full-time students enrolled in the General English Program Intermediate A or Intermediate B class.

Clock Hours: 60

Course Overview

The goal of this course is to provide students enrolled in the General English Program with additional support in their Intermediate A or Intermediate B class and to make available opportunities to enhance intermediate level conversational exchanges with content to encourage continued growth and development with essential oral communication skills necessary for level appropriate interaction.

Objectives

- Strengthen conversational skills.
- Build thematic vocabulary through collaborative interaction.
- Strengthen listening for details in conversations.
- Promote speaking in scenarios relevant to real life scenarios.

Student Learning Outcomes

- Students will be able to participate in an unstructured conversation with their partner on a familiar topic using appropriate vocabulary and grammar.
- Students will be able to interact effectively in a partner discussion, taking turns, staying on topic, and asking follow up questions.
- Students will be able to participate in a group discussion on a topic to express their opinion, agree/disagree and provide support with reasons, examples, or personal experiences.
- Students will be able to demonstrate active listening skills in a group discussion by responding appropriately, asking follow-up questions, and clarifying meaning during discussions.

ESL 210: Advanced A

Prerequisite: Completion of Intermediate B or Qualifying English Placement Test Score

Clock Hours: 120

Course Overview

The goal of this course is to provide students enrolled in the General English Program the opportunity to further develop their proficiency and accuracy in the English language, apply advanced concepts with confidence, and prepare for progression to higher-level courses or formal assessments.

Objectives

- Understand differences between unreal and real conditionals.
- Understand idiomatic references.
- Develop interview skills.
- Strengthen critical thinking skills.

Student Learning Outcomes

- Students will be able to apply essential vocabulary to communicate effectively in professional job interviews and accurately describe specific injuries, symptoms, and illnesses.
- Students will be able to accurately use question formation, auxiliary verbs, perfect tenses, and adjectives as nouns in context.
- Students will be able to correctly interpret and use phrasal verbs, as well as vocabulary related to the environment, weather, and emotions.
- Students will be able to use past regrets and wishes for the present and future, and express feelings with appropriate meaning for verbs or 'ed/'ing adjectives.

ESL 211: Advanced B

Prerequisite: Completion of Advanced A or Qualifying English Placement Test Score

Clock Hours: 120

Course Overview

The goal of this course is to provide students enrolled in the General English Program a continuation of the skills acquired in Advanced A and to refine communicative competence, critical thinking, and meaningful communication in order to use English with greater fluency, accuracy, and confidence in an academic, professional, and social context or prepare for progression to higher-level courses or formal assessments.

Objectives

- Utilize specialized terminology to discuss complex human and societal systems.
- Construct logical, high-level nuanced arguments.
- Reconstruct and analyze past events.
- Demonstrate mastery of the grammatical nuances covered during the course.

Student Learning Outcomes

- Students will be able to accurately categorize and apply advanced terminology related to the body, sleep, music, and crime and punishment in contextualized exercises.
- Students will be able to manipulate past modals and the passive voice to speculate on past events and use reporting verbs and "used to" to accurately relay information.
- Students will be able to utilize high-level vocabulary to analyze and discuss the intersection of the media, advertising, business, and science.
- Students will be able to demonstrate grammatical precision by applying clauses of contrast and purpose and mastering the nuances of articles, quantifiers, and uncountable/plural nouns in complex sentences.

ESL 200: Conversation for General English - Advanced

Prerequisite: Required for all full-time students enrolled in the General English Program Advanced A or Advanced B class.

Clock Hours: 60

Course Overview

The goal of this course is to provide students enrolled in the General English Program with additional support in their Advanced A or Advanced B class and to make available opportunities to enhance high-intermediate level conversational exchanges with content to encourage continued growth and development with essential oral communication skills necessary for level appropriate interaction.

Objectives

- Ask and answer questions and exchange opinions on familiar topics.
- Use common expressions to describe experiences.
- Role-play scenarios to express opinions.
- Engage in active debate.

Student Learning Outcomes

- Students will be able to participate in a group discussion by expressing and supporting opinions, responding to peers' ideas, and discussing key points with extended, spoken responses.
- Students will be able to deliver a 4–5 minute oral presentation with their partner on a topic using clear structure, coherence and response to audience questions.
- Students will be able to present and defend a position in a group debate by expressing reasoning, responding to counterarguments, and using appropriate tone and register.
- Students will be able to deliver a 5–7 minute individual oral presentation using connectors (e.g., first, then, finally) and supporting examples.

Academic English Program

Program Description

Our Academic English Program helps students at the **high-intermediate level** focus on the English language used in a college or university setting. Students work on a variety of necessary skills to prepare for the next level of academic progression. Students work toward speaking and writing using complex sentence patterns and writing short essays about familiar and unfamiliar things. Students will complete different types of academic writing, reading of various types of texts; listening to and taking notes on lectures; building academic report-writing; developing research skills; expanding academic vocabulary and developing critical-thinking skills.

Program Length & Structure

Students progress through the program by successfully completing each course. There are three courses in the Academic English Program and each course is 1 quarter (10 instructional weeks) in length. The courses in this program are not sequenced. Students must meet the prerequisite(s) for each course.

Students who are enrolled in the program full-time must attend 3 classes for a minimum of 18 clock hours per instructional week. Totalling 180 clock hours per quarter.

Students complete the Academic English Program program when they have passed all three courses. A full-time student who makes normal and satisfactory progress can expect to complete the full program in three quarters or 30 instructional weeks.

Course Descriptions

AEP 210: Listening & Note-Taking

Prerequisite: Qualifying English Placement Test Score or completion of the IIFA Intermediate B level of the General English Program.

Clock Hours: 180

Course Overview

The goal of this course is to provide students enrolled in the Academic English Program the opportunity to strengthen listening comprehension and effective notetaking skills through guided

practice and active listening exercises which will help capture the main idea and supporting details, and provide a variety of ways to take notes for support in comprehension and discussion.

Objectives

- Practice with various styles of note-taking.
- Recognize main ideas, key words and supporting details.
- Understand common lecture cues and signposts.
- Strengthen active listening strategies.

Student Learning Outcomes

- Students will be able to actively listen and take notes using a variety of listening and note-taking strategies.
- Students will be able to identify and demonstrate comprehension of main ideas, supporting details, and key vocabulary from a listening passage.
- Students will be able to work in a group discussion to apply active listening strategies in order to exchange information in a discussion.
- Students will be able to take notes effectively to identify the main idea and summarize the speaker's purpose and point of view.

AEP 220: Academic Reading

Prerequisite: Qualifying English Placement Test Score or completion of the IIFA Intermediate B level of the General English Program.

Clock Hours: 180

Course Overview

The goal of this course is to provide students enrolled in the Academic English Program the opportunity to develop academic reading skills in order to understand complex academic texts, identify main ideas and supporting details, analyze and synthesize information from multiple texts, recognize the author's purpose and perspective, and help prepare an individual for post-secondary study.

Objectives

- Synthesize information from multiple readings.
- Analyze arguments and contrasting viewpoints.
- Recognize the author's purpose and point of view.
- Strengthen critical thinking.

Student Learning Outcomes

- Students will be able to identify the main idea and supporting details in an academic text.
- Students will be able determine the meaning of academic vocabulary using context clues and word analysis strategies.
- Students will be able to analyze academic readings by making inferences, identifying author purpose, and distinguishing fact from opinion.
- Students will be able to synthesize information from multiple texts and produce written or oral responses.

AEP 230: Academic Writing

Prerequisite: Qualifying English Placement Test Score or completion of the IIFA Intermediate B level of the General English Program.

Clock Hours: 180

Course Overview

The goal of this course is to provide students enrolled in the Academic English Program the opportunity to develop and expand academic writing skills with a focus on paragraph and essay organization, academic language use, and source integration in order to produce clear, well-structured, and formally appropriate academic writing appropriate for post-secondary study.

Objectives

- Apply strategies of the writing process.
- Compose various types of academic essays, such as cause/effect, comparison/contrast, and argumentative essays using clear and coherent structure.
- Demonstrate appropriate use of academic grammar and sentence structures to enhance clarity, accuracy, and fluency.
- Incorporate and document outside sources effectively.

Student Learning Outcomes

- Students will be able to develop well-structured academic paragraphs using clear topic sentences, supporting details, and concluding sentences.
- Students will be able to compose a multi-paragraph academic essay with a clear thesis, logical organization, coherent progression of ideas, and a well-supported conclusion.
- Students will be able to identify errors in grammar, cohesion and word form consistent with academic writing conventions.
- Students will be able to integrate sources into academic writing using correct paraphrasing, summarizing, and basic citation to avoid plagiarism.

Business Communications Program

Program Description

Our Business Communications Program helps students at the **advanced level** work toward becoming more proficient in English and using business content as a way to get there. These courses are designed for those who seek to enhance their communication skills needed to work effectively with English-speaking clients or in English-speaking workplaces. Students will acquire workplace vocabulary; an understanding of US workplace communication norms; speaking clarity and fluency in formal and informal exchanges; collaboration skills; and the ability to compose common types of business writing. Through reading and discussion, role plays, presentations, writing and collaborative projects, and the creation of portfolios, students will gain the vocabulary as well as the reading, writing, speaking, and listening skills necessary to pursue English language related professional goals. Courses in this program apply practical application, independent participation, and critical awareness in both spoken and written communication in formal and professional environments.

Program Length & Structure

Students progress through the program by successfully completing each course. There are fifteen courses in the Business Communications Program, covering 5 content areas. Each content area is taught through a two-part course series (“Course I” and “Course II”) plus a corresponding conversation class.

Each course is 1 quarter (10 instructional weeks) in length. The courses in this program are not sequenced. Students must meet the prerequisite(s) for each course.

Students who are enrolled full-time must attend 18 clock hours per instructional week. Totalling 180 clock hours per quarter. Students enrolled as part-time may attend either 6 or 12 clock hours per instructional week. Totalling 60 to 120 clock hours per quarter.

Students complete the program when they have passed all courses. A full-time student who makes normal and satisfactory progress can expect to complete the full program in ten quarters or 100 instructional weeks.

Course Descriptions

BCP 301: Foundations of Business I

Prerequisite: Qualifying English Placement Test Score or Completion of General English Program Advanced B course.

Clock Hours: 120

Course Overview

The goal of this course is to provide students enrolled in the Business Communications Program an understanding of how businesses operate within the larger economic, social, and legal context, and to develop an understanding of key concepts that drive decision-making and organizational success.

Objectives

- Understand factual texts on business-related subjects.
- Maintain a conversation on familiar business topics.
- Respond appropriately in common workplace scenarios.
- Write letters or messages that convey relevant information.

Student Learning Outcomes

- Students will be able to deliver a 5-7 minute individual oral presentation explaining how to start a business considering start-up costs, profit potential, consumer needs, business type and model and business ownership.
- Students will be able to create and write an operating plan to help analyze and research how to produce products, allowing a business to maximize profit in purchasing, production, sales and marketing, accounting, and distribution.
- Students will be able to work on their own to develop and create either a contract, flyer or advertisement for a company or organization.
- Students will be able to work in a group to develop and analyze entrepreneurship and small business principles, including how to identify business opportunities and elements of a simple business plan.

BCP 302: Foundations of Business II

Prerequisite: Completion of Foundations of Business I.

Clock Hours: 120

Course Overview

The goal of this course is a continuation of the skills acquired in Foundations of Business I and to help students build on the knowledge acquired in order to focus on strengthening core principles and functions of business in companies and organizations, and to provide additional application of these skills in real life contexts.

Objectives

- Describe business terms.
- Maintain a conversation on familiar business topics.
- Understand factual texts on business-related subjects.
- Support opinions and plans.

Student Learning Outcomes

- Students will be able to complete a 5-7 minute individual oral presentation and explain the fundamental roles and functions of management, planning, organizing, leading, and controlling business activities.
- Students will be able to work with their partner to complete an oral presentation describing how organizational structures are designed and how they affect communication, workflow, and teamwork within a business.
- Students will be able to write and analyze basic operations, management concepts and apply strategies for producing goods and services efficiently.
- Students will be able to work in a group discussion to demonstrate an understanding of workplace motivation and human resource management practices that support employee performance and organizational goals.

BCP 303: Conversation for Foundations of Business

Prerequisite: Required for all full-time students enrolled in the Business Communications Program and Foundations of Business class.

Clock Hours: 120

Course Overview

The goal of this course is to provide students enrolled in the Business Communications Program with additional support in their Foundations of Business class and to make available additional opportunities to enhance essential oral communication skills related to business and required for effective interaction in a professional or corporate environment by utilizing application through real-world business scenarios.

Objectives

- Acquire idiomatic expressions and collocations.
- Strengthen use of turn-taking and interrupting politely.
- Build understanding as to how professional communication functions in a global setting.
- Develop language skills for negotiation and debate.

Student Learning Outcomes

- Students will be able to utilize extended spoken discourse to discuss market analysis, organizational strategy and stakeholder negotiation.
- Students will be able to demonstrate the ability to critically interpret implicit meaning in a business conversation, meeting or form of negotiation.
- Students will be able to effectively use strategies to clarify, summarize, hedge and persuade in a problem-solving discussion.
- Students will be able to utilize hedging strategies and conversational conventions in a professional business context.

BCP 310: Professional Communications I

Prerequisite: Qualifying English Placement Test Score or Completion of General English Program Advanced B course.

Clock Hours: 120

Course Overview

The goal of this course is to provide students enrolled in the Business Communications Program the opportunity to utilize verbal, nonverbal, written, and visual communication in a variety of business interactions by introducing them to effective communication skills used both in the workplace and when seeking work.

Objectives

- Communicate professional ideas clearly and appropriately in a workplace.
- Demonstrate effective listening and interpersonal communication skills through participation in discussions and role-plays.
- Differentiate between formal and informal presentations in a workplace.
- Compose written material in a professional context.

Student Learning Outcomes

- Students will be able to deliver a 5-7 minute individual oral presentation explaining how to start a business with start-up costs, profit potential, consumer needs, and business type.
- Students will be able to engage in a group discussion to use interpersonal and nonverbal communication skills to negotiate.
- Students will be able to write a report on communication challenges in workplace scenarios and evaluate and propose solutions that reflect ethical, inclusive, and culturally aware practices.
- Students will be able to work with a partner to write a clear, well-organized business proposal.

BCP 311: Professional Communications II

Prerequisite: Completion of Professional Communications I.

Clock Hours: 120

Course Overview

The goal of this course is a continuation of the skills acquired in Professional Communications I and to help students build on the knowledge acquired in order to strengthen the understanding of communication skills in workplace interactions, and to provide additional application of these skills in real life contexts.

Objectives

- Strengthen leadership roles.
- Build team work and group interactive skills.
- Strengthen professional writing skills.
- Understand workplace conflicts and ways to help solve them.

Student Learning Outcomes

- Students will be able to compose a resume and cover letter in a professional context.
- Students will be able to deliver a 5-7 minute individual oral presentation on either an informational, instructional or persuasive oral presentation on a topic related to the workplace.
- Students will be able to work in a group discussion with a leader, assigned roles and outcomes demonstrating team work and group interactive skills.
- Students will be able to work in a group to have a debate on an ethical or social issue in a professional environment.

BCP 312: Conversation for Professional Communications

Prerequisite: Required for all full-time students enrolled in the Business Communications Program and Professional Communications class.

Clock Hours: 120

Course Overview

The goal of this course is to provide students enrolled in the Business Communications Program with additional support in their Professional Communications class and to make available additional opportunities to enhance essential oral communication skills related to business and required for effective interaction in a professional or corporate environment by utilizing application through real-world business scenarios.

Objectives

- Acquire idiomatic expressions and collocations.
- Strengthen use of turn-taking and interrupting politely.
- Build understanding as to how professional communication functions in a global setting.
- Develop language skills for negotiation and debate.

Student Learning Outcomes

- Students will be able to deliver clear, organized spoken verbal messages tailored to a business setting.
- Students will be able to demonstrate the ability to critically interpret implicit meaning in a business conversation, meeting or form of negotiation.
- Students will be able to effectively use strategies to clarify, summarize, hedge and persuade in a problem-solving discussion.
- Students will be able to utilize hedging strategies and conversational conventions in a professional business context.

BCP 320: Essentials of Entrepreneurship I

Prerequisite: Qualifying English Placement Test Score or Completion of General English Program Advanced B course.

Clock Hours: 120

Course Overview

The goal of this course is to provide students enrolled in the Business Communications Program a foundational understanding of entrepreneurship, covering key concepts such as opportunity identification, business planning, and venture creation along with the opportunity to develop and evaluate business ideas, understand market analysis, and explore funding options.

Objectives

- Understand entrepreneurship concepts and the role of an entrepreneur.
- Identify business ideas and market needs.
- Apply fundamental planning skills to develop a business idea.
- Demonstrate awareness of financial concepts such as costs, pricing, and profit.

Student Learning Outcomes

- Students will be able to analyze a written case study and produce a written response that demonstrates the ability to summarize key facts, identify relevant issues, and communicate ideas clearly using appropriate vocabulary.
- Students will be able to deliver a 5–7 minute individual oral presentation explaining how a product or service can be segmented by market demographics, psychographics, behaviors, or geography, using appropriate business vocabulary.
- Students will be able to present a 4–6 minute business pitch for a start-up idea, explaining the product or service, target market, value proposition, and basic marketing strategy, using appropriate business vocabulary, and structured presentation techniques.
- Students will be able to create a business plan including an executive summary, description of the company, products and services offered, marketing analysis, marketing plan, and social media operating plan.

BCP 321: Essentials of Entrepreneurship II

Prerequisite: Completion of Essentials of Entrepreneurship I.

Clock Hours: 120

Course Overview

The goal of this course is a continuation of the skills acquired in Essentials of Entrepreneurship I and to build on the knowledge acquired in order to focus on strengthening core competencies, concepts and business planning, and to provide additional application of these skills in real life contexts.

Objectives

- Develop management skills.
- Improve oral presentation skills.
- Understand how to develop marketing strategies.
- Recognize risks, negative outcomes and opportunities.

Student Learning Outcomes

- Students will be able to have a discussion with their partner about fundamental management and human resource practices, including organizational structure, leadership roles, and employee management, within an entrepreneurial business.

- Students will be able to develop and present an oral presentation about a company of interest and to research and explore entrepreneurial options.
- Students will be able to develop and write a risk management plan including a list of opportunities and why they believe it can occur along with risks and mitigants.
- Students will be able to create a market analysis including explanation of the product development, marketing mix, selling strategies and growth strategies.

BCP 322: Conversation for Essentials of Entrepreneurship

Prerequisite: Required for all full-time students enrolled in the Business Communications Program and Essentials of Entrepreneurship class.

Clock Hours: 120

Course Overview

The goal of this course is to provide students enrolled in the Business Communications Program with additional support in their Essentials of Entrepreneurship class and to make available additional opportunities to enhance essential oral communication skills required for effective interaction in a professional or corporate environment by utilizing application through real-world business scenarios.

Objectives

- Use role-play in real life situations.
- Use common workplace interactions with greetings.
- Strengthen use of small talk.
- Convey ways to ask questions in a business environment.

Student Learning Outcomes

- Students will be able to collaborate in a group to initiate a discussion about a problem at a company, discuss the problem, make recommendations, reach an agreement, and close the discussion.
- Students will be able to use the language discussed in class to work with a partner to negotiate and schedule an appointment.
- Students will be able to express opinions, agree/disagree, and ask follow-up questions during a role-based group discussion for a company or organization.
- Students will be able to prepare and present an individual brief oral report or project update using clear structure and appropriate language for an introduction, main point, and conclusion.

BCP 330: Principles of Marketing I

Prerequisite: Qualifying English Placement Test Score or Completion of General English Program Advanced B course.

Clock Hours: 120

Course Overview

The goal of this course is to provide students enrolled in the Business Communications Program a basic foundational understanding of marketing concepts and the role of marketing in society, and the how and why marketing is needed in businesses, the economic principles that guide them, and the ethical and social responsibilities they must uphold.

Objectives

- Explain the fundamental concepts of marketing.
- Strengthen oral presentation skills.
- Understand consumer and business buyer behavior.
- Explain the process of market segmentation.

Student Learning Outcomes

- Students will be able to present a 5-7 minute individual oral presentation to define the concept of marketing and explain the role of marketing in business, including identification of core marketing functions.
- Students will be able to write a market research analysis identifying a target market and explaining how market research supports marketing decisions.
- Students will be able to write an analysis of a product or service using the marketing mix, product, price, place, and promotion.
- Students will be able to work in a group to discuss ethical and social responsibility issues in business and explain the impact on a business or organization and the stakeholders.

BCP 331: Principles of Marketing II

Prerequisite: Completion of Principles of Marketing I.

Clock Hours: 120

Course Overview

The goal of this course is a continuation of the skills acquired in Principles of Marketing I and to help students build on the knowledge acquired in order to better understand marketing concepts and strategies, and to provide additional application of these skills in real life contexts.

Objectives

- Enhance understanding of marketing terms and strategies.
- Understand consumer purchasing behaviors.
- Strengthen critical thinking.
- Understand financial costs connected to marketing.

Student Learning Outcomes

- Students will be able to work in a group to discuss, analyze, and evaluate a company or organization's target market, customer needs and marketing plan.
- Students will be able to present a 5-7 minute individual oral presentation on financial planning concepts related to marketing, with budgeting, costs, and pricing decisions for a company.
- Students will be able to write about career opportunities in marketing and identify professional skills required for success in marketing-related careers.
- Students will be able to work with a partner to analyze and present consumer behavior and market segments along with a recommended marketing approach.

BCP 332: Conversation for Principles of Marketing

Prerequisite: Required for all full-time students enrolled in the Business Communications Program and Principles of Marketing class.

Clock Hours: 120

Course Overview

The goal of this course is to provide students enrolled in the Business Communications Program with additional support in their Principles of Marketing class and to make available additional opportunities to enhance essential oral communication skills related to business and required for effective interaction in a professional or corporate environment by utilizing application through real-world business scenarios.

Objectives

- Use role-play in real life situations.
- Negotiate and problem solve.
- Interpret and respond to financial information.
- Express and support opinions and positions on a topic.

Student Learning Outcomes

- Students will be able to discuss core marketing concepts of branding and target markets.
- Students will be able to analyze and respond to marketing strategies and consumer behavior trends in a professional discussion.
- Students will be able to present and defend a marketing proposal using persuasive language and supporting evidence.
- Students will be able to provide professional discourse about the marketing mix.

BCP 340: Financial Literacy I

Prerequisite: Qualifying English Placement Test Score or Completion of General English Program Advanced B course

Clock Hours: 120

Course Overview

The goal of this course is to provide students with the linguistic and financial tools for effective earning, spending, and saving. Students will explore how personal values shape financial decisions while building professional vocabulary in English. This course focuses on the "Plan," "Earn," and "Manage" units of personal finance, preparing students to communicate effectively about money management in a global society.

Objectives

- Develop a set of SMART goals (Short-, Medium-, and Long-term).
- Identify earning potential and explain how scarcity affects financial decisions.
- Use financial terms to interpret balance sheets and net worth statements.
- Track income and expenses by applying budgeting strategies and technology tools.

Student Learning Outcomes

- Students will be able to identify potential earnings, costs, long-term outcomes, and expected earnings and financial challenges.
- Students will be able to deliver an individual oral presentation explaining how personal values influence financial decision-making.
- Students will be able to interpret financial data to construct a personal net worth statement and accurately distinguish between assets and liabilities using standard business terminology.

- Students will be able to create a functional personal budget project that tracks monthly income and expenses and incorporates and explains the "pay yourself first" methodology.

BCP 341: Financial Literacy II

Prerequisite: Completion of Financial Literacy I

Clock Hours: 120

Course Overview

The goal of this course is a continuation of the skills acquired in Financial Literacy I and to build on the knowledge acquired in saving, spending, investing, and wealth protection. Students will continue to develop critical thinking and linguistic accuracy to evaluate and navigate complex financial systems such as U.S. banking, credit markets, and postsecondary funding in an English-speaking environment.

Objectives

- Explain the difference between simple and compound interest.
- Understand how credit works and calculate the true cost of borrowing.
- Analyze how early and consistent investing impacts financial outcomes.
- Evaluate how risk management and estate planning contribute to financial security.

Student Learning Outcomes

- Students will be able to compare the types of financial institutions and services available to consumers and apply the concept of time value of money, compound interest and the impact of saving and borrowing decisions.
- Students will be able to analyze a variety of savings strategies and cash management tools, evaluate the costs and benefits of credit and borrowing, and make informed decisions regarding major purchases, education financing, and charitable contributions as components of a comprehensive financial plan.
- Students will be able to identify and compare investment strategies and vehicles, assess the risks and returns associated with different investment options, and develop a basic retirement plan that reflects the principles of compound growth, diversification, and long-term financial goal setting.
- Students will be able to explain the role of insurance and risk management in protecting personal assets, identify consumer rights and protections available under law, and outline the basic components of an estate plan.

BCP 342: Conversation for Financial Literacy

Prerequisite: Required for all full-time students enrolled in the Business Communications Program and Financial Literacy class.

Clock Hours: 120

Course Overview

The goal of this course is to provide students enrolled in the Business Communications Program with additional support in their Financial Literacy class and to make available additional opportunities to enhance essential oral communication skills related to finance and required for effective interaction in a professional or corporate environment by utilizing application through real-world business scenarios.

Objectives

- Use role-play in real life situations.
- Negotiate and problem solve.
- Interpret and respond to financial information.
- Express and support opinions and positions on a topic.

Student Learning Outcomes

- Students will be able to work in a group discussion and participate in a mock business discussion or meetings on a finance-related topic, demonstrating turn-taking, agreement, disagreement and clarification strategies.
- Students will be able to participate in a partner dialogue to navigate complex professional negotiations that involve financial decisions, conflicting priorities or logistical constraints.
- Students will be able to work with their partner to present material and defend a specific organizational stance through logical evidence-based support.
- Students will be able to design and deliver an individual oral report or project update that synthesizes complex information, prioritizes key points, and demonstrates a clear, logical structure with discourse markers, and response to follow-up questions.

TESOL Program

Program Description

Our TESOL Program is a certificate program created to help students at the advanced level work toward the education and training for either a career in Teaching English as a Second Language, expand their teaching skill set or need advanced English in the workplace. These courses are designed for those who seek to understand a higher level of spoken language directed toward unfamiliar topics and apply new content to their career path. Students will read with a large degree of independence and broad vocabulary, adapting style and speed of reading to different texts, complex instructions, texts, reports and articles of contemporary issues. Students will provide clear, developed descriptions, presentations with significant points, and relevant support for their work. Courses in this program apply practical application, independent participation, and critical thinking and awareness in both spoken and written communication in formal and professional environments.

Program Length & Structure

Students progress through the program by successfully completing each course. Students must complete 13 courses in the TESOL Program including a required practicum course. Each course is 1 quarter (10 instructional weeks) in length. The entire program is two years. Upon completion of the two year program students will receive a Certificate of Completion. The courses in this program are not sequenced, except for the TESOL Practicum course which may be taken at any point after completion of one academic year or three quarters of full-time enrollment. Students must meet the prerequisite for the TESOL Program with a Qualifying English Placement Test Score or completion of IIFA College Advanced B or Business Communications Program.

Students who enroll full-time complete two core courses each quarter. Each core course is worth 6 credits and the practicum course is worth 2 credits. For full-time students, this program requires a minimum of 12 credit hours per quarter. A total of 74 credit hours will be achieved upon completion of this program.

Students complete the program when they have passed all 13 courses including the required practicum course. A full-time student who makes normal and satisfactory progress can expect to complete the full program in six terms or 60 instructional weeks.

Additional Requirements

The TESOL Program is not an English Language Training Program and requires that students possess English proficiency prior to enrollment.

Course Descriptions

TSL 301: Foundations of Methodology

Prerequisite: Qualifying English Placement Test Score

Credit Hours: 6

Course Overview

The goal of this course is to provide students enrolled in the TESOL Program an understanding of the theoretical, methods, approaches, foundations and classroom planning of English language teaching to those who desire to teach or elevate their knowledge in the language in order to further their academic or professional choices.

Objectives

- Analyze the different methods and approaches in language teaching that have been used over the years.
- Expand knowledge of phrases for agree, disagree and partially agree
- Understand the relationship between syllabus and curriculum design.
- Review World Englishes and the attitudes toward and influences on the many varieties.

Student Learning Outcomes

- Students will be able to utilize oral presentation skills and give a 12-15 minute group presentation effectively demonstrating a teaching method and sample lesson with visuals and incorporating research and information from in-class materials.
- Students will be able to write about and analyze intrinsic and extrinsic motivation and relate it to their own experiences as a language learner.
- Students will be able to write a syllabus incorporating elements discussed from in-class materials.
- Students will be able to engage in a group discussion on code-switching incorporating their opinions, ability to ask and answer questions and show agreement and disagreement.

TSL 305: 6 Principles for Teaching ELL

Prerequisite: Qualifying English Placement Test Score

Credit Hours: 6

Course Overview

The goal of this course is to provide students enrolled in the TESOL Program the opportunity to demonstrate the ability to adapt and implement The 6 Principles for Exemplary Teaching for Adult Education and Workforce Development to English learners, including those preparing for employment, vocational training, or continued education in the United States.

Objectives

- Understand different levels and evaluation methods for an English language learner.
- Strengthen oral presentation skills.
- Explore challenges and obstacles of literacy development and learning among English language learners.
- Create instructional strategies that integrate English language development.

Student Learning Outcomes

- Students will be able to design and write a quality lesson plan to teach low-literacy English Language Learners.
- Students will be able to complete an individual oral presentation on one principle of ‘The 6 Principles’ and apply it to their own English language learning.
- Students will be able to work with their partner to discuss communication strategies on how to overcome teaching obstacles to English language learners who have a low literacy rate in their native languages.
- Students will be able to write a paper to provide understanding of Total Physical Response and different ways to help students overcome challenges and learn better.

TSL 310: Second Language Acquisition

Prerequisite: Qualifying English Placement Test Score

Credit Hours: 6

Course Overview

The goal of this course is to provide students enrolled in the TESOL Program an introduction to the field of Second Language Acquisition (SLA), examining the theories, processes, and variables that influence how individuals acquire a second or additional language with a focus on how listening, speaking, reading, and writing skills develop in second language learners, and how these processes differ from first language acquisition.

Objectives

- Evaluate the effect of factors such as authenticity, complexity, speech rate, and clarity have on learner comprehension and acquisition.
- Differentiate between fluency, accuracy, and complexity as dimensions of L2 speaking performance and development.
- Design reading-based learning activities that support comprehension, critical thinking, and language acquisition using pre-reading, while-reading, and post-reading strategies.
- Identify key factors affecting second language reading development.

Student Learning Outcomes

- Students will be able to complete a 7-10 minute presentation with their partner on Second Language Acquisition strategies and theory for listening-focused learning experiences, including pre-listening, during-listening, and post-listening activities.
- Students will be able to complete a group role play describing the processes involved in second language speech production, including fluency, accuracy, complexity, and pronunciation development.
- Students will be able to work with their partner to create a set of children's books for fiction and nonfiction at multiple reading levels.
- Students will be able to design a writing assignment and scoring rubric for a writing class that applies the steps of the writing process and proficiency level.

TSL 315: Curriculum Design

Prerequisite: Qualifying English Placement Test Score

Credit Hours: 6

Course Overview

The goal of this course is to provide students enrolled in the TESOL Program a comprehensive foundation in the principles, models, and processes of curriculum design for language education, and introduce key stages of curriculum development including needs analysis, goal and objective writing, syllabus design, materials selection and adaptation, assessment alignment, and program evaluation.

Objectives

- Understand the relationship between curriculum design and quality assurance, including program evaluation cycles and accountability.
- Integrate educational technology tools to enhance instruction, learner engagement, and curriculum delivery.
- Demonstrate understanding of differentiation and inclusion by incorporating strategies to accommodate diverse learners and students with special needs.
- Design a lesson plan that reflects principles of learning progression and outcomes-based planning.

Student Learning Outcomes

- Students will be able to work with their partner to prepare a written handout for the class and oral presentation on activities for Affixes.
- Students will be able to write a lesson plan for the basic sentence structures and the different present and past tenses with explanations and examples.
- Students will be able to work in a group to create a discussion and dialogue in order to make a request, resolve conflict and describe a learning environment
- Students will be able to write a comprehensive lesson plan to provide teachers with a clear vision of what they want to achieve, how they will engage students, and assess learning outcomes.

TSL 320: Second Language Pedagogy

Prerequisite: Qualifying English Placement Test Score

Credit Hours: 6

Course Overview

The goal of this course is to provide students enrolled in the TESOL Program an understanding of the theoretical and practical linguistic resources in the design, implementation, and evaluation of instruction across the main language skills while including topics for interaction, scaffolding, feedback, task design, learner autonomy, classroom discourse, and assessment-informed instruction

Objectives

- Analyze instructional approaches and teaching methods.
- Expand understanding of language assessments.
- Evaluate instructional materials and classroom practices.
- Design learner-centered lesson plans and activities.

Student Learning Outcomes

- Students will be able to work with their partner to analyze second language acquisition theories and evaluate their implications for pedagogical decision-making in diverse instructional contexts.
- Students will be able to develop a video that includes instructional practices which integrate language skills, grammar, and vocabulary while promoting learner engagement.
- Students will be able to develop a written plan for pedagogical strategies in scaffolding, feedback, task design, and classroom interaction to support second language development.
- Students will be able to watch and evaluate instructional effectiveness and provide an analysis of learner performance and assessment data, and propose instructional improvements.

TSL 325 TESOL Methods and Techniques

Prerequisite: Qualifying English Placement Test Score

Credit Hours: 6

Course Overview

The goal of this course is to provide students enrolled in the TESOL Program the opportunity to explore teaching methods, approaches, and practical techniques through theoretical study and practical application for those who desire to teach in the language.

Objectives

- Understand how methods and instructional techniques support communicative language teaching.
- Apply effective teaching techniques that integrate the four primary skills.
- Select, adapt, and evaluate instructional materials and activities.
- Strengthen the ability to reflect on classroom techniques and learner responses.

Student Learning Outcomes

- Students will be able to work with a partner to analyze and compare various TESOL teaching methods (such as the Direct Method, Audio-Lingual Method, or CLT) and determine their appropriateness for specific learner profiles.

- Students will be able to design a coherent, standards-aligned lesson plan that integrates the four language skills using task-based, learner-centered techniques.
- Students will be able to critically reflect on a 60-minute classroom lesson by analyzing instructional practices and learner responses to determine the effectiveness of specific teaching techniques.
- Students will be able to evaluate instructional materials and classroom techniques to assess how well they meet specific learning objectives and student proficiency levels.

TSL 335 Phonology and Morphology

Prerequisite: Qualifying English Placement Test Score

Credit Hours: 6

Course Overview

The goal of this course is to provide students enrolled in the TESOL Program the ability to strengthen their understanding of spoken English clarity and listening comprehension through a systematic study of North American English pronunciation, and to build accuracy and confidence in producing vowel and consonant sounds, word stress, sentence rhythm, and intonation in real-world contexts.

Objectives

- Introduce and practice the core sound system of North American English, including problematic vowel and consonant contrasts for non-native speakers.
- Build learners' awareness and control of suprasegmental features — word stress, sentence stress, rhythm, and intonation patterns — that affect spoken clarity and meaning.
- Provide structured listening practice that strengthens learners' ability to recognize and comprehend natural, connected spoken English.
- Develop learners' self-monitoring and self-correction strategies for pronunciation.

Student Learning Outcomes

- Students will be able to accurately produce key North American English vowel and consonant sounds in isolated words and connected speech.
- Students will be able to apply correct word and sentence stress patterns to improve the clarity and naturalness of their spoken English.
- Students will be able to identify and interpret intonation patterns and reduced/connected speech forms when listening to spoken English.
- Students will be able to use recording and AI feedback tools to identify specific pronunciation errors and apply corrective strategies.

TSL 340 Second Language Reading Literacy

Prerequisite: Qualifying English Placement Test Score

Credit Hours: 6

Course Overview

The goal of this course is to provide students enrolled in the TESOL Program the theory, approach and practical skills to reading instruction for language learners that actively builds reading fluency, strategic competence, and critical reading skills across a range of authentic texts.

Objectives

- Introduce foundational theories of second language reading acquisition and the cognitive processes involved in fluent reading.
- Provide strategies for teaching reading skills such as skimming, scanning, inferencing, and vocabulary building in the L2 classroom.
- Explore methods for selecting, adapting, and sequencing reading materials for diverse learner levels and instructional purposes.
- Build competence in designing formative and summative reading assessments aligned with instructional objectives.

Student Learning Outcomes

- Students will be able to explain key theories and models of second language reading processes and their implications for classroom instruction.
- Students will be able to design reading lesson plans that incorporate pre-, during-, and post-reading strategies to build learner comprehension and fluency.
- Students will be able to select and adapt authentic and pedagogical reading texts appropriate to learners' proficiency levels and instructional goals.
- Students will be able to develop and apply assessment tools to evaluate second language learners' reading comprehension and progress.

TSL 345 English Grammar

Prerequisite: Qualifying English Placement Test Score

Credit Hours: 6

Course Overview

The goal of this course is to provide students enrolled in the TESOL Program the knowledge and analytical skills needed to understand and teach English grammar systems effectively by examining the form, meaning, and use of key grammatical structures, explore common learner errors, and develop strategies for explaining grammar clearly and accurately to English language learners.

Objectives

- Introduce the terminology and frameworks used to analyze English grammar systems (form, meaning, use).
- Examine common areas of grammatical difficulty for English language learners and the typical errors that result.
- Provide practice designing grammar explanations, examples, and practice activities for classroom use.
- Explore a range of grammar teaching techniques and how to select them based on learner level and context.

Student Learning Outcomes

- Students will be able to identify and accurately describe the form, meaning, and use of core English grammatical structures.
- Students will be able to analyze common learner errors in English grammar and explain their likely underlying causes.
- Students will be able to design clear, accurate grammar explanations and practice activities appropriate for second language learners.

- Students will be able to evaluate and select appropriate grammar teaching techniques for different proficiency levels and learning contexts.

TSL 350 Second Language Writing Literacy

Prerequisite: Qualifying English Placement Test Score

Credit Hours: 6

Course Overview

The goal of this course is to provide students enrolled in the TESOL Program the theory and practical skills needed to teach writing effectively across a range of contexts and purposes to second language learners by examining the writing process, genre-based approaches to text types, and methods for providing effective feedback on learner writing.

Objectives

- Introduce foundational approaches to teaching second language writing, including process-based and genre-based methods.
- Provide strategies for designing writing lessons and activities across a range of text types and purposes.
- Explore methods for giving constructive, learner-appropriate feedback on writing.
- Build competence in designing formative and summative writing assessments aligned with instructional objectives.

Student Learning Outcomes

- Students will be able to explain key approaches to teaching second language writing, including process-based and genre-based instruction.
- Students will be able to design writing lessons and activities appropriate for different text types, purposes, and proficiency levels.
- Students will be able to evaluate learner writing samples and provide effective, targeted feedback.
- Students will be able to develop assessment tools to measure second language learners' writing development and progress.

TSL 355 Educational Technology

Prerequisite: Qualifying English Placement Test Score

Credit Hours: 6

Course Overview

The goal of this course is to provide students enrolled in the TESOL Program the knowledge and practical skills needed to integrate and evaluate technology in second language teaching by examining how digital tools and technologies, mobile apps, online resources, and AI-powered tools can support language teaching either in-person, online, or in a hybrid setting.

Objectives

- Introduce a range of digital tools and technologies relevant to language teaching and learning.
- Provide practice designing and adapting technology-enhanced activities for different language skills and learner needs.
- Explore strategies for using technology in online, hybrid, and in-person classrooms.

- Examine the role of AI and other emerging technologies in language teaching, including opportunities and limitations.

Student Learning Outcomes

- Students will be able to evaluate digital tools and technologies for their suitability in supporting specific language learning goals.
- Students will be able to design technology-enhanced activities that target language systems and skills.
- Students will be able to adapt technology-based activities for online, hybrid, and in-person classroom contexts.
- Students will be able to evaluate the use of AI tools and other emerging technologies for language teaching, including their benefits and limitations.

TSL 360 Business English

Prerequisite: Qualifying English Placement Test Score

Credit Hours: 6

Course Overview

The goal of this course is to provide students enrolled in the TESOL Program the knowledge and communication skills needed to teach Business English effectively to second language learners by examining core business vocabulary and communication conventions across common workplace contexts for meetings, negotiations, presentations, and professional correspondence.

Objectives

- Introduce core business vocabulary and communication conventions across common workplace contexts.
- Provide practice designing lessons that build business vocabulary and communication skills.
- Explore methods for assessing and giving feedback on business communication tasks.
- Examine strategies for adapting Business English content to different industries and proficiency levels.

Student Learning Outcomes

- Students will be able to identify and accurately use key business vocabulary across common workplace contexts.
- Students will be able to design lessons that teach business vocabulary and communication skills appropriate for learners' professional needs.
- Students will be able to evaluate learner performance in business communication tasks and provide targeted feedback.
- Students will be able to adapt Business English materials and activities for learners from different industries and proficiency levels.

TSL 365 TESOL Practicum

Prerequisite: Completion of one academic year or three quarters of full-time enrollment from the TESOL Program with IIFA College

Credit Hours: 2

Course Overview

The goal of this course is to provide students enrolled in the TESOL Program a hands-on, supervised

teaching experience with real instructional settings needed in order to gain familiarity in practical classroom management, planning, lesson delivery, reflective teaching, observation and feedback necessary for entry into the field, potential workplace, or for endorsement as an ESL teacher.

Students are required to take our TESOL Practicum course prior to completion of the TESOL Program. This course may be taken at any point after completion one academic year or three quarters of full-time enrollment in the TESOL Program.

Objectives

- Provide structured opportunities to observe experienced ESL/EFL teachers in authentic classroom settings.
- Provide supervised practice planning and delivering lessons to English language learners.
- Develop reflective teaching practices through self-assessment and feedback from supervisors and peers.
- Guide students in compiling a professional teaching portfolio that documents growth throughout the practicum.

Student Learning Outcomes

- Students will be able to observe and analyze ESL/EFL instruction to identify effective teaching practices.
- Students will be able to plan and deliver lessons that apply course-based pedagogical principles in a supervised classroom setting.
- Students will be able to reflect on their own teaching practice and identify areas for growth using feedback from supervisors and peers.
- Students will be able to compile a teaching portfolio documenting their practicum experience and professional growth.

Course Achievement Scale

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

General English Program		
Level	Course	Functional Ability
Beginner	Basic A	Can understand and use single words to communicate immediate needs. Can ask and respond to basic personal information and understand and respond to simple instructions.
	Basic B	Can introduce themselves and talk about family, places, possessions, routines. Can ask and answer basic questions about themselves and others.
High-Beginner	Elementary A	Can understand and participate in simple interactions with everyday topics. Can ask and answer simple questions about daily life and routines. Can understand short, clear spoken messages on familiar topics.

	Elementary B	Can use basic present tense and past tense in short spoken exchanges. Can read and write short, simple sentences on familiar topics. Can express basic ideas using complete sentences.
Low-Intermediate	Pre-Intermediate A	Can talk and ask questions about current and past events. Can differentiate between multiple verb tenses. Can express ideas, ask questions, and participate in simple conversations effectively in familiar, personal, social, and practical contexts.
	Pre-Intermediate B	Can communicate basic ideas and information in routine social and practical situations. Can describe routines, past experiences, and future plans. Participate in simple discussions and role-plays.
Intermediate	Intermediate A	Can recognize a variety of grammar structures and vocabulary. Can communicate effectively in a familiar environment. Can express opinions and give reasons in discussions.
	Intermediate B	Can read and respond to short spoken and written texts on familiar topics, and express basic ideas using complete sentences.
High-Intermediate	Advanced A	Can use the language well in most social, academic, and professional situations. Can participate in group discussions and presentations. Can differentiate between formal and informal language in speaking and writing.
	Advanced B	Can listen to a conversation and express an opinion on the content. Can use complex grammar and a wider range of vocabulary for clearer communication. Can apply critical thinking to advantages and disadvantages in a discussion.

Academic English Program	
Listening & Note-Taking	Can apply essential strategies for success in U.S. higher education, including effective note-taking from lectures and readings, time management, critical thinking, and participation in discussions or presentations. Can navigate academic environments (e.g., library research, group work, exam preparation) and develop independent learning habits, such as setting goals, self-assessing progress, and using resources like tutoring or online tools.
Academic Writing	Can compose clear, well-structured academic essays and research papers. Can effectively organize ideas with appropriate introductions, body paragraphs, conclusions, and transitions. Able to integrate sources through paraphrasing, summarizing, and citation while using formal academic vocabulary, varied sentence structures, and accurate grammar to express arguments and analysis.
Academic Reading	Can comprehend and critically analyze lengthy academic texts, including articles, textbook chapters, and scholarly materials. Can identify main ideas, supporting details, inferences, and organizational patterns. Able to build academic vocabulary, skim/scan for information, take effective notes, and synthesize content from multiple sources to support understanding and discussion.

Business Communications Program	
Course	Functional Ability
Essentials of Entrepreneurship I	Can communicate in speaking and writing using formal business-appropriate language, and can read and understand simple English instructions, follow guided learning tasks, and communicate basic ideas verbally or in writing.

Essentials of Entrepreneurship II	Can work independently or in small groups on basic entrepreneurial activities such as idea generation and simple planning tasks. Basic numeracy skills are required to understand simple financial concepts such as costs, pricing, and profit.
Conversation for Essentials of Entrepreneurship	Can understand spoken English at an advanced level, participate in conversations, follow verbal instructions, and engage in basic workplace communication activities. Has the ability to express ideas clearly, ask and answer questions, and demonstrate basic listening and turn-taking skills. Possesses a basic understanding of workplace culture, expectations on appropriate behavior, and conversation turn-taking.
Foundations of Business I	Can read and comprehend English language course materials, follow written and verbal instructions, and communicate ideas clearly in spoken and written form.
Foundations of Business II	Can work independently or in small groups, engage in discussions, complete individual and group assignments, analyze basic business scenarios, and apply foundational business concepts to practical tasks. Basic numeracy skills are required to understand simple financial information, charts, and data commonly used in business contexts.
Conversation for Foundations of Business	Can initiate, sustain, and manage extended professional conversations across core business topics — including market analysis, organizational strategy, stakeholder negotiation, business operations, supply and demand, entrepreneurship, financial fundamentals, and corporate structure, apply discourse management strategies such as turn-taking, interrupting politely, clarifying, summarizing, hedging, and persuading in collaborative problem-solving discussions, acquiring and accurately using business vocabulary, idiomatic expressions, and collocations in context.
Principles of Marketing I	Can read and comprehend English language instructional materials, follow written and verbal instructions, and communicate ideas clearly in spoken and written form.
Principles of Marketing II	Can work independently or in small groups, engage in discussions, complete individual and group assignments, analyze basic marketing concepts, interpret simple market information, and apply marketing principles to practical case studies and exercises. Basic numeracy skills are required to understand pricing, market data, and introductory marketing metrics.
Conversation for Principles of Marketing	Can initiate and sustain extended professional conversations on core marketing topics — including branding, target markets, market segmentation, the marketing mix, consumer behavior, advertising, pricing strategies, and digital marketing — by discussing and analyzing real-world marketing campaigns and their effectiveness, interpreting implicit meaning and intent in marketing-related conversations and negotiations.
Professional Communications I	Can read and comprehend English language professional communication materials, follow written and verbal instructions, and communicate ideas clearly in spoken and written form.
Professional Communications II	Can listen actively, respond appropriately, and adapt communication style for different audiences, as well as work independently or in small groups, participate in discussions and presentations, role-plays, and collaborative tasks that reflect professional and workplace communication contexts.
Conversation for Professional Communications	Can initiate, sustain, and close professional conversations across a range of workplace contexts — including meetings, interviews, presentations, and negotiations, apply discourse strategies such as turn-taking, interrupting

	politely, clarifying, summarizing, hedging, and persuading, presenting ideas confidently using supporting evidence and visual aids.
Financial Literacy I	Can explain the purpose of a personal budget and identify income and expense categories, discuss the difference between needs and wants when making spending decisions and describe strategies for saving money and setting short-term financial goals.
Financial Literacy II	Can explain the difference between stocks, bonds, and mutual funds and how each carries risk, discuss the concept of diversification and why it is important in an investment portfolio, and describe how compound interest works and its long-term impact on wealth building.
Conversation for Financial Literacy	Can identify sources of income, distinguish between needs and wants, create and adjust a personal budget using fixed and variable expenses, apply the 50/30/20 rule, and set short-, mid-, and long-term SMART financial goals. can explain the difference between banks and credit unions, and describe how checking and savings accounts work.

TESOL Program	
Course	Functional Ability
Foundations of Methodology	Can identify and describe major language-teaching methods and approaches used in English language instruction. Can apply basic teaching techniques to plan lessons that address listening, speaking, reading, writing, grammar, and vocabulary. Can reflect on teaching practice by evaluating lesson effectiveness and identifying areas for improvement.
6 Principles for Teaching ELL	Can apply principles of comprehensible input by adapting language, using visuals, and providing clear models to support ELL understanding. Can design lessons that promote meaningful interaction through pair and group activities that encourage communication and collaboration. Can incorporate culturally responsive teaching practices that value learners' backgrounds and experiences.
Second Language Acquisition	Can analyze learner differences in demographics, motivation, proficiency, learning styles and predict how these factors influence language development. Can select, adapt, and evaluate instructional materials and activities to meet the needs of diverse English language learners. Can integrate needs to support learners' development across listening, speaking, reading, and writing. Can provide appropriate feedback and error correction that supports language growth without discouraging communication.
Curriculum Design	Can explain key principles of curriculum design, including needs analysis, goals, outcomes, and alignment. Can design a curriculum or course outline with clear objectives, learning outcomes, and sequencing. Can Align instructional activities, materials, and assessments with stated learning outcomes.
Second Language Pedagogy	Can explain key theories of second language acquisition and describe how they influence language teaching practices. Can analyze learner needs and instructional contexts to select appropriate teaching strategies and classroom techniques. Can use scaffolding, feedback, and interaction strategies to support second language development.
TESOL Methods and Techniques	Can explain and compare major TESOL teaching methods and techniques and identify when each is appropriate for different learning contexts. Can design learner-centered

	lesson plans that integrate listening, speaking, reading, writing, grammar, and vocabulary.
Phonology and Morphology	Can distinguish and accurately produce English speech sounds, stress patterns, and intonation through listening and spoken practice. Can read and interpret phonetic transcription (e.g., IPA symbols) and basic morphological structures presented in course materials and listening drills and audio-based activities.
Second Language Reading Literacy	Can read, comprehend, and critically analyze written texts of varying length and complexity. Students can track and synthesize information across a reading passage and communicate their analysis in written or spoken form.
English Grammar	Students can accurately analyze and explain complex English grammatical structures with precision, and can produce grammatically accurate written and spoken English in real time, in both prepared and spontaneous situations.
Second Language Writing Literacy	Can understand the planning, drafting, and revision stages of the writing process and compose, revise, and edit written text across multiple drafts. Can read and evaluate their own and peers' written work, and can give and apply written and verbal feedback.
Educational Technology	Can understand, research, and apply more in-depth use of technology to produce presentations, infographics, and documents, and to sort and analyze research and data using charts and graphs to explain trends, while applying these skills directly to design and build technology-enhanced learning activities in online, hybrid, and in-person formats.
Business English	Can create and develop role-plays, simulations, and meetings to practice and build active communication fluency with business-related vocabulary, tasks, professional correspondence, presentations, and simulated workplace interactions utilizing business-related emails, resumes, and formal business reports.
TESOL Practicum	Can observe classroom instruction, plan and deliver lessons, and respond to real-time feedback from supervisor while gaining experience teaching in a classroom environment.

Institutional Disclosures

IIFA College
Institutional Disclosures
July 1, 2025 - June 30, 2026

Program / Course	CIP	SOC	# of students admitted into the Course of Instruction prior to 7/1 of the reporting period	New Starts	Reenrollments	Transferred into the Course of Instruction from another Course of Instruction	Total Number Admitted	Completed or Graduated from Course of Instruction	Withdrawn from the School	Are Still Enrolled	Placed in the Field	Placed in the Field; Career Development Assisted Placement	Placed in the Field; Student Developed Placement	Placed in the Related Field	Placed out of the Field	Not Available for Placement due to Personal Reasons	Not Employed	Took Professional Certification	Passed Professional Certification	Average Starting Salary
Automotive Technician	47.0604	49-3023	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Business Administration	52.0201	43-9061	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Business Communication	32.0109	N/A	33	8	0	0	41	0	14	27	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
CNA	51.3902	31-1131	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Computer Programmer	11.0201	15-1251	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Culinary Arts Diploma	12.0503	35-1011	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Beginning I	32.0109	N/A	0	0	0	0	0	0	0	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Intermediate I	32.0109	N/A	26	10	0	0	36	0	15	21	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Advanced I	32.0109	N/A	0	31	0	0	31	0	4	27	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Academic English	32.0109	N/A	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Graphic Design	50.0409	27-1024	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
LPN	51.3901	29-2061	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Medical Assistant	51.0799	31-9090	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TESOL Certificate Program	13.1401	25-3011	0	22	0	0	0	0	3	19	0	0	0	0	0	0	0	0	0	0

"N/A" - Not Available due to graduates having F1 status and not eligible to work in the US.

IIFA Contact Information

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www.iifa.edu

IIFA Student Resources

Illinois Department of Motor Vehicles

(Driver's License exam or Illinois identification card)
www.sos.state.il.us

Skokie Public Library

5215 Oakton Street, Skokie, IL 60077
(847) 673 - 7774
www.skokie.lib.il.us

Mount Prospect Public Library

10 S Emerson St, Mt Prospect, IL 60056
(847) 253-5675
<https://mppl.org/>

Bank - Skokie

"Maintaining Your Status" by the U.S. Department of Homeland Security:
(*Overview of F-1 visa requirements and information on how to maintain your status.*)
<https://studyinthestates.dhs.gov/maintaining-your-status>.

"F-1 Student Visa" by the U.S. Department of State:
(*Overview of F-1 visa requirements and information on maintaining your status.*)
<https://travel.state.gov/content/travel/en/us-visas/study/student-visa.html>.

"Maintaining F-1 Visa Status" by the Study in the States website:
(*Provides information on maintaining F-1 visa status, including attendance requirements, employment restrictions, and maintaining a valid I-20.*)
<https://studyinthestates.dhs.gov/maintaining-your-status/maintaining-f-1-visa-status>.

IIFA Approval & Accreditation Information

Illinois Board of Higher Education

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www.ibhe.org
www.complaints.ibhe.org

The Commission on English Language Program Accreditation (CEA)

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(703) 665-3400
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