

# International Educational Center

## CATALOG

January 2024 - December 2024



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*Certificate of Approval to operate Issued by the  
Division of Private Business and Vocational  
Schools of the Illinois Board of Higher  
Education  
Old State Capitol Plaza, Ste. 333  
Springfield, Illinois 62701-1377*

Published January, 2024

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Certificate of Approval to operate has been issued by the Illinois Board of Higher Education, 1 N. Old state Capitol Plaza, Ste. 333, Springfield, Illinois 62701, (217) 557-7359. Complaints against this school may be registered with the Board of Higher Education or at [www.ibhe.org](http://www.ibhe.org)

IEC is accredited by the Commission on English Language Program Accreditation. For additional information, please see: [www.cea-accredit.org](http://www.cea-accredit.org)

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## Calendar Year 2024

The following holidays\* will be observed

GOOD FRIDAY	March 29
MEMORIAL DAY	May 27
INDEPENDENCE DAY WEEKEND	July 4-5
LABOR DAY	September 2
THANKSGIVING WEEKEND	November 28-29
CHRISTMAS	December 24-25
NEW YEAR	December 31, 2024 - January 1, 2025

\*If a holiday falls on a Friday or Saturday, we will observe a long weekend and will not have classes on Friday, Saturday and Sunday. If a holiday falls on a Monday, we will not have classes on Saturday, Sunday and Monday.

## ACADEMIC CLASS SCHEDULES\*

IEC Offers students several possible schedules, depending on course availability.						
Course Schedules:						
day	Class number	Monday (TBA)	Tuesday (TBA)	Wednesday	Thursday (TBA)	Friday (TBA)
	1	9:00 am - 1:30 pm	9:00 am - 1:30 pm	9:00 am - 1:30 pm	9:00 am - 1:30 pm	
	2	9:00 am - 1:30 pm	9:00 am - 1:30 pm	9:00 am - 1:30 pm	9:00 am - 1:30 pm	
evening	3	5:30 pm - 10:00pm	5:30 pm - 10:00pm		5:30 pm - 10:00pm	5:30 pm - 10:00pm
	4	5:30 pm - 10:00pm	5:30 pm - 10:00pm		5:30 pm - 10:00pm	5:30 pm - 10:00pm
	5	5:30 pm - 10:00pm	5:30 pm - 10:00pm		5:30 pm - 10:00pm	5:30 pm - 10:00pm
	6	5:30 pm - 10:00pm	5:30 pm - 10:00pm	5:30 pm - 10:00pm	5:30 pm - 10:00pm	
	TBA: To be assigned					

Students must follow the course schedule. IEC does not offer make-up classes.

Courses may begin at any time during a calendar year. Start dates will be determined by the end-date of a prior leveled course, or when there are 6 or more students admitted and who achieved placement test scores at the same level. When enrollment for a course does not meet this minimum, cancellations *may* occur. Alternatively, IEC may assign the student to the available level most closely corresponding to the student's assessed level of proficiency as determined by the score on the placement test.

## Administration

Svetlana Dizik	President
Lyudmyla Lyubetska	Director of Education/PDSO
Alina Lyshchuk	International Student Advisor
Gabriela Da Silva Domingos	International Student Advisor
Katarzyna Figura Wilcox	Head Teacher
Peter Swayze	Faculty
Levan Kverenkiladze	Faculty

## About us

International Educational Center (IEC) was founded with the intent of filling the rising demand for those eager to learn the English language, and since 2006 we have striven to meet that goal by adhering to the highest standards of education. Our staff of teachers is dedicated to working closely and personally with students by assessing individual skills and learning levels to provide instruction that not only meets the needs of each student, but is presented in such a way as to ensure that students leave feeling confident in their development of English-speaking skills.

Our program provides rich language input through a natural approach to language learning. Students learn through conversation and activities focused on helping them to absorb new functions, grammar structures, and vocabulary. Language-learning activities are complemented with state-of-the-art ESL computer software in our free-use computer labs.

Our staff is passionate and professional, and aspires to transfer its passion and enthusiasm to those learning ESL. Our classes are kept small to ensure that each student receives the individualized attention he or she deserves. Conveniently located in Glenview, we are easily accessible and an excellent resource for those just starting out in English or for those wishing to strengthen their language skills.

## **School History**

International Educational Center was founded in October 2005 by Lucy Lyubetska and Lana Dizik, eager professionals who aspired to transfer dreams into reality. More than 2000 students have been enrolled in the school since the first class launched in January 2006, and there are currently about 200 students pursuing their English-language education. The school specializes in teaching ESL at all levels, including the TOEFL Preparation Program required for continuing education at U.S. colleges and universities. In 2009, the school added an academic writing course to further assist those looking to advance their careers or pursue higher education in the U.S. International Educational Center is constantly working to refine and enhance its existing curriculum to meet the standards of U.S. language-training programs while attracting more students and highly professional instructors. The school has proven to offer highly effective and compatible programs, with more students choosing to receive their language training here each year.

## **Talented Instructors**

Our group of instructors goes through a rigorous evaluation and interview process before joining our educational family. At the same time, each instructor possesses a post-collegiate degree as well as an additional area of expertise. Before students enroll, we consider your ultimate goals, and will suggest different possibilities for attaining them based on instructor experience. At the same time, our multilingual instructors have already had years of experience and understand the difficulties associated with learning English in America.

## **Mission Statement**

The mission of International Educational Center (IEC) is to provide the highest quality instruction in English as a Second Language. In pursuit of this, IEC serves students seeking to enhance language skills in order to successfully communicate in the cultural context of the United States as well as worldwide, further education, or to achieve career goals in a rapidly globalizing market. Using a student-centered communicative approach and interactive methods of instruction, the IEC curriculum gradually builds student competence in four language skills: listening, reading, speaking, and writing. To accomplish its mission the International Educational Center offers a multilevel ESL Program, Academic Writing, English for International Communication, and American Short Stories and Poetry. Through on-going assessment of expected learning outcomes by experienced, passionate, and culturally sensitive instructors we are dedicated to upholding the highest institutional and instructional standards. The center promotes diversity and is committed to understanding, thus improving, student learning process.

## **Philosophy**

IEC is a private school for adult English language learners that offers certificate programs designed to meet the needs of both individuals and businesses in the Chicagoland area. These programs provide specialized knowledge and intensive, well organized training in a wide variety of areas, suitable for obtaining employment, enhancing occupational skills, or furthering education.

IEC believes that emphasis placed on gaining practical experience through a combination of lectures and demonstrations, complemented by oral practice, laboratory exercises and homework assignments, is needed in order to produce effective speakers of the English language. All of our courses are taught by practical and technical teachers that have years of experience.

## ADMISSION

To be admitted to the program applicants must:

- Be at least 17 years old
- Be a high school graduate or have completed a level of education equivalent to the high school level

### **International students on F1 visa or potential students applying for F1 visa:**

- Present his/her current passport
- Provide a copy of his/her Entry Visa
- Provide a copy of the completed I-94 Form: <https://i94.cbp.dhs.gov/I94/request.html>
- Provide a completed DS-2019 Form (only for J-1 students)
- Provide a completed I-797 Form (only if the applicant has ever changed his/her non-immigrant status in the U.S.)
- Provide a copy of high school or University diploma (translated into English)
- Provide evidence of financial ability to pay for education as well as living expenses
  - 1) Own Funds
  - 2) Sponsorship from the United States:
    - Declaration of Financial Support (I-134)
    - Bank Statement
  - 3) Sponsorship from Abroad:
    - Letter from a Sponsor translated into English
    - Bank Statement (from an account under the sponsor's name showing at minimum the equivalent of \$12,500.00 as the balance, verified by a signature and stamp from a bank representative)
    - Each dependent's I-20: Copy of passport for each dependent and evidence of financial support for living expenses (additional \$4,000 per each dependent)



## REGISTRATION

In order to be registered in the program applicants must:

- Take a placement test and qualify for one of the offered courses (minimum scores and competencies needed for admission to each level are listed under each course description)
- Pay a registration fee of \$25
  - According to USCIS requirements International students on F1 visa should enroll in three consecutive courses, each 12 weeks long, in order to maintain their nonimmigrant status, or transfer to another institution eligible to enroll nonimmigrant students upon completion of one course and continue their education without interruption. In the situation when international students choose to be enrolled at IEC for one academic year, the equivalent of three courses, those students are required to show financial evidence and the ability to pay \$4,410 annually.

Students may choose the following payment options:

- Pay 3 installments of \$ 1,470 each (per academic year)
- Pay 9 installments of \$ 490 each (per month). A late fee of \$5 per day will be charged when payments are more than 5 days late. For example, if your payment day is on the first day of each month and you have not paid by the fifth day of that month, beginning on the sixth day you will be charged a late fee of \$5 per day).
- Pay \$1,470 per course in one installment.
- Pay 3 installments of \$490 per course.

## PLACEMENT

All new students are required to take a placement test which includes the following aspects: listening, reading, grammar, and an oral interview. Students wishing to enroll in the Academic Writing course must take a specific writing placement exam. The results of the placement test are used to determine the appropriate level of study.

***Reading portion:*** students read short paragraphs and then answer multiple-choice questions related to the passages.

***Grammar portion:*** students answer general multiple-choice questions which measure grammar skills.

***Speaking Portion:*** students participate in an individual oral interview with the Director of Education, Director of Program Development or Head Teacher, who will evaluate for clarity, pronunciation, etc.

***Written portion (for admittance to the Academic Writing program):*** students compose a lengthy written response to a given question or topic. Each student's response is then evaluated by the Director of Education or Head Teacher.

## SECURITY OF THE PLACEMENT TEST

Placement testing is required before you enroll in ESL programs at IEC

- Please remember that you cannot register for an ESL program at IEC until you have completed placement testing
- You cannot fail a placement test
- There is no fee for taking IEC's Placement Test
- **Note:** IEC Placement testing takes place at our main campus at 1245 N. Milwaukee Ave, Glenview, in Room # 100-103
- On the day of the test, bring your current photo ID (examples: Driver's License, a passport)
- Please arrive about 15 minutes prior to the indicated start time
- **Note:** There will be absolutely **NO** admittance after the testing session begins
- Food, drink, all electronic devices and all other materials are **not permitted** in the test room
- In the Test Room students are supervised by a student advisor.
- IEC's Placement Test is timed
- The written booklet section has a time limit of 1.5 hours and consists of 140 multiple-choice question that cover listening comprehension, grammar, vocabulary and reading comprehension
- The writing sample has a time limit of one half-hour, and requires students to answer one writing prompt
- The oral interview is a one-on-one conversation with an ESL faculty member
- The test usually takes approximately 2 hours to complete (including both written and speaking portions)
- The Composite score will determine the student's placement into IEC's proficiency levels as follows:

ESL COURSE	GENERAL	LISTENING	READING	SPEAKING	WRITING	COMPOSITE SCORE
<b>BASIC A</b>	0-10	0-1	0-1	0		0-12
<b>BASIC B</b>	11-31	2-3	2-3	1		13-38
<b>INTERMEDIATE A</b>	32-52	4-5	4-5	2		39-64
<b>INTERMEDIATE B</b>	53-73	6	6	3		65-88
<b>ADVANCED A</b>	74-89	7	7	4		89-107
<b>ADVANCED B</b>	90-109	8	8	5		108-129
<b>ADVANCED +A</b>	110-115	9	9	6		130-139
<b>ADVANCED + B</b>	116-120	10	10	7		140-147
<b>TOEFL</b>	74+	7	7	4		89+
<b>ACADEMIC WRITING</b>					5-10	Writing score or passing grade in Advanced + levels
<b>AMERICAN SHORT STORIES &amp; POEMS I</b>	116-120	10	10	7		108+
<b>ENGLISH FOR INT COMM</b>	116	9	9	6		89+, or Passing grade in Advanced A
<b>ENGLISH FOR SPC PURPOSE</b>	116	9	9	6		140+, or Passing grade in Advanced +A

- Assessment results are available on the same day or next business day
- If you have a temporary disabling condition that will prevent you from taking the test or you would like to cancel taking the test on the scheduled day, please contact our office at (847) 813-6088 in order to schedule an individual appointment.
- **Note:** IEC's Placement Test must be given at least 2.5 hours prior to the school's closing
- Placement Tests must be completed and will be collected 15 minutes before closing
- For liability and safety purposes, do not bring children

*If you disagree with the placement test results, for example, if you were tired on the day of the test or felt sick, you may:*

- Request to re-take the test on a different day.
- Request an interview with the Director of Education to discuss your strengths and weaknesses as well as expectations from the program (you may also schedule such an interview regardless of the results of the test)

Occasionally students may test into a level which is not currently being offered. In such cases, IEC will assign the student to the available level most closely corresponding to the student's assessed level of proficiency as determined by the score on the placement test.

During the first day of classes, teachers informally evaluate whether new students in their classes have been placed into the appropriate levels. If a teacher or student believes that the student has been inappropriately placed the student is encouraged to take the Replacement Exam. As with the placement exam, the Replacement exam consists of: reading, writing, grammar, listening and an oral interview. However, unlike the placement exam, the reading and grammar portions consist of level-specific tests which cover the same content as the final exams for each particular level. Depending on the test results for each test taken, students will either remain in the same level or be placed in lower or higher levels.

## **Academic Expectations**

As a student at IEC you are required to:

- Engage actively in the learning process
- Ensure that you are familiar with, understand and pursue the requirements of your course
- Complete assigned tasks diligently and honestly and produce evidence of learning achievement
- Take a Mid-term and a Final Test and any other assessments your instructor requires
- Submit all assignments by the due dates
- Raise any concerns you have regarding your grades as early as possible and discuss them with your teacher (Academic Advisor) or the Director of Education
- Consult with the Director of Education as early as possible if some circumstances are affecting your participation or performance on assessments.
- Demonstrate satisfactory proficiency:  
*Proficiency* means the degree to which you meet the stated Student Learning Outcomes. Even if you are excellent in your attitude, effort, motivation, performance and participation in a course, your proficiency needs to meet the expectations required of the next level.
- Maintain a cumulative grade point average above 60%
- Complete the ESL program in 3 years or less.

\*Students may be enrolled for more than 3 years if:

- A medical leave of absence has been required during the course of the program
- They have need for further academic preparation or specific English language skills. In these cases, students may continue their studies, at the discretion of the Director of Education, with:
  - TOEFL Preparation
  - Academic Writing (Levels 1-3)
  - American Short Stories and Poems (Levels 1-2)
  - English for International Communication

## **Attendance**

- Students must attend classes according to the assigned academic schedule
- F-1 students must attend 18 hours per week
- Students must consult with a DSO if they have dropped below a full course of study

## **Lack of Progress**

If a student **does not** have a passing grade of 60% or higher he/she ***must***:

- Meet with the course instructor (Academic Advisor) to discuss strategies of improvement
- Make an appointment for a make-up test within 2 weeks of failure (if applicable)

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

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

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

## **Repeating classes and Dismissal**

- Students who initially earn a final grade of A or B or C may *not* retake the level unless:
  - Students enrolled in the TOEFL preparation course who initially earn a final grade of C *may* repeat the level if it is offered in the next available session. Then:
    - He/ She *must* request an interview with the Director of Education. Therein he/she must be prepared to rationalize the need to repeat.
    - If the student is approved to re-take the level, regardless of the new grade earned, he/she cannot re-take this level another time.
- Students who initially earn a final grade of D *may* repeat the level if it is offered in the next available session, without prior approval.
- Students who initially earn a final grade of F *must* repeat the level if it is offered in the next available session or quit the program.
- Students who repeat the level and then earn a final grade F again will be dismissed from IEC
- Continuing students may not repeat lower level classes. For example, once a student has passed Intermediate B and taken and completed Advanced A, they may not take Intermediate B again.
- If a student is required to repeat a level which is not currently being offered, he/she will be dismissed from school. Students who are dismissed from IEC must transfer to a 3ifferent school or leave the U.S. International Students who are dismissed may be out of status.
- IEC 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 Director of Education.

## **Academic Probation**

Students will be placed on academic probation, which may lead to dismissal from IEC, when they:

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

Students who are placed on academic probation are informed of their status in writing before they register for the next level. They must show progress during each subsequent course and comply with all of the IEC Academic and Social Rules of Conduct, as described in the Student Handbook, in order to continue as an IEC student. Once students are placed on Academic Probation they remain on Academic Probation until they leave IEC.

## **Appeal**

Students may appeal their dismissal by writing to the Director of Education. The appeal must include an explanation of:

- 1) Why he/she could not make satisfactory progress in the past
- 2) Why he/she will now be able to do so if given the opportunity

The Director of Education will provide a written reply to the Appeal within 7 business days. If the appeal is granted, and if the student has otherwise maintained status, the student may be reinstated.

## **Mid-term and Final Exam**

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

- students must complete and submit a form entitled, **Exam date Change Request**, available upon request in the IEC office
- pay a **late Exam Fee of \$25**
- the Director of Education will inform the student of the decision in writing within 2 business days

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

## **Student Progress**

Your Instructor/Academic Advisor is going to:

- inform you and make it clear of what is required to progress
- provide you with test and quiz results as well as inform you of how the results were calculated
- distribute your Permanent Student Record, showing your current grades, 10-14 days after each Mid-term and Final Exam
- schedule a conference with you and provide guidance if you fail to maintain an overall percentage of 60%
- provide your certificate of successful completion of one academic year if you show continuous progress for three consecutive levels

## **Text Books**

All students are required to purchase course textbooks and have them by the first day of class. IEC accepts cash, check, or credit card payment. When purchased through IEC directly, we guarantee that you will have these materials before the first day of class, and that coordinating workbooks, audio materials, and online access codes will be included in the fee. If a student chooses to purchase course materials elsewhere, these must include all of the items required for the course, as described above. These must be new, rather than used, as students may not be able to apply vital access codes with used materials. All students are expected to bring all of their course materials to every class meeting date. If a student forgets their materials he/she may be dismissed from class. Failure to meet attendance requirements may cause a student to be dropped from a course and/or to lose his/her visa status.

## **Certification Requirements and Grading Options**

IEC certifies students who have completed our programs. Students are evaluated according to the achievement standards outlined below:

### **Grade Scale**

<b>Grade</b>	<b>Percent achieved</b>	<b>Scale</b>	<b>Proficiency Level</b>
<b>A</b>	<b>90 - 100</b>	<b>4.0</b>	<b>Excellent</b>
<b>B</b>	<b>80 - 89</b>	<b>3.0</b>	<b>Very Good</b>
<b>C</b>	<b>70 - 79</b>	<b>2.0</b>	<b>Satisfactory</b>
<b>D</b>	<b>60 - 69</b>	<b>1.0</b>	<b>Passing grade, minimal understanding, may repeat</b>
<b>F</b>	<b>59 or below</b>	<b>0.0</b>	<b>Failure, must repeat or be dismissed</b>

Other “grades” possible: UW – unauthorized Withdrawal, AW – Authorized Withdrawal, I – Incomplete

A grade F or absence from more than 30% of the required classes in the program (10% for International F1 Students) will prevent students from receiving a certificate of completion.

Certificate of completion will be issued upon satisfactory completion of course and full payment of tuition.

International Educational Center (IEC) does not guarantee that the certificate of completion and clock hours earned at IEC are transferable to another institution. Clock hours or coursework are not likely to transfer. Any decision on the comparability, appropriateness and applicability of clock hours, as well as whether the certificate of completion should be accepted is the decision of the receiving institution.

The PSR will also include the overall Achievement Scale which indicates the abilities students should expect to have when they have successfully passed any course at IEC.

BAND	LEVEL	Functional Ability
LOW	Basic A	Can comprehend simple English at a surface level and follow simple instructions. Knowledge of language is sufficient to communicate in a very limited way.
	Basic B	Has a basic command of the language needed in a limited range of simple, routine, familiar tasks and situations. Able to take basic notes.
INTERMEDIATE	Intermediate A	Can handle uncomplicated communicative tasks in routine professional and social situations.
	Intermediate B	Able to reformulate and combine information to meet communication and learning needs. Beginning to grasp underlying meaning of simplified text and can use a variety of sentence forms.
ADVANCED	Advanced A	Able to initiate, sustain and conclude communicative tasks such as telephone conversations and reported speech, for personal and professional needs. Can handle mid-level readings, and is able to produce emphasis and intonation in written work as well as in effective oral presentations.
	Advanced B	Able to demonstrate comprehension of high level readings and negotiate academic level lectures. Can employ a variety of methods for formulating desired message. Can produce sustained conversation with others on an expanding variety of topics.
	Advanced +A	Can negotiate extensive texts with proficiency and communicate with ease and clarity in many professional and personal contexts. Is able to make fluid oral presentations.
	Advanced +B	Able to discuss high level lecture content in detail. Can communicate effectively and appropriately even in demanding oral tasks and situations. Can participate in group work and class discussions.
ACADEMIC BRIDGE COURSES	TOEFL	Can navigate academic texts with proficiency and take effective notes. Able to produce basic essays and prepare independent speeches. Can comprehend lengthy academic dialogs and lectures and is knowledgeable in test-taking skills.
	Academic Writing I	Can produce academic paragraphs of a variety of styles and for numerous advanced communicative purposes and navigate academic texts. Able to make sustained college-level presentations;
	Academic Writing II	Able to write sophisticated essays in the styles of <i>descriptive</i> , <i>compare/contrast</i> , <i>cause/effect</i> , and <i>classification</i> . Has the necessary skills for reviewing and producing peer editing. Can make fluent academic presentations, 15-25 minutes in length.
	Academic Writing III	Can organize and write well-supported, multi-paragraph essays in the styles of <i>process analysis</i> , <i>argumentative</i> , and <i>narrative</i> . Is prepared for any level of academic writing requirement and can clearly express ideas, opinions, and positions in high-level discussions.
	ASSP I	Can effectively write about and discuss themes, having read and understood examples of American literature, and apply them to self and American culture, employing the use of literary terminology.
	ASSP II	Able to discuss, defend, criticize, and relate to works of advanced American literature. Can make connections between literary selections to the evolution of American culture, both in written and oral work.
ENGLISH FOR SPECIFIC PURPOSE	EIC I	Able to utilize communication skills in a variety of business interactions, abides by workplace culture both domestically and when cooperating on an international level.
	EIC II	Can effectively iterate information regarding business culture for international audiences. Is aware of differences in typical workplaces for a range of countries/cultures.
	EIC III	Is able to give presentations with effective oral skills and body language. Can discuss in depth the common business structures present in several countries. Is effective at both formal communications and casual interactions with global workplace colleagues.



## **Policies on Advanced Standing and Specific Services**

There are no policies on advanced standing or specific services

## **Placement Assistance Services**

IEC does not provide employment Placement Assistance Services. During the course of study students will be prepared for specific tests related to the course of study which may be beneficial to entering the job market. IEC will provide students with resume assistance and preparation for a professional interview, free of charge, upon request.

## **Complaint Policy**

A student has the right to express a complaint at any time and address it to the instructor orally. If the complaints are not satisfied or measures have not been taken by the instructor to rectify the cause of the complaint, the student has the right to submit a written complaint to the attention of the Director of Education within 5 days after the complaint was made.

IEC's Director of Education will resolve student complaints promptly and fairly and will not subject the student to any punitive action because the student has filed a written grievance with the school and the Director.

IEC makes available to students, the opportunity to record any complaints. These are stored within the student's file, registered by the office worker and resolved. A description of the agreed upon resolution is also placed in the student's folder.

Student files are maintained at the main location in Glenview and are accessible to authorized personnel only.

Any student or employee of a school approved by this Act who believes he has been aggrieved by a violation of this Act shall have the right to file a written complaint within one year of the alleged violation. The Director of Education will acknowledge within 20 days' receipt of such written complaint. The Director of Education will issue a written finding as to whether there is good cause to initiate disciplinary proceedings in accordance with the provisions of this Act. The Director of Education will furnish such findings to the person who filed the complaint and to the chief operating officer of the school cited in the complaint.

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.ibhe.org](http://www.ibhe.org)

## **Suggestion Boxes**

IEC makes available to students, the opportunity to make anonymous complaints, comments, suggestions. Suggestion Boxes are available in the Main Offices at both of the campuses of IEC. Ready-made "Suggestions slips" are nearby.

The Administration retrieves any such comments from the boxes on the first day of each month. All suggestions are read and considered. Those which are found to be credible are brought to discussion at the appropriate meeting of teachers, staff, and/or administration.

## **Facilities and Equipment**

IEC's main campus is located at 1245 N. Milwaukee Ave., Ste. 100, Glenview, IL 60025.

There is ample free parking, facilities are well lit, have air-conditioned classrooms and a break area with snacks and drinks available. Classrooms are equipped with Pentium PCs. There is ample computer software to meet the requirements of the curriculum. In addition to scheduled classes students can use computers any time and are provided instructor assistants.

## **Equipment Requirements**

IEC has no minimum equipment requirements that students must supply for participation in any course of instruction. Students may bring lap-top computers or electronic dictionaries to school. Each instructor has the authority to approve individual use of such devices. Cell phones **MUST** be turned off, and not to be used, during class hours.

## **Transcripts**

The first transcript will be provided free of charge. The fee for obtaining duplicate transcripts is \$25.

A student wishing to obtain a transcript must send a written request to:

**International Educational Center**  
**1245 N. Milwaukee Ave.**  
**Suite 100**  
**Glenview, IL 60025**  
**Attn: Director of Education**

## **Withdrawal from Courses, Dismissal, and Canceled Class**

IEC allows student withdrawal from courses. Students must submit a formal written request and present it to the Director of Education in person.

IEC reserves the right to dismiss any students whose conduct or attendance does not meet IEC's requirements or the Student Code of Conduct (See Student Handbook). Students will be dismissed if he/she has been absent from more than 30% of the required classes in the applied courses (less than 18 hours per week for International F1 Students), or has been involved in conduct disruptive to the education process or to the school property, or has not made tuition payments as agreed. The dismissal procedure is implemented after the second note written by the instructor and includes the following steps:

- An Exit interview will be conducted by the Director of Education;
- A revised tuition charge or refund based on the student's last date of attendance (excluding the application-registration fee) is calculated according to the schedule noted in the Refund Policy below.

### **A student who has been dismissed can re-apply for enrollment.**

A student has the right to cancel or terminate the **Registration/Enrollment Agreement** at any time. Upon a student's written notice of cancellation, IEC will provide a refund based on the following schedule.

A refund will be made within 30 days of the date of cancellation.

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

### **Methods of Payment:**

The school accepts all major methods of payment: cash, check, credit or debit card

### **Cancellation Policy**

The student has the right to cancel the initial enrollment agreement until midnight of the 5<sup>th</sup> business day after the student has been admitted. 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 on all monies paid to date within 30 days of cancellation. Cancellation should be submitted to the authorized official of the school in writing. The school also reserves right to turn all of the outstanding payments over to a collection agency for garnishment.

### **Refund Policy**

Withdrawing from school may have academic consequences. You are encouraged to understand the consequences before you decide to withdraw. Students must submit a formal written request and present it to the Director of Education in person. When a student provides a written notice of cancellation to an advisor at the Main Office, International Educational Center will provide a refund in the amount equal to the least the following:

<b>SEMESTER (12 weeks)</b>	
<b>Weeks</b>	<b>Refund %</b>
Week 1	90
Week 2	80
Week 3	75
Week 4	70
Week 5	60
Week 6	50
Week 7	40
Week 8	30
Week 9	25
Week 10	15
Week 11	10
Week 12	0

- a) Application-registration fees will be chargeable at initial enrollment and shall not exceed \$175.
- b) Deposits or down payments will become part of the tuition.
- c) The school will mail a written acknowledgement of a student's cancellation or written withdrawal to the student within 15 calendar days of the postmark date of notification. Such written acknowledgement is not necessary if a refund has been mailed to the student within the 15 calendar days.
- d) All student refunds shall be made by the school within 30 calendar days from the date of receipt of the student's cancellation.
- e) A student may give notice of cancellation to the school in writing. The unexplained absence of a student from school for more than 15 class days shall constitute constructive notice of cancellation to the school. For purposes of cancellation the date shall be the last day of attendance.
- f) The school will refund all monies paid to it in any of the following circumstances: the school did not provide the prospective student with a copy of the student's valid enrollment agreement and a current catalog or bulletin; the school cancels or discontinues the course of instruction in which the student has enrolled; the school fails to conduct classes on days or times scheduled, detrimentally affecting the student.
- g) The school will refund any fees collected for course materials if such materials are returned to the school unmarked and the student has provided the school with a notice of cancellation.
- h) Applicants not accepted by the school will receive a refund of all tuition & fees paid within 30 calendar days of the determination of non-acceptance.

**GENERAL ENGLISH AS A SECOND LANGUAGE Course**  
***COURSE NUMBER: ESL 101-109***  
***Total 1944 clock hours***

**GENERAL PROGRAM DESCRIPTION AND GOALS**

Our ESL Course consist of multi-level programs for adult learners who want to enhance their English language skills in order to successfully communicate in the cultural context of the U.S. It has a natural

student –centered communicative approach to language learning based on the integration of four language skills: Speaking, Listening, Reading, and Writing. Students’ progress from the beginning (Basic A level) to the Advanced +B level and the TOEFL preparation program as they follow a comprehensive and carefully graded curriculum. The goal of the Course is to ensure that students attain a level of linguistic competence that allows them to use the English language spontaneously and flexibly in order to express their intended message. The programs enable the students to distinguish between the forms they have mastered and the communicative functions they perform. The learners become aware of the social meanings of language forms. They develop skills and strategies for using the English language to communicate in concrete situations. For those who wish to further their education, understanding of American culture, or achieve specific career goals we offer Academic Writing, American Short Stories and Poems , and English for International Communication Programs.

Each level/program is 12 weeks long, 216 clock hours  
The program is conducted 18 clock hours weekly

## **COURSE DESCRIPTIONS**

### **ESL 101: Basic A (216 total classroom hours) (Certificate Program)**

Prerequisite: Placement Test score of 0-12

This course is designed for non-native speakers of English who have no or very little experience in speaking English. It lays the foundations for future study in terms of language learning skills and strategies. Students work toward building English vocabulary and intonations so that they are able to speak effectively as well as understand the expected behavior in a variety of everyday survival situations. These include being able to speak effectively about greetings, hobbies, employment, family and the home.

#### **Objectives:**

- Demonstrate how to introduce oneself
- Illustrate how to describe a place using there *is/there are*
- Explain how to use possessive pronouns
- Contrast singular and plural nouns correctly
- Present the modal verb “can”
- Illustrate responses to simple commands
- Present vocabulary related to family; meeting people, etc.
- Practice spelling of basic vocabulary Introduce the components of basic sentences & questions

### **ESL 102: Basic B (216 total classroom hours) (Certificate Program)**

Prerequisites: A passing grade in the Basic A level or a Placement Test score of 13-38. Students registering for this course should be familiar with the Roman alphabet and possess a small functional vocabulary, basic reading, writing, and communication skills and should be able to participate in simple conversations.

This course is designed for non-native speakers of English who don't have much experience in speaking English. It focuses on developing students' integrated skills, reviewing and adding some more basic grammar, vocabulary, and everyday functional language. Students will continue to build these basic English skills so that they are able to speak confidently and effectively in a variety of everyday survival situations as well as understand expected behavior in these situations. These include being able to speak effectively about everyday objects, greetings, time, clothing, weather, and making polite requests using social expressions.

#### **Objectives:**

- Practice the use of polite requests
- Illustrate the use of adjectives to describe things
- Explain the correct use of Present Simple and Present Progressive tenses
- Use the past simple and past continuous tenses correctly
- Demonstrate the structural elements of sentences
- Present the language of common, every day discussions
- Increase vocabulary for more advanced reading comprehension

### **ESL 103: Intermediate A (216 total classroom hours) (Certificate Program)**

Prerequisites: A passing grade in the Basic B level or a Placement Test score of 39-64. Students registering for this level should be able to understand some simple phrases easily, participate in Basic Conversations in routine social situations, read and understand simple sentences, write common words and simple phrases.

This course is designed for non-native speakers of English who need to further develop their receptive and productive language skills. Students' integrated skills are developed on the basis of more complicated authentic materials for listening and reading, expanding students' basic knowledge in the areas of grammar and vocabulary. Students build on the structures of Basic A and Basic B levels, revisiting them from new, more advanced angles. Forms that are often confused (i.e. Present Simple and Present Continuous) are compared and contrasted.

#### **Objectives:**

- Review the present and past tenses (both simple and continuous)
- Discuss the use of count and non-count nouns and their quantifiers correctly
- Practice the language of money: cost, quantity & monetary units
- Use adjectives of comparison
- Use the future tense
- Practice writing short, informal e-mails
- Listen to a variety of genres of listening selections
- Explore magazine and news articles
- Practice writing formal letters

Introduce linking words such as: in addition, what's more, first, second, finally, however, although, etc.

### **ESL 104: Intermediate B (216 total classroom hours) (Certificate Program)**

Prerequisites: A passing grade in the Intermediate A level or a Placement Test score of 65-88. Students registering for this course should be able to understand conversations containing some unfamiliar vocabulary, perform writing tasks in a familiar context including short personal notes and letters, rely less on learned phrases, and speak with creativity.

This course is designed for upper intermediate non-native speakers of English. It aims to extend and review numerous structures previously studied at the intermediate level. Students will strengthen their English skills, building confidence by improving upon both fluency and accuracy. Students take an active part in various large- and small-group activities, build and develop their knowledge and core language skills in listening, reading, speaking, and writing.

#### **Objectives:**

- Illustrate the usage of modal verbs
- Contrast the usage of different tenses, including the perfect tense
- Introduce types of conditional sentences
- Discuss life situations using modals & conditionals
- Develop note-taking skills for listening
- Introduce strategies for retelling stories from reading passages
- Write an informal letter
- Introduce time clauses using when, while, as soon as

### **ESL 105: Advanced A (216 total classroom hours) (Certificate Program)**

Prerequisites: A passing grade in the Intermediate B level or a Placement Test score of 89-107. Students registering for this level should be able to meet daily needs in familiar situations such as making appointments, defending opinion, making suggestions with fluency in communication.

This course is designed for advanced, non-native speakers of English. It focuses on reviewing grammar, adds new information about the usage of tenses, modal verbs, question forms, and different types of clauses which help students to better understand the systems of English grammar. The course will expose students to expanded areas of English such as informal language and help them to begin reproducing the “music”/patterns of English.

#### **Objectives:**

- Use the passive voice
- Demonstrate how to talk on the phone
- Practice reporting statements, questions, and commands using reported speech
- Retell the plots of books and movies
- Explain the usage of narrative patterns
- Express emotions in writing
- Understand the difference between formal and informal letters
- Explain how to make inferences from reading and listening passages



## **ESL 106: Advanced B (216 total classroom hours) (Certificate Program)**

Prerequisites: A passing grade in the Advanced A level or a Placement Test score of 108-129. Students registering for this level should be able to communicate with native speakers in a wide variety of settings and understand some idioms.

This course is designed for advanced, non-native speakers of English. It promotes learning through the development of students' integrated skills of listening, reading, writing, and speaking. Students work toward increasing language competence, expanding knowledge and use of vocabulary, social language, and grammar, in order to create situations for communicating ideas effectively, via the application of these the skills.

### **Objectives:**

- Explain how to present a review report
- Introduce adverb collocations
- Contrast infinitives and gerunds
- Provide negative inversion in order to add emphasis
- Illustrate the usage of mixed conditional patterns and wish structure
- Discuss the difference between defining and non-defining relative clauses
- Present the usage of discourse markers in context
- Demonstrate passive constructions to distance the facts
- Practice methods for identifying point of view in reading and listening passages

### **ESL 107: Advanced +A (216 total classroom hours) (Certificate Program)**

Prerequisites: A passing grade in the Advanced B level or a Placement Test score of 130-139. Students registering for this class should have strong oral communication skills, grammar and vocabulary. They should be able to function independently in survival and social situations.

This course is designed for advanced, non-native speakers of English. Learners are exposed to a variety of "thought-provoking topics" for listening and speaking, specifically centering on the vocabulary and grammar of critical thinking, in order to develop strong presentation skills. Students enrich their vocabulary and grammar and learn to "listen and read between the lines" and express their opinions. Students are able to improve their communicative confidence, fluency, and accuracy and develop proficiency in advanced listening and speaking.

#### **Objectives:**

- Introduce and practice adjective clauses and tag questions
- Introduce top-down and bottom-up strategies for developing listening skills
- Provide techniques to predict the content of audio presentations
- Provide communicative practice of the sounds and patterns of English in order to foster speaking skills
- Demonstrate the structure of a 3-minute speech
- Explain the application of reduced form of auxiliary verbs in speech
- Present techniques of inferring and describing information not explicit in audio material

### **ESL 108: Advanced +B (216 total classroom hours) (Certificate Program)**

Prerequisites: A passing grade in the Advanced +A level or a Placement Test score of 140-147. Students registering for this level should be able to demonstrate and ability to communicate at the level that will enable them to seek employment or further their post-secondary education.

This course is designed for advanced, non-native speakers of English. It continues to stimulate the development of critical thinking skills. Students are engaged authentically, through systematic exposure to language forms in a variety of contexts and genres including radio reports, interviews, and lectures. A wide range of culminating speaking tasks leads students to organize and produce integrated oral presentations galvanizing content, language, and critical thinking.

#### **Objectives:**

- Demonstrate use of correct forms of passive voice
- Use adverb clauses in speech
- Predict the content and infer meaning in audio and reading passages
- Listen for specific information in audio passages and read for specific information in reading passages
- Synthesize information from two listening passages, or two reading passages, into one
- Infer indirect meaning in reading and audio passages
- Discover new vocabulary, related idioms, collocations, and word forms
- Improve speaking skills to an advanced level

## **ESL 109: TOEFL Preparation (216 total classroom hours) (Certificate Program)**

Prerequisites: A passing grade in the Advanced A level or a Placement Test with score of 89+.

This course focuses on refining students' integrated language skills, enriching their vocabulary, grammar and developing fluency, accuracy, competence, and confidence. Students are exposed to a great variety of academic listening and reading materials and have extensive practice polishing their receptive and productive skills under time limits. Writing a variety of essays, getting ample online practice and their instructor's help, learners are able to demonstrate English language proficiency and become aware of their own progress. Students improve their test taking skills and enhance their performance on the TOEFL iBT examination.

### **Objectives:**

- Increase academic vocabulary
- Illustrate basic test-taking skills techniques such as skimming, scanning, and eliminating incorrect answers
- Practice listening comprehension strategies for concentration and focus
- Explain the planning processes for independent speeches under time pressure, including general ideas and integrated speaking and writing assignments
- Demonstrate the creation of essay outline including a general idea and details
- Discuss standard structure of a TOEFL essay: introduction, three body paragraphs, and conclusion
- Contrast the 4 types of TOEFL essays: Give an explanation, agree or disagree, state preference, make an argument
- Define 10 major reading tasks and explain the differences between them. Provide strategies for approaching each one under time pressure
- Present the requirements of integrated skills tasks: listening and speaking (L&S); reading, listening and speaking (R&L&S); reading, listening and writing (R&L&W)
- Provide skills for note-taking and planning a response

**Academic Writing Course**  
**COURSE NUMBER: AW 201-203**  
**Total 648 clock hours**

The goal of this course is to sharpen the skills of academic writing. Students will be exposed to techniques of process writing and refine the techniques needed to compose a variety of paragraph styles and essay. Students will understand the characteristics of good writing through practicing patterns of organization for process, cause/effect, and comparison/contrast essays.

Each level is 12 weeks long 216 clock hours  
The program is conducted 18 clock hours weekly

**ESL 201: ACADEMIC WRITING I (216 total classroom hours) (Certificate Program)**

Prerequisites: Students must achieve a Writing Program Placement Test score of 5-10, or successfully complete Advanced + levels.

This course is designed for intermediate to advanced ESL students in order to develop and improve their writing skills and to prepare them to become confident writing communicators and successful academic writers. The course incorporates working on grammatically correct sentences, understanding the writing process, and creating well-organized, coherent, cohesive, and unified paragraphs in edited Standard American English. Academic vocabulary development is also a part of the course.

**Objectives:**

- Review the mechanics of paragraph structure
- Discuss features of topic and concluding sentences
- Describe the brainstorming process
- Present the major paragraph styles: definition, process analysis, descriptive, opinion, and narrative paragraphs
- Present rules of capitalization, punctuation, and sentence structure Provide opportunities for growth in speaking through the oral practice of explaining processes, debating opinions, and story-telling from a foundation of narrative writing

## **ESL 202: ACADEMIC WRITING II (216 total classroom hours) (Certificate Program)**

Prerequisites: Students must achieve a Writing Program Placement Test score of 11-15, or successfully complete AWI.

This course is designed for high-intermediate to advanced ESL students in order to improve their writing skills and to enhance their confidence in academic writing. The course incorporates working on sentence structure, understanding the steps of the writing process, and integrating grammar with rhetoric to create essays in edited Standard American English. It builds on skills learned in previous level by gradually progressing from writing a paragraph to writing an essay. In the course of their studies, students review characteristics of good writing, and progressively move onto understanding and practicing patterns of organization for process, cause/effect, and comparison /contrast essays.

### **Objectives:**

- Introduce essay structures and discuss the major components: thesis statement, introduction paragraph, supporting sentences, bridging, body paragraphs, and concluding paragraph
- Describe processes of essay outlining
- Present organizational patterns for essay styles: descriptive, compare/contrast, and cause/effect, classification
- Provide opportunities for growth in speaking through oral practice of: descriptive writing, debate, and story-telling from a foundation of one's classification writing

## **ESL 203: ACADEMIC WRITING III (216 total classroom hours) (Certificate Program)**

Prerequisites: Students must achieve a Writing Program Placement Test score of 16-20, or successfully complete AWII.

This course for advanced non-native speakers of English continues to develop their academic writing skills and expand academic vocabulary. It focuses on such skills as paraphrasing and summarizing, using parallel structures, and fixing sentence problems. Extensive practice is provided in writing argumentative essays, compound and complex sentences, different types of clauses and participial phrases. A review of verb tenses, the passive, phrasal and modal verbs, gerund and infinitives, as well as punctuation is included.

### **Objectives:**

- Present the structure and major components for essay types: process analysis, argumentative, and narrative
- Learn three types of sentences: simple sentence, compound sentence, and complex sentence
- Introduce sentence problems: fragments, run-ons, and comma splices
- Provide for opportunities of growth in speaking through oral practice of addressing a specific audience, persuading others, and story-telling

## **American Short Stories and Poems Course**

***COURSE NUMBER: ASSP 301-302***

***Total 432 clock hours***

This course will help students increase their language skills and knowledge of American culture through study of classic American literature. Students utilize critical thinking to the writing styles of masters. The language skills of listening, reading, speaking, and writing are further enhanced in this communicative environment. The curriculum demonstrates the special skills of story writing representing different eras in American culture. A variety of short story selections allows for in-depth study of English and culture in context while expanding the literary horizons of the students.

Each level is 12 weeks long 216 clock hours

The program is conducted 18 clock hours weekly

### **ESL 301: American Short Stories I (216 total classroom hours) (Certificate Program)**

Prerequisites: The Placement Test score of 108 and up or successful completion of one of the ESL Advanced Levels.

This program is designed to meet the needs of students who wish to improve reading, oral communication, and writing skills, deepen their knowledge of vocabulary and grammar, and gain new insights into American cultural development through focus on authentic reading selections from American authors. Study of short stories by authors from various ethnicities and backgrounds creates a higher level of communication for the student. Students who understand variety of writings can better understand the world around them. In learning how to appreciate short stories and poems, students also further develop their writing skills. Students improve grammar skills and vocabulary

#### **Objectives:**

- Analyze structural elements of writing: plot, setting, atmosphere, and characterization
- Explore content by writing about and discussing: visualization, gathering meaning from context, making inferences and distinguishing fact from opinion
- Discuss literary terminology
- Use vocabulary in writings and discussions to increase vocabulary including casual speak and slang
- Apply tools for making accurate predictions about literary content
- Dissect oral exercises using elements of writing and plot breakdown

## **ESL 302: American Short Stories II (216 total classroom hours) (Certificate Program)**

Prerequisites: Successful completion of the ASSP I level or passing the oral interview.

This course will help students increase their language skills and knowledge of American culture through study of classic American literature. Students utilize critical thinking to the writing styles of masters. The language skills of listening, reading, speaking, and writing are further enhanced in this communicative environment. The curriculum demonstrates the special skills of story writing representing different eras in American culture. A variety of short story selections allows for in-depth study of English and culture in context while expanding the literary horizons of the students.

### **Objectives:**

- Analyze structural elements of writing: plot, setting, atmosphere and characterization
- Discuss themes and connect them to current and past American culture
- Use these elements to refine skills of critical thinking and creative thought
- Explore content by writing about and discussing: point of view, foreshadowing, surprise endings, satire, and romanticis
- Increase understanding of US culture through exploration of America's literary heroes.

## **English for International Communication Course**

***COURSE NUMBER: EIC 401-403***

***Total 648 clock hours***

Appropriate language for cross-cultural communication is the primary focus of this program geared toward students with, at minimum, a high-intermediate level of English language ability. Through a series of three consecutive courses, students will focus on socio-linguistic interactions of an informal/casual nature and those appropriate for a more formal/workplace environment, when relating with those originating from any culture world-wide. The cultural motivations that drive such language use will be explored in order to provide context.

### **EIC 401: English for International Communication I (216 total classroom hours) (Certificate Program)**

Prerequisites: The Placement Test score of 89 and up and passing the oral interview or successful completion of IEC's Advanced A level course.

This course is designed to meet the needs of high-intermediate and advanced students who wish to improve understanding of the use of technology for global communication both in the business world as well as socially.

#### **Objectives:**

- Use social media (Twitter, Linked-in, Facebook) for purposes of networking
- Introduce and foster the vocabulary of internet use
- Present effective techniques for preparing a resume/CV
- Increase clarity of communication via technology: telephone and e-mail
- Demonstrate skills for designing & staging presentations: Power Point, iMovie, YouTube
- Identify appropriate language for discussing stress, conflict, and disagreement



## **EIC 402: English for International Communication II (216 total classroom hours) (Certificate Program)**

Prerequisites: Successful completion of the EIC I level, Academic Writing level, or TOEFL course.

This course is for advanced students who seek to improve basic communication skills in preparation for a variety of business interactions. Students will learn to recognize and abide by workplace culture both domestically and when cooperating on an international level.

### **Objectives:**

- Demonstrate effective techniques for employment interviewing and workplace interactions
- Illustrate the dynamics of corporate/workplace culture
- Foster the techniques needed to avoid or repair cultural misunderstandings and communication breakdowns
- Cultivate awareness of common cultural misunderstandings
- Provide guidance for discussion of topics of common discourse; political and/or ethical differences
- Familiarize students with Active Listening skills

## **EIC 403: English for International Communication III (216 total classroom hours) (Certificate Program)**

Prerequisites: Successful completion of the EIC II level.

The final level of EIC focuses on developing strong leaders in the global workplace; recognizing and demonstrating effective verbal and non-verbal communication styles, abiding by accepted rules of business etiquette when outside of the workplace, gaining a basic understanding of common global business structures, and understanding the importance of “going the extra mile”.

### **Objectives:**

- Develop the oral skills and body language common in successful leaders
- Describe a variety of American vs. international business structures
- Present the language of finance
- Analyze the components of effective writing for global communication
- Foster the techniques of socializing with workplace associates

## **English for Specific Purposes (Certificate Program)**

***COURSE NUMBER: ESP 501-503***

***Total 648 clock hours***

### **ESP 501: English for Specific Purposes I (216 total classroom hours)**

Prerequisites: The Placement Test score of 140 and up and passing the oral interview or successful completion of IEC's one of the EIC courses.

This course is designed to help non-native speaker students master the language related to the knowledge and methods of a particular subject or used to describe a particular activity.

#### **Objectives:**

- Explain how to give instructions
- Describe a method
- Illustrate comparing two items
- Describe use or function
- Introduce procedure explanation
- Express calculations and measurements

### **ESP 502: English for Specific Purposes II (216 total classroom hours)**

Prerequisites: Successful completion of the ESP I level, Academic Writing level, or TOEFL course.

This course is designed to help non-native speakers develop communication skills they need to succeed in a variety of vocational contexts, work on common technical English functions such as giving instructions or explaining process, etc.

#### **Objectives:**

- Explain how to describe a system
- Explain how to describe a process
- Introduce Vocabulary for technical features
- Demonstrate reporting incidents
- Illustrate how to conduct an investigation
- Introduce meeting minutes writing

## ESP 503: English for Specific Purposes III (216 total classroom hours)

Prerequisites: Successful completion of the ESP I or ESP II level.

The final level of ESP focuses on building up oral and written effective communication skills, vocabulary and grammar providing the strong ability in reading writing, speaking and listening with the focus on different parts of different jobs, become accurate and appropriate in a range of technical contexts.

### Objectives:

- Introduce Vocabulary for product, function or properties description
- Illustrate concise technical writing
- Introduce technical communication tools
- Explain how to plan and draft technical writing
- Illustrate technical writing process, reviewing and revising

## IEC Curriculum Guide: Goals, Objectives and Expected Student Learning Outcomes

<b>Basic A</b>	<p>The goal of this course is to introduce absolute beginners to basic grammar structures as well as the English alphabet and numbers; to begin building survival vocabulary, and basic reading, writing, and communication skills.</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"><li>• Demonstrate how to introduce oneself</li><li>• Illustrate how to describe a place using <i>there is/there are</i></li><li>• Explain how to use possessive pronouns</li><li>• Contrast singular and plural nouns correctly</li><li>• Present the modal verb “can”</li><li>• Illustrate responses to simple commands</li><li>• Present vocabulary related to family; meeting people, etc.</li><li>• Practice spelling of basic vocabulary</li><li>• Introduce the components of basic sentences &amp; questions</li></ul>	<ul style="list-style-type: none"><li>• Respond to questions related to self-identification (<i>What’s your name? Where are you from? Etc.</i>)</li><li>• Talk about yourself and family members</li><li>• Describe, using <i>there is/there are</i></li><li>• Apply possessive pronouns in speaking and writing</li><li>• Distinguish between plural and singular nouns</li><li>• Talk about what someone can/could do using the modal verb <i>can</i></li><li>• Talk and write about possessions</li><li>• Follow simple oral commands</li><li>• Label pictures in writing</li><li>• Use appropriate social language when given corresponding visual prompts</li><li>• Correctly spell basic words in written formats</li><li>• Produce complete, basic sentences</li></ul>
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<b>Basic B</b>	<p>The goal of this course is to enable students to understand simple phrases easily, to participate in basic conversations and routine social situations, to read and understand simple sentences, and to write common words and simple phrases at a high-beginner level.</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Practice the use of polite requests</li> <li>• Illustrate the use of adjectives to describe things</li> <li>• Explain the correct use of Present Simple and Present Progressive tenses</li> <li>• Use the past simple and past continuous tenses correctly</li> <li>• Demonstrate the structural elements of sentences</li> <li>• Present the language of common, every day discussions</li> <li>• Increase vocabulary for more advanced reading comprehension</li> </ul>	<ul style="list-style-type: none"> <li>• Use polite requests to order food and drinks</li> <li>• Describe a person using simple adjectives and items of clothing</li> <li>• Describe daily routines using the simple present</li> <li>• Distinguish between a repeated action and an action in progress</li> <li>• Construct sentences using the simple past and the past progressive tenses</li> <li>• Produce 5-7 related sentences in correspondence</li> <li>• Follow verbal commands and instructions at a high-beginner level</li> <li>• Recognize active vocabulary in reading passages</li> <li>• Guess the meaning of unknown words from context</li> </ul>
<b>Int. A</b>	<p>The goal of this course is to expand students' knowledge of grammar and vocabulary in order to understand a variety of conversations, perform writing tasks in a familiar context, and speak with creativity.</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Review the present and past tenses (both simple and continuous)</li> <li>• Discuss the use of count and non-count nouns and their quantifiers correctly</li> <li>• Practice the language of money: cost, quantity &amp; monetary units</li> <li>• Use adjectives of comparison</li> <li>• Use the future tense</li> <li>• Practice writing short, informal e-mails</li> <li>• Listen to a variety of genres of listening selections</li> <li>• Explore magazine and news articles</li> <li>• Practice writing formal letters</li> <li>• Introduce linking words such as: in addition, what's more, first, second, finally, however, although, etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Describe everyday activities contrasting the present simple and the past simple tenses</li> <li>• Use pronouns of quantity: <i>much, many, a little, a few, a lot/lots of</i> as well as count and non-count nouns</li> <li>• Use appropriate statements and make inquiries about cost and quantity</li> <li>• Describe places and things using comparative and superlative adjectives</li> <li>• Talk about plans for the future using the future simple and present continuous tenses and <i>going to</i></li> <li>• Compose an informal e-mail with a main idea and 2 or more details</li> <li>• Demonstrate reading &amp; listening comprehension by responding to questions about passages</li> <li>• Distinguish between true and false statements from listening passages</li> <li>• Construct a formal letter, applying appropriate vocabulary as well as a formal written outline</li> <li>• Write a biography using past &amp; present tenses, and linking words</li> <li>• Discuss pros &amp; cons using linking words</li> </ul>

<b>Int. B</b>	<p>The goal of this course is to strengthen students' language skills in speaking, listening, reading and writing so that they become more adept communicators.</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Illustrate the usage of modal verbs</li> <li>• Contrast the usage of different tenses, including the perfect tense</li> <li>• Introduce types of conditional sentences</li> <li>• Discuss life situations using modals &amp; conditionals</li> <li>• Develop note-taking skills for listening</li> <li>• Introduce strategies for retelling stories from reading passages</li> <li>• Write an informal letter</li> <li>• Introduce time clauses using when, while, as soon as</li> </ul>	<ul style="list-style-type: none"> <li>• Use modal verbs to express necessity, advisability, obligation, probability</li> <li>• Correctly identify details from listening passages</li> <li>• Orally summarize and paraphrase ideas from reading passages</li> <li>• Produce an informal 2 paragraph letter with 2 main ideas and supporting details</li> <li>• Talk about life achievements using a variety of tenses including present perfect simple and continuous</li> </ul>
<b>Advanced A</b>	<p>The goal of this course is for students to employ previously acquired language skills in order to improve communication and clarity of written and spoken messages.</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Use the passive voice</li> <li>• Demonstrate how to talk on the phone</li> <li>• Practice reporting statements, questions, and commands using reported speech</li> <li>• Retell the plots of books and movies</li> <li>• Explain the usage of narrative patterns</li> <li>• Express emotions in writing</li> <li>• Understand the difference between formal and informal letters</li> <li>• Explain how to make inferences from reading and listening passages</li> </ul>	<ul style="list-style-type: none"> <li>• Apply passive voice in a variety of situations</li> <li>• Conduct telephone conversations using business expressions</li> <li>• Repeat what was said using reported speech</li> <li>• Talk about books and movies, applying narrative tenses: past simple, past continuous, past perfect, and past perfect continuous</li> <li>• Use the expressions <i>used to do</i>, <i>would do</i> in speaking and writing</li> <li>• Read &amp; retell a story</li> <li>• Express emphasis and intonation in written work</li> <li>• Express and defend personal opinion in an oral presentation</li> <li>• Produce a formal 3 paragraph letter</li> <li>• Make inferences from, and express opinions about reading and listening passages</li> </ul>
<b>Advanced B</b>	<p>The goal of this course is to enable students to function independently in social situations by further developing strong communication skills, grammar and vocabulary</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Explain how to present a review report</li> <li>• Introduce adverb collocations</li> <li>• Contrast infinitives and gerunds</li> <li>• Provide negative inversion in order to add emphasis</li> <li>• Illustrate the usage of mixed conditional patterns and wish structure</li> <li>• Discuss the difference between defining and non-defining relative clauses</li> <li>• Present the usage of discourse markers in context</li> <li>• Demonstrate passive constructions to distance the facts</li> <li>• Practice methods for identifying point of view in reading and listening passages</li> </ul>	<ul style="list-style-type: none"> <li>• Produce a report based on a graph representation</li> <li>• Correctly use adverb collocations in oral and written work</li> <li>• Distinguish between infinitives and gerunds and apply infinitive construction in speaking and writing</li> <li>• Produce an oral or written piece, using negative inversion structures such as: rarely, only, nowhere, in no way, etc.</li> <li>• Hypothesize using mixed conditionals as well as wish structure</li> <li>• Talk about life experiences, applying both defining and non-defining relative clauses</li> <li>• Identify the relationship between sentences by connecting them with the correct discourse marker</li> <li>• Report news, using passive construction such as: it's said, she believed, etc.</li> <li>• Apply previously learned skills to new materials: note-taking, summarizing, and identifying main ideas and details</li> </ul>

<b>Advanced +A</b>	<p>The goal of this course is to improve listening and speaking skills, specifically centering on the vocabulary and grammar of critical thinking, in order to develop strong presentation skills.</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Introduce and practice adjective clauses and tag questions</li> <li>• Introduce top-down and bottom-up strategies for developing listening skills</li> <li>• Provide techniques to predict the content of audio presentations</li> <li>• Provide communicative practice of the sounds and patterns of English in order to foster speaking skills</li> <li>• Demonstrate the structure of a 3-minute speech</li> <li>• Explain the application of reduced form of auxiliary verbs in speech</li> <li>• Present techniques of inferring and describing information not explicit in audio material</li> </ul>	<ul style="list-style-type: none"> <li>• Correctly use adjective clauses in oral presentations</li> <li>• Predict, draw inferences and conclusions, and summarize the contents of listening selections</li> <li>• Organize, synthesize, compare, and contrast information from listening selections</li> <li>• Identify and verbalize the main idea of listening selections</li> <li>• Plan, write, and present a two to three-minute speech, incorporating relative pronouns and expressions of opinion</li> <li>• Use phrasal verbs, idiomatic expressions and social language in conversations with a partner and act them out</li> <li>• Use tag questions correctly</li> </ul>
<b>Advanced +B</b>	<p>The goal of this course is to systematically expose students to authentic language forms in a variety of contexts and genres including radio reports, interviews, and lectures. A wide range of speaking tasks leads students to organize and produce integrated oral presentations incorporating content, language, and critical thinking.</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Demonstrate use of correct forms of passive voice</li> <li>• Use adverb clauses in speech</li> <li>• Predict the content and infer meaning in audio and reading passages</li> <li>• Listen for specific information in audio passages and read for specific information in reading passages</li> <li>• Synthesize information from two listening passages, or two reading passages, into one</li> <li>• Infer indirect meaning in reading and audio passages</li> <li>• Practice the sounds and patterns of spoken English</li> <li>• Discover new vocabulary, related idioms, collocations, and word forms</li> <li>• Improve speaking skills to an advanced level</li> </ul>	<ul style="list-style-type: none"> <li>• Use passive and passive causative voice to verbalize opinions</li> <li>• Compare written and audio selections, using expressions of comparing and contrasting</li> <li>• Identify and apply rules of pronunciation of final consonants</li> <li>• Demonstrate correct forms of passive voice</li> <li>• Infer the meaning of reading passages and audio selections</li> <li>• Identify structures used in oral presentations: modals, adjective and verb clauses, verb patterns, indirect speech, passive voice, unreal conditionals – present, past and mixed</li> <li>• Add information and opinions to the ideas of others</li> <li>• Paraphrase ideas from written passages</li> <li>• Produce oral presentations, simulations, debates, and role-play in paired or group discussions</li> <li>• Preview reading selections and make predictions about the content</li> </ul>

<b>TOEFL Prep</b>	<p>The goal of this course is to provide students with the skills necessary to prepare for the TOEFL iBT test.</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Increase academic vocabulary</li> <li>• Illustrate basic test-taking skills techniques such as skimming, scanning, and eliminating incorrect answers</li> <li>• Practice listening comprehension strategies for concentration and focus</li> <li>• Explain the planning processes for independent speeches under time pressure, including general ideas and integrated speaking and writing assignments</li> <li>• Demonstrate the creation of essay outline including a general idea and details</li> <li>• Discuss standard structure of a TOEFL essay: introduction, three body paragraphs, and conclusion</li> <li>• Contrast the 4 types of TOEFL essays: Give an explanation, agree or disagree, state preference, make an argument</li> <li>• Define 10 major reading tasks and explain the differences between them. Provide strategies for approaching each one under time pressure</li> <li>• Present the requirements of integrated skills tasks: listening and speaking (L&amp;S); reading, listening and speaking (R&amp;L&amp;S); reading, listening and writing (R&amp;L&amp;W)</li> </ul>	<ul style="list-style-type: none"> <li>• Recognize academic vocabulary in a variety of contexts, to improve comprehension of listening and reading materials</li> <li>• Use the techniques of skimming, scanning, and eliminating incorrect answers in reading academic material</li> <li>• Listen to, and understand lengthy dialogues and lectures related to academic subjects with and without note taking</li> <li>• Outline a plan for independent speech within 15 seconds and produce 45-second independent speeches on a variety of topics</li> <li>• Use transitional words in both speaking and writing assignments in order to link ideas coherently</li> <li>• Construct an independent essay outline within 5 minutes</li> <li>• Plan, organize, and compose the 4 different types of TOEFL essays</li> <li>• Identify reading question styles and use appropriate skills to determine the correct answer</li> <li>• Demonstrate proficiency in all four language skills through timed oral and written responses</li> </ul>
<b>Academic Writing I</b>	<p>The goal of this course is to sharpen the skills of paragraph writing. Students will be exposed to techniques of process writing and refine the techniques needed to compose a variety of paragraph styles.</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Review the mechanics of paragraph structure</li> <li>• Discuss features of topic and concluding sentences</li> <li>• Describe the brainstorming process</li> <li>• Present the major paragraph styles: definition, process analysis, descriptive, opinion, and narrative paragraphs</li> <li>• Present rules of capitalization, punctuation, and sentence structure</li> <li>• Provide opportunities for growth in speaking through the oral practice of explaining processes, debating opinions, and story-telling from a foundation of narrative writing</li> </ul>	<ul style="list-style-type: none"> <li>• Recognize and compose the major components of a paragraph at an advanced level: <ul style="list-style-type: none"> <li>a. topic sentence</li> <li>b. supporting sentences</li> <li>c. concluding sentence</li> </ul> </li> <li>• Create a brainstorm diagram in preparation of writing a paragraph</li> <li>• Describe a process in a paragraph using transition words of chronological order. Give an oral presentation of this process.</li> <li>• Compose a descriptive paragraph using adjectives, denotations, connotations and prepositions of location</li> <li>• Create an opinion paragraph, including the above major components, expressing personal opinion, counter argument, and refutation. Debate this opinion, orally, with other students.</li> <li>• Present a brief lecture based on an opinion or descriptive paragraph, using appropriate media</li> <li>• Write a definition paragraph based on an oral presentation</li> <li>• Produce a narrative paragraph with verb tense consistency and use of chronological order transition words.</li> <li>• Identify and produce the main characteristics of a definition paragraph</li> </ul>



<b>Academic Writing II</b>	<p>The goal of this course is to move from writing paragraphs to writing an essay. Students will understand the characteristics of good writing through practicing patterns of organization for process, cause/effect, and comparison/contrast essays.</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Introduce essay structures and discuss the major components: thesis statement, introduction paragraph, supporting sentences, bridging, body paragraphs, and concluding paragraph</li> <li>• Describe processes of essay outlining</li> <li>• Present organizational patterns for essay styles: descriptive, compare/contrast, and cause/effect, classification</li> <li>• Provide opportunities for growth in speaking through oral practice of: descriptive writing, debate, and story-telling from a foundation of one's classification writing</li> </ul>	<ul style="list-style-type: none"> <li>• Apply the major components of essays: thesis statement, topic sentence, body paragraphs, supporting sentences, concluding sentence, and transitions</li> <li>• Write an outline of an essay, including 6 major components</li> <li>• Write a descriptive essay using a variety of descriptive adjectives. Re-tell the main ideas of this essay aloud, without use of the written material</li> <li>• Compose a compare/contrast essay according to a point-by-point or block method organizational pattern and using comparison signal words. Debate this topic, aloud, using the point-by-point method</li> <li>• Listening to others' debates, prepare and ask questions in follow-up</li> <li>• Produce a cause/effect essay organizing supporting details in one of two ways: in chronological order or by order of importance, with at least one transitional paragraph, and incorporating signal words of cause and effect</li> <li>• Compose an essay using the principle of organization method. Retell the key components of this essay to an audience</li> <li>• Utilize peer editing, with specific emphasis on errors in parallel structures</li> <li>• Produce a classification essay, organized according to defined categories</li> <li>• Using notes taken during a lecture, produce an essay outline</li> </ul>
<b>Academic Writing III</b>	<p>The goal of this course is to develop the necessary tools and skills for writing a variety of essay styles, using complex sentence constructions, free of structural errors.</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Present the structure and major components for essay types: process analysis, argumentative, and narrative</li> <li>• Learn three types of sentences: simple sentence, compound sentence, and complex sentence</li> <li>• Introduce sentence problems: fragments, run-ons, and comma splices</li> <li>• Provide for opportunities of growth in speaking through oral practice of addressing a specific audience, persuading others, and story-telling</li> </ul>	<ul style="list-style-type: none"> <li>• Compose a process analysis essay organized chronologically or by priority. Describe, verbally, how the needs of the particular audience are being addressed</li> <li>• Produce an argumentative essay using transitions and connectors that develop a point further and address a counterargument. Present a speech on this topic, using visuals for the supporting details.</li> <li>• Write a narrative essay using time words and phrases and verb tenses in the past. Re-tell this story, orally, including the elements of setting, main characters, plot, climax, and ending</li> <li>• Identify and compose three types of sentences: simple, compound and complex</li> <li>• Recognize and correct sentence problems: fragments, run-ons, comma splices</li> <li>• In an oral presentation, identify and explain logical fallacies</li> <li>• Articulate three key guidelines for argument</li> </ul>



<b>American Short Stories I</b>	<p>The goal of this course is to improve students' reading, oral communication, and writing skills, deepen knowledge of vocabulary and grammar, and gain understanding of the historical and on-going development of American culture through reading, discussing and writing about American literature.</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>Analyze structural elements of writing: plot, setting, atmosphere, and characterization</li> <li>Explore content by writing about and discussing: visualization, gathering meaning from context, making inferences and distinguishing fact from opinion</li> <li>Discuss literary terminology</li> <li>Use vocabulary in writings and discussions to increase vocabulary including casual speak and slang</li> <li>Apply tools for making accurate predictions about literary content</li> <li>Dissect oral exercises using elements of writing and plot breakdown</li> </ul>	<ul style="list-style-type: none"> <li>Match newly introduced literary terms to their definitions</li> <li>Compare and discuss literary themes and techniques used to achieve an intended effect</li> <li>Effectively engage in literary discussions, including terminology (e.g., poetic justice, imagery, foreshadowing, etc.)</li> <li>Relate reading selections to self, world, and other experiences</li> <li>Make connections to related information from reading selections</li> <li>Compose a clear personal narrative using literary elements</li> <li>Predict an ending using elements that were revealed in a reading</li> </ul>
<b>American Short Stories II</b>	<p>In this course students will increase the language skills of listening, reading, speaking, and writing, as well as knowledge of American culture, through study of classic American literature. Students develop critical thinking skills by reading &amp; analyzing short stories.</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>Analyze structural elements of writing: plot, setting, atmosphere and characterization</li> <li>Discuss themes and connect them to current and past American culture</li> <li>Use these elements to refine skills of critical thinking and creative thought</li> <li>Explore content by writing about and discussing: point of view, foreshadowing, surprise endings, satire, and romanticism</li> <li>Increase understanding of US culture through exploration of America's literary heroes.</li> </ul>	<ul style="list-style-type: none"> <li>Effectively apply advanced literary terms</li> <li>Identify literary elements and techniques used to demonstrate a theme</li> <li>Accurately discuss elements of story writing using critical thinking and analysis</li> <li>Analyze and defend a topic or an interpretation of literature studies</li> <li>Communicate information and ideas in persuasive writing with clarity and effectiveness</li> <li>In discussion and writing, express opinions and criticism that relate reading selections to self, world, and the immigrant experience</li> </ul>

<b>Eng. For Int. Communication I</b>	<p>This course is designed to meet the needs of high-intermediate and advanced students who wish to improve understanding of the use of technology for global communication both in the business world as well as socially.</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Use social media (Twitter, Linked-in, Facebook) for purposes of networking</li> <li>• Introduce and foster the vocabulary of internet use</li> <li>• Present effective techniques for preparing a resume/CV</li> <li>• Increase clarity of communication via technology: telephone and e-mail</li> <li>• Demonstrate skills for designing &amp; staging presentations: Power Point, iMovie, YouTube</li> <li>• Identify appropriate language for discussing stress, conflict, and disagreement</li> </ul>	<ul style="list-style-type: none"> <li>• Post a profile on Linked-in</li> <li>• Establish a Twitter account &amp; follow 3 contacts in your field</li> <li>• Prepare a resume with history of education, employment &amp; achievements</li> <li>• Write a formal cover letter in e-mail format, including an introduction, body and closing</li> <li>• Design and present a Power Point Presentation on a current topic in your field</li> <li>• Using a case study about workplace conflict, provide possible resolutions in oral and written forms</li> </ul>
<b>Eng. For Int. Communication II</b>	<p>This course is for advanced students who seek to improve basic communication skills in preparation for a variety of business interactions. Students will learn to recognize and abide by workplace culture both domestically and when cooperating on an international level.</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Demonstrate effective techniques for employment interviewing and workplace interactions</li> <li>• Illustrate the dynamics of corporate/workplace culture</li> <li>• Foster the techniques needed to avoid or repair cultural misunderstandings and communication breakdowns</li> <li>• Cultivate awareness of common cultural misunderstandings</li> <li>• Provide guidance for discussion of topics of common discourse; political and/or ethical differences</li> <li>• Familiarize students with Active Listening skills</li> </ul>	<ul style="list-style-type: none"> <li>• Give a presentation on business culture at an international corporation</li> <li>• Prepare a script for a mock employment interview</li> <li>• Identify common workplace differences relative to specific countries/cultures</li> <li>• Demonstrate positive &amp; encouraging language to resolve misunderstandings</li> <li>• Differentiate between appropriate topics for conversation with international colleagues</li> <li>• Apply active listening skills to a teleconference scenario</li> </ul>

<b>Eng. For Int. Communication III</b>	<p>The final level of EIC focuses on developing strong leaders in the global workplace; recognizing and demonstrating effective verbal and non-verbal communication styles, abiding by accepted rules of business etiquette when outside of the workplace, gaining a basic understanding of common global business structures, and understanding the importance of “going the extra mile”.</p> <ul style="list-style-type: none"> <li>• Develop the oral skills and body language common in successful leaders</li> <li>• Describe a variety of American vs. international business structures</li> <li>• Present the language of finance</li> <li>• Analyze the components of effective writing for global communication</li> <li>• Foster the techniques of socializing with workplace associates</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the leadership skills displayed in a sample case study</li> <li>• Describe how the above skills made measurable effects</li> <li>• Report on the success of a business based on figures retrieved from their website</li> <li>• Prepare a Venn Diagram comparing an American corporate structure to that of a corporation in another country</li> <li>• Determine appropriate phrases for an e-mail to an overseas colleague</li> <li>• Apply phrases that express interest and polite ways to end conversation through dialog</li> </ul>
<b>Eng. For Specific Purposes I</b>	<ul style="list-style-type: none"> <li>• Explain how to give instructions</li> <li>• Describe a method</li> <li>• Illustrate Comparing two items</li> <li>• Describe use or function</li> <li>• Introduce procedure explanation</li> <li>• Express calculations and measurements</li> </ul>	<ul style="list-style-type: none"> <li>• Give a presentation how to use a device</li> <li>• Identify advantages and disadvantages of things or services</li> <li>• Make a step by step presentation about a procedure</li> <li>• Prepare a manual</li> </ul>
<b>Eng. For Specific Purposes II</b>	<ul style="list-style-type: none"> <li>• Explain how to describe a system</li> <li>• Explain how to describe a process</li> <li>• Introduce Vocabulary for technical features</li> <li>• Demonstrate reporting incidents</li> <li>• Illustrate how to conduct an investigation</li> <li>• Introduce meeting minutes writing</li> </ul>	<ul style="list-style-type: none"> <li>• Describe a system orally and in writing</li> <li>• Describe a process</li> <li>• Present technical features</li> <li>• Report incidents</li> <li>• Write an investigation report</li> <li>• Write meeting minutes</li> </ul>
<b>Eng. For Specific Purposes III</b>	<ul style="list-style-type: none"> <li>• Introduce Vocabulary for product, function or properties description</li> <li>• Illustrate concise technical writing</li> <li>• Introduce technical communication tools</li> <li>• Explain how to plan and draft technical writing</li> <li>• Illustrate technical writing process, reviewing and revising.</li> </ul>	<ul style="list-style-type: none"> <li>• Describe a product, function or properties</li> <li>• Produce technical writing pieces</li> <li>• Apply technical communication tools in writing and oral presentations</li> <li>• Write an outline on technical topics</li> <li>• Employ editing technics for technical writing</li> </ul>

## Addendum A

### Tuition

Program Code	Program/ Course	Hours	Price
ESL	English as Second Language (Basic A)	216	1470.00
ESL	English as Second Language (Basic B)	216	1470.00
ESL	English as Second Language (Intermediate A)	216	1470.00
ESL	English as Second Language (Intermediate B)	216	1470.00
ESL	English as Second Language (Advanced A)	216	1470.00
ESL	English as Second Language (Advanced A)	216	1470.00
ESL	English as Second Language (Advanced B)	216	1470.00
ESL	English as Second Language (Advanced +A)	216	1470.00
ESL	English as Second Language (Advanced +B)	216	1470.00
ESL	English as Second Language (TOEFL Preparation)	216	1470.00
AW I	Academic Writing I	216	1470.00
AW II	Academic Writing II	216	1470.00
AW III	Academic Writing III	216	1470.00
ASSP I	American Short Stories and Poetry I	216	1470.00
ASSP II	American Short Stories and Poetry II	216	1470.00
EIC I	English for International Communication I	216	1470.00
EIC II	English for International Communication II	216	1470.00
EIC III	English for International Communication III	216	1470.00
ESP I	English for Specific Purposes I	216	1470.00
ESP II	English for Specific Purposes II	216	1470.00
ESP III	English Specific Purposes III	216	1470.00

- Pay \$1,470 per course in one installment.
- Pay \$490 per month in several installments, depending on the number of program (s) enrollment.

### Fees

	First	Additional/ Duplicates
Registration	\$25.00	N/A
Letter of Enrollment Verification	Free	\$15.00
PSR (transcript)	\$25	\$25.00
Certificate of Course Completion	Free	\$25.00
Student ID	\$25.00	\$25.00
Annual Tuition Payment Letter	\$15.00	\$15.00
Textbooks/Course Materials (new)	\$90.00	\$90.00
Documents duplication	\$25.00	\$25.00

### Fees for International Students applying for F1 visa or on F1 visa

F1 I-20 Form Processing Fee	\$250
F2 I-20 Form Processing Fee	\$50
International Postal Fee	\$70
Domestic Postal Fee	\$35

# Addendum B

## Institutional Disclosures Reporting Table

July 1, 2022 through June 30, 2023 (past fiscal year)

Per Section 1095.200 of 23 Ill. Adm. Code 1095:

### International Educational Center

The following information must be included with the enrollment agreement, catalog, and posted on the institution's website.

Program Name	ESL Basic A	ESL Basic B	ESL Inter A	ESL Inter B	ESL Adv A	ESL Adv B	ESL Adv +A	ESL Adv +B	ESL TOEFL
<b>Disclosure Reporting Category</b>	<b>CIP*</b>	32.0109	32.0109	32.0109	32.0109	32.0109	32.0109	32.0109	32.0109
SOC*	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
A) For each program of study, report:									
1) The number of students who were admitted in the program or course of instruction* as of July 1 of this reporting period.	0	0	14	27	0	19	0	0	0
2) The number of additional students who were admitted in the program or course of instruction during the next 12 months and classified in one of the following categories:									
a) New starts	0	47	15	24	11	18	10	15	1
b) Re-enrollments	0	0	1	0	0	0	0	0	0
c) Transfers into the program from other programs at the school	0	5	34	30	48	50	60	59	27
3) The total number of students admitted in the program or course of instruction during the 12-month reporting period (the number of students reported under subsection A1 plus the total number of students reported under subsection A2).	0	52	64	81	59	87	70	74	28
4) The number of students enrolled in the program or course of instruction during the 12-month reporting period who:									
a) Transferred out of the program or course and into another program or course at the school	0	23	30	81	58	86	33	45	28
b) Completed or graduated from a program or course of instruction	0	0	0	1	1	0	2	3	0
c) Withdrew from the school	0	0	0	1	0	1	1	2	0
d) Are still enrolled	0	29	34	0	0	0	34	23	0
5) The number of students enrolled in the program or course of instruction who were:									
a) Placed in their field of study	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
b) Placed in a related field	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
c) Placed out of the field	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
d) Not available for placement due to personal reasons	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
e) Not employed	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
B1) The number of students who took a State licensing examination or professional certification examination, if any, during the reporting period.									
B2) The number of students who took and passed a State licensing examination or professional certification examination, if any, during the reporting period.	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
C) The number of graduates who obtained employment in the field who did not use the school's placement assistance during the reporting period; such information may be compiled by reasonable efforts of the school to contact graduates by written correspondence.									
D) The average starting salary for all school graduates employed during the reporting period; this information may be compiled by reasonable efforts of the school to contact graduates by written correspondence.	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

\*CIP--Please insert the program CIP Code. For more information on CIP codes: <https://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55>

\*SOC--Please insert the program SOC Code. For more information on SOC codes: <http://www.bls.gov/soc/classification.htm>

\*A **course of instruction** is a stand-alone course that provides instruction that may or may not be related to a program of study, but is either not part of the sequence or can be taken independent of the full sequence as a stand-alone option. A Course of Instruction may directly prepare students for a certificate or other completion credential or it can stand alone as an optional preparation; or in the case of students requiring catch-up work, a prerequisite for a program. A stand-alone course might lead to a credential to be used toward preparing individuals for a trade, occupation, vocation, profession; or it might improve, enhance or add to skills and abilities related to occupational/career opportunities.

*) In the event that the school fails to meet the minimum standards, that school shall be placed on probation.*

*) If that school's passage rate in its next reporting period does not exceed 50% of the average passage rate of that class of schools as a whole, then the Board shall revoke the school's approval for that program to operate in this State. Such revocation also shall be grounds for reviewing the approval to operate as an institution.*

**Institutional Disclosures Reporting Table**  
**July 1, 2022 through June 30, 2023 (past fiscal year)**  
**Per Section 1095.200 of 23 Ill. Adm. Code 1095:**

International Educational Center				
<i>The following information must be included with the enrollment agreement, catalog, and posted on the institution's website.</i>				
	Program Name	ACW I	ACW II	ACW III
<b>Disclosure Reporting Category</b>	<b>CIP*</b>	32.0109	32.0109	32.0109
	SOC*	N/A	N/A	N/A
A) For each program of study, report:				
1) The number of students who were admitted in the program or course of instruction* as of July 1 of this reporting period.		0	29	0
2) The number of additional students who were admitted in the program or course of instruction during the next 12 months and classified in one of the following categories:				
a) New starts		7	8	0
b) Re-enrollments		0	0	0
c) Transfers into the program from other programs at the school		26	26	22
3) The total number of students admitted in the program or course of instruction during the 12-month reporting period (the number of students reported under subsection A1 plus the total number of students reported under subsection A2).		33	63	22
4) The number of students enrolled in the program or course of instruction during the 12-month reporting period who:				
a) Transferred out of the program or course and into another program or course at the school		33	2	22
b) Completed or graduated from a program or course of instruction		0	3	0
c) Withdrew from the school		0	1	0
d) Are still enrolled		0	31	0
5) The number of students enrolled in the program or course of instruction who were:				
a) Placed in their field of study		N/A	N/A	N/A
b) Placed in a related field		N/A	N/A	N/A
c) Placed out of the field		N/A	N/A	N/A
d) Not available for placement due to personal reasons		N/A	N/A	N/A
e) Not employed		N/A	N/A	N/A
B1) The number of students who took a State licensing examination or professional certification examination, if any, during the reporting period.		N/A	N/A	N/A
B2) The number of students who took and passed a State licensing examination or professional certification examination, if any, during the reporting period.		N/A	N/A	N/A
C) The number of graduates who obtained employment in the field who did not use the school's placement assistance during the reporting period; such information may be compiled by reasonable efforts of the school to contact graduates by written correspondence.		N/A	N/A	N/A
D) The average starting salary for all school graduates employed during the reporting period; this information may be compiled by reasonable efforts of the school to contact graduates by written correspondence.		N/A	N/A	N/A

\*CIP--Please insert the program CIP Code. For more information on CIP codes: <https://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55>

\*SOC--Please insert the program SOC Code. For more information on SOC codes: <http://www.bls.gov/soc/classification.htm>

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) In the event that the school fails to meet the minimum standards, that school shall be placed on probation.

) If that school's passage rate in its next reporting period does not exceed 50% of the average passage rate of that class of schools as a whole, then the Board shall revoke the school's approval for that program to operate in this State. Such revocation also shall be grounds for reviewing the approval to operate as an institution.

### Institutional Disclosures Reporting Table

**July 1, 2022 through June 30, 2023 (past fiscal year)**

**Per Section 1095.200 of 23 Ill. Adm. Code 1095:**

#### International Educational Center

*The following information must be included with the enrollment agreement, catalog, and posted on the institution's website.*

Program Name		ASSP I	ASSP II
<b>Disclosure Reporting Category</b>	<b>CIP*</b>	32.0109	32.0109
	<b>SOC*</b>	N/A	N/A
A) For each program of study, report:			
1) The number of students who were admitted in the program or course of instruction* as of July 1 of this reporting period.		22	0
2) The number of additional students who were admitted in the program or course of instruction during the next 12 months and classified in one of the following categories:			
a) New starts		1	0
b) Re-enrollments		0	0
c) Transfers into the program from other programs at the school		0	18
3) The total number of students admitted in the program or course of instruction during the 12-month reporting period (the number of students reported under subsection A1 plus the total number of students reported under subsection A2).		23	18
4) The number of students enrolled in the program or course of instruction during the 12-month reporting period who:			
a) Transferred out of the program or course and into another program or course at the school		22	18
b) Completed or graduated from a program or course of instruction		1	0
c) Withdrew from the school		0	0
d) Are still enrolled		22	0
5) The number of students enrolled in the program or course of instruction who were:			
a) Placed in their field of study		N/A	N/A
b) Placed in a related field		N/A	N/A
c) Placed out of the field		N/A	N/A
d) Not available for placement due to personal reasons		N/A	N/A
e) Not employed		N/A	N/A
B1) The number of students who took a State licensing examination or professional certification examination, if any, during the reporting period.		N/A	N/A
B2) The number of students who took and passed a State licensing examination or professional certification examination, if any, during the reporting period.		N/A	N/A
C) The number of graduates who obtained employment in the field who did not use the school's placement assistance during the reporting period; such information may be compiled by reasonable efforts of the school to contact graduates by written correspondence.		N/A	N/A
D) The average starting salary for all school graduates employed during the reporting period; this information may be compiled by reasonable efforts of the school to contact graduates by written correspondence.		N/A	N/A

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**Institutional Disclosures Reporting Table**  
**July 1, 2022 through June 30, 2023 (past fiscal year)**  
**Per Section 1095.200 of 23 Ill. Adm. Code 1095:**

**International Educational Center**

*The following information must be included with the enrollment agreement, catalog, and posted on the institution's website.*

Program Name		EIC I	EIC II	EIC III
<b>Disclosure Reporting Category</b>	<b>CIP*</b>	32.0109	32.0109	32.0109
	<b>SOC*</b>	N/A	N/A	N/A
A) For each program of study, report:				
1) The number of students who were admitted in the program or course of instruction* as of July 1 of this reporting period.		18	0	13
2) The number of additional students who were admitted in the program or course of instruction during the next 12 months and classified in one of the following categories:				
a) New starts		10	11	0
b) Re-enrollments		0	0	0
c) Transfers into the program from other programs at the school		50	60	25
3) The total number of students admitted in the program or course of instruction during the 12-month reporting period (the number of students reported under subsection A1 plus the total number of students reported under subsection A2).		78	71	38
4) The number of students enrolled in the program or course of instruction during the 12-month reporting period who:				
a) Transferred out of the program or course and into another program or course at the school		76	37	3
b) Completed or graduated from a program or course of instruction		2	3	35
c) Withdrew from the school		0	1	0
d) Are still enrolled		0	30	0
5) The number of students enrolled in the program or course of instruction who were:				
a) Placed in their field of study		N/A	N/A	N/A
b) Placed in a related field		N/A	N/A	N/A
c) Placed out of the field		N/A	N/A	N/A
d) Not available for placement due to personal reasons		N/A	N/A	N/A
e) Not employed		N/A	N/A	N/A
B1) The number of students who took a State licensing examination or professional certification examination, if any, during the reporting period.		N/A	N/A	N/A
B2) The number of students who took and passed a State licensing examination or professional certification examination, if any, during the reporting period.		N/A	N/A	N/A



C) The number of graduates who obtained employment in the field who did not use the school's placement assistance during the reporting period; such information may be compiled by reasonable efforts of the school to contact graduates by written correspondence.	N/A	N/A	N/A
D) The average starting salary for all school graduates employed during the reporting period; this information may be compiled by reasonable efforts of the school to contact graduates by written correspondence.	N/A	N/A	N/A

\*CIP--Please insert the program CIP Code. For more information on CIP codes: <https://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55>

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## Addendum C

### 2024 Course Calendar (Anticipated)

COURSE NUMBER	COURSE	LOCATION	START DATE	MIDTERM	END DATE
105-555	ADV A	Glenview	12/26/23	02/05/24	03/18/24
105-556	ADV A	Glenview	12/26/23	05/05/24	03/18/24
203-557	ACW III	Glenview	01/23/24	03/04/24	04/15/24
302-558	ASSP II	Glenview	01/23/24	03/04/24	04/15/24
302-559	ASSP II	Glenview	01/23/24	03/04/24	04/15/24
105-560	ADV A	Glenview	02/27/24	04/08/24	05/20/24
106-561	ADV B	Glenview	03/19/24	04/29/24	06/10/24
106-562	ADV B	Glenview	03/19/24	04/29/24	06/10/24
401-563	EIC I	Glenview	04/16/24	05/28/24	07/08/24
401-564	EIC I	Glenview	04/16/24	05/28/24	07/08/24
102-565	Basic B	Glenview	05/06/24	06/13/24	07/25/24
106-566	ADV B	Glenview	05/21/24	07/01/24	08/12/24
107-567	ADV +A	Glenview	06/11/24	07/22/24	09/02/24
402-568	EIC II	Glenview	07/09/24	08/19/24	09/30/24
402-569	EIC II	Glenview	07/09/24	08/19/24	09/30/24
103-570	INT A	Glenview	07/29/24	09/05/24	10/17/24
107-571	ADV +A	Glenview	08/13/24	09/23/24	11/04/24
108-572	ADV +B	Glenview	09/03/24	10/14/24	11/25/24
403-573	EIC III	Glenview	10/01/24	11/11/24	12/23/24
403-574	EIC III	Glenview	10/01/24	11/11/24	12/23/24
104-575	INT B	Glenview	10/21/24	11/27/24	01/09/25
108-576	ADV +B	Glenview	11/05/24	12/16/24	01/27/25
201-577	ACW I	Glenview	11/26/24	01/06/25	02/17/25
201-578	ACW I	Glenview	11/26/24	01/06/25	02/17/25

*Schedule is based on anticipated needs. Courses may be added or cancelled due to enrollment.  
Please see Enrollment Guidelines for further information.*