ESL STUDENT HANDBOOK

Updated February 2021

The policies presented within are subject to continual review and may be changed at any time, with or without prior notification, based on institutional needs.

Welcome to Midwestern Career College's ESL Program!

We are so happy you have chosen to join us on your journey to learning a new language and culture!

Our mission is to provide non-native speakers of English with the English language, academic, and cultural skills that will enable them to further their education in US colleges or universities and/or gain employment in their native countries.

We have designed this handbook to help you understand the program, the MCC Community, and life in Chicago.

We hope you use this guide — and your excitement! — to make the most of your time here in Chicago, this beautiful city that we call home!

Message from the ESL Program Director

Dear New Student,

Welcome! We are glad that you have chosen MCC as your school. All our ESL teachers are experienced in teaching English as a second language. Many have taught English in other countries. All are eager to help you improve your English skills. They will give you many opportunities to practice speaking English with them and your classmates.

In fact, learning English with other students is one of the best things about taking classes here. Though most of our students start out as strangers, they often end up as friends. MCC has students from all over the world. So as you speak English with your classmates, you will learn about their cultures too. Of course, you will also learn about US culture! You will see what US classes are like and how US teachers and students interact. If you decide to further your education in the US, the academic skills you learn in your classes at MCC will help you succeed in your other studies.

We have many things to offer you: better English and study skills, rich cultural exchanges, long-lasting friendships, and a city full of fun and interesting places to visit and things to do. Learning a new language in a new country is an exciting adventure. We are proud to be part of your adventure here in the United States!

Sincerely,

Pat Fiene

Pat Fiene
ESL Program Director

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About Us

History of Midwestern Career College (MCC)

Midwestern Career College was established in 2004 to offer and promote excellence, understanding, and appreciation of career-oriented training in the fields of Allied Health. In 2010, SEVP approved MCC to enroll F-1 nonimmigrant students. The same year, MCC added the English as a Second Language (ESL) program to the list of its offerings. In 2011, The Illinois Board of Higher Education (IBHE) granted MCC authorization to operate and award associate level programs. In 2016, MCC went through a change in ownership and established its mission to provide focused career education to empower students with academic training, technical expertise, and professional support to launch and advance their successful careers.

State Licensure

Midwestern Career College is approved by the Division of Private Business and Vocational Schools of Illinois Board of Higher Education (IBHE/PBVS) to offer certificate level programs.

Midwestern Career College is approved by Illinois Board of Higher Education (IBHE) to offer associate level programs.

Institutional Accreditation

Midwestern Career College is accredited by the Council on Occupational Education (COE).

Programmatic Accreditation

The Midwestern Career College English as a Second Language Program is accredited by the Commission on English Language Program Accreditation for the period August 2018 through August 2023 and agrees to uphold the CEA Standards for English Language Programs and Institutions. CEA is recognized by the US Secretary of Education as a nationally recognized accrediting agency for English language programs and institutions in the US For further information about this accreditation, please contact CEA, 1001 N. Fairfax Street, Suite 630, Alexandria, VA 22314, (703) 665-3400, www.cea-accredit.org.

Midwestern Career College has several Allied Health programmatic accreditations including BONENT, ARMRIT, ARRT, and ABRET.

Midwestern Career College is the official testing center for the National Center for Competency Testing (NCCT).

SEVP Certification

Midwestern Career College is a SEVP-certified school eligible to enroll nonimmigrant alien students.

Memberships

Midwestern Career College is a member of:

- NAFSA (National Association of Foreign Student Advisers): Association of International Educators
- TESOL (Teaching English to Speakers of Other Languages)
- ITBE (Illinois Teachers of English to Speakers of Other Languages – Bilingual Education)
- NACADA (National Academic Advising Association)

Articulation Agreements

The following regionally accredited institutions of higher education accept MCC's students upon completion of the Advanced level of the English as a Second Language program without TOEFL or IELTS exam results:

- Concordia University Chicago
- DeVry University
- Lewis University
- National Louis University
- Taylor Business Institute

Main Campus Location

Midwestern Career College is located at 100 S. Wacker Dr. at the corner of Monroe Street and Wacker Drive in Chicago's North Loop area. The college is conveniently accessible via expressways and by public transportation. The college campus consists of classrooms, laboratories, a library, administrative offices, and a cafeteria.

The main campus occupies two buildings:

100 S. Wacker Drive, LL
Chicago, IL 60606

203 N. LaSalle St.
Chicago, IL 60601

Skokie Auxiliary Campus

MCC also hosts ESL classes at an auxiliary campus in Skokie, IL, to meet the needs of students in the northern suburbs of Chicago. The Skokie auxiliary campus houses three classrooms, a computer lab, and a student lounge area. It is accessible by public transportation or by car, and free parking is available for all students.

The auxiliary campus is located at:

5202 Old Orchard Rd., 6th floor
Skokie, IL 60077

Parking

MCC provides validated discounted parking at the Washington-Wells Self-Park Garage located at 230 W. Washington St. Chicago IL 60606. To receive the discount, students can validate their parking ticket at the campus front desk or register with the iParkIt app using an MCC email address.

MCC offers free parking at the Skokie auxiliary campus.

Business Hours

Monday through Thursday: 9 a.m. to 6 p.m.
Friday: 9 a.m. to 4 p.m.
Saturday: Closed
Sunday: Closed

Contact Information
Administration

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Course Schedules

Midwestern Career College offers ESL classes on Mondays/Tuesdays/Wednesdays/Thursdays from 9:30 a.m. to 2:30 p.m. Before starting classes, each ESL student must attend an Orientation Session.

Orientation

New Student Orientation

Student Orientation takes place a week before the start of each term. At orientation, students will meet other new students, get their Student ID picture taken, and learn information about the following topics:

- Academic Resources
- Student Activities
- Cultural Differences
- Attendance Policies

- F-1 Status and Immigration Regulations
- Housing & Medical Insurance
- Academic Advising
- Library

At the end of orientation, students have time to ask questions and gather resources on the topics covered during the presentation. MCC staff will answer any questions that students may have. Students will receive orientation slides after the presentation by email. The slides are also available on the MCC website.

New students are required to attend orientation. Students who are unable to participate in orientation must schedule an appointment with the International Student Advisor/DSO to review the information.

Ongoing Orientation

Continuing students can receive ongoing orientation in the following ways:

- Email the International Student Advisor/DSO at jdoh@mccollege.edu to sign up for the next new student orientation.
- Review the updated orientation slides available on the MCC website.
- Attend an immigration workshop, hosted by MCC. This event covers the basics of F-1 regulations. An immigration lawyer leads the workshops and is available afterward to answer questions.
- Schedule a meeting with the International Student Services/DSO for a refresher on the topics covered in orientation.

Academic Calendar

MCC observes the following holidays:

- New Year's Day
- Martin Luther King Jr. Day
- Memorial Day
- Independence Day
- Labor Day

- Thanksgiving Day
- Day after Thanksgiving
- Christmas Eve
- Christmas Day

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	Winter Term 2021	Spring Term 2021	Fall Term 2021
Payment / Registration Deadline	Monday, January 4, 2021	Monday, April 12, 2021	Tuesday, September 7, 2021
Orientation	Monday, January 4, 2021	Monday, April 12, 2021	Tuesday, September 7, 2021
Term Start Date	Monday, January 11, 2021	Monday, April 19, 2021	Monday, September 13, 2021
End Date	Sunday, March 28, 2021	Saturday, July 3, 2021	Sunday, November 28, 2021
Holidays Observed (no classes on these days)	**Martin Luther King Jr. Day** Monday, January 18	**Memorial Day** Monday, May 31 **Independence Day** Sunday, July 4	**Labor Day** Monday, September 6 **Thanksgiving** Thursday, November 25 and Friday, November 26

www.mcccollege.edu

ADMINISTRATIVE OFFICES WILL ALSO BE CLOSED ON NEW YEAR'S DAY, CHRISTMAS EVE, AND CHRISTMAS DAY

ESL Program Mission

MCC's ESL Program's mission is to provide non-native speakers of English with the English language, academic, and cultural skills that will enable them to further their education in US colleges or universities and/or gain employment in their native countries.

ESL Program Overview

Midwestern Career College's ESL Program offers classes that prepare students for using English in a US university, college, or professional setting. The program provides courses ranging from beginning to post-advanced levels. Each course lasts 11 weeks, totaling 180 hours of instruction.

MCC's ESL Program offers seven different levels of ESL courses:

- Beginner
- High Beginner
- Low Intermediate
- Intermediate
- High Intermediate
- Advanced
- Post-Advanced

The Beginner through Advanced levels help students build English language skills by developing key knowledge and skill sets: listening and speaking, grammar, reading, and writing. Students attend two skill-based classes a day, Monday through Thursday, and each skill-based class is 2.25 hours a day.

Post-Advanced Professional English consists of six English courses that meet 9 hours a week for 11 weeks per term. Post-Advanced English for Academic Purposes consists of six English courses that meet 9 hours a week for 11 weeks per term. In both clusters, students will take two classes a week, and classes will meet either Monday/Wednesday or Tuesday/Thursday, 9:30 a.m. to 2:30 p.m. or 2:45 to 7:15 p.m. Students will thus attend class 18 hours a week.

For an overview of the objectives of each skill-based class, refer to the Achievement Scale and the Interpretation of the Achievement Scale at the end of this handbook. For detailed objectives of each class, see the student learning outcomes listed on each syllabus.

Level Descriptions

Beginner

This set of courses helps students build basic English skills. Students will study basic rules of English grammar, speak to each other in English, and write simple sentences in English about familiar things. Students will also use strategies to read short informational articles in English, answer questions about the readings, and learn new words. The courses include visits to interesting places in Chicago and information about US life and customs.

High Beginner

This set of courses helps students build English skills at the high beginner level. Students will form simple English sentences, have short conversations, and write short paragraphs in the present, past, and future about familiar things. Students will also read short informational articles, answer questions about the readings, and learn new words. The courses include visits to interesting places in Chicago and information about US life and customs.

Low Intermediate

This set of courses helps students develop low intermediate English skills. Students will form different kinds of longer English sentences in the present, past, and future; have short conversations; make short group presentations; and write longer paragraphs in English about familiar things. Students will also read and analyze short informational articles in English, answer questions about the readings, and increase their English vocabulary. The courses include visits to interesting places in Chicago and information about US life and customs.

Intermediate

This set of courses helps students build intermediate English skills. Students will form different kinds of longer English sentences in the present, past, and future and will build fluency by discussing familiar topics, taking notes on short lectures, making individual presentations, and writing short essays about familiar things in English. Students will also read and analyze informational articles in English, answer critical-thinking questions, and expand their English academic vocabulary. The courses include visits to interesting places in Chicago and discussions about US life and culture.

High Intermediate

This set of courses helps students build high intermediate English skills. Students will practice advanced verb forms and uses; speak and write using sophisticated sentence patterns; and write essays, including arguments. Students will also build academic skills by completing group projects, taking lecture notes, using digital tools to make presentations, reading longer nonfiction texts in English, and answering the kinds of questions often asked on English proficiency exams. The courses include visits to interesting places in Chicago and discussions about US history, life, and culture.

Advanced

This set of courses helps students work toward becoming fully proficient in English. Students will speak and write using sophisticated sentence patterns and will complete different types of academic writing. Academic skills include use of digital media to make presentations; expansion of academic vocabulary; development of critical-thinking skills; and practice answering the kinds of questions often asked on English proficiency exams. The courses include visits to interesting places in Chicago and discussions about US history, life, and culture.

Post-Advanced: Professional English

Professional English is designed for advanced (C2) English language learners who wish to develop language and communication skills needed to work effectively with English-speaking clients or in English-speaking workplaces. Students will acquire workplace vocabulary; an understanding of US workplace communication norms; speaking clarity and fluency in formal and informal exchanges; collaboration skills; and the ability to compose common types of business writing. Through reading and discussion, role plays, presentations, writing and collaborative projects, and the creation of portfolios, students will gain the vocabulary as well as the reading, writing, speaking, listening, and cultural skills necessary to pursue English language–related professional goals.

Post-Advanced: English for Academic Purposes

English for Academic Purposes is designed for advanced (C2) ESL students who wish to further develop their academic skills and understanding of US culture in preparation for admission to or study in US colleges and universities. Through wide reading of various types of texts; listening to and taking notes on lectures; building academic report-writing and research skills; and discussion of US values and eras, students will strengthen their ability to succeed in institutions of higher learning in the US.

ESL Program Length

Students entering the ESL program at the Beginner level and making normal and satisfactory progress can expect to complete the six levels, ending with the Advanced level, in six terms (66 instructional weeks). Students complete the program when they meet their self-defined goals, which vary on an individual basis.

After the six-level sequence, students may choose to enroll in Post-Advanced Professional English or English for Academic Purposes. These courses are not sequenced; students are required to take two courses per term. In Professional English, this may include the following courses: Professional English, English Skills for Success, Presentation Skills for English Language Learners, Interpersonal Communication in the US, and Business Writing for English Language Learners. In English for Academic Purposes, the courses include TOEFL iBT Preparation, Understanding US Culture, Academic Writing from Sources, Critical Reading and Thinking Skills in English: US Fiction, Critical Reading and Thinking Skills in English: US Nonfiction, and IELTS Test Preparation. Students are not required to take all courses. They may select only the courses that are relevant to their learning goals. Students complete the program when they meet their self-defined goals, which vary on an individual basis.

ENGLISH AS SECOND LANGUAGE ACHIEVEMENT SCALE

Accredited by CEA®

A1 — BEGINNER — 4 courses per term, 11 weeks per term

A2 — HIGH BEGINNER — 4 courses per term, 11 weeks per term

B1 — LOW INTERMEDIATE — 4 courses per term, 11 weeks per term

B2 — INTERMEDIATE — 4 courses per term, 11 weeks per term

C1 — HIGH INTERMEDIATE — 4 courses per term, 11 weeks per term

C2 — ADVANCED — 4 courses per term, 11 weeks per term

PE — PROFESSIONAL ENGLISH — 2 courses per term, 11 weeks per term

EAP — ENGLISH FOR ACADEMIC PURPOSES — 2 courses per term, 11 weeks per term

LOCATIONS

Chicago (Main Campus)
100 S. Wacker Dr., LL 1-50
Chicago, IL 60606

Chicago LaSalle St. (Branch Campus)
203 N. LaSalle St.
Chicago, IL 60601

Skokie (Auxiliary Campus)
5202 Old Orchard Rd.
Skokie, IL 60077

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international@mccollege.edu

Communicative Approach

MCC uses the communicative approach as its primary teaching methodology. This approach emphasizes the importance of interacting with other people in class. As a result, MCC's ESL students use English often in the classroom. For example, they may ask and answer questions, teach each other new vocabulary and practice using it, discuss topics of interest, make speeches, do role plays, write and read each other's writing, and work in teams to do projects and play language-learning games. Though students are expected to listen to their instructor, they will not spend most of their class time listening. They will be expected to speak and listen to each other to develop their English language skills and confidence.

Course Materials and Textbooks

Each ESL level has four courses: reading, writing, listening and speaking, and grammar. Midwestern Career College provides students with free books for each course.

An online companion workbook accompanies each book.

Beginner

Tarver-Chase, B. & Bolke, D. (2020) *Reading Explorer: Foundations* (3d ed.). Boston, MA: National Geographic Learning.
Folse, K. (2020). *Great Writing: Foundations.* Boston, MA: National Geographic Learning.
Fettig, C. & Najafi, K. (2018). *Pathways Foundations: Listening, Speaking, and Critical Thinking.* (2d edition). Boston, MA: National Geographic Learning.
Mackey, D. (2015). *Grammar Explorer 1A.* Boston, MA: National Geographic Learning.

High Beginner

Douglas, N. & Bohlke, D. (2020). *Reading Explorer 1* (3d ed.). Boston, MA: National Geographic Learning.
Folse, K. et al. (2020). *Great Writing: Great Sentences for Great Paragraphs.* Boston, MA: National Geographic Learning.
Chase, B. (2018). *Pathways 1: Listening, Speaking, and Critical Thinking.* (2d edition). Boston, MA: National Geographic Learning.
Mackey, D. (2015). *Grammar Explorer 1B.* Boston, MA: National Geographic Learning.

Low Intermediate

Douglas, N. and Bohlke, D. (2020) *Reading Explorer 2* (3d ed.). Boston, MA: National Geographic Learning.
Folse, K. et al. (2020). *Great Writing: Great Paragraphs.* Boston, MA: National Geographic Learning.
Chase, B. (2018). *Pathways 2: Listening, Speaking, and Critical Thinking.* (2d edition). Boston, MA: National Geographic Learning.
Carne, P. (2015). *Grammar Explorer 2A.* Boston, MA: National Geographic Learning.

Intermediate

Douglas, N. and Bohlke, D. (2020) *Reading Explorer 3* (3d ed.) Boston, MA: National Geographic Learning.

Folse, K., et al. (2020). *Great Writing: Great Paragraphs to Great Essays.* Boston, MA: National Geographic Learning.

Chase, B. and Johannsen, K. (2012). *Pathways 3: Listening, Speaking, and Critical Thinking.* Boston, MA: National Geographic Learning.

Mackey, D. (2015). *Grammar Explorer 2B.* Boston, MA: National Geographic Learning.

High Intermediate

Douglas, N. and Bohlke, D. (2020). *Reading Explorer 4* (3d ed.) Boston, MA: National Geographic Learning.

Folse, K., et al. *Great Writing: Great Essays.* (2020). Boston, MA: National Geographic Learning.

MacIntyre, P. (2013). *Pathways 4A: Listening, Speaking, and Critical Thinking.* Boston, MA: National Geographic Learning.

Mackey, D. (2015). *Grammar Explorer 3A.* Boston, MA: National Geographic Learning.

Advanced

Douglas, N. and Bohlke, D. (2020). *Reading Explorer 5* (3d ed.) Boston, MA: National Geographic Learning.

Midwestern Career College (2019). *Advanced Writing Course Workbook.* Chicago, IL: Midwestern Career College.

MacIntyre, P. (2013). *Pathways 4B: Listening, Speaking, and Critical Thinking.* Boston, MA: National Geographic Learning.

Mackey, D. (2015) *Grammar Explorer 3B.* Boston, MA: National Geographic Learning.

Post-Advanced: Professional English

Professional English

Cotton, D., Falvey, D., & Kent, S. (2016). *Market Leader: Upper Intermediate.* Essex, UK: Pearson.

Presentation Skills for English Language Learners

Gregory, H. (2017). *Presentation Skills for English Language Learners*. Boston, MA: McGraw-Hill (Customized text based on Gregory, H. (2017). *Public Speaking for College & Career*. Boston: McGraw-Hill.)

English Skills for Success

Fabricant, F., Miller, J., & Stark, D. J. (2014). *Creating Career Success: A Flexible Plan for the World of Work.* Boston, MA: Wadsworth/Cengage Learning.

Interpersonal Communication Skills in the United States

Verderber, Kathleen S., et al. (2017). *Communicate!* 15 ed. Boston, MA: Cengage Learning.

Business Writing for English Language Learners

Kolin, P. (2017). *Successful Writing at Work.* Boston, MA: Cengage Learning.

Professional English for Marketing

Farrall, C., et al. (2008). *Professional English in Use: Marketing.* Cambridge, UK: Cambridge University Press.

Post-Advanced English for Academic Purposes

TOEFL iBT Test Preparation

Rogers, Bruce. (2007). *The Complete Guide to the TOEFL Test: iBT,* Boston: Heinle Cengage Learning.

Understanding US Culture

Datesman, M.K. et al. (2014). *American Ways, 4th ed.* White Plains, NY: Pearson.

Academic Writing from Sources

Dollahite, Nancy E. et al. (2012). Sourcework: Academic Writing from Sources, 2nd ed. *Boston, MA: National Geographic Learning.*

Critical Reading and Thinking Skills in English: US Fiction

McConochie, Jean A. (2014), *20th Century American Short Stories,* Revised Ed. Boston, MA. Heinle and Heinle/Cengage.

Novels: Baldwin, James. *If Beale Street Could Talk;* Cisneros, Sandra. *House on Mango Street;* Fitzgerald, F. Scott. *The Great Gatsby;* Jackson, Shirley. *We Have Always Lived in the Castle.*
Students can use any edition of these texts.

Critical Reading and Thinking Skills in English: US Nonfiction

Seal, Bernard. (2012), *Academic Encounters 4: Reading and Writing,* Second edition. NY, NY: Cambridge University Press

Literary Nonfiction: Albom, Mitch. *Tuesdays with Morrie;* Angelou, Maya. *I Know Why the Caged Bird Sings;* Krakauer, Jon. "Death of an Innocent," *Outside Magazine* archives (January 1993)
Students can use any edition of these texts.

IELTS Test Preparation

Rogers, Bruce: Kenny, Nick (2016). The Complete Guide to the IELTS: Band 5.5-7+, *Hampshire, UK: NGL Cengage Learning.*

Admissions Requirements

- Must be at least 18 years of age
- Must hold a high school diploma or a state recognized equivalent, such as a GED

F-1 International Admission Process

To apply for admission into MCC's ESL Program, students must take the following steps:

- Schedule an interview with the International Admissions Coordinator.
- Fill out the application form.
- Pay an application fee.
- Take the ESL Placement test.
- Provide a copy of a valid, government-issued photo ID (Passport).
- Fill out and sign the enrollment agreement packet.
- Provide all necessary documents for the Form I-20 application.

MIDWESTERN CAREER COLLEGE — **Application Checklist**

Documents	Transfer	Change of Status	From Abroad
Admissions Application	✓	✓	✓
Apply online at www.mccollege.edu	✓	✓	✓
Application Fee	✓	✓	✓
Copy of Passport and I-94 Form	✓	✓	✓
Current Bank Statement	✓	✓	✓
Original I-134 Form or Stamped/Notarized Affidavit of Support	✓	✓	✓
Copy of College Diploma or Transcripts (if applicable; must provide certified English translation)	✓	✓	✓
Placement Test	✓	✓	✓
MCC Acceptance Letter	✓	✓	✓
Enrollment Agreement Packet	✓	✓	✓
Marriage Certificate (if applicable)	✓	✓	✓
Birth Certificate(s) for Child Dependent(s) (if applicable)	✓	✓	✓
Copy of Social Security Card (J-1 applicants only)	✓	✓	
Copies of all I-20s	✓		
Copy of OPT or CPT (if applicable)	✓		
Transfer Request Form	✓		
DS-2019 Form (J-1 applicants only)		✓	
Change of Status Explanation Letter I-539		✓	
Completed I-539 Form		✓	
I-539 Filing Fee		✓	
SEVIS Fee		✓	✓
Proof of Foreign Residency		✓	

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Translation of Procedures and Requirements

When the International Student Advisor/DSO or International Admissions Coordinator or other MCC staff are not able to translate information to a new student who indicates a need, then a new student may bring/invite a translator (friend, spouse, fluent children, etc.)

ESL Level Placement

Before enrolling in the ESL program, students must take a placement test, the Michigan English Placement Test (Michigan EPT), which is a 60-minute standardized computer-based multiple-choice placement test that evaluates students' skills in grammar, usage, listening, and reading. Based on the student's score, the student is placed into an appropriate program level. The ESL Program is designed for students whose knowledge of the English language allows them to score within a range of A1 to C2 on the test.

To take the Post-Advanced courses (Professional English or English for Academic Purposes clusters), students must complete ESL060 Advanced Grammar, Reading, Listening and Speaking, and Writing courses or earn a minimum total score of C2 Advanced on the Michigan EPT.

Test Score Placement by Level

Beginner	A1
High Beginner	A2
Low Intermediate	B1

Intermediate	B2
High Intermediate	C1
Advanced	C2
Post-Advanced: Professional English	C2
Post-Advanced: English for Academic Purposes	C2

Initial Level Change

During the first days of classes, instructors informally evaluate whether new students in their classes have been placed into the appropriate levels. If an instructor or student believes that the student has been inappropriately placed, the student is encouraged to request a level change.

Once students have started classes, students can change their initial placement level within the first two weeks of class by obtaining a Level Change Request Form from the ESL Program Director or an ESL instructor.

Instructions for requesting to move DOWN a level:

1. Continue going to class every day. Sometimes students are nervous on their first week of class and need more time to become comfortable in their class. It is normal! You may become more comfortable in the level as you get used to your environment.
2. Tell your instructor that you want to move to a lower level by Wednesday of Week 2.
3. Your instructor will meet with the ESL Program Director and your other instructors to consider your request.
4. The ESL Program Director will inform you of the decision before Monday of Week 3.
5. You may need to purchase new textbooks through the Librarian if your level change is approved.

Requests to move UP a level:

1. Continue going to class every day. Your instructor(s) will evaluate your English ability over the first week, and they will need you to participate in class as much as possible to assess your level.
2. Do all your homework. Your instructor must have proof of your abilities and motivation in the class to decide whether to approve your level change.
3. Tell your instructor that you want to move to move one level up on or before Wednesday of Week 2.
4. The instructor will meet with the ESL Program Director and your other instructors to consider your request.
5. The ESL Program Director will inform you of the decision before Monday of Week 3.
6. You may need to purchase new textbooks through the Librarian if your level change is permitted.

Academic Policies and Procedures

Academic Expectations

To succeed in classes, you must:

- Speak in English at all times! To gain the most out of class time and create an immersion experience, MCC students do not use their native language in the classroom or MCC facilities.
- Ensure that you are familiar with, understand, and fulfill the requirements of your course.

- Complete assigned tasks diligently and honestly and produce evidence of learning achievement.
- Pay attention, take notes, and participate in class.
- Have a positive attitude and put in good effort in class.
- Bring a pen, pencil, notebooks, and textbooks to class every day.
- Complete homework by the due date.
- Take a midterm and final exam in each class as well as other assessments the instructor assigns to complete each course.
- Discuss any concerns about your academic progress with your instructors, the ESL Program Director, or the International Student Advisor/DSO as early as possible.
- Consult with the ESL Program Director as early as possible about circumstances that affect your participation or performance in classes.
- Maintain Satisfactory Academic Progress (SAP)**.**

Attendance Policy

Students are required to attend classes 18 hours a week.

A student's total attendance decreases when:

- S/he is late to class.
- S/he leaves the classroom for long periods of time.
- S/he leaves class early.

If a student has a medical emergency, s/he should provide the instructor with documentation. If there is a circumstance that prevents the student from attending class for more than 7 consecutive calendar days, he/she should contact his/her instructor and the International Student Advisor/DSO as soon as possible.

The International Student Advisor/DSO will contact, by phone or email, students who are not in class for 7 consecutive calendar days. Students who do not attend class for 14 consecutive calendar days will be withdrawn from the ESL program.

Makeup of Midterm and Final Exams

An exam may be taken up to a week early (no more) ONLY under the following circumstances: the student has attended at least 80 percent of the sessions for that class AND has a verifiable emergency; e.g., papers to prove that he or she must return home for a family situation. The student must make an appointment with the program director to get permission and schedule the exam. NOTE: Listening and Speaking exams and all exams that include presentation skills must be taken with classmates and the instructor present.

If a student will be late for an exam or must miss it unexpectedly because of an emergency, he or she must email the instructor immediately AND bring proof of the emergency (e.g., a doctor's note). Extra time or retakes will NOT be given to students who arrive late for an exam unless they follow the rules stated above.

Grades

Instructors provide students with feedback on homework, quizzes, midterms, and final exams in a timely manner. Final grades for each class are based on the following assessment criteria, or "weights":

Assignments (Homework)	25%	
Quizzes	25%	
Midterm Exam	25%	
Final Exam	<u>25%</u>	
	100%	

Level Progression and Repetition of Levels

Students must receive a 70% or higher to progress to the next level of a skill-based class.

- If the grade is C (70%) or higher, the student will pass to the next level of the class.
- If the grade is F (69%) or lower, the student will repeat the class.
- Students in the Post-Advanced clusters (Professional English or English for Academic Purposes) pass a course with a final grade of C (70%) or above. If a student fails a Post-Advanced course, he or she may retake it once.

Below is a sample student's progression from Fall 2020 to Winter 2021 based on his or her grades. The red color indicates the classes the student is required to repeat.

Fall 2020 Class	Grade	Progression	Winter 2021 Class
High Beginner Grammar	B	Move to next level	Low Intermediate Grammar
High Beginner Listening and Speaking	C	Move to next level	Low Intermediate Listening and Speaking
High Beginner Reading	**F**	**Must repeat the level**	**High Beginner Reading**
High Beginner Writing	C	Move to next level	Low Intermediate Writing

Grade and Level Progression Table

Points	Grade	Progress Rating	Action
90 – 100	A	Excellent	Move to next level
80 – 89	B	Good	Move to next level
70 – 79	C	Satisfactory	Move to next level
69 or below	F	Failing	Must repeat the level
-	I	Incomplete coursework	Must complete work

Incomplete Grade

Instructors may give students an Incomplete (I) grade if some of the student's coursework is missing. An Incomplete is a temporary grade. The student must complete all coursework within a maximum of 30 days.

A grade of Incomplete cannot be awarded in place of a failing grade.

Faculty and students should follow these steps to request an Incomplete:

1. The student contacts the instructor and explains the need for an Incomplete.
2. If the instructor grants the request, he or she completes an Incomplete Grade Form.

3. The instructor and the student sign the Incomplete Grade Contract Form and submit to the ESL Program Director.
4. Once the coursework is completed, the instructor assigns the appropriate grade.

Grade Point Average (GPA)

A student's Grade Point Average (GPA) is a score that is based on class grades and the credit hours completed in a term.

Points	Grade	GPA
90 – 100	A	4.00
80 – 89	B	3.00
70 – 79	C	2.00
69 or below	F	0.00

Normal and Satisfactory Academic Progress (SAP)

MCC measures Satisfactory Academic Progress (SAP) at the end of each academic term.

SAP is measured by:

1. **A student's cumulative grade point average (CGPA)**: The CGPA includes the grades for all the student's classes from the beginning of his or her program.

2. **A student's completion rate (progress toward the completion of their program)**: The completion rate is the number of credit hours that a student earned since the beginning of his or her program.

To make satisfactory academic progress, a student must meet the minimum requirements for both CGPA and completion rate at each evaluation point according to the minimum requirements listed below:

At the end of the 1st term: CGPA = 1.50 and Completion rate = 50%

All consecutive terms: CGPA = 2.00 and Completion rate = 66.67%

The table below shows the minimum number of earned credits required at different points of program completion to successfully meet the SAP requirement completion rate.

Earned Credits

Attempted Credits		2	4	6	8	10	12	14	16	18	20	22	24	26	28	30	32	34	36	38	40
	2	100.00%																			
	4	50.00%	100.00%																		
	6	33.33%	66.67%	100.00%																	
1st SAP Evaluation	8	25.00%	50.00%	75.00%	100.00%																
	10	20.00%	40.00%	60.00%	80.00%	100.00%															
	12	16.67%	33.33%	50.00%	66.67%	83.33%	100.00%														
	14	14.29%	28.57%	42.86%	57.14%	71.43%	85.71%	100.00%													
2nd SAP Evaluation	16	12.50%	25.00%	37.50%	50.00%	62.50%	75.00%	87.50%	100.00%												
	18	11.11%	22.22%	33.33%	44.44%	55.56%	66.67%	77.78%	88.89%	100.00%											
	20	10.00%	20.00%	30.00%	40.00%	50.00%	60.00%	70.00%	80.00%	90.00%	100.00%										
	22	9.09%	18.18%	27.27%	36.36%	45.45%	54.55%	63.64%	72.73%	81.82%	90.91%	100.00%									
3rd SAP Evaluation	24	8.33%	16.67%	25.00%	33.33%	41.67%	50.00%	58.33%	66.67%	75.00%	83.33%	91.67%	100.00%								
	26	7.69%	15.38%	23.08%	30.77%	38.46%	46.15%	53.85%	61.54%	69.23%	76.92%	84.62%	92.31%	100.00%							
	28	7.14%	14.29%	21.43%	28.57%	35.71%	42.86%	50.00%	57.14%	64.29%	71.43%	78.57%	85.71%	92.86%	100.00%						
	30	6.67%	13.33%	20.00%	26.67%	33.33%	40.00%	46.67%	53.33%	60.00%	66.67%	73.33%	80.00%	86.67%	93.33%	100.00%					
4th SAP Evaluation	32	6.25%	12.50%	18.75%	25.00%	31.25%	37.50%	43.75%	50.00%	56.25%	62.50%	68.75%	75.00%	81.25%	87.50%	93.75%	100.00%				
	34	5.88%	11.76%	17.65%	23.53%	29.41%	35.29%	41.18%	47.06%	52.94%	58.82%	64.71%	70.59%	76.47%	82.35%	88.24%	94.12%	100.00%			
	36	5.56%	11.11%	16.67%	22.22%	27.78%	33.33%	38.89%	44.44%	50.00%	55.56%	61.11%	66.67%	72.22%	77.78%	83.33%	88.89%	94.44%	100.00%		
	38	5.26%	10.53%	15.79%	21.05%	26.32%	31.58%	36.84%	42.11%	47.37%	52.63%	57.89%	63.16%	68.42%	73.68%	78.95%	84.21%	89.47%	94.74%	100.00%	
5th SAP Evaluation	40	5.00%	10.00%	15.00%	20.00%	25.00%	30.00%	35.00%	40.00%	45.00%	50.00%	55.00%	60.00%	65.00%	70.00%	75.00%	80.00%	85.00%	90.00%	95.00%	100.00%

SAP Evaluation Procedures

The following actions will occur at each SAP evaluation point:

> 1. Each student's CGPA is reviewed to determine if the student is meeting the minimum SAP standard.

> 2. Each student's pace of completion is reviewed to determine if the student is meeting the minimum SAP standard.

SAP Warning

Students who are not meeting SAP for the first time will be placed on SAP Warning status until the end of the evaluation period. A student may not be granted SAP warning statuses two times in a row. When a student is given SAP Warning status, he or she does not need to appeal or take any other action with the school.

The International Student Advisor/DSO or Associate Director of International Department will contact students to discuss the reasons that affected their performance during the term.

Students who are placed on SAP Warning and still do not meet SAP standards at the next evaluation point will be academically suspended and must appeal to remain in school. Students who do not appeal will be withdrawn from the ESL program.

SAP Appeal

Students may appeal academic suspension if the student has mitigating circumstances.

Examples of mitigating circumstance are:

- Prolonged illness, medical condition, or injury to student or an immediate family member
- Death of an immediate family member
- Other circumstances beyond the student's control

The student must fill out a SAP Appeal form and submit it for review no later than ten business days after receiving student progress report. The student must try to provide documentation to support mitigating circumstances.

Students may not base their appeal on the lack of knowledge of SAP policy.

A committee will review the appeal within five business days of the submission and will notify the student about the results within three business days following the decision. The committee's decision is final and nonappealable.

- Students with approved appeal will be placed on SAP probation status for one term. Students on SAP probation must meet the requirements determined by the committee to remain in the program.
- Students with a denied appeal will be withdrawn from the ESL program.
- Students who do not meet SAP standards while on SAP probation will be withdrawn from the ESL program.

Grade Appeal Policy

Usually, course and term grades are final and cannot be changed.

The Grade Appeal Policy exists so that students can formally disagree with MCC if they think that their instructor made a calculation error or graded them unfairly. Students should appeal their grade only if they believe the instructor:

- Acted unreasonably in grading their performance
- Assigned the grade based on preference and not academic achievement
- Made an administrative error

Students must submit a grade appeal within 30 days of receiving their student progress report. To file a grade appeal, students need to fill out the Grade Appeal form. This form is available in the Registrar's Office.

The ESL Program Director reviews the appeal, makes a decision, and notifies the student of the decision within five to seven business days. If the ESL Program Director denies the grade appeal, the student will receive an explanation of the reason for denial.

Progress Reports, Academic Transcripts, Certificates of Completion

The Registrar's office provides students with their progress reports after the end of each term.

Students may request a copy of their progress report or their academic transcript at any time, and their Certificate of Completion (COC) upon completing their ESL program from the Registrar's Office

- in person with a valid picture ID.
- by emailing registrar@mccollege.edu.
- by mailing the request addressed to Midwestern Career College, Registrar's Office, 100 S. Wacker Dr., LL, Chicago IL, 60606.

The following fees apply:

Unofficial Transcript copy	Free
Official Transcript request fee	$10 per copy
Original COC (one copy)	Free
Additional COC copy	$45 per copy
Urgent transcript request fee	additional $25

- Transcript and COC requests are processed within three to five business days from the receipt of the request and confirmation of the fee payment.
- Urgent requests are processed the next day from the receipt of the request and confirmation of the fee payment.
- Transcripts and COCs can be either picked up by the student in person or mailed to the student's address on file with MCC.
- Transcripts and COCs sent by mail will be delivered by standard ground USPS service.
- Urgent requests will be delivered by next day USPS, UPS or FedEx service.
- Official Transcripts and COCs will not be issued to current or former students with an outstanding balance.

MCC Campus Policies and Procedures

Classroom Behavior

Students must be respectful to the instructor, other students, and MCC staff. They must not use offensive language, be disruptive, or refuse to cooperate with instructors and classmates.

Students are expected to actively participate in class by asking and answering questions, speaking with their classmates during activities, and sharing the workload with classmates when an instructor assigns them to do collaborative presentations and projects.

Students are also expected to be in class on time. This means precisely when the start time begins, not five, ten, or fifteen minutes after the start time.

Finally, students should keep classrooms clean. They should not leave paper, empty containers, bags, or other waste inside or outside of the classroom or buildings. They also should not leave their textbooks or other belongings in classrooms overnight.
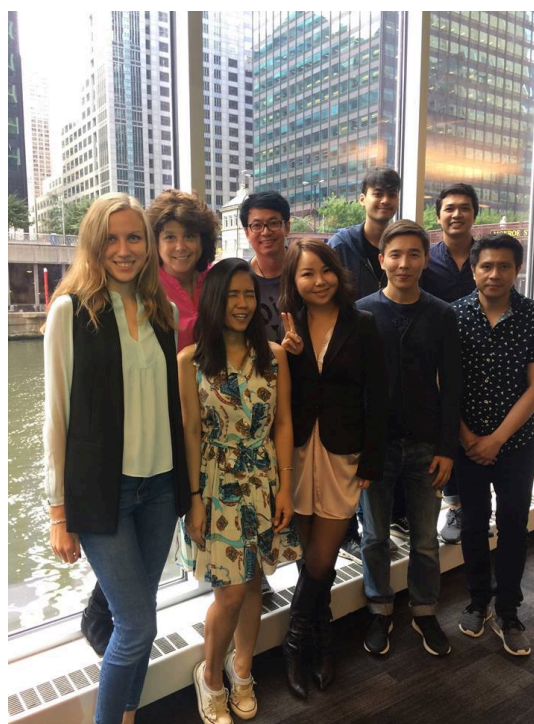
Learning Resource Center

MCC's Learning Resource Center (LRC) is located across from the cafeteria at the 100 S. Wacker Dr. campus. An auxiliary resource center is located on the 14th floor of the 203 N. LaSalle St. location. Students are encouraged to use the LRC resources on a regular basis. ESL students can go to the LRC for books, grammar guides, dictionaries, and other academic materials as well as games.

MCC's Learning Resource Center also has online resources for ESL students: https://mccollege.libguides.com/languagelearning

When students are in the LRC, they must follow these rules:

- Present an MCC ID to check out materials.
- Use reference books in the learning resource center only.

- Do not bring food or drinks into the library.
- Remember that the learning resource center is a designated quiet area. Users may be asked to leave if their activities are considered disruptive.

Computer Labs

The main computer lab is located at the 100 S. Wacker Dr. campus location. There is also a computer lab on the 14th floor of the 203 N. LaSalle St. location and on the 6th floor of the Skokie campus, 5202 Old Orchard Rd. Lab hours at all locations are 9 a.m. – 6 p.m.
Students may use computer labs independently outside of class. All computer lab use during class time is faculty-led.

Please follow these rules when in a computer lab:

- Do not eat or drink in the lab.
- Turn off cell phones.
- Use computers only for class-related work such as projects, papers, homework, etc.
- Do not use computers for profit-making or illegal activities, viewing questionable sites, etc.
- Do not download software onto the computers or change the settings in any way without the permission of an instructor or administrator.
- Do not save files on the hard drive.
- Do not bring children into the computer lab.

Copyright

US copyright laws protect published or unpublished "original works of authorship" such as literary, dramatic, musical, artistic, and other intellectual works.

Examples of copyright violation include:

- Making photocopies of a protected book.
- Making available audio files of a protected song.
- Illegally downloading protected text or music files.
- Selling copies of copied textbooks.

MCC will not make a photocopy if it is a violation of copyright law.

Academic Integrity Policy

All Midwestern Career College, students are expected to conduct themselves in an ethical and professional manner. All academic assignments, including papers, homework, tests, and in-class

assignments must be the work of the individual student unless otherwise specified by the instructor. The following are examples of unethical or unprofessional behavior:

- Plagiarism: Using another person's words, ideas, or results without giving proper credit to that person.
- Using notes, textbooks, or other materials when not allowed during an examination.
- Giving test questions or answers to another student or getting them for another student.
- Partly or wholly completing an assignment for another student.

Students who do not follow the academic integrity policy will be subject to the following actions:

First Offense

Assignment

- The student will receive a warning in feedback from the instructor.
- The student will be asked to redo the work by a deadline designated by the instructor with the assignment grade reduced by 20%.
- The instructor will document the misconduct.

Exam or Quiz

- The student will receive a "0" grade for the exam or quiz.
- The instructor will document the misconduct.

Second Offense:

Assignment

- The student will receive a warning in feedback from the instructor.
- The student will receive a "0" grade for the assignment.
- The instructor will document the misconduct.

Exam or Quiz

- The student will receive a "0" grade for the exam or quiz.
- The student may face corrective action at the administrative level.
- The instructor will document the misconduct.

Third Offense:
Assignment, Exam, or Quiz
- The student will be automatically withdrawn from the course with a failing grade.
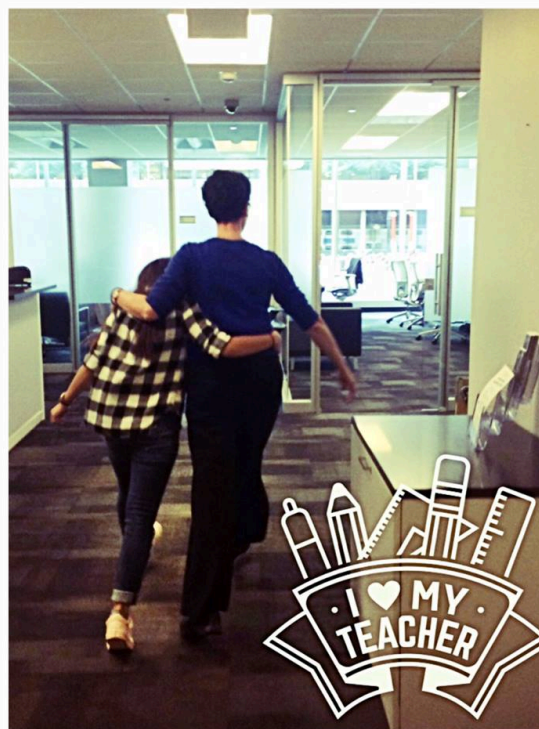
- The student will face, at the administrative level, corrective action, which may include suspension or probation.
- The instructor will document the misconduct.

Student Services

MCC has a dedicated Student Services Department that serves students in the areas of academic, personal, and immigration advising.

Academic Advising

MCC's Associate Director of the International Department can provide academic advising to ESL students who would like to discuss their educational goals after completion of the ESL Program.

The International Student Advisor can help by researching colleges/universities inside and outside the Chicago area.

To make an appointment, please email the Associate Director of the International Department at mmueller@mccollege.edu.

The International Student Advisor/DSO provides services and guidance related to maintaining F-1 status, academic progress, insurance, housing information, and general advice on ESL Program policies and procedures.

Student ID

Students receive MCC IDs within the first week of class. Students need their student IDs to participate in college activities. With a student ID, students can also get discounts at local restaurants, museums, and movie theatres.

The first student ID card is provided free of charge. The fee for a replacement card is $15. To request a new ID, send your full name, your program (ESL), and a clear passport-style photo of yourself to ids@mccollege.edu.

Dress Code

MCC requires all students to follow a dress code. Learning how to dress properly for various situations is an essential part of preparing students for their next steps after graduating from MCC.

ESL students should maintain neat and modest attire while on campus. Examples of inappropriate dress include:
- Hats.
- Headgear of a non-religious nature.
- Bare feet.
- Clothing with derogatory, offensive, or obscene language in words or pictures.
- Clothing that exposes the midriff (stomach), chest, upper thigh, buttocks, or that shows visible cleavage or undergarments.

Non-Discrimination Policy

Midwestern Career College is committed to ensuring that all individuals have equal access to programs and facilities. No person shall be discriminated against because of race, color, gender, sexual

orientation, gender identity, religion, disability, age, genetic information, veteran status, ancestry, or national or ethnic origin in the administration of MCC's educational policies, admission policies, employment policies, scholarship and loan programs, and other college-administered programs and activities.

Anti-Sexual Harassment and Assault Policy

Sexual harassment is unwelcome communication or behavior of a sexual nature.

Sexual assault is any sexual activity without the consent of both parties.

A consensual sexual act or behavior requires that individuals:

- Agree to sexual activity freely and knowingly.
- Do not use threat, intimidation, or coercion.
- Are not temporarily or permanently impaired by drugs, alcohol, or any other physical/mental impairment.
- Are not unconscious or asleep.
- Are not under the age of consent (18 years old).

MCC has a Confidential Counselor on campus to provide confidential psychological or emotional support. If a student contacts the Confidential Counselor, s/he will not report the student's information to law enforcement (police) unless requested.

If a student has a question or wishes to talk to someone, s/he is encouraged to contact MCC's Confidential Counselor:

Olia Sweiss
Confidential Counselor
100 S. Wacker Dr.
Chicago, IL 60606
Phone: (312) 236-9000 X1033
Email: osweiss@mccollege.edu

Students can also report incidents to off-campus confidential resources:

24-Hour City of Chicago Domestic Violence Help Line
(877) 863-6338

Center on Halsted LGBTQ Violence Resource Line
(800) 656-2273

24-Hour Spanish Speaking Domestic Violence Hotline
(312) 738-5358

24-Hour Chicago Rape Crisis Hotline
(888) 293-2080

For more information on sexual harassment and assault, visit: https://www.internationalstudentinsurance.com/explained/sexual-assault-awareness-video.php

Campus Security Report

MCC's annual campus security report is available at https://mccollege.edu/annual-campus-security-report/.

Insurance

MCC does not provide medical insurance for students, but highly recommends that students purchase medical insurance before beginning classes.

MCC does not endorse or affiliate itself with any insurance providers. See the off-campus resources section of this handbook for information on insurance providers available for international students. The International Student Advisor/DSO is available to help students with questions about insurance coverage in the US

Housing

MCC does not provide housing for students. However, MCC has partnered with various housing companies to provide students with the full experience of living and studying in Chicago. The locations feature:

- Central, downtown locations in Chicago.
- Shops, restaurants, and entertainment within walking distance.
- Close proximinty to public transit, with some residences located within walking distance from MCC's campuses.
- Independent lifestyle and the opportunity to live alongside American and international students.

For more information on student housing, go to the Student Housing section of MCC's website: https://mccollege.edu/student-housing/

FERPA

The Family Educational Rights and Privacy Act of 1974 (FERPA) protects the privacy of students' education information (attendance, grades, business office information, etc.). If a student has questions, s/he can stop by the Registrar's office or email the registrar at registrar@mccollege.edu.

Students can allow MCC to share their education information with family, spouses, children, etc., by completing the FERPA form. This form is in the Student Services/DSO's office and the Registrar's office.

With FERPA Policy, a student can

- Review his or her education information within 45 days of the day that MCC received the written request, and/or
- Ask to change his or her education information if he or she believes it is not correct.

If a student believes that MCC did not comply with the FERPA requirements, he or she has the right to file a complaint with the Department of Education. The address is:

The Family Policy Compliance Office
US Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

Complaint Policy

There are two types of complaints: informal also called grievance (feedback that can be easily fixed) and formal (official complaint that needs investigation).

Informal Complaints

Examples of Informal Complaints

- Classroom or campus issues.
- A late class start.
- Request for or concern about grade reports.
- Question about follow-up communication.
- Transcript requests.
- Lack of supplies.

A student with an informal complaint should email the ESL Program Director or the International Student Advisor/DSO and explain the nature of the complaint. The ESL Program Director is responsible for a reply with a resolution within ten days of the date of receipt of the written notification. If the student is not satisfied that the appropriate actions have been taken, the student should submit his or her concern in writing to the Vice President of Academic Affairs, who is the final arbiter of the problem. The Vice President of Academic Affairs is responsible for a reply with a resolution within ten days of the day of the receipt of the written notification.

Formal Complaint Process

A formal complaint can be academic or non-academic. A student with a formal complaint should email the ESL Program Director or the International Student Advisor/DSO. The ESL Program Director is responsible for a reply with a resolution within thirty days of receipt of the written notification. If the student is not satisfied that the appropriate actions have been taken, he or she should submit his or her concern in writing to the VP of Academic Affairs, who is the final arbiter of the problem. The VP of Academic Affairs is responsible for a reply with a resolution within ten days from the day of the receipt of the written notification.

Examples of Formal Complaints

- Discrimination complaints about an MCC faculty or staff member or student. ("Discrimination" means unfairly treating a person or group of people differently from other people or groups of people based on race, gender, or religion.)
- Harassment complaints about an MCC faculty or staff member or student. Such complaints Include sexual harassment or harassment because of race or gender. ("Harassment" is defined as annoying or bothering someone in a constant or repeated way. "Sexual harassment" is defined as making unwanted sexual comments.)
- A faculty or staff member did not allow a student to appeal when the college normally allows a student to appeal.
- Issues about payment.

Items That Are Not Complaints

Not every written communication from a student is considered a complaint. Examples of items that are not considered a complaint include:

- Requests for exceptions to Midwestern Career College's policies, such as tuition or registration.
- Written letters about a dislike of faculty or staff not connected to any of the complaint items listed above.
- Written letters about a general dislike of a policy not connected to any of the complaint items listed above.

Further Complaints

While MCC does its best to resolve student complaints, students who remain unsatisfied after exhausting their remedies with MCC may elect to seek resolution with appropriate external bodies.

Complaints against this school may be registered with the Private Business and Vocational Schools Division, Illinois Board of Higher Education at:

> Private Business and Vocational Schools Division
> Illinois Board of Higher Education
> 1 N. Old State Capitol Plaza, Suite 333
> Springfield, IL 62701-1377
> Phone: (217) 782-2551
> General information website: www.ibhe.org
>
> IBHE Complaint page: http://complaints.ibhe.org/

Student Standards of Conduct

MCC students are expected to act in a way that is appropriate for a college environment. Students are expected to do their work in all matters which pertain to the grades they received in their classes. This policy means that students must not cheat on tests or copy ideas or sentences from other students. Attitudes and policies regarding academic misconduct vary from culture to culture, so it is essential that students are aware of the consequences of academic misconduct in the US.

Examples of student conduct violations include but are not limited to:

- Violation of MCC's policies.
- Cheating, dishonesty, falsification.
- Inappropriate behavior and sexual or other unlawful or unwelcome harassment.
- Disorderly conduct, obstruction, or disruption of MCC activities.
- Misuse, damage, or misappropriation of MCC's property.
- Theft.
- Possession, distribution, sale, transfer, or use of, or being under the influence of alcohol or illegal drugs while on the MCC campus.
- Smoking on campus.
- Insubordination or other disrespectful conduct.
- Fighting or threatening violence.

Food and Drinks

Students can bring a drink with a lid into the classroom, but eating is not permitted in classrooms. Students are welcome to pause, relax, and eat in the cafeteria or other designated eating area before or after classes.

Cell Phones

Cell phones are not allowed during class time unless the instructor allows it. Instructors reserve the right to take a student's phone for a class period if the student is using the phone for social media, personal communication, videos, or other non-classroom related uses.

Corrective Action

Examples of corrective action include but are not limited to:

- an oral warning.
- a written warning.
- Probation.
- termination from the program.

MCC will consider the seriousness of violation when deciding which corrective action to use.

Tuition Payment Policy and Methods of Payment

Students are expected to pay their term tuition and fees in full prior to starting each term. A student may make a payment by check, credit/debit card (in-person, online, or over the phone) or by money order.

Students who do not pay term tuition and fees in full prior to the scheduled deadline will be charged a $100 late fee.

Withdrawal, Dismissal or Cancellation

The student has the right to cancel the initial enrollment agreement until midnight of the 5th business day after the student's day of admission, but before the first day of class. All tuition and fees will be refunded except the non-refundable application fee.

Withdrawing from MCC may have academic consequences. Students are encouraged to understand the implications before deciding to withdraw. F-1 international students should contact the International Advisor/DSO to discuss how the withdrawal may affect their F-1 status.

Students may withdraw from the ESL program at any time by completing a Student Program Withdrawal Form. If the withdrawal occurs during an ongoing term, the grade assigned to each course will be based on the student's last date of attendance in the course.

MCC will withdraw any student who fails to attend at least one scheduled course for 14 calendar days (excluding scheduled breaks of 5 days or more).

All refunds are made within forty-five (45) days of the date of official or unofficial withdrawal. The refunds are made directly to the source of payment. The refund calculations are based on the refund policy in the student's Enrollment Agreement.

F-1 Regulations

Maintaining Student Status

To remain in F-1 status, students are required to:

- Be a full-time student (ESL students must be scheduled for minimum 18 hours per week).
- Maintain Satisfactory Academic Progress (SAP).
- Obtain proper employment authorization before beginning any work (if applicable).
- Report changes in address, legal name or program within 10 calendar days of the change to the DSO.
- Obtain the DSO's approval before traveling outside of the US.
- Report any intention to transfer to another school, leave the country or change status to the DSO.
- Obtain an updated I-20 when a funding source changes.
- Obtain permission from the DSO before requesting a leave of absence or withdrawal from MCC.
- Keep a valid passport and Form I-94 at all times. Expiring passports can be renewed in the United States through the embassy of the student's home country.
- Students who fail to maintain their F-1 student status are considered to be "out of status" and are not eligible for any student visa benefits such as on- and off-campus employment; change of level; or registration for future courses. Out-of-status students must apply to US Citizenship and Immigration Services (USCIS) to reinstate their F-1 status.
- Eligibility for student visa benefits can be regained if USCIS approves the reinstatement. For questions regarding their status reinstatement, students should see the DSO immediately.

Information Update

All students must update the school and USCIS about any legal changes to name, address (within 10 days of change), phone number/email address, or legal status with supporting documents.

Travel

If a student plans to travel outside of the US, including trips to Canada or Mexico, he or she must talk to the Student Services Advisor/DSO two weeks prior to departure. To receive approval and the appropriate documentation, the student must submit:

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

Driver's License

To apply for or renew a driver's license, ESL students should see the International Student Advisor/DSO, who can help with the application process.

Working in the US

Generally, F-1 international students are not allowed to work in the United States. However, ESL students may be allowed to work on campus.

On-Campus Employment

F-1 international students enrolled in the ESL Program may be eligible to work on campus. According to the USCIS regulations, international students may work on campus up to 20 hours per week while classes are in session, and up to 40 hours per week during scheduled vacation breaks. On-campus employment is not permitted after graduation.

Off-Campus Employment Based on Economic Necessity

F-1 international students may not work off-campus unless they receive permission from USCIS. To qualify for work permission due to economic necessity, students must:

- Study in the US for at least one academic year.
- Be enrolled full-time.
- Be in good academic standing.

Students must prove to the USCIS that their financial circumstances have changed unexpectedly and that they no longer have sufficient funds to remain in school. They must also prove that work will not interfere with their studies.

Reduced Course Load (RCL)

F-1 regulations require international students to study full time.

Reduced course load (RCL) is a permission from MCC to be below the minimum enrollment requirements in a given semester.

Students may be eligible for reduction in course load in the following situations:

- Academic Difficulties.
- Medical Conditions.

To request a reduction in course load, students must contact the International Student Advisor/DSO.

Transferring to Another College

Students planning to transfer to another school in the US should first consult with their Student Services Advisor/DSO on their transfer eligibility. To complete the transfer, the student must provide the following documents to the Student Services Advisor/DSO:

- A transfer form and acceptance letter.
- The accepting institution's address and contact information.
- Updated contact information where the student may be reached.

To be transferred out, "in-status" students must be in good academic standing with the college. Transfer-out requests take 5–10 business days to process. To avoid jeopardizing their F-1 status, students must check that their transfer out was completed upon arrival at the new school.

Cultural Differences

After a few days of living in Chicago, you may notice that some things in the United States are very different from your country. Here are some possible differences between your city and Chicago, and ways to feel comfortable in your new home.

Transportation

The CTA (Chicago Transit Authority) is the primary form of transportation in Chicago. Use a Ventra card to pay for your transportation on the CTA trains and buses. This card can be purchased and re-loaded at train stations, CVS drugstores, and Walgreens drugstores. Register your Ventra card online at www.ventrachicago.com. When you register, you can recover the funds if your card is lost or stolen.

Taxis, Uber, and Lyft are other modes of transportation. Uber and Lyft are apps on your phone that call a car service to drive you to your destination, similar to a taxi. These services are legal in Chicago. UberPool and LyftLine are ride-share programs within the apps that usually offer less expensive options.

People

People in Chicago are very friendly, so don't be afraid to talk to new people to practice your English! When Chicagoans meet someone for the first time, they do not kiss people on the cheek. Friends and family may hug, but you should always shake hands when you meet a new person.

Chicagoans' clothing is usually casual, and most people dress in layers. The weather in Chicago changes often, so many people wear a T-shirt with a sweater, scarf, and/or jacket.

Tipping

While tipping is optional in some countries, it is not optional in the United States. Add 15% – 20% extra to your final bill in the following places:

- Any restaurant where you have a waiter or waitress. (NOT in Starbucks or McDonalds, for example).
- Bars.
- Taxis.
- Hair Salons.
- Nail Salons and Spas.

US Laws Related to Alcohol

- You must be 21 or over to drink alcohol. Only a valid form of ID with your birthday, including the year of your birth, will be accepted. Most places will accept only a valid passport; a photocopy will not count as a valid form of identification.
- It is illegal to buy alcohol for anyone under the age of 21.
- You may NOT drink alcohol outside (i.e. on the beach or in a park) in Chicago.
- You must be 21 to enter a bar or dance club. Only a valid form of ID with your birth date will be accepted. Most places will accept only a valid passport; a photocopy will not count as valid.

Driving in the US

To drive, you must have a valid International Driver's License. To learn more about how to get your International Driver's License, contact the Illinois Department of Motor Vehicles at (312) 793-1010 and your Student Services Advisor/DSO.

Student Activities

MCC offers at least two activities per term so that students can make new friends outside of the classroom. Examples of student activities include:

- A field trip to the Chicago Public Library (Harold Washington Public Library).
- F-1 Regulations workshop with an immigration lawyer.

- Holiday celebrations.

If you have a suggestion for an activity, please email the International Department at international@mccollege.edu.

Before each off-campus activity, students are asked to sign a Field Trip Consent and Liability Disclaimer and Waiver. The form explains that MCC is not responsible for any injury or unexpected circumstance arising during the activity.

Students can find information about upcoming activities on the Midwestern Career College – International Facebook page, Instagram, and on promotional materials such as flyers posted on information boards in the classrooms.

ESL Course Descriptions

ESL010G Beginner Grammar

Course Prerequisite: none

Credit Hours: 3

This course is an introduction to basic English grammar. The course focuses on parts of speech and their functions and forms as well as on the structure of statements and questions in the present and present progressive.

ESL010L Beginner Listening and Speaking

Course Prerequisite: none

Credit Hours: 3

This course is a basic introduction to listening and speaking skills in English. Students will hold short interviews, conversations, and discussions and learn the etiquette of US conversations. Students will also listen for important ideas and take notes. Through focused practice, students will build vocabulary, speaking skills, and confidence in their ability to understand basic spoken messages in different media in English.

ESL010R Beginner Reading

Course Prerequisite: none

Credit Hours: 3

This course is an introduction to reading nonfiction articles in English. The course focuses on the reading of short informational articles; on thinking skills; on vocabulary building; and on the use of basic before-, during-, and after-reading strategies to understand texts. Through instruction and practice, students will develop their ability to understand short nonfiction texts written at beginner levels in English and will increase their English vocabulary.

ESL010W Beginner Writing

Course Prerequisite: none

Credit Hours: 3

This course is designed to help students communicate personal thoughts, feelings, and ideas in beginner-level written English. Students will respond to prompts about familiar topics and everyday things by writing and editing simple and compound sentences in the present and present progressive. To that end, the course introduces students to the grammar and usage principles needed to create original sentences in English, emphasizing the functions and forms of English parts of speech, common patterns of sentences, and basic capitalization and spelling conventions.

ESL020G High Beginner Grammar

Course Prerequisite: ESL010G or appropriate Michigan ELP score

Credit Hours: 3

This course builds foundational English grammar skills. The course focuses on adjectives and adverbs, common modals, and the simple past, past progressive, and future.

ESL020L High Beginner Listening and Speaking
Course Prerequisite: ESL010L or appropriate Michigan ELP score
Credit Hours: 3
This course builds on foundational listening and speaking skills in English. Students will practice conversation skills such as asking for clarification, expressing agreement and disagreement, and keeping a conversation going. Students will also take part in short discussions and small-group presentations as well as practice taking key-word notes while listening and viewing. Through a variety of communicative activities, students will build vocabulary, speaking skills, and confidence in their ability to understand simple spoken messages in different media in English.

ESL020R High Beginner Reading
Course Prerequisite: ESL010R or appropriate Michigan ELP score
Credit Hours: 3
This course builds foundational reading skills. The course focuses on the reading of short informational articles in English; on the use of before-, during-, and after-reading strategies; and on vocabulary building through collocation, word analysis, and oral and written practice of new vocabulary. Through instruction and practice, students will develop their ability to understand short nonfiction texts written at high beginner levels and will expand their English vocabulary.

ESL020W High Beginner Writing
Course Prerequisite: ESL010W or appropriate Michigan ELP score
Credit Hours: 3
In this course, students will write and edit simple, compound, and complex sentences in the past, present, present progressive, and future. To that end, the course introduces students to the grammar and usage principles needed to create original sentences in English, emphasizing the functions and forms of English parts of speech, common patterns of sentences, and basic comma use in compound and complex sentences, with special focus on common sentence errors such as fragments.

ESL030G Low Intermediate Grammar
Course Prerequisite: ESL020G or appropriate Michigan ELP score
Credit Hours: 3
This course reviews and builds on foundational principles of English grammar. The course focuses on parts of speech and their uses, forms, and positions in spoken and written sentences. Students will review count and non-count nouns and the use of determiners with them; common verb tenses and aspects; and forms, uses, and correct placement of describing words, prepositions, and pronouns in simple and compound sentences.

ESL030L Low Intermediate Listening and Speaking
Course Prerequisite: ESL020L or appropriate Michigan ELP score
Credit Hours: 3
This course develops listening and speaking skills in English, with a focus on building fluency. Students will practice speaking about familiar topics in pairs and small groups and will learn gambits for asking for and giving clarification, making suggestions, giving advice, and keeping a conversation going. Students will also identify main ideas and supporting details of spoken messages and take key-word notes while

listening and viewing. Through a variety of communicative activities, students will build vocabulary, speaking skills, and confidence in their ability to understand simple spoken messages in different media in English.

ESL030R Low Intermediate Reading
Course Prerequisite: ESL020R or appropriate Michigan ELP score
Credit Hours: 3
This course focuses on the reading of informational articles in English; on the use of before-, during-, and after-reading strategies; and on vocabulary building through the study of collocations, synonyms, and contextualized definitions. Students will practice answering different types of comprehension questions, analyzing text features and structures, and interpreting graphic aids. Through instruction and practice, students will develop their ability to understand nonfiction texts written at low-intermediate levels and will increase their English vocabulary.

ESL030W Low Intermediate Writing
Course Prerequisite: ESL020W or appropriate Michigan ELP score
Credit Hours: 3
This course builds skills in writing paragraphs in English by focusing on planning and writing paragraphs; on basic paragraph parts, organization, and types; on features of good paragraphs (i.e., qualities that US writing teachers often look for when evaluating paragraphs); on common uses of the comma; and on peer editing, with a special emphasis on common verb and sentence-structure errors.

ESL040G Intermediate Grammar
Course Prerequisite: ESL030G or appropriate Michigan ELP score
Credit Hours: 3
This course builds on principles of low-intermediate grammar. The course focuses on the construction of simple, compound, and complex sentences and on the forms and uses of English verbs, including verbals. Students will also practice using common phrasal verbs and using modals to express necessity, prohibition, and expectation.

ESL040L Intermediate Listening and Speaking
Course Prerequisite: ESL030L or appropriate Michigan ELP score
Credit Hours: 3
This course develops listening and speaking skills in English, with an increasing focus on academic topics and activities. Students will take part in conversations and discussions about general interest and academic topics and will learn techniques for note-taking, critical thinking, collaborating, and speaking to groups. Through guided and free practice, students will build vocabulary, speaking skills, and confidence in their ability to understand spoken and visual messages in different media in English.

ESL040R Intermediate Reading
Course Prerequisite: ESL030R or appropriate Michigan ELP score
Credit Hours: 3
This course focuses on the reading of informational articles in English; on the use of before-, during-, and after-reading strategies; and on vocabulary building through collocation, word analysis, and oral and

written practice of general and academic vocabulary. Students will practice answering different types of questions, including critical-thinking questions; and will analyze and use text structures and features, including graphic aids, to increase comprehension. Through instruction and practice, students will develop their ability to understand nonfiction texts written at intermediate levels and increase their English vocabulary.

ESL040W Intermediate Writing
Course Prerequisite: ESL030W or appropriate Michigan ELP score
Credit Hours: 3

This course builds foundational skills in writing basic expository essays in English by focusing on planning and writing essays; on basic essay parts, organization, and types; on features of well-written essays (i.e., qualities that US writing teachers often look for when evaluating these types of essays); and on peer editing, with a special emphasis on common verb, pronoun, and sentence-structure errors.

ESL050G High Intermediate Grammar
Course Prerequisite: ESL040G or appropriate Michigan ELP score
Credit Hours: 3

This course helps students build proficiency in English grammar. The course focuses on verb tenses and aspects, with special emphasis on the perfect, progressive, and future; and on more advanced principles governing subject-verb agreement and the use of articles and other determiners, verbals, and modals.

ESL050L High Intermediate Listening and Speaking
Course Prerequisite: ESL040L or appropriate Michigan ELP score
Credit Hours: 3

This course develops listening and speaking skills in English with an increasing focus on academic topics and activities. Students will work on developing fluency in longer discussions about general interest and academic topics; will make longer, research-based presentations; and will use graphic organizers to group and convey information. Academic skills include critical thinking, taking notes on short lectures and documentaries, and collaborating in groups. Through guided and free practice, students will build vocabulary, speaking skills, and confidence in their ability to understand spoken and visual messages in different media in English.

ESL050R High Intermediate Reading
Course Prerequisite: ESL040R or appropriate Michigan ELP score
Credit Hours: 3

This course helps students become proficient readers in English. The course focuses on the reading of longer and more complex nonfiction texts in English; on the use of before-, during-, and after-reading strategies; on vocabulary building through collocation, the study of multiple-meaning words, word analysis, and oral and written practice of general and academic vocabulary; and on the development of critical-thinking skills. The overall goals of this course are for students to understand longer and more complex nonfiction texts written at high intermediate levels and to expand their English vocabulary.

ESL050W High Intermediate Writing

Course Prerequisite: ESL040W or appropriate Michigan ELP score
Credit Hours: 3

This course builds skills in writing different types of essays and responses to texts in English. The course focuses on planning and writing essays; on features of well-written narrative, expository, and argumentative essays (i.e., qualities that US writing teachers often look for when evaluating these types of essays); on writing summaries and self-evaluations; on keeping a journal; and on peer editing, with a special emphasis on the use of various types of transitions and on sentence variety and tone.

ESL060G Advanced Grammar

Course Prerequisite: ESL050G or appropriate Michigan ELP score
Credit Hours: 3

This course helps students work toward full proficiency in English grammar. The course focuses on advanced sentence structures, including use of the passive voice and of different types of clauses to combine ideas as well as the use of conditionals and common phrasal verbs.

ESL060L Advanced Listening and Speaking

Course Prerequisite: ESL050L or appropriate Michigan ELP score
Credit Hours: 3

This course develops listening and speaking skills in English with a special emphasis on academic topics and activities. Students will work on developing full fluency by participating in extended pair and group discussions as well as by making longer, research-based presentations using presentation software. Students will also practice listening to longer and more complex lectures, will practice taking notes on them, and will use the notes to answer questions about the texts. A final emphasis of this course is on critical-thinking skills, including evaluation of sources of information and of arguments.

ESL060R Advanced Reading

Course Prerequisite: ESL050R or appropriate Michigan ELP score
Credit Hours: 3

This course helps students work toward full proficiency in reading English nonfiction texts. The course focuses on the reading of longer, more complex informational texts in English; on the use of before-, during-, and after-reading and study strategies; and on the development of critical-thinking skills, including evaluation of arguments. Students will also further develop their general and academic vocabulary through the study of collocations, word analysis, and word families as well as oral and written practice of new vocabulary.

ESL060W Advanced Writing

Course Prerequisite: ESL050W or appropriate Michigan ELP score
Credit Hours: 3

This course builds skills in writing different kinds of essays often assigned in US colleges and universities. The course focuses on a seven-step writing process; on researching, evaluating, and citing sources of information; on writing summaries, arguments, and research papers; and on peer editing, with a special emphasis on understanding and applying the types of rubric commonly used to evaluate writing tasks on English language and college entrance exams.

ESL089 Professional English
Course Prerequisite: ESL060G, ESL060L, ESL060R, and ESL060W; or minimum total score of C2 Advanced on the Michigan ELP
Credit Hours: 6
Professional English is designed for students who wish to build English language skills specific to the workplace. The course provides an overview of contemporary business topics such as branding, advertising and marketing, and finance to create a framework for experiential language learning. Using an integrated approach to business English, the course includes the reading and discussion of business articles and case studies, listening activities, collaborative small-group projects, and role plays. Students will encounter a wide range of workplace situations that will enable them to develop English vocabulary and fluency as well as communication confidence.

ESL083 English Skills for Success
Course Prerequisite: ESL060G, ESL060L, ESL060R, and ESL060W; or minimum total score of C2 Advanced on the Michigan ELP
Credit Hours: 6
English Skills for Success combines instruction in spoken and written English with instruction in career building and job-search skills. Students will learn how to match personality traits, personal preferences, and goals to career choices; use social media and other forums to create professional networks; and research career information and job openings using digital and print media. Features of the class include the development of career- and work-related English vocabulary; a review of English grammar, usage, and writing through journaling and the composition of US-style résumés and cover letters; and the improvement of pronunciation and fluency skills through mock face-to-face and telephone interviews.

ESL086 Presentation Skills for English Language Learners
Course Prerequisite: ESL060G, ESL060L, ESL060R, and ESL060W; or minimum total score of C2 Advanced on the Michigan ELP
Credit Hours: 6
Presentation Skills for English Language Learners focuses on helping students develop skills that will enable them to communicate effectively to groups of English-speaking clients and co-workers. All phases of the public-speaking process are addressed, including how to analyze audiences and use analyses to tailor messages, how to organize ideas presented orally, how to use visuals to enhance messages, and how to project confidence and energy nonverbally. Through feedback on pronunciation of English and use of English grammar, students will uncover fossilized errors and work to overcome them.

ESL082 Interpersonal Communication Skills in the United States
Course Prerequisite: ESL060G, ESL060L, ESL060R, and ESL060W; or minimum total score of C2 Advanced on the Michigan ELP
Credit Hours: 6
Interpersonal Communication Skills in the United States is designed to help students develop the face-to-face communication skills that business professionals need to succeed with US clients or in US businesses. A feature of the class is analysis and discussion of cultural differences in interpersonal communication norms. Topics include interpersonal relationships at work, intercultural communication

inside and outside the workplace, the dynamics of small-group communication, the tone of messages (assertive, aggressive, and passive), and a problem-solving process with workplace applications.

ESL088 Business Writing for English Language Learners

Course Prerequisite: ESL060G, ESL060L, ESL060R, and ESL060W; or minimum total score of C2 Advanced on the Michigan ELP

Credit Hours: 6

Business Writing for English Language Learners helps non-native speakers develop writing skills in English as they learn basic forms and functions of business writing. Students will learn how to analyze audience and purpose; organize routine, good-news, and bad-news messages; and edit for style as well as grammar, mechanics, and usage. Types of business writing include emails, letters, summaries, and reports. An emphasis of the course is writing as a recursive process that involves editing and revision, and the role of peer feedback in that process.

ESL084 Professional English for Marketing

Course Prerequisite: ESL060G, ESL060L, ESL060R, and ESL060W; or minimum total score of C2 Advanced on the Michigan ELP

Credit Hours: 6

Professional English for Marketing focuses on helping non-native speakers learn English vocabulary related to marketing as they discuss basic marketing topics and learn basic marketing techniques. Through critical thinking and discussion, small-group and individual projects, role plays, and presentations, students will learn how to collaborate in teams to complete projects and how to use English-language marketing vocabulary as they create products and marketing plans, brand, rebrand, and do pitches.

ESL140 TOEFL iBT Preparation

Course Prerequisite: ESL060G, ESL060L, ESL060R, and ESL060W; or minimum total score of C2 Advanced on the Michigan ELP

Credit Hours: 6

TOEFL iBT Preparation is designed for students who plan to take the Internet-based Test of English as a Foreign Language, the exam widely used by US and Canadian colleges and universities to measure the English language skills of non-native speakers of English. The course focuses on the four skills covered on the TOEFL iBT — reading, reading, listening, speaking, and writing — with special emphasis on the types of questions and activities included on the test. Through practice with TOEFL iBT-type questions and activities, students will become familiar with the format and time limits of the test; learn techniques for correctly answering oral and written TOEFL questions; and understand how to compose successful integrated and independent writing responses.

ESL141 Understanding US Culture

Course Prerequisite: ESL060G, ESL060L, ESL060R, and ESL060W; or minimum total score of C2 Advanced on the Michigan ELP

Credit Hours: 6

Understanding US Culture focuses on six fundamental shared US values — individual freedom, self-reliance, equality of opportunity, competition, material wealth, and hard work — and ways in which US history has helped shape those values. Topics include the colonial roots of religious freedom in the US; the US frontier heritage and the myth of the Old West; the checks and balances in the three branches of US government; the historical tensions between federal and state levels of government; and the history and evolution of ethnic and racial diversity in the US. Through reading and discussion, research, projects, and presentations, students will deepen their understanding of US culture and their own cultures.

ESL142 Academic Writing from Sources
Course Prerequisite: ESL060G, ESL060L, ESL060R, and ESL060W; or minimum total score of C2 Advanced on the Michigan ELP
Credit Hours: 6
Academic Writing from Sources takes students step by step through the process of composing research-based writing in English — from framing research questions, researching to answer questions, comprehending academic sources, and taking notes; to organizing ideas, integrating outside sources in one's own writing, and documenting sources correctly. Through work in and out of class, peer and instructor feedback, and revision, students will complete two research-based papers in English as well as a variety of shorter writing tasks, such as paraphrases, summaries, and responses to prompts. Students will also analyze problems they have in English grammar, usage, and mechanics; look for patterns in the errors they make; and work to correct — and avoid — the errors.

ESL143 Critical Reading and Thinking Skills in English: US Fiction
Course Prerequisite: ESL060G, ESL060L, ESL060R, and ESL060W; or minimum total score of C2 Advanced on the Michigan ELP
Credit Hours: 6
Through close readings and discussions of US short stories and novels, students in Critical Reading and Thinking Skills in English: US Fiction will build reading comprehension and fluency as well as skills in interpreting, analyzing, synthesizing, and evaluating text. The course reviews literary elements such as narrative point of view, character development, plot, setting, conflict, and theme and helps students examine how these and other literary elements and techniques shape individual works of fiction. Included are well-known works from diverse and distinguished US authors, providing opportunities for students to build knowledge of US culture and historical eras.

ESL144 Critical Reading and Thinking Skills in English: US Nonfiction
Course Prerequisite: ESL060G, ESL060L, ESL060R, and ESL060W; or minimum total score of C2 Advanced on the Michigan ELP
Credit Hours: 6
Through close readings and discussions of informational nonfiction and literary nonfiction, students in Critical Reading and Thinking Skills in English: US Nonfiction will build reading comprehension and fluency as well as skills in interpreting, analyzing, synthesizing, and evaluating text. The first half of each session reviews strategies for comprehending and remembering information in advanced-level textbooks in English, including study systems. The second half reviews elements of literary nonfiction such as people, plot, setting, conflict, and theme and helps students examine how these and other literary elements and techniques shape individual works of nonfiction. Included are well-known

autobiographies and memoirs from diverse and distinguished US authors, providing opportunities for students to build knowledge of US culture and historical eras.

ESL145 IELTS Test Preparation
Course Prerequisite: ESL060G, ESL060L, ESL060R, and ESL060W; or minimum total score of C2 Advanced on the Michigan ELP
Credit Hours: 6
IELTS Test Preparation is designed for students who plan to take the International English Language Testing System, or IELTS, widely used by colleges and universities in the UK, Australia, Canada, New Zealand, and other countries to measure the English language skills of non-native speakers of English. The course focuses on the four skills covered on the Academic Module of the IELTS — reading, writing, listening, and speaking — with special emphasis on the types of questions and activities included on the exam. Through practice with IELTS-type questions and activities, students will become familiar with the format and time limits of the test; learn techniques for correctly answering oral and written IELTS questions; and understand how to compose successful IELTS writing tasks.

Off-Campus Resources

Medical Insurance Providers

MCC does not provide medical insurance for students. For more information on medical insurance in the US, visit: www.internationalstudentinsurance.com.

PSI Health Insurance
https://www.psiservice.com/

iNext International Health Insurance
https://www.inext.com

ISO Student Health Insurance
https://www.isoa.org

Nearby Medical Centers

Walgreens
Health Care Clinic & Pharmacy
79 W Monroe St.
Chicago, IL 60603
(800) 323-8622

Physician's Immediate Care
600 W. Adams St.
Chicago, IL 60661
(312) 506-0900

CVS Pharmacy
208 W. Washington St.
Chicago, IL 60606
(312) 323-8622

Northwestern Memorial Hospital
251 E. Huron St.
Chicago, IL 60611
(312)926-2000

Student Housing Providers

Infinite Chicago
http://www.chicagoinfinite.com

1237 W. Fullerton
http://www.1237west.com

Automatic Lofts
http://www.automaticlofts.com

Low-Cost Phone Carriers

T-Mobile
227 W Monroe St.
Chicago, IL 60606

metro by T-Mobile
1156 N. State St.
Chicago, IL 60610

Cricket
168 N. State St.
Chicago, IL 60601

Boost Mobile
1540 W. 18th St.
Chicago, IL 60608

Chicago Police Department

Chicago Police Department
1160 N Larrabee St.
Chicago, IL 60610
(312) 742-5870

9-1-1
Dial in case of emergency, dial 9-1-1
3-1-1
Dial to contact the police for non-emergencies

Please note that these resources are provided for informational purposes only. MCC accepts no liability for the accuracy of the information on third-party websites and cannot be held liable for any third-party claims or losses of any damages.

Forms and Important Student Documents

ESL Level Change Request Form

Are you a new student at MCC? Are your classes too easy or too hard? Sometimes, new ESL students think that they are in the wrong level. During the first two weeks of classes, new students may be able to change their level. **Only NEW students can change levels. Level changes happen ONLY during the FIRST TWO WEEKS of each term.**

<div align="center">

If you want to go <u>down</u> a level, do these things:

</div>

1. **Go to EVERY class EVERY DAY**. You may feel nervous during your first few classes. This is normal! You may need more time to feel comfortable. Relax. Keep trying.

2. **Talk to your teachers.** In each class that feels too hard for you, talk to the teacher. Tell your teacher, "I think this class is too hard for me. Should I go down a level?" Listen to your teacher's advice. **Talk to your teachers by Wednesday of Week 2**.

3. **If you still think you need to go down a level, complete page 2 of this form.** Your teacher will send the completed form to the ESL Program Director. **Warning: If you change your level, you may have to pay for your new books.** If you wrote in a paper book, you cannot return it. If you opened an e-book with a code, you cannot return it. You must buy new books from the college librarian.

4. **By Monday, Week 3,** the ESL Program Director will let you know if you can change level. If you change, you will receive a new schedule from the Registrar's Office. The schedule will tell you the name of your class, the days and times it meets, the name of your teacher, and the number of the classroom.

NOTE: If the lower level is too easy, you may not be able to return to the harder level.

<div align="center">

If you want to go <u>up</u> a level, do these things:

</div>

1. **Go to EVERY class EVERY DAY**. Your teacher needs to evaluate your English. **Do all your homework. Talk a lot in class.** Show that you can do higher-level work and work hard.

2. **Talk to your teachers.** In each class that feels too easy for you, ask, "Do you think I can handle a harder level?" Listen to your teacher's advice. **Talk to your teachers by Wednesday of Week 2**.

3. **If your teacher says "Yes," complete page 2 of this form.** Your teacher will send the completed form to the ESL Program Director. **Warning: If you change your level, you may have to pay for your new books.** If you wrote in a paper book, you cannot return it. If you opened an e-book with a code, you cannot return it. You must buy new books from the college librarian.

4. **By Monday, Week 3,** the ESL Program Director will let you know if you can change level. If you change, you will receive a new schedule from the Registrar's Office. The schedule will tell you the name of your class, the days and times it meets, the name of your teacher, and the number of the classroom.

NOTE: If the higher level is too hard, you may not be able to return to the lower level.

ESL Program Request to Change Level

If you have not attended at least 70% of your classes, you CANNOT change your level. If you have not done all your homework, you CANNOT change your level.

Last Name:

First Name:

I want to change from level   to level   .

FOR EVERY CLASS IN WHICH YOU WANT TO CHANGE YOUR LEVEL, YOUR TEACHER MUST FILL IN THE FOLLOWING.

TEACHERS: After you complete a row, forward the form to the student's next teacher.

STUDENTS: ALL your teachers must complete the form if you are changing all 4 classes.

Course Name:	Instructor:	Instructor Comments	Instructor Signature

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ENGLISH AS SECOND LANGUAGE ACHIEVEMENT SCALE

A1 — BEGINNER
4 courses per term, 11 weeks per term

A2 — HIGH BEGINNER
4 courses per term, 11 weeks per term

B1 — LOW INTERMEDIATE
4 courses per term, 11 weeks per term

B2 — INTERMEDIATE
4 courses per term, 11 weeks per term

C1 — HIGH INTERMEDIATE
4 courses per term, 11 weeks per term

C2 — ADVANCED
4 courses per term, 11 weeks per term

PE — PROFESSIONAL ENGLISH
2 courses per term, 11 weeks per term

EAP — ENGLISH FOR ACADEMIC PURPOSES
2 courses per term, 11 weeks per term

LOCATIONS

Chicago (Main Campus)
100 S. Wacker Dr., LL 1-50
Chicago, IL 60606

Chicago LaSalle St. (Branch Campus)
203 N. LaSalle St.
Chicago, IL 60601

Skokie (Auxiliary Campus)
5202 Old Orchard Rd.
Skokie, IL 60077

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MIDWESTERN CAREER COLLEGE

www.mccollege.edu

CALL NOW (312) 236.9000 x 2
international@mccollege.edu

	GRAMMAR	LISTENING & SPEAKING	READING	WRITING
BEGINNER 11 Weeks	Ask and answer simple questions. Talk about yourself and your family. Tell other people about things you need and like.	Politely introduce yourself and other people. Talk with your teacher and other students about familiar things. Ask and answer simple questions. Respond to simple commands. Listen to recordings, watch videos, and answer questions about them.	Understand short, simple articles about real people and things. Learn ways to read better. Correctly answer questions about things you read. Learn new words.	Write questions and statements correctly in English. Write sentences about familiar topics and everyday things.
HIGH BEGINNER 11 Weeks	Ask and answer questions about familiar people, things, and routines. Politely make suggestions and ask permission (ask if it is okay) to do something. Tell other people about things you need or want using clear and correct English.	Use clear and correct English to talk to your teacher and other students about familiar things. Respond appropriately to questions and commands. Discuss familiar people and things with other students. Take notes and use them to answer questions about listening and viewing passages.	Learn ways to better understand short articles about real people and things. Find the main parts of paragraphs and explain how they are organized. Correctly answer different kinds of questions about things you read. Learn new words, including academic words.	Write about thoughts and feelings using correct grammar and mechanics (spelling, commas, and so on). Write simple, compound, and complex sentences correctly. Write thoughtful sentences and paragraphs about familiar topics and everyday things.
LOW INTERMEDIATE 11 Weeks	Talk in connected sentences about familiar things, experiences, needs, and ambitions. Use clear and correct English to tell what you think will happen in the future and to make future plans. Clearly and correctly make offers, requests, and promises.	Use clear and correct English to take part in classroom discussions. Politely start, interrupt, extend, and ask for clarification during conversations. Give advice and suggestions. Give reasons for opinions. Make presentations about familiar topics. Take keyword notes and use them to answer questions about listening and viewing passages.	Use reading strategies, knowledge of paragraph and text structures, pictures and charts, and context to understand articles about real people and things. Correctly answer different kinds of reading questions, including critical-thinking questions. Develop English vocabulary through study and word analysis.	Write thoughts and feelings about given topics in focused and well-organized paragraphs. Write in clear, correct sentences of different types.
INTERMEDIATE 11 Weeks	Understand and use clear and correct English to express increasingly abstract and complex ideas in connected sentences of a variety of types (e.g., active and passive voice; simple and compound constructions) in the contexts of school and work as well as personal life.	Use clear and correct English to participate effectively in conversations about assigned topics; state and support opinions in discussions about general-interest and academic topics; collaborate to make effective group presentations that show an awareness of nonverbal communication; and take and use notes to answer comprehension and critical-thinking questions about level-appropriate listening and viewing passages.	Use reading strategies, knowledge of text structures and features, graphic aids, and context to improve understanding of increasingly complex nonfiction articles; to answer basic comprehension and critical-thinking questions correctly; and to develop general and academic English vocabulary through study and word analysis.	Compose, in response to prompts about general-interest topics, multi-paragraph writing that is effectively focused, organized, and developed and that is composed of clear sentences of different types.
HIGH INTERMEDIATE 11 Weeks	Understand and fluently express abstract, complex ideas related to academic subjects and the workplace as well as personal life using precise language, clear and correct English, and a variety of sentence types (e.g., simple, compound, complex).	Use clear and correct English to participate fluently in conversations about assigned topics; use precise language to state and support opinions and persuade classmates in discussions about general-interest and academic topics; do research-based presentations that include visuals; and take and use notes to answer comprehension and critical-thinking questions about level-appropriate listening and viewing passages.	Become proficient and critical readers of longer and more complex nonfiction articles in English by using advanced reading strategies and textual analysis; by interpreting graphic aids, using context clues, and answering critical-thinking questions; and by developing general and academic English vocabulary through study and word analysis.	Write clear, well-organized, developed, and coherent essays of different types, including argumentative, in response to prompts about general-interest and academic topics and compose clear and accurate summaries of published texts.
ADVANCED 11 Weeks	Understand and summarize abstract, complex ideas related to academic subjects, the workplace, and personal life and fluently express complex ideas using precise language and a variety of sentence types (e.g., simple, compound, complex, compound-complex).	Refine the listening and speaking skills needed to succeed on language exams, in U.S. college-level classes, and in English-speaking workplaces, including the ability to participate fluently in extended conversations and discussions about abstract subjects; to make research-based presentations that show awareness of principles of public speaking; to take notes about lectures, conversations, and other audio passages; and to answer critical-thinking questions about complex listening and viewing passages.	Become proficient and critical readers of complex nonfiction written in English by using advanced reading strategies and textual analysis; by interpreting graphic aids, using context clues, and answering critical-thinking questions of the types often asked on language-proficiency exams; and by refining knowledge of general and academic English vocabulary through study and word analysis. An additional goal is to experiment with different study systems to create individualized approaches to effective study of advanced texts.	Write clear, well-organized, developed, and coherent arguments and research papers in response to prompts about general-interest and academic topics and to compose clear and accurate summaries of published texts.

POST-ADVANCED
PROFESSIONAL ENGLISH (PE)

Professional English is designed for advanced (C2) English language learners who wish to develop language and communication skills needed to work effectively with English-speaking clients or in English-speaking workplaces. Students will acquire workplace vocabulary; an understanding of US workplace communication norms; speaking clarity and fluency in formal and informal exchanges; collaboration skills; and the ability to compose common types of business writing. Through reading and discussion, role plays, presentations, writing and collaborative projects, and the creation of portfolios, students will gain the vocabulary as well as the reading, writing, speaking, listening, and cultural skills necessary to pursue English language–related professional goals.

Professional English

Professional English is designed for students who wish to build English language skills specific to the workplace. The course provides an overview of contemporary business topics such as branding, advertising and marketing, and finance to create a framework for experiential language learning. Using an integrated approach to business English, the course includes the reading and discussion of business articles and case studies, listening activities, collaborative small-group projects, and role plays. Students will encounter a wide range of workplace situations that will enable them to develop English vocabulary and fluency as well as communication confidence.

English Skills for Success

English Skills for Success combines instruction in spoken and written English with instruction in career building and job-search skills. Students will learn how to match personality traits, personal preferences, and goals to career choices; use social media and other forums to create professional networks; and research career information and job openings using digital and print media. Features of the class include the development of career- and work-related English vocabulary; a review of English grammar, usage, and writing through journaling and the composition of US-style résumés and cover letters; and the improvement of pronunciation and fluency skills through mock face-to-face and telephone interviews.

Presentation Skills for English Language Learners

Presentation Skills for English Language Learners focuses on helping students develop skills that will enable them to communicate effectively to groups of English-speaking clients and co-workers. All phases of the public-speaking process are addressed, including how to analyze audiences and use analyses to tailor messages, how to organize ideas presented orally, how to use visuals to enhance messages, and how to project confidence and energy nonverbally. Through feedback on pronunciation of English and use of English grammar, students will uncover fossilized errors and work to overcome them.

Interpersonal Communication Skills in the United States

Interpersonal Communication Skills in the United States is designed to help students develop the face-to-face communication skills that business professionals need to succeed with US clients or in US businesses. A feature of the class is analysis and discussion of cultural differences in interpersonal communication norms. Topics include interpersonal relationships at work, intercultural communication inside and outside the workplace, the dynamics of small-group communication, the tone of messages (assertive, aggressive, and passive), and a problem-solving process with workplace applications.

Business Writing for English Language Learners

Business Writing for English Language Learners helps non-native speakers develop writing skills in English as they learn basic forms and functions of business writing. Students will learn how to analyze audience and purpose; organize routine, good-news, and bad-news messages; and edit for style as well as grammar, mechanics, and usage. Types of business writing include emails, letters, summaries, and reports. An emphasis of the course is writing as a recursive process that involves editing and revision, and the role of peer feedback in that process.

Professional English for Marketing

Professional English for Marketing focuses on helping non-native speakers learn English vocabulary related to marketing as they discuss basic marketing topics and learn basic marketing techniques. Through critical thinking and discussion, small-group and individual projects, role plays, and presentations, students will learn how to collaborate in teams to complete projects and how to use English-language marketing vocabulary as they create products and marketing plans, brand, rebrand, and do pitches.

ENGLISH FOR ACADEMIC PURPOSES (EAP)

English for Academic Purposes is designed for advanced (C2) ESL students who wish to further develop their academic skills and understanding of US culture in preparation for admission to or study in US colleges and universities. Through wide reading of various types of texts; listening to and taking notes on lectures; building academic report-writing and research skills; and discussion of US values and eras, students will strengthen their ability to succeed in institutions of higher learning in the US.

➤ TOEFL iBT Preparation

TOEFL iBT Preparation is designed for students who plan to take the internet-based Test of English as a Foreign Language, the exam widely used by US and Canadian colleges and universities to measure the English language skills of non-native speakers of English. The course focuses on the four skills covered on the TOEFL iBT — reading, listening, speaking, and writing — with special emphasis on the types of questions and activities included on the test. Through practice with TOEFL iBT-type questions and activities, students will become familiar with the format and time limits of the test; learn techniques for correctly answering oral and written TOEFL questions; and understand how to compose successful integrated and independent writing tasks.

➤ Understanding US Culture

Understanding US Culture focuses on six fundamental shared US values — individual freedom, self-reliance, equality of opportunity, competition, material wealth, and hard work — and ways in which US history has helped shape those values. Topics include the colonial roots of religious freedom in the US; the US frontier heritage and the myth of the Old West; the checks and balances in the three branches of US government; the historical tensions between federal and state levels of government; and the history and evolution of ethnic and racial diversity in the US. Through reading and discussion, research, projects, and presentations, students will deepen their understanding of US culture and their own cultures.

➤ Academic Writing from Sources

Academic Writing from Sources takes students step by step through the process of composing research-based writing in English — from framing research questions, researching to answer questions, comprehending academic sources, and taking notes; to organizing ideas, integrating outside sources in one's own writing, and documenting sources correctly. Through work in and out of class, peer and instructor feedback, and revision, students will complete two research-based papers in English as well as a variety of shorter writing tasks, such as paraphrases, summaries, and responses to prompts. Students will also analyze problems they have in English grammar, usage, and mechanics; look for patterns in the errors they make; and work to correct — and avoid — the errors.

➤ Critical Reading and Thinking Skills in English: US Fiction

Through close readings and discussions of US short stories and novels, students in Critical Reading and Thinking Skills in English: US Fiction will build reading comprehension and fluency as well as skills in interpreting, analyzing, synthesizing, and evaluating text. The course reviews literary elements such as narrative point of view, character development, plot, setting, conflict, and theme and helps students examine how these and other literary elements and techniques shape individual works of fiction. Included are well-known works from diverse and distinguished US authors, providing opportunities for students to build knowledge of US culture and historical eras.

➤ Critical Reading and Thinking Skills in English: US Nonfiction

Through close readings and discussions of informational nonfiction and literary nonfiction, students in Critical Reading and Thinking Skills in English: US Nonfiction will build reading comprehension and fluency as well as skills in interpreting, analyzing, synthesizing, and evaluating text. The first half of each session reviews strategies for comprehending and remembering information in advanced-level textbooks in English, including study systems. The second half reviews elements of literary nonfiction such as people, plot, setting, conflict, and theme and helps students examine how these and other literary elements and techniques shape individual works of nonfiction. Included are well-known autobiographies and memoirs from diverse and distinguished US authors, providing opportunities for students to build knowledge of US culture and historical eras.

➤ IELTS Test Preparation

IELTS Test Preparation is designed for students who plan to take the International English Language Testing System, or IELTS, widely used by colleges and universities in the UK, Australia, Canada, New Zealand, and other countries to measure the English language skills of non-native speakers of English. The course focuses on the four skills covered on the Academic Module of the IELTS — reading, writing, listening, and speaking — with special emphasis on the types of questions and activities included on the exam. Through practice with IELTS-type questions and activities, students will become familiar with the format and time limits of the test; learn techniques for correctly answering oral and written IELTS questions; and understand how to compose successful IELTS writing tasks.

MIDWESTERN CAREER COLLEGE

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Field Trip Consent and Liability Disclaimer and Waiver

This is to certify that I, _____, being desirous of participating in a field trip (out the classroom), fully understand and take full responsibility of any mishap, and personal injury and accept any and all risks that may be involved in this field trip and the Instructor will not be held responsible for it and I agree to hold harmless the Instructor, this School, its Owners, Officers, Directors, and/or its beneficiaries in the event of any accident or incident resulting in injury, death, or damage to or loss of property.

I understand that this waiver shall remain in force for my participation during the entire training period.

Student Name: (please print clearly)	_____
Student Signature:	_____
Date:	
Instructor Name	_____
Instructor Signature	
Date	_____
Witnessed By: (School Rep. Name)	_____
Witness Signature:	
Date:	_____

Student Program Withdrawal Form
International Department

Last Name:		First Name:	
Student ID:	SEVIS ID:		Program ID:
Withdrawal Date:		Last Day of Attendance:	
Type of Withdrawal: ☐Official (Student Requested) ☐Unofficial (21 Days) ☐Administrative			
Student Signature (Official withdrawals only):			
Processed by:		Title:	

Reason(s) for Withdrawal:

What are the primary reason(s) for withdrawing from the College? Check all that apply. If filled out by MCC staff, please list confirmed reasons only.

☐ Financial circumstances   ☐ Academic

☐ Medical   ☐ Failure to register for next term

☐ Transportation issues   ☐ Time conflict with family obligations

☐ Child Care   ☐ Student Conduct related

☐ Other

_____

Withdrawing from the College may have both academic and financial consequences. Students are encouraged to understand all the consequences before making the decision to withdraw.

Students on F-1 status must depart the country within 15 days of the withdrawal date.

Readmission: Students who are withdrawn may apply for readmission through the DSO's Office and the Office of the Registrar.

SAP Appeal Form

The student must fill out a SAP Appeal form and submit the form to the ESL Program Director for review no later than ten (10) business days after receiving the student progress report.

Student ID:	Campus:	Program:
Student's Last Name:	Student's First Name:	

List the reasons for not meeting SAP. Use additional paper if necessary. Attach supporting documentation if available.

What has changed in your situation? What actions will you take to receive a passing term grade if your appeal is approved?

Student Signature:	Date:

Office Use Only:

☐ Approved	☐ Denied	Date:

Specific actions that need to be taken by the student:

ESL Program Director:	Signature:
Registrar's Office:	Signature:

Incomplete Grade Form

To be completed by Instructor:

Student ID:	Campus:		Program:
Student's Last Name:		Student's First Name:	
Course ID:	Course End Date:		Term:

List all the outstanding coursework that needs to be completed by the student. Be as detailed as possible.

Deadline to submit all outstanding coursework:

Coursework submission deadline cannot exceed 30 days from the course end date.

Final grade if all the coursework is not submitted:

Partial coursework submissions are not accepted.

Instructor Name   _____

Signature   _____

Date   _____

Student Signature   _____

Date   _____

Grade Appeal Form

The purpose of the Grade Appeal procedure is to allow students to formally disagree with MCC if they think that their instructor made a calculation error or graded them unfairly. Students should only appeal their grade if they believe that instructor:

- Unfairly graded their performance.
- Gave you a grade without an academic reason. For example, if your instructor assigned you a grade based only on preference.
- Made an administrative or calculation error.

Student ID:	Campus:		Program:
Last Name:		First Name:	
Course ID:	Term:		
Grade Received:	Instructor:		

Describe the reasons for the grade appeal in the space below. Use additional paper if necessary.
Submit signed and dated form to the ESL Program Director or the Registrar's Office.

Student Signature:	Date:

Office Use Only:

☐ Approved	☐ Denied	Date:
ESL Program Director:		Signature:
Registrar's Office:		Signature:

Sample Student Progress Report

Spring 2019 Progress Report
Student Information

Student ID: 465401		
Last Name: Kent	First Name: Clark	
Cumulative GPA: 4.00	Completion Rate: 100%	SAP Status: Meeting SAP

Course Information

Class Name	Instructor	Final Grade
High Intermediate Grammar	Higdon_Kevin	A
High Intermediate Listening and Speaking	Brown_Christopher	A
High Intermediate Reading	Tyler_Aimee	A
High Intermediate Writing	Tyler_Aimee	A

Grade Interpretation

Grade Interpretation Scale				
Midwestern Career College uses a grading system based on a 4.0 scale. The following letter grade, percentage, and quality point correlation will be helpful in understanding the student's GPA.				
Grade	Percentage	Quality Points	Progress Rating	Action
A	90 – 100	4.00	Excellent Progress	Move to next level
B	80 – 89	3.00	Good Progress	Move to next level
C	70 – 79	2.00	Satisfactory Progress	Move to next level
F	69 or below	0.00	Failing. No Progress	Do not move to next level

Your final grade is calculated based on the following assessment criteria, or "weights":

Assignments (Homework)	25%
Quizzes	25%
Midterm Exam	25%
Final Exam	25%
	100%

For a more detailed breakdown of your grade, log in to D2L Brightspace and click on "Grades".

Satisfactory Academic Progress (SAP) Policy
SAP is measured by:

- A student's cumulative grade point average (CGPA): The CGPA includes the grades for all the student's classes from the beginning of his or her program.
- A student's completion rate (progress toward the completion of their program): The completion rate is the number of credit hours that a student earned since the beginning of his or her program.

To meet SAP, a student must meet the minimum requirements for both CGPA and completion:

- At the end of the 1st term: CGPA = 1.50 and Completion rate = 50%
- All consecutive terms: CGPA = 2.00 and Completion rate = 66.67%

Students who do not meet SAP for the first time will be placed on SAP Warning status until the end of the evaluation period. Students who are placed on SAP Warning and still do not meet SAP standards at the next evaluation point will be academically suspended and must appeal to remain in school. More information on SAP can be found in the MCC Catalog.

FERPA Release Form

Please return to Office of the Registrar

The Family Educational Rights and Privacy Act of 1974, (FERPA) is a federal law that protects the privacy of students' education records. FERPA affords eligible students certain rights with respect to their education records. An "eligible student" under FERPA is a student who is 18 years of age or older or who attends a postsecondary institution at any age, therefore Midwestern Career College (MCC) considers an "eligible student" any student who is currently attending MCC or has attended the College. FERPA does not apply to applicants who have been admitted, but who have not been in attendance. MCC fully complies with the Family Educational Rights and Privacy Act of 1974, as amended, in respecting the students' specific, protected rights regarding the release of their education records. For more information about FERPA please refer to the MCC Catalog or visit http://mccollege.edu/

The purpose of this form is to provide a written consent for MCC to release certain education records, as required by FERPA.

I, _____, Student ID # _____, (First and Last Name) (If available) authorize Midwestern Career College to release my education records described below to the following person(s):

Full Name _____ Relationship_____

Full Name _____ Relationship_____

Full Name _____ Relationship_____

If more than one name is listed, the records checked for release may be made available to all persons listed, unless specified otherwise.

Education records to be released:

☐ Academic Transcript   ☐ Financial Aid Records   ☐ Other

☐ Attendance Records   ☐ Student Accounts Records   _____

☐ Full Academic Record   ☐ Cancel Previous Release

The information is to be released for the following purpose(s):

☐ Family communications about college experience   ☐ Employment related opportunities or verification   ☐ Other_____

Release over the phone:

MCC will not release information over the phone, unless the person listed on the release form provides the following PIN _____ The pin can consist of letters, numbers or any combination of thereof. Please choose a pin that you and the person(s) listed on the release form will remember. Once submitted, the pin can only be changed by the student, in person, at the Office of the Registrar.

I understand that the information marked for release may be released orally, in writing or in the form of copies of records, at MCC's discretion. I also understand that this authorization will remain in effect until my written cancel notification is made by submitting a new FERPA Release form to the Office of the Registrar.

_____   _____

Student Signature   Date

Accredited by
CEA®

ENGLISH AS SECOND LANGUAGE ACHIEVEMENT SCALE

A1 BEGINNER — 4 courses per term, 11 weeks per term

A2 HIGH BEGINNER — 4 courses per term, 11 weeks per term

B1 LOW INTERMEDIATE — 4 courses per term, 11 weeks per term

B2 INTERMEDIATE — 4 courses per term, 11 weeks per term

C1 HIGH INTERMEDIATE — 4 courses per term, 11 weeks per term

C2 ADVANCED — 4 courses per term, 11 weeks per term

PE PROFESSIONAL ENGLISH — 2 courses per term, 11 weeks per term

EAP ENGLISH FOR ACADEMIC PURPOSES — 2 courses per term, 11 weeks per term

LOCATIONS

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Interpretation of Achievement Scale

By the end of each course, students will be able to:

	Grammar	Listening and Speaking	Reading	Writing
Beginner	1. conjugate *be* correctly in the present, including in contractions of *be*. 2. form subject + *be* present/present progressive (not) + complement sentences in which the subject and verb agree, and all parts are present and correctly sequenced. 3. ask *yes/no* questions in the present and present progressive and in which the subject and verb agree and are correctly sequenced. 4. demonstrate understanding of simple *yes/no* questions by answering them logically. 5. ask information questions in the present and present progressive by using a logical *Wh-* question word (e.g., *When* to ask about time) and sequencing words correctly. 6. demonstrate understanding of simple information questions by answering them logically (e.g., providing a location when asked *Where?*). 7. construct affirmative and negative statements that begin with *there is/there are* and that display agreement between the subject and verb. 8. differentiate between familiar count and non-count nouns. 9. recognize the difference between singular and plural nouns and form the plural of familiar nouns, including irregular nouns, correctly. 10. substitute subject pronouns for noun subjects and object pronouns for noun objects. 11. use possessive nouns and pronouns. 12. apply basic rules on the use of articles and other determiners; i.e., differentiating *a/an* and *a/the*; using an article before a	1. speak intelligibly at a beginner level. 2. ask *yes/no* and information (*Wh-*) questions and logically answer them. 3. demonstrate understanding of short, simple one-on-one conversations by participating in them at an appropriate beginner level. 4. participate at an appropriate beginner level in group discussions. 5. demonstrate introduction, conversation, and/or discussion etiquette. 6. identify main ideas in beginner-level listening passages and/or conversations. 7. identify similarities and differences between people and things described in beginner-level conversations and/or listening passages. 8. identify steps in a process or events in time order described in beginner-level conversations and/or listening passages and viewing beginner-level documentaries. 10. make logical inferences about the meaning of unfamiliar spoken words by identifying and applying context clues.	1. ask and answer questions to activate prior knowledge of text topics. 2. make logical predictions about text after previewing major text parts and features. 3. read text aloud with intelligible pronunciation and logical phrasing. 4. state the topic and overall main idea, or gist, of a text. 5. identify the main idea of a paragraph and the major details that support it. 6. put events described in a text in time order. 7. identify causes and effects in texts. 8. answer knowledge, comprehension, and analysis questions using evidence from texts. 9. make inferences about texts using textual evidence. use target vocabulary in sentences.	1. demonstrate understanding of simple *yes/no* questions by answering them logically in the simple present. 2. demonstrate understanding of simple information questions by answering them logically (e.g., providing a location when asked *Where?*) in the simple present. 3. recognize the difference between singular and plural nouns and spell the plural of familiar nouns, including irregular nouns, correctly. 4. maintain proper subject-verb agreement and word order. 5. use proper punctuation within and at the ends of sentences. 6. use capital letters at the beginnings of sentences and for all proper nouns. 7. conjugate be correctly in the present, including in contractions, questions, positive statements, and negative statements. 8. conjugate familiar verbs in the simple present, including correct negative statements and uses of *-s*, *-es*, and *-ies* endings. 9. differentiate between familiar count and non-count nouns and make subjects and verbs agree. 10. substitute subject pronouns for noun subjects and object pronouns for noun objects. 11. use possessive nouns and adjectives correctly in statements and questions, including correct placement of the apostrophe in written possessive nouns. 12. apply basic rules governing the use of articles; i.e., differentiating between *a/an* and *a/the*, using an article before a singular common count noun. 13. use the conjunction and correctly when combining subjects, verbs, and objects. 14. use coordinating conjunctions (*and*, *but*, *so*) to combine two simple sentences. 15. use familiar verbs in the present progressive

singular common count noun; using demonstratives.

13. conjugate familiar verbs in the simple present, including correct use of -s endings in the third-person singular.

14. use *do/does* to form and answer *yes/no* questions in the simple present.

15. use *don't/doesn't* to form negative statements and answer *yes/no* questions.

16. select correct basic prepositions to express time (e.g., at 3 p.m. on January 3) and location (e.g., on the wall in our classroom).

17. form the present progressive of familiar verbs.

18. use the simple present to express habitual actions and the present progressive to express actions in progress in the present.

and spell them correctly, including correct use of double consonants when adding -ing.

16. answer *yes/no* and information questions in the present progressive, making sure the subject and verb agree and are correctly sequenced.

High Beginner

1. conjugate *be* in the simple past and use past of forms of *be* to make affirmative and negative statements.
2. form the simple past of common regular and irregular verbs and use simple past forms to make affirmative and negative statements.
3. ask and answer *yes/no* and information questions in the simple past.
4. form sentences with time clauses in the simple past.
5. form the past progressive of verbs.
6. differentiate between uses of the simple past and uses of the past progressive.
7. use common adjectives and adjectival nouns to describe nouns and common adverbs to describe verbs in statements and questions.
8. use *too* and *very* correctly with adjectives and adverbs and *enough* or *not enough* correctly with adjectives.
9. express ability using *can*, *could*, *be able to*, and *know how to*.
10. use *can* and *could* and *might* and *may* to express possibility.
11. make comparisons in statements and questions using common adjectives and adverbs.
12. use *should(n't)* to give advice and ask and answer *yes/no* and information questions.
13. use *can*, *could*, and *would* to make requests and *may* and *can* to ask permission.
14. Express necessity using *have to/had to* and lack of necessity using *don't have to/ didn't have to*.
15. make statements and ask questions about future actions and conditions using *will*, *be going to*, and the present progressive.
16. make predictions, offers, and promises using *will* and *won't*.
17. use if clauses to express conditions and results related to facts, habits, and future

1. speak intelligibly at a high-beginner level.
2. ask and answer *yes/no* and information questions with correct form and intonation.
3. demonstrate how to communicate a lack of understanding and to ask for clarification courteously during a conversation and/or group discussion.
4. demonstrate how to communicate interest in a conversation and/or discussion and ask questions to sustain the dialogue.
5. express agreement and disagreement courteously in conversations and/or discussions.
6. state opinions and support them with reasons.
7. participate at an appropriate level in conversations and/or group discussions.
8. use context clues to infer the meaning of unfamiliar spoken words.
9. identify main ideas and supporting details in high-beginner conversations and/or listening passages.
10. take accurate key-word notes while listening to high-beginner conversations and/or listening passages.
11. use eye contact to maintain listener attention and interest.
12. apply target high-beginner grammar principles when speaking.

1. ask and answer questions to activate prior knowledge of text topics.
2. make logical predictions about text after previewing text parts and features.
3. read text aloud with intelligible pronunciation, appropriate phrasing, and expression.
4. state the gist of a text.
5. identify the main idea of a paragraph and of a text and the major details that support each.
6. locate and interpret information on simple bar graphs.
7. find locations on simple maps.
8. classify facts and details logically in a text.
9. identify reasons in a text.
10. find and explain the purpose of supporting examples in a text.
11. answer knowledge, comprehension, and analysis questions using evidence from texts.
12. make inferences about texts and support them with evidence from the texts.
13. identify target prefixes and suffixes and use them to define unfamiliar words.
14. use target vocabulary, including academic vocabulary, in sentences.

1. form the simple past, simple present, present progressive, and future of familiar verbs, including irregular verbs.
2. demonstrate understanding of simple *yes/no* questions by answering them logically and with multiple complete sentences.
3. demonstrate understanding of simple information questions by answering them logically and with multiple complete sentences.
4. identify and correctly revise sentence fragments.
5. construct negative expressions of positive statements.
6. substitute subject pronouns, object pronouns, possessive nouns and possessive adjectives correctly.
7. use adjectives and prepositions of place when describing nouns.
8. use adverbs of manner, time words, and prepositions of time/place when describing verbs and action verbs.
9. apply basic rules governing the use of articles (*a*, *an*, *the*).
10. use the conjunction and to combine subjects, verbs, and objects.
11. use coordinating conjunctions (*and*, *but*, *so*) to combine two simple sentences.
12. use dependent clauses to construct complex sentences.
13. use correct capitalization, punctuation, and word order.
14. use modals to clarify meaning.
15. create paragraph titles and topic sentences that accurately reflect and effectively organize the sentences within a paragraph.

events.
18. form time clauses with *before*, *after*, and *when* to discuss facts, habits, and future events.

Low Intermediate				
	1. form the simple present and present progressive of verbs. 2. differentiate between the simple present and present progressive and use them to make affirmative and negative statements and to ask questions. 3. use frequency adverbs with the simple present. 4. form the simple past and past progressive of verbs. 5. differentiate between the simple past and past progressive and use them to make affirmative and negative statements and to ask questions. 6. form time clauses with *before*, *after*, *as soon as*, and *when* to discuss facts, habits, and past and future events. 7. use *used to* and *would* to express repeated past actions. 8. construct sentences with *another*, *other*, or *the other* and with *one* or *ones*. 9. differentiate between count and non-count nouns and use quantity and measurement words with them. 10. form statements using possessive nouns, possessive pronouns, and possessive adjectives. 11. use correct prepositions of place, time, and direction. 12. use correct articles and determiners: *a*, *an*, *some*, *the*, or Ø, including with names and places. 13. form the simple present perfect and present perfect progressive of verbs and use them to make affirmative and negative statements as well as questions. 14. use *since* and *for* with the present perfect. 15. use common adjectives and adjectival nouns to describe nouns and sequence adjectives correctly. 16. use common adverbs of manner and degree. 17. make comparisons between two or more things using common adjectives and	1. display English pronunciation, intonation, and word stress at a low-intermediate level. 2. initiate, interrupt, and sustain small talk and conversations courteously. 3. give advice, suggestions, and/or opinions and support them with reasons. 4. ask for and give clarification courteously. 5. give simple explanations that include examples. 6. participate effectively in small-group and whole-class discussions and/or presentations. 7. take accurate key-word notes while listening to conversations, passages, and/or documentaries at the low-intermediate level. 8. identify main ideas and supporting details in low-intermediate conversations and/or listening passages. 9. demonstrate effective body language (eye contact, posture, gesture) when making presentations. 10. apply target low-intermediate grammar principles when speaking. 11. use context clues to infer the meaning of unfamiliar spoken words.	1. ask and answer questions to activate prior knowledge of text topics. 2. make logical predictions about text after previewing major text parts and features. 3. skim a text to identify the gist, or overall main idea. 4. scan a text to find specific pieces of information. 5. identify the main idea of a paragraph and of a text and the major details that support each. 6. find locations on maps. 7. interpret infographs. 8. identify the overall purpose of a text and of individual paragraphs. 9. answer knowledge, comprehension, and analysis questions using evidence from texts. 10. make inferences about texts based on evidence from the texts. 11. identify an author's tone and point of view. 12. differentiate between facts and theories. 13. identify and explain causes and effects in a text. 14. use target vocabulary in sentences.	1. write paragraph titles and topic sentences that accurately reflect the contents of a paragraph. 2. compose informative paragraphs that present facts in a coherent, logical order using the simple present. 3. compose process paragraphs that present instructions in a coherent, logical order using the imperative. 4. compose definition paragraphs that logically explain a word, phrase, or concept using adjective clauses. 5. compose descriptive paragraphs that draw on the five senses. 6. compose narrative paragraphs that coherently describe details about meaningful moments from students' past using the simple past. 7. compose opinion paragraphs that demonstrate an understanding of the differences between facts and opinions and that use facts to support the writer's opinion. 8. use sequence words and chronological order effectively. 9. use coordinating conjunctions (*for*, *and*, *nor*, *but*, *or*, *yet*, *so*) to combine two simple sentences. 10. use adjective phrases, adjective clauses, and adverb clauses to create sentence variety. 11. apply comma rules regarding compound and complex sentences. 12. identify and correctly revise sentence fragments. 13. maintain proper word order and subject-verb agreement. 14. use possessive nouns and pronouns correctly in statements and questions, including correct placement of the apostrophe in written possessive nouns. 15. apply basic rules governing the use of articles; i.e., differentiating between *a/an* and *a/the*; using an article before a singular common count noun. 16. use capital letters at the beginning of sentences and for all proper nouns.

adverbs.
18. make predictions, offers, promises, and plans using *be going to* and *will*.
19. use the simple present for future schedules and the present progressive for definite future plans.

Intermediate				
Intermediate	1. join words, phrases, and clauses logically with *and*, *or*, *so*, *but*. 2. express similarity in affirmative statements using *and . . . too* and *and so*, and similarity in negative statements using *either* and *neither*. 3. construct adverb clauses of cause, contrast, and future conditional using *if* and *when*. 4. use gerunds as subjects, objects of target verbs, and objects of prepositions. 5. use infinitives as objects of target verbs, in statements of purpose or reason, and in statements with *enough* and *too* (e.g., It's not cold enough to wear a coat; There were too many rules for me to remember). 6. use relative clauses as subjects and objects in sentences. 7. express ability using *can*, *could*, and *be able to*. 8. use *could*, *might*, and *may* to express possibility. 9. use *must (not)* to express logical conclusions. 10. use *can*, *could*, *will*, and *would* to make requests and *may*, *could*, and *can* to ask permission. 11. express necessity using *have to/had to*, *must*; lack of necessity using *don't have to/didn't have to*, and prohibition using *must not*, *may not*, *can't*, *couldn't*. 12. construct correctly sequenced sentences with direct and indirect objects. 13. use target phrasal verbs in sentences. 14. form sentences in the active and passive voice. 15. use present and past participial adjectives. 16. construct noun clauses with *that*, *wh-*words, and *if/whether*. 17. form direct and indirect quotations (quoted and reported speech).	1. display English pronunciation, intonation, and word stress at an intermediate level. 2. demonstrate knowledge of inclusiveness in language and in collaborative activities. 3. state opinions and support them with reasons. 4. give explanations that include examples. 5. participate effectively in small-group and whole-class discussions and presentations. 6. take notes while listening to conversations, passages, and/or documentaries at the low-intermediate level. 7. use notes to answer questions about listening passages and/or documentaries. 8. demonstrate effective body language (eye contact, posture, gesture, expression) when making presentations. 9. apply target intermediate grammar principles when speaking. 10. identify and apply context clues to make logical inferences about the meaning of unfamiliar spoken words. 11. analyze and draw conclusions about information in spoken messages and support analysis and conclusions with reasons. 12. identify sequence of events, causes and effects, and comparisons in spoken messages. 13. use visual aids to convey information.	1. ask and answer questions to activate prior knowledge of text topics. 2. make logical predictions about text after previewing text parts and features. 3. skim a text to identify the gist or overall main idea. 4. scan a text to find specific pieces of information. 5. identify the main idea of a paragraph and of a text and the major details that support each. 6. find locations and other types of information on maps. 7. interpret charts and graphs. 8. identify the overall purpose of a text and of individual paragraphs. 9. answer knowledge, comprehension, application, analysis, and evaluation questions using evidence from texts. 10. describe an author's tone and point of view. 11. identify pros and cons of a course of action or position. 12. identify causes and effects in a text and explain them. 13. use charts and Venn diagrams to gather and organize information. 14. make logical inferences about the meaning of unfamiliar words by using context clues and word parts.	1. create clear subordinate order within a paragraph by composing topic sentences that contain effective controlling ideas. 2. create coherence and unity within an essay by composing titles and thesis statements that accurately reflect and effectively control the main ideas (topic sentences) of the body paragraphs. 3. compose body paragraphs that logically support and coherently develop the thesis statement. 4. understand the parts of an introduction paragraph (e.g., the hook, the thesis statement, and the connecting information) and begin crafting original introductions that contain all three elements. 5. understand the conventional strategies for creating conclusions paragraphs (e.g., summary, suggestion, prediction, or opinion) and begin crafting original conclusions that employ these methods. 6. compose descriptive essays that draw on the five senses. 7. compose narrative essays that coherently describe details about meaningful moments from the writer's past. 8. compose expository essays, including comparison, cause-effect, and classification. 9. effectively use sequence words, connectors, and chronological order. 10. understand and use coordinating conjunctions correctly (*for*, *and*, *nor*, *but*, *or*, *yet*, *so*) when combining two simple sentences. 11. use parallel structure when composing sentences and paragraphs. 12. understand and use prepositional phrases, adjective phrases, adjective clauses, and adverb clauses correctly when creating sentence variety. 13. understand and adhere to comma rules regarding compound and complex sentences. 14. identify and correctly revise sentence fragments. 15. maintain proper word order and subject-verb agreement. 16. use possessive nouns and pronouns correctly

			15. use target vocabulary in sentences.	in statements and questions. 17. make deliberate choices regarding style and tone, specifically when using contractions and passive voice.
High Intermediate	1. differentiate between the simple present and present progressive to use them correctly. 2. differentiate between the simple past and the past progressive to use them correctly. 3. form time clauses with adverbs of time such as while and when to discuss past and future events. 4. form the simple present perfect and present perfect progressive and use them to make statements and questions. 5. differentiate between *since* and *for* and use them correctly. 6. form the simple past perfect and past perfect progressive and use them to make statements and questions. 7. make predictions, offers, promises, and plans using *be going to* and *will*. 8. use the simple present for future schedules and the present progressive for future plans. 9. form the future progressive and future perfect progressive and use them to make statements and questions. 10. express ideas and feelings using negative *Yes/No* questions, statement questions, and tag questions. 11. differentiate between count and non-count nouns and use articles and quantity	1. connect ideas logically with only occasional hesitation when speaking. 2. select words that clearly convey the intended meaning. 3. apply principles of high-intermediate grammar, pronunciation, and intonation. 4. demonstrate effective body language (eye contact, posture, gesture, expression) when making presentations. 5. effectively use visual aids to convey information. 6. find trustworthy information, document it, and use it to support arguments and other spoken messages. 7. demonstrate inclusiveness and courtesy in collaborative activities. 8. state viewpoints, opinions, and/or arguments, and support them with facts and other types of convincing evidence. 9. identify and apply context clues to make logical inferences about the meaning of unfamiliar spoken words. 10. take notes while listening	1. ask and answer questions to activate prior knowledge of text topics. 2. identify the structure and purpose of a text by skimming the title, subheads, key sentences, captions, graphic aids, and other text features. 3. turn subheads into questions and read to answer the questions. 4. scan a text to find specific pieces of information. 5. identify the main idea of a paragraph and of a text. 6. find locations and other types of information on maps. 7. interpret infographics. 8. differentiate between fact and theory. 9. answer critical-thinking questions, including analysis, evaluation, and creation questions, using evidence from experience and from texts. 10. identify author attitude	1. maintain coherence and unity within an essay by composing titles and thesis statements that accurately reflect and effectively control the main ideas (topic sentences) of the body paragraphs. 2. compose body paragraphs that logically support and coherently develop the thesis and that contain strong topic sentences and clear supporting details. 3. compose introductory paragraphs that are appropriate for the types of essays being written and that include the necessary conventions (e.g., a hook, a thesis statement, and relevant connecting information). 4. compose conclusion paragraphs that use conventional strategies appropriate for the types of essays being written (e.g. a "moral" for narrative essays; a prediction for cause-effect essays). 5. compose narrative essays that draw on the five senses to describe meaningful moments from the writer's past; that contain a clear point; and that demonstrate an understanding of basic story structure elements like setting, theme, plot, and character. 6. compose comparison essays and cause-effect essays that are logically organized and fully developed. 7. compose academic essays, including argument and response essays, that are logically organized

	expressions with them. 12. use articles correctly in generalizations. 13. use gerunds as subjects and as objects of verbs and prepositions and with target verbs and expressions. 14. use infinitives as objects of target verbs, in statements of purpose or reason, and in statements with *enough* and *too* (e.g., It's not cold enough to wear a coat; There were too many rules for me to remember). 15. express necessity and prohibition; use *be supposed to* to express obligation and expectation. 16. express ability in present, past, and future; use be able to with gerunds, infinitives, and modals. 17. ask for advice and express regret or criticism using should have + past participle. 18. use modals to express possibility and logical conclusions in the present, past, and future (simple and progressive).	to conversations, lectures, and/or documentaries at the high intermediate level. 11. use notes to answer questions about listening passages and/or documentaries. 12. evaluate arguments and information in spoken messages and support evaluations with reasons. 13. identify problems/solutions and causes/effects in spoken messages.	and bias. 11. make logical inferences about the meaning of unfamiliar words by using context clues and word parts. 12. use target vocabulary in sentences.	and fully developed and that convey the student's point of view while also considering alternative points of view (counterarguments). 8. use organizing principles appropriate for the types of essays being written, including sequence words, connectors, and/or chronological order. 9. use parallel structure when composing sentences and paragraphs. 10. use prepositional phrases, adjective phrases, adjective clauses, and adverb clauses to create sentence variety. 11. identify and correctly revise sentence fragments and run-on sentences. 12. make deliberate choices regarding style and tone, specifically when using modals and the passive voice. 13. use qualifiers to avoid faulty logic.
Advanced	1. use passive voice with modals, the verb *get*, passive gerunds, and passive infinitives. 2. form causative statements using *have*, *let*, *make*, *get*, and *help*. 3. use the passive causative: *have something done* and *get something done*. 4. use transitive (separable and inseparable) and intransitive verbs. 5. construct subject and object relative clauses; reduced relative clauses; relative clauses with *whose*, *where*, and *when*. 6. construct adverb clauses of time, contrast, reason and purpose as well as reduced adverb clauses of time and reason. 7. use present and future real and unreal conditionals as well as past unreal conditionals. 8. use *wish* + simple past / *would* and past perfect. 9. construct noun clauses with that, *wh-* words, and *if/whether*. 10. use reported speech with statements,	1. connect ideas logically when speaking. 2. select words that clearly convey the intended meaning. 3. apply principles of advanced grammar, pronunciation, and intonation. 4. demonstrate effective body language (eye contact, posture, gesture, expression, tone) when making presentations. 5. find trustworthy information, document it, and use it to support arguments and other spoken messages. 6. demonstrate inclusiveness and courtesy in collaborative activities. 7. state opinions and arguments and support them with convincing evidence. 8. identify and apply context	1. ask and answer questions to activate prior knowledge of text topics. 2. identify the structure and purpose of a text by skimming the title, subheads, key sentences, captions, graphic aids, and other text features. 3. turn subheads into questions and read to answer the questions. 4. scan a text to find specific pieces of information. 5. identify the main idea of a paragraph and of a text and the major details that support each by marking the text and making marginal notes. 6. find locations and other types of information on	1. compose argument essays that convey the student's point of view while also considering alternative points of view (counterarguments). 2. use research from sources such as books, magazines, journals, and the internet to support and develop theses, supporting reasons, and counterarguments. 3. paraphrase, summarize, and/or synthesize the words of other writers. 4. maintain coherence and unity within an essay by composing titles and thesis statements that accurately reflect and effectively control the main ideas (topic sentences) of the body paragraphs. 5. use organizing principles to clarify and strengthen the line of reasoning, including sequence words, connectors, and subordinate order. 6. compose body paragraphs that logically support and coherently develop the thesis and that contain strong topic sentences and clear supporting details. 7. compose introductory paragraphs that convey

modals, questions, commands, advice, requests, and time and place changes. 11. construct sentences with transition words of contrast, result, and addition. 12. construct sentences with prepositional phrases of cause and effect as well as contrast.	clues to make logical inferences about the meaning of unfamiliar spoken words. 9. take notes while listening to advanced conversations, lectures, and/or documentaries. 10. use notes to answer questions about listening passages and documentaries. 11. evaluate arguments and information in spoken messages and support evaluations with reasons. 12. make inferences about the meaning of spoken passages and about speakers' attitudes.	maps. 7. interpret infographics. 8. differentiate between fact and theory. 9. answer comprehension, application, analysis, evaluation, and creation (synthesis) questions using evidence from experience and from texts. 10. identify claims and supporting evidence in an argument and evaluate the evidence. 11. make logical inferences about the meaning of unfamiliar words by using context clues and word parts. 12. use target vocabulary in sentences.	a clear sense of purpose; that effectively prepare the reader for the author's position; and that include the necessary conventions (e.g., a hook, a thesis statement, and relevant connecting information). 8. compose conclusion paragraphs that use conventional strategies to reinforce the student's purpose in writing the essay. 9. use parallel structure when composing sentences and paragraphs. 10. use prepositional phrases, adjective phrases, adjective clauses, and adverb clauses to create sentence variety. 11. identify and correctly revise sentence fragments and run-on sentences. 12. make deliberate choices regarding style and tone, specifically when differentiating between the words of outside authors and the students' own ideas. 13. understand and use qualifiers to avoid faulty logic. 14. compose sentences that reflect proper syntax, grammar, and mechanics, (i.e., spelling, punctuation, capitalization, word order, verb forms, and subject-verb agreement).

Professional English: Professional English Course

1. use key business English vocabulary, idioms, and phrasal verbs correctly.
2. use context and/or word parts (e.g., common prefixes) to define unfamiliar vocabulary in higher-level (upper-intermediate and advanced) written business passages.
3. identify main ideas and key supporting details in higher-level (upper-intermediate and advanced) written and spoken business passages.
4. demonstrate understanding of higher-level (upper-intermediate and advanced) business articles and listening passages by correctly answering comprehension questions about them.
5. apply target principles and key functional language used in business meetings, negotiations, presentations, and/or consensus-building (reaching agreement).
6. apply target principles of English grammar and usage when conveying messages in English.
7. write clear, courteous, correctly formatted, and grammatically correct e-mail, minutes, guidelines, press releases, and/or reports.
8. Identify cultural differences that commonly present challenges in cross-cultural business situations and offer solutions.

Professional English: English Skills for Success Course

1. use key vocabulary correctly.
2. identify Super's five life stages and give an example of each.
3. use the RIASEC Code to describe their personality type and that of other people.
4. read case studies and career texts and show understanding by answering comprehension and critical thinking questions and writing journal entries.
5. identify the five levels of Maslow's hierarchy of needs.
6. explain how differences in culture and/or age (generations) can cause workplace conflict.
7. describe benefits of networking and explain how to use social networks to create relationships.
8. apply target principles of English grammar and usage to convey clear messages in English.

Professional English: Presentation Skills for English Language Learners Course	9. list characteristics of their personal brand and write an elevator pitch aligned to that brand. 10. write a targeted, grammatically correct, and courteous cover letter, résumé, request for a reference, and thank-you to a potential employer. 11. use generally accepted interview principles to provide effective answers to interview questions. 1. analyze audiences and tailor presentations to their interests and needs. 2. create clear purpose and central idea statements. 3. develop central ideas with different types of supporting details (e.g. statistics, reasons, examples, analogies, and testimonies). 4. write logically organized presentation outlines that include all presentation parts. 5. use attention-getting devices in introductions and summaries of main points in conclusions. 6. apply guidelines to find trustworthy information sources and document them correctly. 7. apply target organizational patterns to organize presentations logically. 8. use nonverbal communication (e.g. eye contact, posture, gesture, expressiveness of voice) to support verbal messages. 9. create visual aids that support verbal messages, and document visual aids correctly. 10. use feedback to find and correct grammar, pronunciation, intonation, and wording errors in English. 11. demonstrate ability to fulfill a role or roles in group discussions and presentations. 12. create and deliver speeches that inform and speeches that persuade. 13. take notes and use them to answer comprehension questions.
Professional English: Interpersonal Communication Skills in the United States Course	1. explain how a communication situation is affected by physical, social, historical, psychological, and/or cultural contexts of the situation. 2. create canned plans and/or scripts for common situations, including business introductions. 3. describe and apply target guidelines for producing ethical communication. 4. explain the influence on communication of differing cultural dimensions (individualism v. collectivism, low-context v. high-context; monochromic v. perceptions of time; low v. high uncertainty avoidance, power distance, masculine v. feminine, and long-term v. short-term orientation). 5. identify potential barriers to intercultural communication and ways to overcome them. 6. apply target guidelines for improving semantics and/or pragmatics. 7. give examples of different types of nonverbal communication, and use nonverbal cues to enhance communication. 8. identify challenges to effective listening, and describe active listening strategies that can be used to overcome the challenges. 9. identify dialectical relational tensions and/or emotional conflicts and describe ways to avoid or resolve them. 10. describe different communication styles (passive, aggressive, passive-aggressive, assertive) and possible effects of each on interpersonal relationships. 11. identify target conflict-management techniques (e.g., lose-lose, lose-win, win-win), choose and apply one to a conflict to resolve it, and justify the choice. 12. play one or more roles that people fulfill in meetings (task, maintenance, procedural), and use guidelines to evaluate performance of roles. 13. apply the steps in the target six-step problem-solving process to solve a business problem.
Professional English: Business Writing for English Language Learners Course	1. write clear, complete, and polite three-paragraph business e-mails and memos that are correctly formatted and include all genre parts (e.g., *To, From, Date, Subject* lines, salutation, and complimentary close). 2. write clear, complete, and polite three-paragraph business letters that are correctly formatted and include all genre parts (e.g. heading, dateline, inside address, salutation, complimentary close, enclosure, copy notation). 3. demonstrate understanding of the "you attitude" by applying it to written business communications. 4. apply the "Four A's" — Attention, Appeal, Application, Action — to create effective sales letters. 5. organize messages effectively by applying the direct pattern to good news and the indirect pattern to bad news. 6. compose brief, accurate, correctly paraphrased summaries of business articles. 7. write clear, complete, chronologically organized sets of instructions. 8. compose clear, complete proposals and short reports that adhere to principles of persuasion.

	9. create clear, correctly documented graphic aids (e.g., tables, charts, pictograms).
	10. create a website that applies target principles of design, content, and navigation.
	11. identify cultural differences that commonly cause problems in written cross-cultural communications and ways to overcome them.
	12. apply principles of English grammar, mechanics, and usage when writing, editing, and revising.
Professional English: Professional English for Marketing Course	1. apply the four Ps and/or other target marketing strategies to develop a brand.
	2. use the AOSTC stages to develop a marketing plan.
	3. define and correctly pronounce key course vocabulary.
	4. develop a marketing strategy based on primary and/or secondary research into the market environment.
	5. collaborate and contribute equally in teams of two or more to brainstorm and develop new products and/or marketing plans.
	6. use key vocabulary correctly to present new product ideas (pitches) and/or research results.
	7. use key vocabulary and concepts correctly to develop a brand platform and/or brand values.
	8. research and/or analyze factors that contribute to the marketing budget.
	9. demonstrate understanding of when to use crisis communication and/or rebranding.
	10. develop a media strategy as part of a marketing plan that appeals to a target audience or demographic.
	11. demonstrate effective body language (e.g., eye contact, posture, gesture) when making presentations.
	12. apply principles of English grammar, mechanics, and usage when speaking and writing.
English for Academic Purposes: TOEFL iBT Preparation Course	1. demonstrate understanding of TOEFL-type reading passages by correctly answering comprehension, inference, author's opinion, and sentence restatement questions about them.
	2. define words in TOEFL-type reading passages by using context clues.
	3. show comprehension of text development in TOEFL-type reading and listening passages by correctly answering questions about author's purpose and methods.
	4. identify referents for targeted words and phrases in TOEFL-type reading passages.
	5. summarize TOEFL-type reading and listening passages by identifying key main ideas in them.
	6. use charts to classify information in TOEFL-type reading and listening passages.
	7. identify the main topic, main purpose, and key details of TOEFL-type listening passages.
	8. identify a speaker's attitude or meaning after listening to a TOEFL-type listening passage.
	9. take notes on TOEFL-type readings and lectures, and use the notes to answer sequencing questions, address integrated speaking prompts, and /or write TOEFL-type integrated responses.
	10. deliver personal-preference and paired-choice oral responses that fulfill the requirements of TOEFL rubric and time limits.
	11. write TOEFL-type integrated and independent responses that meet the requirements of TOEFL rubric and time limits.
English for Academic Purposes: Understanding US Culture Course	1. identify the six target core American values, and describe historical circumstances and events that helped shape those values.
	2. demonstrate understanding of academic texts in English by answering comprehension, analysis, and evaluation questions about them.
	3. use context clues to define unfamiliar vocabulary.
	4. compare and contrast US beliefs, values, and traditions with those of other cultures.
	5. interpret, analyze, and apply data from polls, charts, and/or graphs.
	6. make observations, create questionnaires, take polls, and/or do interviews in English to gather information about US culture.
	7. use the Internet, databases, and/or other sources of information to find reliable information about course topics.
	8. apply course rubric to create and deliver clear, well-organized grammatically correct presentations in English on course topics.
	9. in response to course prompts, write clear, well-organized, and well-supported responses in English that adhere to course rubric.
	10. correctly use target academic English words.

English for Academic Purposes: Academic Writing from Sources Course	1. compose a research-based essay that uses information from electronic search engines and databases to support and develop thesis statements and main ideas. 2. paraphrase, summarize, and/or synthesize information from written texts, making clear distinctions between the student's own ideas and those of outside authors. 3. use conventional citation methods (APA) to credit the ideas of other authors. 4. do an open and/or focused reading of sources related to the research topic. 5. conduct preliminary research into a topic and respond in writing to the ideas and information encountered. 6. create and/or use research questions to clarify the research focus. 7. translate a research question into a thesis statement that effectively governs the content and shape of the essay. 8. build cohesion within an essay by using guiding language and/or by creating subordinate order between and within all paragraphs. 9. identify and acknowledge personal bias. 10. create a research proposal that conveys the topic and scope of the research. 11. maintain principles of standard English sentence structure and grammar, including complete sentences, capitalization, punctuation, and pronoun use. 12. identify different types of sources and/or evaluate the usefulness of different sources of information.
English for Academic Purposes: Critical Reading and Thinking Skills in English: US Fiction Course	1. answer comprehension, application, analysis, evaluation, and synthesis questions about works of fiction. 2. use context clues and word analysis to define unfamiliar words. 3. identify and logically interpret, in works of fiction, target figurative language such as simile, metaphor, and symbol. 4. use evidence from works of fiction to support your analyses. 5. identify, in works of literature, target narrative devices such as narrative points of view, plot structure, types of conflict, and setting; and explain how they help shape the work's theme. 6. analyze author's style, including word choice, sentence length, and descriptive language. 7. trace motifs and character development in works of fiction.
English for Academic Purposes: Critical Reading and Thinking Skills in English: US Nonfiction Course	1. identify the structure and purpose of informational text by skimming the title, subheads, key sentences, captions, and graphic aids. 2. turn subheads into questions and answer the questions correctly. 3. identify the main idea of a paragraph and of a text and the major details that support each. 4. interpret charts, graphs, or other visual aids that complement text. 5. answer comprehension, application, analysis, evaluation, and synthesis questions and support answers with evidence from nonfiction texts. 6. identify and interpret target figurative language and narrative devices and explain how they help shape works of literary nonfiction. 7. analyze author's style, including word choice, tone, sentence length, and descriptive language. 8. define unfamiliar words using context clues and word analysis. 9. use target academic vocabulary in sentences.
English for Academic Purposes: IELTS Test Preparation Course	1. identify specific information in IELTS-type listening passages and use it to correctly complete sentences, notes, forms, tables, flow-charts, maps, plans, or diagrams. 2. demonstrate understanding of IELTS-type listening passages by correctly answering questions about factual information and speakers' attitudes and opinions. 3. demonstrate understanding of IELTS-type listening passages by correctly completing matching tasks about main ideas, detailed information, and arguments. 4. identify specific information in IELTS-type reading passages and use it to answer questions and complete tables, notes, matching tasks, and summaries correctly.

5. demonstrate understanding of IELTS-type reading passages by correctly matching information about the main ideas.
6. demonstrate understanding of IELTS-type reading passages by correctly answering multiple-choice, matching, and true/false questions about the detailed arguments and views of the writer.
7. write a detailed description of graphs, tables, charts, diagrams, maps, and plans that meets the requirements of IELTS rubric and time limits.
8. write an IELTS-type essay expressing and justifying an opinion that meets the requirements of IELTS rubric and time limits.
9. give oral responses to interview questions about familiar topics related to everyday life that fulfill the requirements of IELTS rubric and time limits.
10. give a short talk on a given topic that fulfills the requirements of IELTS rubric and time limits.
11. discuss general and abstract questions on a given topic while fulfilling the requirements of IELTS rubric and time limits.