



INTERCULTURAL INSTITUTE OF CALIFORNIA



## General Catalog

2017

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The Intercultural Institute of California (IIC) is a private non-profit institution accredited by the Commission on English Language Program Accreditation (CEA), which is an accrediting agency recognized by the United States Department of Education.



Last revised: September 12, 2017

Note: If you find an error in this document, please contact the Director of ESL.

## **TABLE OF CONTENTS**

MISSION STATEMENT AND PROGRAM OBJECTIVES	1
CERTIFICATE PROGRAMS	2
I. English as a Second Language (ESL) Programs	2
II. General Policies	8
ACADEMIC CALENDAR	14
GOVERNANCE	15
ADMINISTRATION	16
NOTICES	17

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## **MISSION STATEMENT AND PROGRAM OBJECTIVES**

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The Intercultural Institute of California (IIC) is a non-profit institution incorporated with the mission of providing post-secondary students with affordable, quality non-degree extension study programs through establishment of formal curricula and regular faculty. More specifically, these educational programs are designed to fulfill our students' varied learning needs, and to empower them with the necessary skills to understand and communicate with people from different cultures.

Our English as a Second Language (ESL) General English program has been designed with the objective of improving students' knowledge and usage of English in all the major skill areas: reading, writing, speaking, listening, grammar, and vocabulary.

Our Business English program has the objective of improving students' knowledge and use of business-related English and of making students more effective at workplace communication.

Our ESL TOEFL program has the objective of improving students' performance on the Test of English as a Foreign Language (TOEFL) through a focus on the test's major components.

Our GRE/GMAT program has the objective of improving students' performance on either the Graduate Records Examination (GRE) and/or the Graduate Management Admission Test (GMAT) through a focus on the test's major components.

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## **CERTIFICATE PROGRAMS**

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### **Description**

#### **1. ESL General English Program**

IIC offers five levels of General English (General English Levels A2 – C2). In General English classes, students focus on learning new grammar structures and reviewing old ones within the context of the four main English skills -- speaking, listening, reading and writing. Class time will be divided between teacher lectures on grammar structure, practice of those structures within the different skill sets, and engaging in other communicative activities to deepen language learning.

To attain a certificate of completion, students must complete sixteen weeks at a given level, at 18 hours per week (i.e. 288 clock hours total). They must also pass all the section tests for that level.

ESL General English classes are held at IIC's Post Building (1362 Post Street) and Bush Building (1610 Bush Street).

#### **2. ESL Business English Program**

There are two levels for the Business English program: Business English Intermediate and Business English advanced. The IIC Business English Program targets students aiming to improve their knowledge and usage of English in business and workplace contexts. Students will be given the opportunity to practice English reading, writing, speaking, and listening in business and workplace contexts, and will be exposed to a range of relevant vocabulary and grammar structures.

To be able to enter the IIC Business English program at the intermediate level, students must place into Level B2 or higher during their initial placement test.

To be able to enter the IIC Business English program at the advanced level, students must demonstrate C1-level proficiency as well as previous experience with business English. Students can prove their prior business English knowledge by writing a letter of intent and showing a transcript that they've already completed prior coursework in business English at another institution.

To attain a certificate of completion for one level, students must complete sixteen weeks in a IIC's Business English Program, at 18 hours per week (i.e. 288 clock hours total). They must also pass all section tests, and show substantial improvement in their practice test scores over the course of this time.

The ESL Business English Program is held at IIC's Post Building (1362 Post Street), Bush Building (1610 Bush Street) and Third St Building (520 Third St.)

#### **3. ESL TOEFL Preparation Program**

The IIC TOEFL Preparation Program is targeted at students wishing to take the TOEFL iBT standardized test.

Students will learn strategies for tackling the TOEFL iBT and get hands-on experience with real examples that integrate speaking, reading, writing and listening in the characteristic style of the TOEFL iBT.

To be able to enter the IIC TOEFL Preparation Program, students must place into Level B2 or higher during their initial placement test.

To attain a certificate of completion, students must complete sixteen weeks in IIC's TOEFL Preparation Program, at 18 hours per week (i.e. 288 clock hours total). They must also show substantial improvement in their TOEFL practice test scores over the course of this time.

The ESL TOEFL Preparation Program is held at IIC's Post Building (1362 Post Street) and Bush Building (1610 Bush Street).

#### 4. GRE/GMAT

IIC's GRE/GMAT program is targeted at ESL students wishing to take the GRE and/or GMAT standardized tests. Students will learn strategies for performing well on these tests, and get hands-on experience with real examples that integrate reading, writing, and math in the characteristic style of the GRE and GMAT tests.

#### Language Proficiency Scale

To find out what their level means, students should look at IIC's Language Proficiency Scale, which is included below:

**IIC Language Proficiency Scale with Interpretation**

Level Group	CEFR Scale	Offered at IIC?	Level Title	Descriptors
E L E M E N T A R Y	A1	N	Elementary	<p>-Can understand and use very basic phrases aimed at the satisfaction of needs of a concrete type</p> <p>-Can introduce him/herself and other. Can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has.</p> <p>-Can interact in a simple way provided the other person talks slowly, clearly and is prepared to help.</p> <p>-Can write simple sentences about myself, for example where I live and what I do.</p> <p>-Can very slowly read very short, simple texts by understanding familiar names, words and basic phrases.</p>
	A2+	Y	Pre-	-Can have short conversations with friends and ask and

			Intermediate	<p>answer simple questions about familiar topics (e.g., weather, hobbies, pets, music, sports)</p> <p>-Can understand the main points in short newspaper / magazine stories, especially when they are illustrated</p> <p>-Can follow the main points of TV news, if people talk slowly and clearly, if the student familiar with the subject, and if the TV pictures help him or her to understand the story</p> <p>-Can understand short, simple texts on familiar subjects, which consist of high frequency, every day or job-related language.</p> <p>-Can write about myself using simple language. For example: information about my family, school, job, hobbies, etc.</p>
I N T E R M E D I A T E	B1	Y	Intermediate	<p>-Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc.</p> <p>-Can deal with most situations likely to arise while traveling in an area where the language is spoken</p> <p>-Can understand simplified versions of novels, and follow the storyline in short stories with a clear structure, with some effort and regular use of a dictionary</p> <p>-Can describe experiences and events, dreams, hopes, and ambitions, and briefly give reasons and explanations for opinions and plans.</p> <p>-Can write short, comprehensible connected texts on familiar subjects.</p> <p>-Can understand the main points in straightforward factual texts on subjects of personal or professional interest well enough to talk about them afterwards.</p>
	B2	Y	High Intermediate	<p>-Can understand the main idea of complex texts on both concrete and abstract topics, including technical discussions in his/her field of specialization</p> <p>-Can interact with native speakers quite easily without strain for either party</p> <p>-Can write at length about topical issues, even though complex concepts may be oversimplified, and can correct many of my mistakes in the process.</p> <p>-Can understand the main ideas of complex speech on concrete and abstract topics delivered in a standard dialect.</p>

				-Can produce clear, detailed texts on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options
A D V A N C E D	C1	Y	Advanced	<p>-Can understand a wide range of demanding, longer texts and recognize implicit meaning</p> <p>-Can express him/herself fluently and spontaneously without much obvious searching for expressions</p> <p>-Can use language flexibly and effectively for social, academic, and professional purposes</p> <p>-Can understand enough to follow extended speech on abstract and complex topics of academic or vocational relevance.</p> <p>-Can write clear, well-structured texts on complex topics in an appropriate style with good grammatical control.</p> <p>-Can produce clear, well-structured, detailed texts on complex subjects, showing controlled use of organizational patterns, connectors, and cohesive devices</p>
	C2	Y	High Advanced	<p>-Can understand with ease virtually everything heard or read.</p> <p>-Can understand any kind of text including those written in a very colloquial style and containing idiomatic expressions or slang.</p> <p>-Can produce written work that shows good organizational structure, with an understanding of the style and content appropriate to the task. I can produce text which is proof-read and lay out in accordance with relevant conventions.</p> <p>-Can summarize information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation</p> <p>-Can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex situations</p>

### **Total Charges for Our Programs**

For all of the programs described above, the tuition charges for an entire educational program (which is 16 weeks in length) is between \$2000 and \$1820, depending on the chosen schedule of payment. Students paying for four weeks at a time pay \$455 for 4-day schedule, \$500 for our 2-day schedule and \$455 for our GRE/GMAT course. Students paying for eight weeks at a time pay \$910 for our 4-day schedule, \$1000 for our 2-day schedule and \$910 for GRE/GMAT. Students paying for all sixteen weeks at once pay \$1820 for 4-day schedule, \$2000 for our 2-day schedule, and \$1800 for GRET/GMAT. This information is summarized below:

<u>Payment schedule</u>	<u>Cost per payment</u>	<u>Total tuition for entire program</u>
Every 4 weeks	\$455 / \$500* / \$455**	\$1820 / \$2000* / \$1820**
Every 8 weeks	\$910 / \$1000* / \$910**	\$1820 / \$2000* / \$1820**
Full 16 weeks	\$1820 / \$2000* / \$1820**	\$1820 / \$2000* / \$1820**

\*2-day schedule costs

\*\* GRE/GMAT

In addition to the tuition charges, students must pay a one-time application fee of \$110 (Non-Refundable), a \$20 materials fee and purchase textbooks for the class, which vary in cost between \$55 and \$180 depending on the course. Students who are over 5 days late on their tuition payment must pay an additional late fee of \$30. Students whose personal checks bounce must pay a Service Charge for Insufficient Funds of \$50. Also, if a student is STRF-eligible (see “Payment-Related Policies” in the General Policies section below), they must pay a STRF assessment fee (Non-Refundable) amounting to \$0.00 per \$1,000 of institutional charges.

Cash, cashier’s check, credit cards, money order or first-party personal check (California only and written for the exact amount owed) will be accepted as payment.

### **ESL Admissions Policy**

Students applying must be 18 years old or older, and must complete an application form either online or in person at the school and submit a copy of their high school diploma, or equivalent, or higher diploma. If this is unavailable then the student must take an ability-to-benefit test. If the student is an international student holding an F-1 visa, they must submit to us all relevant documents required by U.S. law: i.e. a copy of their passport and a copy of their latest bank statement dated within the last three months (or, if they have a sponsor, a certificate of sponsorship filled out by the sponsor along with the sponsor’s bank statement dated within the last three months). F-1 students applying from another school must also submit a copy of their former school’s I-20 form.

Students applying to the IIC must possess a basic knowledge of English (e.g. know the English alphabet, understand basic greetings, ask basic questions, etc.). Students should be aware of the following:

- a. Our ESL General English Program has only five levels: Levels A2 – C2. We cannot accommodate students who are at Level A1. Students whose English is extremely low (e.g. without knowledge of the English alphabet, etc.) should consider applying to another school.
- b. Only students who test into Level B2 or higher on our initial placement exam are eligible to study in our ESL TOEFL program or ESL Business English program. Students placing into Level A2 are only eligible to study in our ESL General English program.

Please note that IIC has not entered into any articulation or transfer agreement with any other academic institution regarding acceptance of credits earned. IIC does not accept credits earned at other institutions as a replacement for taking our placement test, nor is there any guarantee that other institutions will accept credits earned at our school as a basis for admissions or exemption from required classes.

### **ESL Faculty**

All ESL instructors employed by IIC hold either a certificate in TESOL (Teaching English to Speakers of Other Languages) or a master’s degree in TESOL (or related field). Our current roster of ESL instructors (which is subject to periodic change) consists of:

Haley Wrinkle, M.A in Global and International Studies, B.A Art Studio, TEFL Certificate  
 Samuel Patrick Maurer, BA in Anthropology, TEFL Certificate



Kuan Cheng Song, M.A. TESOL, B.A. Language Studies  
Jeannine Toussaint-Caron, M.A. Gerontology, B.A. Art, TESL Certificate  
Laura Haber, B.A Journalism, TESOL Certificate  
Wen Chi Liang (Vera), M.A. TESOL  
Leila Farhadi, TESOL, MA TESOL candidate (still studying), M.Sc. Cognition and Neuroscience, B.Cs. Biology  
Adam S. Jones, BA Political Science, CELTA certificate  
Herman Alexander Garcia Jr., M.A. TESOL, B.A. Linguistics  
Paul Reynolds, M.S. Analytical Politics, B.A. Political Science, TESOL certificate  
Kat Cornelius, M.A. TESOL, B.A. of Music  
Dawne Adam, M.A. in English with a TESOL concentration, M.S. in Information, B.A. English  
Rick Coury, CTESOL certificate, A.M. Arabic Language and Literature, B.A. With honors  
Lisa M. Perosi, B.S. Arts Administration, TESOL certificate  
Jason Warren, M.A. TESOL  
Scott Thompson, B.A. Humanities/English and Poetics

## **Course Descriptions**

### **General English A2 (High Elementary)**

--This course focuses on all major English skill areas: reading, writing, listening, speaking, grammar, and vocabulary. The course aims to raise students' fluency, comprehension, and accuracy in these skill areas. Students will engage with high-elementary level texts, listening, material, conversation, grammar, and vocabulary.

### **General English B1 (Low Intermediate)**

-- This course focuses on all major English skill areas: reading, writing, listening, speaking, grammar, and vocabulary. The course aims to raise students' fluency, comprehension, and accuracy in these skill areas. Students will engage with low-intermediate level texts, listening, material, conversation, grammar, and vocabulary.

### **General English B2 (High Intermediate)**

-- This course focuses on all major English skill areas: reading, writing, listening, speaking, grammar, and vocabulary. The course aims to raise students' fluency, comprehension, and accuracy in these skill areas. Students will engage with high-intermediate level texts, listening, material, conversation, grammar, and vocabulary.

### **General English C1 (Low Advanced)**

-- This course focuses on all major English skill areas: reading, writing, listening, speaking, grammar, and vocabulary. The course aims to raise students' fluency, comprehension, and accuracy in these skill areas. Students will engage with low-advanced level texts, listening, material, conversation, grammar, and vocabulary.

### **General English C2 (High Advanced)**

--This course focuses on all major English skill areas: reading, writing, listening, speaking, grammar, and vocabulary. The course aims to raise students' fluency, comprehension, and accuracy in these skill areas. Students will engage with high-advanced level texts, listening, material, conversation, grammar, and vocabulary.

### **TOEFL Preparation Program**

-- IIC's intensive iBT TOEFL Preparation Program is designed to help students acquire the skills and confidence necessary to achieve a high iBT TOEFL score. IIC students study all four skill areas of the new iBT TOEFL: Speaking, Reading, Writing, and Listening. These skills are designed and instructed to help students acquire a high score within a short period of time. IIC instructors give special emphasis on iBT TOEFL test-taking strategies for the new iBT TOEFL test.

**Business English Program**

--The Business English Program is designed to give students exposure to English in a business context. Students will practice writing business-related documents, engage in business-related conversation, and learn vocabulary grammar that is helpful in a for a business or workplace environment. Engage in about Business English.

**GRE/GMAT**

--IIC's intensive GRE/GMAT Program is designed to help students acquire the skills they need in order to perform well on the GRE and GMAT tests. Skill areas targeted include reading, writing, and math skills. The course will also focus on test-taking strategies useful for the GRE and GMAT tests.

## **II. General Policies**

### **Course Schedules**

A schedule of all courses currently offered is available to students in paper format from the reception, and online on the school's website.

### **Policies on enrollment and registration**

Course registration and enrollment occur after the student has taken the placement test and the student's program and level has been determined by the Academic Coordinator.

The first step is for the Academic Coordinator to register the student on IIC's student database system into the appropriate level or program, so the student's name will show up on the class attendance roster.

The second step is for the student to be issued an enrollment agreement and school performance factsheet by the Administrative Assistant and asked to initial receipt of the School Performance Factsheet and sign and date the enrollment agreement. These documents are filed in the student's physical file. The Administrative Assistant will then pass the incoming students files to the Director of ESL.

The third step, once the student is registered for class and has signed the enrollment agreement, is for the Director of ESL to register the student's record on the SEVIS database, and updates the students address and course session dates.

### **Standards of Student Achievement**

IIC keeps track of student achievement through the use of periodic testing. The curriculum for each of our programs is divided up into sections, and students are expected to pass each "section test" in order to ultimately receive a certificate of completion. Students who underperform on the tests and do not receive a certificate of completion are allowed to repeat the program one more time.

### **Student's Right To Cancel**

The student has the right to cancel under which it is explained that the student has the right to cancel the enrollment agreement and obtain a refund of charges (less application fee and any non-refundable fees) paid through attendance at the first class session, or the seventh day after the enrollment, whichever is later.

### **Withdrawals, Cancellations and Refunds**

Students may cancel their enrollment agreement with the IIC and obtain 100% of the amount paid less the application fee and any non-refundable fees (not to exceed \$250) if the cancellation is made through attendance at the first day of class, or the seventh day after enrollment, whichever is later. After that time, a student may apply for a partial (pro-rated) refund up until they have completed 60% of their payment block. After 60% of the student's payment block is completed, no refunds will be given.

To cancel their enrollment agreement, students must submit a refund request in writing, which can be done via IIC's Refund Request form available at the Reception in the Bush Building. The IIC will pay refunds within 45

days of a student's cancellation or withdrawal.

### Calculating the pro-rated tuition refund

The IIC calculates the refund amount by following these steps:

The total amount owed to the student is equal to the weekly charge for the program (total institutional charge divided by the number of weeks in the program), multiplied by the number of weeks the student attended (or was scheduled to attend) before withdrawing from the program. If the student has attended any one day during a week this is regarded as a full week attended. For example, for IIC's 4-day schedule, the weekly charge is \$98.75 (\$395 divided by 4). If the student attended only two weeks and paid \$395, the total refund will be \$197.50. This same calculation is applied to the discounted 16 weeks tuition (\$1,480 for the 4-Day schedule) where the weekly charge is \$92.50, which is then multiplied by the number of weeks not attended and this same method of calculation is applied to the refunds for the 2-day schedule costs.

### **Probation and Dismissal Policies**

Students who are over two weeks late on their tuition payment, or who engage in minor forms of misconduct (e.g. cheating on a test, being overly disruptive in class, making rude remarks to fellow classmates, etc.) will be placed on probation for 14 days. Students on probation will find themselves under increased scrutiny by teachers and administrators. Any repeat signs of misconduct will be considered grounds for dismissal. Students who are over 30 days late on their tuition payment, or who engage in more serious forms of misconduct (e.g. vandalism, violence against students or staff, sexual harassment, etc.) will be immediately dismissed from the institution, and may face investigation by law enforcement officials, depending on the type and severity of the misconduct.

### **Attendance Policies**

All of our students are encouraged to maintain full attendance during the course of their program of study. Students who are absent from school without a valid excuse for any prolonged period of time will be withdrawn from the school. If a student's cumulative attendance rate falls below 80%, they will receive a first warning letter. If the student's cumulative attendance rate remains below 80% after this first warning, they will receive a second warning letter. If after this second warning, the student's cumulative attendance rate still remains below 80%, they will be dismissed from the school. Students who have a valid excuse for being absent from class (e.g. to visit a doctor) will be excused for their absence if they present adequate proof to the program coordinator (e.g. a signed doctor's note).

### **Leave of Absence Policies**

Students who have a valid medical excuse can request a leave of absence from the school, provided they are able to provide adequate proof from medical authorities. In certain extreme non-medically related cases, e.g. the death of a close relative, a short leave of absence may be granted by the Director of ESL, depending on the circumstances.

### **Payment-Related Policies**

Please note that the Intercultural Institute of California does not participate in any federal or state financial aid programs.

Please also note that if a student obtains a loan to pay for their educational program, the student will have to

repay the full amount of the loan plus interest, less the amount of any refund. If the student receives federal student financial aid funds, the student is entitled to a refund of the money not paid from federal financial aid funds.

Finally, please read the following important information regarding the Student Tuition Recovery Fund (STRF).

### **Student Tuition Recovery Fund (STRF)**

(a) The State of California established the Student Tuition Recovery Fund (STRF) to relieve or mitigate economic loss suffered by a student in an educational program at a qualifying institution, who is or was a California resident while enrolled, or was enrolled in a residency program, if the student enrolled in the institution, prepaid tuition, and suffered an economic loss. Unless relieved of the obligation to do so, you must pay the state-imposed assessment for the STRF, or it must be paid on your behalf, if you are a student in an educational program, who is a California resident, or are enrolled in a residency program, and prepay all or part of your tuition. You are not eligible for protection from the STRF and you are not required to pay the STRF assessment, if you are not a California resident, or are not enrolled in a residency program. You may download a STRF claim application by visiting our web site <http://www.bppe.ca.gov/applications/strf.pdf>.

It is important that you keep copies of your enrollment agreement, financial aid documents, receipts, or any other information that documents the amount paid to the school. Questions regarding the STRF may be directed to the Bureau for Private Postsecondary Education, 2535 Capitol Oaks Drive, Suite 400, Sacramento, CA 95833, (916) 431-6959 or (888) 370-7589.

To be eligible for STRF, you must be a California resident or enrolled in a residency program, prepaid tuition, paid or deemed to have paid the STRF assessment, and suffered an economic loss as a result of any of the following:

1. The institution, a location of the institution, or an educational program offered by the institution was closed or discontinued, and you did not choose to participate in a teach-out plan approved by the Bureau or did not complete a chosen teach-out plan approved by the Bureau.
  2. You were enrolled at an institution or a location of the institution within the 120 day period before the closure of the institution or location of the institution, or were enrolled in an educational program within the 120 day period before the program was discontinued.
  3. You were enrolled at an institution or a location of the institution more than 120 days before the closure of the institution or location of the institution, in an educational program offered by the institution as to which the Bureau determined there was a significant decline in the quality or value of the program more than 120 days before closure.
  4. The institution has been ordered to pay a refund by the Bureau but has failed to do so.
  5. The institution has failed to pay or reimburse loan proceeds under a federal student loan program as required by law, or has failed to pay or reimburse proceeds received by the institution in excess of tuition and other costs.
  6. You have been awarded restitution, a refund, or other monetary award by an arbitrator or court, based on a violation of this chapter by an institution or representative of an institution, but have been unable to collect the award from the institution.
  7. You sought legal counsel that resulted in the cancellation of one or more of your student loans and have an invoice for services rendered and evidence of the cancellation of the student loan or loans.
- To qualify for STRF reimbursement, the application must be received within four (4) years from the date of the action or event that made the student eligible for recovery from STRF.

A student whose loan is revived by a loan holder or debt collector after a period of non-collection may, at any time, file a written application for recovery from STRF for the debt that would have otherwise been eligible for recovery. If it has been more than four (4) years since the action or event that made the student eligible, the student must have filed a written application for recovery within the original four (4) year period, unless the period has been extended by another act of law.

However, no claim can be paid to any student without a social security number or a taxpayer identification number.

(b) You must pay the state-imposed assessment for the Student Tuition Recovery Fund (STRF) if all of the following applies to you:

1. You are a student in an educational program, who is a California resident, or are enrolled in a residency program, and prepay all or part of your tuition either by cash, guaranteed student loans, or personal loans, and
2. Your total charges are not paid by any third-party payer such as an employer, government program or other payer unless you have a separate agreement to repay the third party.

You are not eligible for protection from the STRF and you are not required to pay the STRF assessment, if either of the following applies:

1. You are not a California resident, or are not enrolled in a residency program, or
2. Your total charges are paid by a third party, such as an employer, government program or other payer, and you have no separate agreement to repay the third party.

(c) The State of California created the Student Tuition Recovery Fund (STRF) to relieve or mitigate economic losses suffered by students in educational programs who are California residents, or are enrolled in a residency programs attending certain schools regulated by the Bureau for Private Postsecondary Education.

You may be eligible for STRF if you are a California resident or are enrolled in a residency program, prepaid tuition, paid the STRF assessment, and suffered an economic loss as a result of any of the following:

1. The school closed before the course of instruction was completed.
2. The school's failure to pay refunds or charges on behalf of a student to a third party for license fees or any other purpose, or to provide equipment or materials for which a charge was collected within 180 days before the closure of the school.
3. The school's failure to pay or reimburse loan proceeds under a federally guaranteed student loan program as required by law or to pay or reimburse proceeds received by the school prior to closure in excess of tuition and other costs.
4. There was a material failure to comply with the Act or this Division within 30 days before the school closed or, if the material failure began earlier than 30 days prior to closure, the period determined by the Bureau.
5. An inability after diligent efforts to prosecute, prove, and collect on a judgment against the institution for a violation of the Act.

## **Facilities and Equipment**

IIC provides students with the facilities and equipment necessary to support their learning. The school has more than seven classrooms, two computer rooms, a lounge area, and a cafeteria space. Equipment used for educational purposes include TV's, stereos, and wireless Internet capability to support streaming audio or video, as well as standard whiteboards, arrangible tables, and comfortable chairs.

### **Student Library**

IIC has a range of books (mainly fiction, with some nonfiction as well) available onsite between the hours of 9am to 5pm Monday- Friday for student perusal and use. Students interested in borrowing a book from the school should approach the receptionist or administrative assistant, who will ask them to write their name and date on a sign-out sheet.

### **Student Services**

IIC's student services include the following:

- Open-door counseling on visas and related matters
- Recommendations for housing & health insurance
- Weekly student newsletter
- School community Facebook page & blog

On occasion IIC may provide additional services, such as recreational outings and holiday parties.

### **Housing**

#### **IIC does not have any dormitory facilities, and is not responsible for finding housing for students.**

However, IIC can recommend housing options to interested students. Students should ask the International Student Coordinator for the list of recommendations. The area surrounding IIC's facilities includes apartment housing as well as hotels offering long-term stay rates. The cost of housing in San Francisco varies from neighborhood to neighborhood, however students should expect to pay at least \$500 a month for housing options in the area.

### **Visas and Related Issues**

IIC is authorized by the federal government to issue the I-20 form to prospective international students interested in obtaining a F-1 visa. Prospective international students who receive an I-20 from us must then apply for a F-1 visa from a U.S. consulate or embassy. Other than issuing the prospective student an I-20, the school cannot assist an overseas student in any other way in applying for an F-1 visa. Once an international student has been granted a F-1 visa and has entered the U.S., IIC offers open-door counseling to students free of charge on visa-related matters (e.g. explaining how to extend one's I-20, explaining the required procedures for students temporarily leaving the country, etc.). For prospective students who are already in the U.S. and do not have a F-1 visa but are interested in changing their visa to a F-1 visa, IIC offers the option of having IIC assist them with the change-of-visa procedures for a cost of \$300.

### **International Student English and Foreign Language Requirements**

English language services are provided to all our international students, since all our international students enter our ESL program. No documentation of English language proficiency (e.g. TOEFL test score) is required.

## **Policy on Award of Credit for Prior Experiential Learning**

IIC does not award credit to students for prior experiential learning.

## **Policy on Financial Aid**

IIC does not offer students financial aid, and does not participate in federal or state financial aid programs.

## **Students Rights**

IIC students have the right to access and review their academic records, and to request deletions or corrections to ensure:

- Fair and effective teaching and grading as outlined in the course descriptions.
- Due process and an impartial hearing in any disciplinary matter
- Information privacy

IIC students also have the right on the release of their records as per the Family Educational Rights and Privacy Act (FERPA).

IIC students can request access to their files by sending a written request to the Director of ESL.

## **Student Grievance Procedures**

If you believe you have been treated inappropriately by the administration or an IIC employee, or if you are dissatisfied with the quality of the schools' facilities or services etc., or if you are dissatisfied with your teacher or your class, you can submit a complaint. Please note all complaints are treated confidentially.

*IIC's definition of a formal complaint is an expression of dissatisfaction by one or more students of an institution's action or lack of action, or about the standard of service provided by the institution.*

### Step One: Informal route

The first step, if you have a problem or issue, is to try to resolve the issue informally by talking to the person who is causing the issue and to try to find a satisfactory solution. You can ask the Director of ESL to help you with this. She can also act as a go-between on your behalf if you do not wish to talk directly to the person involved. If you feel uncomfortable with this staff member, the student may approach the Academic Coordinator. Informal or oral complaints will be dealt with immediately or as soon as possible. If you are still dissatisfied you can submit a formal complaint.

### Step Two: Formal Complaint

You can submit a formal complaint by completing our complaints form. You can obtain a complaint form from the front desk in the Bush Building. This complaint form will go directly to the Director of ESL. Formal written complaints will normally be dealt with within two weeks of submission.

## **Bureau for Private Postsecondary Education (BPPE) Complaint Procedure**

A student or any member of the public may file a complaint about this institution with the Bureau for Private Postsecondary Education by calling (888) 370-7589 toll-free or by completing a complaint form, which can be obtained on the bureau's internet web site [www.bppe.ca.gov](http://www.bppe.ca.gov).



## **Commission on English Language Program Accreditation Complaint Procedure**

A complaint can also be filed with our accrediting body (CEA) by following the following procedure.

### **Filing a Complaint against a CEA Accredited Program**

A program or institution that is accredited by the Commission on English Language Program Accreditation must continue to meet the *CEA Standards for English Language Programs and Institutions* throughout its period of accreditation. To ensure such compliance, CEA offers the public the opportunity to report any evidence that the standards are not being met.

#### **Why to file:**

- An accredited program must continue to meet the *CEA Standards*. Complaints may be filed for non-compliance.
- An accredited program must report any substantive change that affects its eligibility for accreditation. Complaints may be filed for failure to report substantive change.

#### **Who may file:**

Students, faculty members, staff members, and others outside the program who may have knowledge of an alleged failure by an accredited program to maintain the *CEA Standards*, may file.

#### **How to file:**

An accredited site must have a copy of the *CEA Standards* available for public view. If you have a concern, ask the site for a copy.

- Complaints for non-compliance of the *CEA Standards* must be written and contain the name and address of the complainant, must refer to a specific standard, and must document the nature of the non-compliance.
- Complaints for failure to report a substantive change must be written and contain the name and address of the complainant and should explain how, in process or content, the program has substantively changed from when it was accredited.

#### **Adjudication of complaints:**

CEA sends a copy of the complaint, without the name of the complainant, to the program for response. The complaint is adjudicated by the CEA Standards Compliance Committee, which reviews the complaint and the program's response. Complaints may be mailed or emailed to the address below. If you have questions, please contact CEA.

Commission on English Language Program Accreditation  
801 North Fairfax Street, Suite 402A, Alexandria, VA 22314  
703.519.2070

## **Records Policy**

IIC keeps students' records onsite for a period of five years. Student transcripts are kept permanently.

## ACADEMIC CALENDAR 2016

Jan. 4 <sup>th</sup>	Session 1 Instruction Begins
Jan. 18 <sup>th</sup>	<b>Holiday, Martin Luther King Day (School Closed)</b>
Feb. 15 <sup>th</sup>	<b>Holiday, Presidents' Day (School Closed)</b>
March 16 <sup>th</sup>	Sports Day
April 20 <sup>th</sup>	End-of-Session Potluck Party
April 25 <sup>th</sup> -29 <sup>th</sup>	<b>Spring Break</b>
May 2 <sup>nd</sup>	Session 2 Instruction Begins
May 30 <sup>th</sup>	<b>Holiday, Memorial Day (School Closed)</b>
July 4 <sup>th</sup>	<b>Holiday, Independence Day</b>
August 17 <sup>th</sup>	End-of-Session Potluck Party
Aug. 22 <sup>nd</sup> -26 <sup>th</sup>	<b>Fall Break</b>
Aug. 29 <sup>th</sup>	Session 3 Instruction Begins
Sept. 5 <sup>th</sup>	<b>Holiday, Labor Day (School Closed)</b>
Oct. 10 <sup>th</sup>	<b>Holiday, Columbus Day (School Closed)</b>
Oct. 26 <sup>th</sup>	Halloween Party
Nov. 11 <sup>th</sup>	<b>Holiday, Veteran's Day Observed (School Closed)</b>
Nov. 24 <sup>th</sup>	<b>Holiday, Thanksgiving Day (School Closed)</b>
Nov. 25 <sup>th</sup>	<b>Holiday, Thanksgiving Day (School Closed)</b>
Dec. 14 <sup>th</sup>	Holiday Party
Dec. 19 <sup>th</sup> - 30 <sup>th</sup>	<b>Winter Break</b>
Jan. 2 <sup>nd</sup> , 2017	<b>Holiday, New Year's Day Observed (School Closed)</b>
Jan. 3 <sup>rd</sup> , 2017	Session 1 2017 Instruction Begins

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## GOVERNANCE

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### Board of Directors

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Chair – Jordan Kang  
Vice Chair - Sumi Lee Levy  
Treasurer - Andrew Ko  
Secretary - Tom Hundt  
Member – Chong Park  
Member – Brad Williams

### IIC Advisory Council

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Clare You, M.A.  
Junghee Park, Ph.D.  
Minsook Kim, Ph.D.  
Seung-Eun Chang, Ph.D.  
Sina Ghadirian, M.A.  
Ock Ju Noh  
Wayne Patterson, Ph.D.  
Gi-Wook Shin, Ph.D.  
Cris Ibarra, J.D.

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## ADMINISTRATIVE STAFF

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Kim Brown, Executive Director (interim)

Kuan Cheng Song, Director of ESL

Samuel Maurer, Academic Coordinator

Adam Jones, Academic Coordinator

Ricardo Alves, International Student Coordinator

Jessica Nguyen, Administrative Assistant

Rebekah Chung, Administrative Assistant

Eun Jin Jeon, Admin/Bookkeeper

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## NOTICES

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### NOTICE CONCERNING TRANSFERABILITY OF CREDITS AND CREDENTIALS EARNED AT OUR INSTITUTION

The transferability of credits you earn at the Intercultural Institute of California is at the complete discretion of an institution to which you may seek to transfer. Acceptance of the certificate you earn in the Educational Program is also at the complete discretion of the institution to which you may seek to transfer. If the certificate that you earn at this institution is not accepted at the institution to which you seek to transfer, you may be required to repeat some or all of your coursework at that institution. For this reason you should make certain that your attendance at this institution will meet your educational goals. This may include contacting an institution to which you may seek to transfer after attending the Intercultural Institute of California to determine if your certificate will transfer.

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Please note that our institution updates its catalog annually.

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Please note that our institution does not provide any placement services.

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Please note that our institute does not offer distance education.

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The Intercultural Institute of California has no pending petition in bankruptcy. The Intercultural Institute of California is not operating as a debtor in possession. The Intercultural Institute of California has not filed a petition within the preceding five years, nor has had a petition in bankruptcy filed against it within the preceding five years that resulted in reorganization under chapter 11 of the United States Bankruptcy Code.

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This catalog and the institute's brochure are available on our web site at <http://www.iicesl.org/courses.html>. A copy of the institute's most recent annual report, school performance fact sheet, and a link to the bureau's internet web site are available at [www.iicesl.org/tuition.html](http://www.iicesl.org/tuition.html). These are also made available to prospective students and the general public by request at the institute.

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As a prospective student, you are encouraged to review this catalog prior to signing an enrollment agreement. You are also encouraged to review the school performance fact sheet, which must be provided to you prior to signing an enrollment agreement.

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A student or any member of the public may file a complaint about this institution with the Bureau for Private Postsecondary Education by calling (888) 370-7589 toll-free or by completing a complaint form, which can be obtained on the bureau's internet web site [www.bppe.ca.gov](http://www.bppe.ca.gov).

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Any questions a student may have regarding this catalog that have not been satisfactorily answered by the institution may be directed to the Bureau for Private Postsecondary Education at 2535 Capitol Oaks Drive, Suite 400, Sacramento, CA 95833 (mailing address: P.O. Box 980818, West Sacramento, CA 95798-0818),

[www.bppe.ca.gov](http://www.bppe.ca.gov), (916) 431-6959, toll-free telephone number (888) 370-7589 or by fax (916) 263-1897.