



## **Student Handbook**





## Student Handbook

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## 1. Welcome to the International Academy of English (IAE)

We hope you enjoy your time in Las Vegas or San Diego as well as the time and effort you put forth at our school. We at IAE want to ensure that your time with us is as comfortable and productive as possible. Mastering the English language is a challenging task and IAE is honored to be a part of your educational goals. This student handbook is designed to help you acquaint yourself with the policies and procedures of the school. Also included is general information about the cities in which our campuses are located, Las Vegas and San Diego, housing, parking, holidays and other useful information. Use the handbook for quick reference, but please feel free to ask an IAE staff member if you have further needs or questions. Below is IAE's mission statement, which includes our commitment to you as a student and our overall goal as an educational institution. We look forward to answering any questions you may have regarding our program, and wish you well in your studies. Again, welcome to IAE.

## 2. IAE Mission Statement

The mission of the International Academy of English is to provide non-native speakers with quality English language instruction in order to help them read, write, speak and understand English at increasing levels of proficiency. We prepare students to communicate effectively in English in a friendly and supportive learning environment.

## 3. List of IAE Administrative Staff

	Title	Name
	Executive Director	Carmen Tepper
	Chancellor	John Tucker
	Administrative Director	Denise Souza Mastro
<b>San Diego</b>	School Site Director	Denise Souza Mastro
	School Academic Site Director	Marie Ellerby
	Designated School Official	Jorge Lopez
	Student Services /Administrative Assistant	Mari Hellman
<b>Las Vegas Sahara</b>	School Site Director/ Designated School Official	William Doyle
	Academic Site Director	Loretta Dutt
	Student Services /Administrative Assistant	Monique Manning
<b>Las Vegas Sunset</b>	School Site Director	Megan Buckley
	Student Services / Designated School Official	Yepsis Cabrera

## 4. IAE Locations and Contact Information

<i>Downtown San Diego</i>	<i>Las Vegas East</i>	<i>Las Vegas West</i>
Address: 1729 5th Avenue San Diego, California 92101	Address: 1171 E. Flamingo Road Suite 115A Las Vegas, NV 89120	Address: 3100 W. Sahara Ave., Suite 108 Las Vegas, NV 89102
Phone: +01.619.232.8768	Phone: +01.702.202.4624	Phone: +01.702.383.4088
Fax: +01.619.232.8758	Fax: +01.619.704.1002	Fax: +01.619.704.1002
Email: info@sdiac.edu	Email: lve@sdiac.edu	Email: lvw@sdiac.edu

[www.sdiac.edu](http://www.sdiac.edu)

## 5. Overview of Program

The International Academy of English (IAE) is an intensive English program that offers five levels of instruction and a TOEFL Preparation course. Each level is taught throughout an 18-week term which is subdivided into two 9-week sessions (Sessions A and B). Completion of all five levels takes 18 months. If students fail, they can go through the term in the same level one more time provided they are making academic progress. The main objective of the Intensive English Program is to help students read, write, listen and speak in increasing levels of proficiency so that they can fulfill their academic and professional goals. Most of our students have the objective of being admitted to undergraduate or graduate courses in public colleges or universities. Students also want to learn English for professional reasons, such as getting a job or being promoted. Our primary instructional approach is skill-based as we place students according to their skill level in which we offer specific classes to help students enhance their reading, writing, listening and speaking skills. Our methodological approach is communicative since students learn the target language through interaction with their peers, teachers, and the outside community.

As for our TOEFL program, the main objective of the course is to prepare students to be successful in the TOEFL test and to be admitted to the college or university program they apply to. The TOEFL Preparation course is also offered throughout an 18-week term and students can choose to repeat the TOEFL Preparation course if they have not attained their goal on the TOEFL exam by the end of the class.

## 6. Placement & Orientation Procedures

Upon receipt of initial payment and necessary legal paperwork by IAE, students are given a placement test, which includes grammar, listening/speaking, reading / writing to determine their English language skills. Placement testing is done once per week. On the same day of placement testing, all new students are required to participate in a general orientation session to review several important topics such as schedules, books and materials, attendance policy, academic advancement, and other related matters. The importance of having health insurance while you are in the U.S. will also be stressed.

Based on the results of the placement test, students are enrolled in the appropriate level of instruction as determined by the IAE Academic Director, Site Director, Head Teacher, and/or other designated instructor. On rare occasions, students who feel they have been placed at an inappropriate level may be able to move up or down one level based on the teacher's recommendation, pending approval by the Site Director or Academic Director.

## 7. Level Progression

IAE's programs run in 2 sessions of 9 weeks each. Students begin by taking a placement exam the week prior to beginning classes, and all new students begin their studies on Monday. The minimum enrollment period is two (2) weeks, and the maximum enrollment period varies, depending on the level of English skill the student arrives with, the English skill level students want to have when they leave, and the speed at which they progress through the program. Students who successfully achieve IAE's learning objectives are entitled to receive a "Certificate of Participation" when they leave IAE.

The exceptions to this requirement are in the TOEFL class. In order to ensure that all students are making satisfactory academic progress, a student may not remain in TOEFL for more than 4 academic sessions (2 cycles).

## 8. Academic Calendar: The schedule for December 2014 – January 2017 is as follows:

Session	Date
Session B	December 15, 2014 - February 12, 2015
Session A	February 16, 2015 - April 16, 2015
Session B	April 20, 2015- June 18, 2015
Session A	June 22, 2015 - August 20, 2015
Session B	August 24, 2015 - October 22, 2015
Session A	October 26, 2014 - December 24, 2015
Session B	December 28, 2015 - February 25, 2016
Session A	February 29, 2016 - April 28, 2016
Session B	May 2, 2016 - June 30, 2016
Session A	July 5, 2016 - September 1, 2016
Session B	September 5, 2016 - November 3, 2016
Session A	November 7, 2016 - January 5, 2017

Level	<i>Integrated Grammar Class</i>	<i>Reading &amp; Writing Class</i>	<i>Listening &amp; Speaking Class</i>
<b>Beginning</b>	<i>Focus on Grammar 1, 3<sup>rd</sup> edition</i>	<i>Skills for Success Intro 1<sup>st</sup> edition</i> *Oxford University	<i>Skills for Success Intro 1<sup>st</sup> edition</i> *Oxford University
<b>High Beginning</b>	<i>Focus on Grammar 2, 4<sup>th</sup> edition</i>	<i>North Star 2, 4<sup>th</sup> edition</i>	<i>North Star 2, 4<sup>th</sup> edition</i>
<b>Intermediate</b>	<i>Focus on Grammar 3, 4<sup>th</sup> edition</i>	<i>North Star 3, 4<sup>th</sup> edition</i>	<i>North Star 3, 4<sup>th</sup> edition</i>
<b>High Intermediate</b>	<i>Focus on Grammar 4, 4<sup>th</sup> edition</i>	<i>North Star 4, 4<sup>th</sup> edition</i>	<i>North Star 4, 4<sup>th</sup> edition</i>
<b>Advanced</b>	<i>Focus on Grammar 5, 4<sup>th</sup> edition</i>	<i>North Star 5, 4<sup>th</sup> edition</i>	<i>North Star 5, 4<sup>th</sup> edition</i>
<b>TOEFL</b>	<i>Delta's Next Generation Key to the TOEFL (with audio)</i> Collins Vocabulary and Grammar for the TOEFL Test * check for program availability		

## 9. Class Sequence and Required Textbooks

Students are required to obtain the proper textbook(s) for their classes, which they should bring to each class on a daily basis. Students must have their textbooks by Monday of their second week of class. IAE will not photocopy textbooks for students. Students may choose to purchase textbooks from our inventory, from departing students, at a local bookstore, or online.

## 10. Program and Facility Information for Students

### ➤ Schedule Changes and Withdrawals

Any student desiring to change his or her class schedule must first obtain permission from the Academic Director, Site Director, or Head Teacher. Such permission is at the discretion of the school. Students on an I-20 must also contact the DSO in the event of any student status change.

### ➤ Appeals Procedures

Students who feel that they have been misplaced and/or their current program of study is not in line with their academic objectives may appeal to the Site Director and/or the Academic Director. In these cases, the Site Director and/or Academic Director will speak with the instructor and student individually and make a decision as to the best course of action for the student.

### ➤ Normal Academic Progress

In order to ensure all students are making satisfactory progress, all students are limited to two academic sessions (36 weeks) in each level, except under legitimate mitigating circumstances to be explained to the P/DSO. Students who begin the level in any other week after the first day of each session will take the course until reaches the 18<sup>th</sup> week of the session to be entitled to take the level exit exam.

Students enrolled in TOEFL preparation class, may not remain in TOEFL for more than 4 academic sessions (36 weeks).

### ➤ Completion of Program

All students on F-1 visas are required to inform the P/DSO of their intention to complete their studies by the last day of their final period of study.



### ➤ **Vacation/Breaks**

Students are allowed to take 1 break per year but not more than 4 consecutive weeks at a time. Each break consists of 4 weeks and can be taken after 27 of continuous study. Students must take 4 consecutive weeks of vacation at a time. Students will be required to pay tuition before returning from break.

If students are away from the school more than eight consecutive class days, their I-20 will be terminated due to unauthorized withdrawal.

If students plan to transfer to another school, they must provide the DSO with a transfer form and an acceptance letter from the new school. When students complete their studies at IAE, they have 15 days from the date of completion to leave the U.S.

Students must notify the DSO when they plan to travel outside the United States or take a break. Students who do not attend class for more than eight consecutive class days without DSO approval can be terminated.

- DSOs at all times must adhere to SEVP policies and regulations.

### ➤ **Computer Resources**

IAE students have access to computers with Internet access. Students can check their email or surf the Internet in their free time. Students are asked not to change the computer settings, use zip drives, download anything that violates copyright law, or open attachments in order to reduce the chance of a virus. In addition, student computers do not have printing capabilities.

### ➤ **Lobby/Kitchen Access**

Students of IAE are encouraged to take advantage of the facility's kitchen area. For Downtown San Diego, this includes a coffeemaker, refrigerator, microwave oven, stove/oven, toaster oven, and sink. For Las Vegas East, this includes soda/snack vending machines, a refrigerator, a coffeemaker, microwave oven, and sink. For Las Vegas West, this includes soda/snack vending machines, a coffeemaker, microwave oven, and sink. Students are welcome to bring their lunch and dine in the kitchen area. IAE asks only that students clean up after themselves and that they not leave food in the refrigerator over the weekend.

### ➤ **Student Services Committee**

Each session one student is chosen by the faculty and staff at each campus to represent the student body on a Student Services Committee to meet in Week 2 or 3. The committee's goal is to address student concerns about the site. In addition to the student representative, the committee includes the Site Director, Head Teacher, DSO, and/or other members as determined by the Site Director.

### ➤ **Weekly Announcements**

If necessary, announcements are prepared for students to alert them about school policies, important procedures and upcoming events. These announcements may be printed out and/or emailed to students. For major changes to policies or procedures, the announcements will be read during core class, as well. For all other announcements, they will be posted on Facebook and/or read aloud to the class.



## 11. IAE Policies and Procedures

### ➤ Attendance Requirements

Students must follow the rules of attendance as outlined by the school in the *Student Handbook*. Students may be marked as absent if they leave the classroom for personal reasons (e.g., for telephone usage) or without permission and are gone for 10 minutes or more. If students refuse or are unable to participate (e.g., sleeping in class), they will be asked to leave the class and will be marked absent. Class participation includes attendance, homework completion, class projects, and writing assignments, as well as actual participation in class discussions/activities. Late assignments will be accepted at the instructor's discretion.

### ➤ Late Arrival Policy

Students are expected to be in class on time. If they arrive within the first 15 minutes of class of the first class ONLY, they will be marked tardy. Three tardies within one week equal one absence. If they arrive after 9:15, they will not be allowed in class and will be marked absent for that class period.

**IMPORTANT:** Students who arrive at 9:16 a.m. or later are not allowed into the class until after the break. Students are expected to be in class on time after any breaks. If they are late, they will only be admitted to the class during the first 5 minutes and ONLY at the teacher's discretion. If a student arrives to any class more than 5 minutes late after a break, that student will not be allowed into the class and will be marked absent. Any student leaving class for 10 minutes or more will be marked absent.

**IMPORTANT:** Except under legitimate mitigating circumstances, if a student leaves the class early, s/he will be marked absent for the entire class period.

### ➤ Tuition/Payment and Checking Accounts

All payments are due in full at the time of enrollment. Acceptable means of payment are:

- 1) Personal check made out for the exact amount (*Any check returned unpaid by the bank will incur a \$30.00 fee*)
- 2) Money order made out for the exact amount
- 3) Credit card (\$20 payment processing fee for charges of \$100 or more)

#### Four-Week Payment Structure

Tuition payment is due every 4th Thursday (every four weeks after starting date).

If tuition is not received by this deadline, a 10% fee will be added.

The program term is 4 weeks.

Continuing students who forget to pay their tuition are charged a late fee of 10% and are NOT allowed to attend class until tuition has been paid.

### ➤ Refund Policies

IAE's tuition refund policy is as follows:

Student cancellation, *before* attending any classes or the level placement test is eligible for a full tuition refund, not including application fee and/or accommodation fees, overseas fee or courier fees.

Withdrawal from a course *before* the student has begun attending classes is eligible for a refund. There are no refunds for months in which a student has already attended class, though tuition paid for additional months in advance is eligible for a refund less any agent fees and/or discounts.

IAE reserves the right to cancel a class due to low enrollment or to refer a student to a different IAE campus if a particular level is being offered there. The same refund policies apply to classes canceled by IAE as those canceled by the student.

### ➤ **Student Reporting**

Each week, all students are evaluated by their teachers on a record that is referred to as an ISR (Individual Student Report). The student's teacher will state the current level of the student; scores on weekly assessments in reading/writing, listening/speaking and integrated grammar. This record will be used if the student asks for a reference or when another institution contacts IAE in order to obtain academic information about the student. The scores on the weekly assessments in reading/writing, listening/ speaking and integrated grammar will make up 50 percent of the final grade and the other 50 percent coming from the Final Course Exam. Although class participation and assignments are not included in the calculation of the final grade, it is essential for determining whether students who fail a level will be allowed to repeat it.

### ➤ **Complaint Procedures**

Students are encouraged to speak with administration regarding any problems, questions, clarifications about visa status, etc., they may have. The Academic Director, Site Director, Head Teacher, and/or Student Services Director are all available for student assistance and guidance. For clarifications about visa status please see the P/DSO ONLY.

If you have a problem or complaint about a class, you should speak with the teacher first. If you are still not satisfied, make an appointment with the Head Teacher or Site Director. You may also see the Head Teacher or Site Director about general complaints or problems with your schedule. Additionally, there is a formal complaint form on the reception desk if you would like to submit a written complaint. The complaint form can be returned to the reception desk, to any administrative personnel or deposited in the suggestion box. The complaint will be addressed and a meeting will be scheduled to discuss and attempt to resolve the problem.

### ➤ **Smoking and Parking Policies**

Smoking is not permitted anywhere inside the building at IAE. However, students may smoke outside in designated areas. IAE asks that students use the provided ashtrays and trash cans to keep the area clean and fire safe.

At the downtown location, free parking is available in the southwest corner of Balboa Park—accessible from the main entrance to the park at El Prado/Laurel St.—just a short walk from IAE. Parking is restricted on Thursdays until 10:00AM, however. There is additional free parking on the 6<sup>th</sup> Ave. Bridge over Interstate 5 directly behind the building as well as ample metered parking in front of and around the building. Metered parking has a two-hour time limit.

At the Las Vegas East and West campuses, free parking is available in the parking lots outside the buildings.

### ➤ **Alcohol and Drug Policy**

The possession, use and/or sale of alcohol and/or drugs on any part of the school's premises or at any school-sponsored event are prohibited. Students using illegal drugs or alcohol on any part of the school's premises or at any school-sponsored event will be terminated from the school and/or referred to appropriate rehabilitation agencies. Students selling drugs on any part of the school's premises or at any school-sponsored event will be terminated from school and referred to the appropriate legal authorities for prosecution.

### ➤ **Personal Property**

The school expressly disclaims all liability and responsibility of every kind and nature whatsoever for any loss, theft, damage, destruction, or other casualty to any personal property of any kind owned by any student, visitor, or other person. Students are advised and warned they must personally take full responsibility for the safekeeping of all their property on school premises and during any school activities. IAE administration maintains a lost and found. The school will dispose of any items left in the lost and found over 30 days.





## 12. IAE Proficiency Scale

It is the goal of IAE that by the end of each course, students will be able to:

**Beginning Level:** See also “Student Learning Outcomes” in the syllabus.

**Reading:** By the end of this level, the student will be able to identify main ideas and details, express opinions about a reading passage, and begin to make simple inferences.

**Writing:** By the end of this level, the student will be able to communicate ideas using simple vocabulary in writing at the sentence level with mostly correct spelling, basic punctuation, and formatting.

**Listening:** By the end of this level, the student will be able to listen for main ideas and details, understand Y/N and WH questions, follow oral instructions in the classroom, and begin to distinguish word/phrase stress and intonation patterns in English.

**Speaking:** By the end of this level, the student will be able to share opinions, experiences, and knowledge on familiar topics, ask questions, respond to a variety of prompts, role play, begin to use appropriate rhythm and stress patterns, and comprehensibly pronounce selected front vowel sounds and -s endings.

**Integrative Grammar:** By the end of this level, the student will be able to understand and use subject and object pronouns, possessive nouns, demonstrative pronouns (this/that/these/those), singular and plural nouns, definite and indefinite articles and selected quantifying words/phrases, WH and Y/N questions in the present and past, time expressions, adjectives and nouns, BE verb in simple present and past and as a helping verb in present and past progressive, regular and irregular past tense verbs, and ‘BE going to’ statements and questions.

**High Beginning Level:** See also “Student Learning Outcomes” in the syllabus.

**Reading:** By the end of this level, the student will be able to guess reading content from pictures and headings, identify the main idea and supporting details, relate a reading to previous knowledge and personal experiences, scan for details, recognize time references, read a simple chart or graph, guess word meaning in highly contextualized examples, organize concepts from two reading passages, and draw conclusions from clearly written situations.

**Writing:** By the end of this level, the student will be able to express ideas and opinions using simple and compound sentences with correct capitalization, punctuation, verb tenses, and adjectives in emails and letters. S/he will also be able to group similar ideas together and write a topic sentence for simple paragraphs.

**Listening:** By the end of this level, the student will be able to understand commands and questions, predict and understand main ideas and supporting details in short dialogues or listening passages, relate information in a listening passage to personal experiences

and opinions, follow basic oral instructions, begin to distinguish rising and falling intonation, and begin to understand spoken language that contains word linking, reductions, and contractions.

**Speaking:** By the end of this level, the student will be able to give appropriate oral responses to short dialogues and listening passages; use linguistic frames for a variety of conversational functions such as expressing likes/dislikes and disagreeing politely/offering different opinions; make small talk; ask and answer WH and Y/N questions; give a 2- to 3-minute talk using a visual aid; use rising and falling intonation in questions and statements; and comprehensibly pronounce selected back vowels, reductions and contractions, -s/-ed endings, and voiced and voiceless -th-.

**Integrative Grammar:** By the end of this level, the student will be able to understand and use the grammar from the preceding level with greater confidence and success as well as use non-action verbs, imperatives, future with will/may/might, and gerunds/infinitives. S/he will also be able to use descriptive adjectives along with comparatives and superlatives, differentiate and use count and non-count nouns, quantifiers, prepositions of place, modals, polite requests, 'there is/there are,' and sentence patterns with subject-verb agreement.

**Intermediate Level:** See also "Student Learning Outcomes" in the syllabus.

**Reading:** By the end of this level, the student will be able to preview a passage and predict content; skim for the main idea and scan for details; demonstrate understanding of the topic, main ideas, and supporting details and make related inferences; recognize cause/effect and comparison/contrast relationships; and interpret and apply information from one reading context to another, including information gleaned from maps, graphs, charts, photographs, and cartoons. S/he will be able to comprehend vocabulary from roots/bases, word forms or families (including prefixes and suffixes), synonyms, and antonyms, and use context clues to guess the meanings of words.

**Writing:** By the end of this level, the student will be able to express ideas and opinions using simple, compound, and a prescribed number of complex sentences using relevant vocabulary; write a paragraph with a topic sentence, supporting details, and a concluding sentence; support opinions with several reasons and rank items or ideas according to given criteria; and write paragraphs/short essays that reflect different purposes: opinion(s), a story with a moral, a factual report, interview questions, description, a summary, and a difficult decision, using appropriate paragraph formatting, punctuation, and capitalization. S/he will be able to respond to the instructor's directions and proofreading symbols to rewrite a paragraph or short essay.

**Listening:** By the end of this level, the student will be able to predict, understand, and summarize content using a variety of cues; identify main ideas, details, and transition words/phrases; understand the speaker's meaning, intention, and emotions from vocal cues; organize information, and use a prepared graphic organizer to aid understanding of short listening passages.

**Speaking:** By the end of this level, the student will be able to understand and relate the main ideas of short listening passages in his/her own words; give a 3- to 5-minute presentation in an organized way with minimal pronunciation mistakes; participate actively in conversations or discussions, role plays, dialogues, and other speaking situations; and be able to express and defend personal opinions.

**Integrative Grammar:** By the end of this level, the student will be able to understand and use the grammar from the preceding levels with greater confidence and success as well as 'used to/would' for past habitual action; future time clauses; present perfect; phrasal verbs; modal and modal-like expressions for ability, permission, expectations, and conclusions; adverbs in comparisons; definite and indefinite articles; and reflexive and reciprocal pronouns.

**High Intermediate Level:** See also "Student Learning Outcomes" in the syllabus.

**Reading:** By the end of this level, the student will be able to demonstrate understanding of the author's purpose and opinions/point of view in addition to identifying the topic, main ideas, and supporting details and be able to use examples from the text to support his/her ideas or answer the instructor's questions. The student will be able to identify the following in written texts, along with relevant transitions: cause/effect, chronology, and advantages/disadvantages as well as synthesizing and organizing information from different texts. S/he will be able to categorize information from texts and make inferences and will be able to look at texts from different viewpoints, share related experiences, and express opinions. S/he will be able to analyze word parts; identify and use synonyms, antonyms, and idiomatic expressions; and infer word meaning from context.

**Writing:** By the end of this level, the student will be able to use a variety of prewriting techniques and recognize different purposes for writing, including business letters and questionnaires. S/he will be able to express his/her ideas using the following types of well-developed paragraphs: opinion with supporting evidence, comparison/contrast, and description. S/he will be able to write the

following types of 3- to 5-paragraph essays: opinion, cause/effect, and comparison/contrast. The student will be able to paraphrase, summarize, and use varied sentence structures and punctuation to express the intended meaning. S/he will be able to rewrite a paragraph and essay according to the instructor's proofreading symbols.

**Listening:** By the end of this level, the student will be able to make predictions, identify main ideas and transitions, listen for specific information and take notes, and make inferences based on short listening passages, including song lyrics; relate the listening to his/her personal values or experiences; recognize the speaker's feeling and meaning from tone of voice, pitch, and emphasis; organize and synthesize information from two listening passages; summarize a previously heard listening passage in his/her own words; and understand word stress, contractions, and reductions in normal speech.

**Speaking:** By the end of this level, the student will be able to demonstrate understanding of assigned listening passages; participate actively in pair work and group discussions; give information and express opinions; give a 5- to 10-minute presentation comprehensibly and with minimal errors; use linguistic frames for functions such as giving and asking for examples; distinguish formal from informal language; and begin to speak in thought groups with appropriate rhythm, stress, and intonation for meaning and comprehensibility.

**Integrative Grammar:** By the end of this level, the student will be able to understand and use the grammar from the preceding levels with greater confidence and success as well as the passive and passive causative with get and have; real and unreal conditionals; adjective and noun clauses, including basic reported speech; and parallel structures.

**Advanced Level:** See also "Student Learning Outcomes" in the syllabus.

**Reading:** By the end of this level, the student will be able to predict content or topic, scan for details, and determine the main idea and supporting details of a reading passage; recognize subtle inferences in the text; demonstrate understanding of its organization and connecting words/phrases; organize and synthesize information from at least two sources, textual or on the Internet; and demonstrate understanding of the writer's purpose, point of view, and bias. S/he will be able to discuss and interpret cartoons, photographs, charts, and graphs and then draw reasonable and culturally informed conclusions as to their meaning; and analyze information to form a recommendation and relate it to personal values, opinions, and the hypothesized points of view of others. S/he will be able to develop his/her vocabulary through prefixes/suffixes, positive and negative connotations, collocations, synonyms/antonyms, and idiomatic expressions as well as apply context clues to determine shades of meaning and use a monolingual dictionary and thesaurus to aid with pronunciation, spelling, word form, and word choice.

**Writing:** By the end of this level, the student will be able to paraphrase different types of text and attribute or cite the source; summarize an article, reading passage, or Internet research in writing; write a unified, coherent, and cohesive essay with introduction containing a thesis statement, well-developed body paragraphs, and a concluding paragraph that restates or summarizes the main points; combine sentences and clauses for variety and style; respond to the instructor's proofreading symbols by rewriting a paragraph and essay with all recommended corrections including format. S/he will be able to write descriptions and definitions as appropriate in the following types of essays: comparison/contrast, opinion, cause/effect, argumentative, and autobiographical essay or academic statement of purpose.

**Listening:** By the end of this level, the student will be able to comprehend selected academic, professional/journalistic, and entertaining listening passages by identifying main ideas, supporting details, and transitional cues and make inferences based on vocabulary choices and the intonation (tone of voice) of the speaker. S/he will understand reductions and linking at the phrase level in rapid speech; gather information from multiple sources, at least one of which includes listening, synthesizing and forming an appropriate response. Also, the student will be able to listen and take notes according to suggested techniques and in his/her preferred style. S/he will be able to respond to the presentations of classmates with positive commentary and constructive criticism.

**Speaking:** By the end of this level, the student will be able to apply information from a selected listening passage to a speaking activity; speak in a comprehensible, fluent manner with minimal errors that obscure meaning; demonstrate discussion skills of leadership, participate actively while expressing and eliciting opinions, and summarize what was discussed. The student will be able to debate and defend a position logically and persuasively; give a 10- to 15-minute presentation to classmates using formal language and a PowerPoint or similar visual aid for enhancement and support. S/he will be able to recognize his/her own fossilized errors and by self-monitoring and instructor guidance be able to correct them, including the use of accurate and sophisticated sentence structures, vocabulary, and stress/intonation patterns to convey desired meaning.

**Integrative Grammar:** By the end of this level, the student will be able to understand and use the grammar from the preceding levels with greater confidence, enhancement, and sophistication as well as adverb phrases and clauses, opinion and stative passive, and conditionals with subjunctive. S/he will be able to combine or rewrite sentences with alternate patterns to express the same or intended meaning.

### **TOEFL Preparation Class (if applicable at your IAE campus):**

See also “Student Learning Outcomes” in the syllabus.

By the end of this class, the student will be able to increase his/her scores on simulated TOEFL tests, focus and perform confidently under time constraints in test-taking simulations, demonstrate strategies for taking standardized exams, and recognize and use academic vocabulary. S/he will be able to understand major English organizational patterns in paragraphs and essays; take effective notes as a memory aid and for use in summarizing key points in listening and reading samples; synthesize information from multiple reading and listening sources; and understand the main ideas and supporting details in college lectures, written texts, and social conversations in academic settings.



## **13. Additional Services**

### ➤ **Housing**

IAE offers accommodations at either off-campus apartments or with an American family in a Homestay (Downtown San Diego only). Please contact the school for current prices and availability. IAE charges a non-refundable placement fee of \$150 which is due prior to placement.

### ➤ **Medical Insurance**

There are many risks associated with not having health insurance in the United States. Unlike many countries where health insurance is provided by the government, the United States does not guarantee medical coverage for any individual residing in this country, citizen or non-immigrant visitor alike. The costs of receiving medical attention without medical insurance in the U.S. are typically very high and can become a financial burden to an individual if extensive medical treatment is needed. Therefore, IAE strongly recommends that students obtain adequate health insurance for the duration of their stay in the U.S. You may check rate at [https://purchase.imglobal.com/Quote/patriot\\_exchange/pre-quote?imgac=524866](https://purchase.imglobal.com/Quote/patriot_exchange/pre-quote?imgac=524866) for more information. Or you may contact to contact an insurance agent for California or Nevada.



## 14. School Holidays 2015

Holiday	Date	Day of Week	Classes	Administration Present
New Year's Day	January 1 <sup>st</sup>	Thursday	No	No
Martin Luther King's Birthday	January 19 <sup>th</sup>	Monday	No	Yes
President's Day	February 16 <sup>th</sup>	Monday	No	Yes
<b>Teacher Development Day I.</b>	February 20 <sup>th</sup>	Friday	No	Yes
<b>Teacher Development Day II.</b>	May 15 <sup>th</sup>	Friday	No	Yes
Memorial Day	May 25 <sup>th</sup>	Monday	No	No
Independence Day Observance	July 3 <sup>rd</sup>	Friday	No	No
<b>Teacher Development Day III.</b>	August 21 <sup>st</sup>	Friday	No	Yes
Labor Day	September 7 <sup>th</sup>	Monday	No	No
Columbus Day	October 12 <sup>th</sup>	Monday	No	Yes
Veteran's Day Observance	November 11 <sup>th</sup>	Wednesday	No	Yes
<b>Teacher Development Day IV.</b>	November 20 <sup>th</sup>	Friday	No	Yes
Thanksgiving Day	November 26 <sup>th</sup>	Thursday	No	No
Day-After Thanksgiving	November 27 <sup>th</sup>	Friday	No	No
<b>IAE Christmas Party (Employee)</b>	TBD			
Christmas Eve	December 24 <sup>th</sup>	Thursday	No	*8:00 – 12:00 noon
Christmas Day	December 25 <sup>th</sup>	Friday	No	No
New Year's Eve	December 31 <sup>st</sup>	Thursday	No	*8:00 – 12:00 noon



## 15a. About Las Vegas

Commonly known as *The Entertainment Capital of the World*, Las Vegas is the most populous city in the state of Nevada and is an internationally known resort, shopping, entertainment, and gambling destination. It was established in 1905 and officially became a city in 1911. The major attractions in Las Vegas are the hotel/casinos, the most famous of which line Las Vegas Boulevard South, also known as the Las Vegas Strip. For more information about Las Vegas, we recommend visiting the following websites:

<http://www.lasvegasnevada.gov/>

[www.visitlasvegas.com/](http://www.visitlasvegas.com/)

[http://wikitravel.org/en/Las\\_Vegas](http://wikitravel.org/en/Las_Vegas)

<http://www.lvchamber.com/>

**Las Vegas RTC Transit System:** To obtain a bus schedule or for information about fares, look online at

<http://www.rtcsonthernnevada.com>.

**Las Vegas-Clark County Library District:** Several public libraries offer the community a vast literary collection, electronic resources and innovative services. To find a location near you, visit <http://www.lvccld.org>.

**Local Las Vegas Events:** Check out what's happening this week in Las Vegas at [www.lasvegasweekly.com](http://www.lasvegasweekly.com).

**Special Deals for Locals:** <http://www.vegas4locals.com/lasvegasevents.html>.

### ➤ NEVADA DRIVER'S LICENSE

If you plan to live in Nevada for an extended period of time and drive a motor vehicle, you should obtain a Nevada driver's license. Additionally, if you purchase a vehicle, you must register it with the Department of Motor Vehicles (DMV) and show proof of liability insurance.

*To obtain a Nevada driver's license:*

- 1) Visit this page of the DMV's website: <http://www.dmvnv.com/dlresidency.htm> and obtain the documents required for Proof of Residency (ASI Standards). These include the following: proof of identity and date of birth, evidence of no SSN (Form SSA L676 must be obtained from the Social Security office), and proof of a local address (two types of documentation are required).
- 2) Take a written test to prove you understand the NV driving rules. Study booklets are available at any DMV location.
- 3) Take a driving test. You must provide the car—the DMV will not provide one.

### ➤ Important Phone Numbers and Contacts

International Academy of English East	(702) 202-4624
International Academy of English West	(702) 383-4088
Emergency	911
Police (non-emergency)	311
HELP of Southern Nevada (general information and referrals for those in crisis)	(702) 369-4357
National Suicide Prevention Hotline of NV	(877) 885-4673
Rape Crisis Hotline	(702) 366-1640
AIDS Hotline	(800) 342-2437
Clark County Poison Control	(800) 222-1222
Alcohol-Drug Treatment Referral	(800) 454-8966
WestCare Detoxification Center	(702) 383-4044
Domestic Violence 24-hour crisis line and Safe Nest emergency shelter	(800) 486-7282 or (702) 646-4981



## 15b. About San Diego

The eighth-largest city in the United States, San Diego is the southern-most major metropolitan area in California. San Diego's weather is unsurpassed anywhere in the world and the county has some of the best beaches in California as well as the best zoo in the nation. Additional attractions include Sea World, Coronado, Balboa Park, Downtown San Diego, San Diego Wild Animal Park, Mission Bay Park—and hundreds of miles of hiking, biking, and jogging trails for year-round outdoor activity and exercise. San Diego is a safe, clean city with lots to offer its residents and visitors. For more information, visit the following web sites: <http://www.sannet.gov/> and <http://www.sdchamber.org/>

➤ **San Diego Transit (SDT) Bus System:**

To obtain a bus schedule, or for information about fares, call (619) 233-3004 or look on-line [[www.sdcommute.com](http://www.sdcommute.com)]. IAE is located just a few blocks from downtown bus transfer stations and a ½ block from the stop at the corner of 5th Ave and Elm Street. You must have exact change to ride the bus or purchase a monthly pass from an MTS store or the Albertson's grocery store.

➤ **Library:**

San Diego's Central Library is located downtown at 820 E St., San Diego, CA. The phone number is (619) 236-5800. For hours of operation and additional locations, visit the web site at <http://www.sandiego.gov/public-library/>.

➤ **Mexico:**

The Mexico border is located only 15 miles south of IAE. Traveling to Mexico can be a fun and educational trip. There are lots of opportunities for shopping and exploring. Students should be aware, however, that they should bring two types of photo identification as well as their I-20 or other proof of student status when entering and returning from Mexico. U.S. Customs at the border is becoming increasingly strict, especially for non-U.S. citizens. Additionally, students should be aware that Mexico is NOT the U.S. and has different laws and customs. Students are encouraged to purchase Mexican auto insurance if they drive into Mexico. If any school related problems occur, please call the school at (619) 232-8768.

➤ **Driver's License:**

If you plan to be in California for an extended period of time and/or drive a motor vehicle, you should obtain a California driver's license. Additionally, if you purchase a vehicle you must register it with the DMV and show proof of liability insurance.

*To obtain a California driver's license, follow these steps:*

- 1) Go to the DMV (3960 Normal St. in Hillcrest or 4375 Derrick Drive in Clairemont) with your passport, I-20 and I-94.
- 2) Take a written test to prove you understand the CA driving rules. You may take the test in your native language.
- 3) Take a driving test. You must provide the car—DMV will not provide one.
- 4) You MUST bring your Passport/Visa and your Student I-20 with you to the DMV.

➤ **Important Phone Numbers and Contacts**

International Academy of English	(619) 232-8768
Emergency	911
Police (non-emergency)	(619) 531-2000
San Diego Transit	(619) 233-3004
San Diego County Mental Health Services (7 days a week, 24 hours--English, Spanish & interpreters for 140 languages)	(888) 724-7240
Suicide Crisis Line (7 days a week, 24 hours)	(800) 479-3339
CA Poison Control Hotline (7 days a week, 24 hours, language interpreters available)	(800) 222-1222



## 16. School Conduct Policy

The International Academy of English wants to provide the best possible learning opportunities for all students. Cooperation and respect among students and teachers builds a positive learning environment. To encourage and maintain this environment, IAE will take action against any disruptive behavior that occurs in class or anywhere on the school grounds.

“Disruptive behavior” means conduct which prevents other students from learning or from doing the required schoolwork. Words or actions which prevent the teacher from meeting the needs and goals of the class are also disruptive. Any action or word intended to hurt a teacher, another student, or school property is disruptive behavior.

The following is a list of some behaviors that are disruptive and therefore *unacceptable* at IAE:

1. Showing disrespect or lack of courtesy towards teachers, staff, or other students.  
Some examples of such behavior are:
  - Refusing to complete assignments
  - Refusing to cooperate with teachers or other students in class work or outside assignments
  - Speaking on or using cell phones in the classroom
  - Using a laptop for something other than classwork
  - Refusing to bring the required textbook and materials to class
  - Sleeping in class
  - Denying other students an equal opportunity to participate in class
  - Being disrespectful of another person's culture
2. Arriving late to class repeatedly or abusing the late pass system.
3. Repeatedly speaking one's native language during class.
4. Arriving at school under the influence of alcohol or drugs; using or distributing alcohol or drugs at school. No alcohol or drugs are allowed in IAE classrooms or on the school grounds.
5. Being violent. Any kind of physical violence or harassment will result in immediate expulsion from the program and must speak with a P/DSO immediately.

The actions and behaviors described above are unacceptable at IAE. A student who displays disruptive or unacceptable behavior, whether in his/her scheduled classes, on the school grounds or at any school-sponsored event, may be expelled from IAE and must speak with a P/DSO immediately.

### **IAE Classroom Do's and Don'ts**

- Please be prompt.
- Please come to class ready to learn.
- Please have your homework ready for class.
- Please do **NOT** smoke in the building.
- Please do **NOT** have your cell phone turned on.
- Please do **NOT** speak your native language in class.
- Please address your teachers in the manner that they request.

\*Teachers may adjust the classroom rules as they see fit. This is a guideline of general rules to follow when on the premises of the school. \*





## 17. International Academy of English Attendance Policy

The International Academy of English (IAE) adheres to a strict attendance policy for all students enrolled and admitted to the United States to study on an F-1 visa. Students studying on F1 visa are expected to attend 100% of their scheduled classes, 20 hours of per week. Failure to maintain 80% attendance will result in termination of student status by the DSO. Tuition is non-refundable if a student is terminated.

- Unofficial reviews occur at the end of the fourth week of study every month and may occur any time thereafter. If a student's attendance is under 85% at the time of an unofficial review, the student will receive an attendance warning, which should be signed by both the student and the DSO, and a copy of this will be put in the student's file.
- Official attendance reviews occur every nine weeks and are taken cumulatively from the first date of study, minus approved vacations. Copies of all official reviews are placed in the student's file regardless of the attendance percentage. Students must sign the review if their attendance is between 85-80%.

**\*Unofficial Reviews:** Attendance below 85% will result in a written warning.

**\*\*Official Reviews:** Attendance below 80% will result in termination by the DSO in SEVIS

\* In 5<sup>th</sup> week enrollment period

\*\* In the 9<sup>th</sup> week of enrollment period

- If a student is sick, s/he must contact the DSO immediately to arrange to provide appropriate medical documentation from a licensed medical physician, doctor of osteopathy, or licensed clinical psychologist in order to be considered. To reduce confusion, it is suggested that before seeing a doctor students check with the DSO to ensure the proper procedures are followed and correct signatures are provided.
- Students with F-1 visas who fall below 80.0% attendance at the time of their official attendance review may be immediately terminated by the DSO.
- Students are allowed to take 1 break per year but not more than 4 consecutive weeks at a time. Each break consists of 4 weeks and can be taken after 27 weeks of continuous study. Students must take 4 consecutive weeks of vacation at a time. Students will be required to pay tuition before returning from break.
- If students are away from the school more than eight consecutive class days, their I-20 will be terminated due to unauthorized withdrawal.
- If students plan to transfer to another school, they must provide the DSO with a transfer form and an acceptance letter from the new school. When students complete their studies at IAE, they have 15 days from the date of completion to leave the U.S.
- Students must notify the DSO when they plan to travel outside the United States or take a break. Students who do not attend class for more than eight consecutive class days without DSO approval can be terminated.
- DSOs at all times must adhere to SEVP policies and regulations.
- Late Arrival Policy  
The official class start time is 9:00AM. If you enter the classroom after 9:00AM you are late. You may come in to the classroom until 9:15AM, however, if you are late to class three times, you will be marked absent in one of the classes. If you arrive to class at 9:16AM you will not be allowed to enter the class until the first break.

# 18. Class Schedule

## Intensive English Program

	<b>MONDAY</b>	<b>TUESDAY</b>	<b>WEDNESDAY</b>	<b>THURSDAY</b>
9:00am - 10:30am	<b>Integrative Grammar</b>	<b>Integrative Grammar</b>	<b>Integrative Grammar</b>	<b>Integrative Grammar</b>
<i>BREAK 10:30-10:45am</i>				
10:45am – 12:15pm	<b>Reading / Writing</b>	<b>Reading / Writing</b>	<b>Reading / Writing</b>	<b>Reading / Writing</b>
<i>BREAK 12:15-12:30pm</i>				
12:30pm-2:00pm	<b>Listening / Speaking</b>	<b>Listening / Speaking</b>	<b>Listening / Speaking</b>	<b>Listening / Speaking</b>
<b>*TOEFL Course *</b>				
9:00am - 10:30Am	<b>TOEFL Preparation Class</b>	<b>TOEFL Preparation Class</b>	<b>TOEFL Preparation Class</b>	<b>TOEFL Preparation Class</b>
<i>BREAK 10:30-10:45am</i>				
10:45am – 12:15pm	<b>TOEFL Preparation Class</b>	<b>TOEFL Preparation Class</b>	<b>TOEFL Preparation Class</b>	<b>TOEFL Preparation Class</b>
<i>BREAK 12:15-12:30pm</i>				
12:30pm-2:00pm	<b>TOEFL Preparation Class</b>	<b>TOEFL Preparation Class</b>	<b>TOEFL Preparation Class</b>	<b>TOEFL Preparation Class</b>

**Teachers' record attendance on a daily basis and students are expected to be in class, on time, every day. Students studying on F1 visas are required to attend 20 hours of school per week. If a student falls below 80% attendance, their visa status may be terminated.**

\* TOEFL Preparation class is not available at all locations; check for availability.



## **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 signed, 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 signed 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 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 must contain the name, address, and telephone number of the complainant on a separate page and should be mailed 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

## **20. Release to Complete Student I-20**



### **Release to Complete Student I-20**

To make sure that we process your file correctly, please complete this form and return it to the campus administration **on or before your last day of attendance**. If you fail to return this notice before your last day of class, it will be considered permission to terminate your I-20.

Student Name: \_\_\_\_\_

Final Date of Study Period: \_\_\_\_\_

After finishing my studies at the International Academy of English:

- I will complete my studies and leave the US. I plan to depart the US on \_\_\_\_\_ (date).
- I will transfer to another institution to continue my studies. Do not complete my I-20.

Institution Name: \_\_\_\_\_

Expected Start Date: \_\_\_\_\_

- I will apply for a change of visa status to \_\_\_\_\_. Do not complete my I-20.  
(New visa status type)

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Approval Signature

\_\_\_\_\_  
Attendance Average

**This page intentionally left blank.**

## 21. Waiver of Liability for Field Trips:



### WAIVER OF LIABILITY FOR FIELD TRIPSPONSORED BY IAE AND IMAGE USE PRIVACY

I understand that participation in any school-sponsored field trip is voluntary. Therefore, any loss or injury suffered by me or to my property because of my participation in any activity or use of equipment or facilities during this field trip is my sole responsibility. IAE, its Board of Directors, the field trip leader(s) and the field trip coordinator(s) will not be held liable for any such loss or damage to my person or property.

I have read the above statements, understand and accept its terms and consequences, and freely, voluntarily and knowingly sign this waiver.

\_\_\_\_\_  
Student Name

\_\_\_\_\_  
Guardian Name (if under 18)

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Guardian Signature (if under 18)

\_\_\_\_\_  
Student Email

\_\_\_\_\_  
Date

\* Is IAE permitted to use your image (including any motion picture or still photographs, poses, acts and appearances or the sound records made by IAE of your voice) for any purposes in connection with promoting IAE and its activities, which may include advertising, promotion and marketing without previous notification?

Yes

No

## 22. Receipt of *Student Handbook* including Attendance Policy:



I have received, read, and understood the International Academy of English *Student Handbook*, School Conduct Policy, and Attendance Policy. I know that it is my responsibility to keep in accordance with these policies and that if I do not, that my I-20 is in danger of termination without notice.

I also understand that if my level of English proficiency is not to the point that I can understand this, then it is my responsibility to get someone to read this to me in my native language so that I can understand it.

I understand that if I move, I MUST update my current living address whenever there are any changes.

I also understand that if I am sick, I must contact the P/DSO immediately to arrange to provide appropriate medical documentation from a licensed medical physician, doctor of osteopathy, or licensed clinical psychologist in order to be considered as an excused absence. Failure to prove this documentation will result in absences, and possibly put my I-20 in danger.

Finally, I understand that I am responsible for knowing the policies and procedures of IAE and to follow them completely. If any policies or procedures change, it is my responsibility to check my email to ensure that I am aware of the changes. I do not have to sign a new waiver to account for the change in policy or procedure.

\_\_\_\_\_  
Student Name

\_\_\_\_\_  
Guardian Name (if under 18)

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Guardian Signature (if under 18)

\_\_\_\_\_  
Student Email

\_\_\_\_\_  
Date