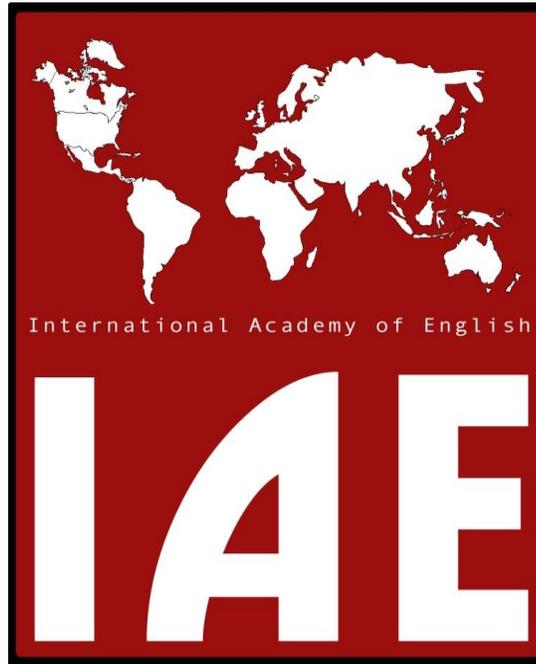


# INTERNATIONAL ACADEMY OF ENGLISH



## GENERAL CATALOG

**01/01/2026 – 12/31/2026**

**Main Campus:**

1729 5<sup>th</sup> Avenue  
San Diego, CA 92101  
Phone: (619) 232-8768 - Fax: (619) 232-8758

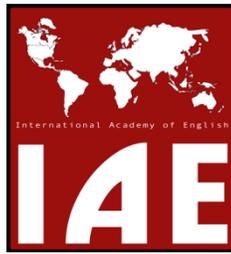
**Campus Additions:**

1528 Brookhollow Drive 400  
Santa Ana, CA 92705  
Phone: (949) 833-8868 - Fax: (619) 232-8758

2000 S. Jones Blvd. Suite 130  
Las Vegas, NV 89146  
Phone: (702) 383-4088 - Fax: (619)704-1002

6302 East Dr. Martin Luther King Junior Blvd. Suite 490  
Tampa, FL 33619  
Phone: 813 446-8900 - Fax: 619 704 1002

**[www.sdiae.edu](http://www.sdiae.edu) - [info@sdiae.edu](mailto:info@sdiae.edu)**



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

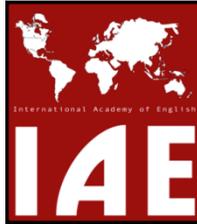
We hope you enjoy your time in San Diego, Irvine or Las Vegas as well as the time and effort you put forth at our school. We at IAE want to ensure that your time with us is as comfortable and productive as possible. Mastering the English language is a challenging task and IAE is honored to be a part of your educational goals. This catalog 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, San Diego, Irvine and Las Vegas, housing, parking, holidays and other useful information. Use the school catalog 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.

### 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*

Class sessions are held at the following locations:

<i>San Diego</i>	<i>Irvine</i>	<i>Las Vegas West</i>	<i>Tampa</i>
Address: 1729 5 <sup>th</sup> Avenue 3 <sup>rd</sup> Floor San Diego, California 92101	Address: 1528 Brookhollow Drive 400 Santa Ana, CA 92705	Address: 2000 S. Jones Blvd. Suite 130 Las Vegas, NV 89146	Address: 6302 East MLK Junior Blvd Suite 490 Tampa, FL 33619
<b>Phone: +01.619.232-8768</b>	<b>Phone: +01.949.833-8868</b>	<b>Phone: +01.702.383-4088</b>	<b>Phone: +01.813.552-4463</b>
Fax:+01.619.232.8758	Fax:+01.619.232.8758	Fax:+01.619.704.1002	Fax: +01.619.704.1002
Email: iaesd@sdiac.edu	Email:irvine@sdiac.edu	Email:lvw@sdiac.edu	Email: iaetp@sdiac.edu



## Program Overview

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. 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.

Overseas students are required to take the IAE Pre- Admission Proficiency Assessment Test in order to access their English proficiency. This test is available in the admission portal.

### Accreditation:

**International Academy of English** is a private institution accredited by the Commission on English Language Program Accreditation (CEA). **CEA** was founded in 1999 by English language professionals as a specialized accrediting agency. The purpose was to provide a means for improving the quality of English language teaching and administration through accepted standards. CEA conducts accreditation reviews in the U.S. and internationally.

Commission on English Language Program Accreditation

1001 North Fairfax Street, Suite 630

Alexandria, VA 22314 USA

(Phone)+1 703-665-3400 (Fax)+1 703-519-2071

<http://www.cea-accredit.org>

### Authorizations:

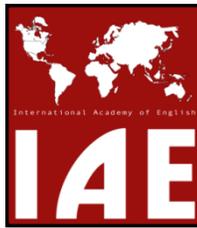
**International Academy of English** is a private institution approved to operate by the California Bureau for Private Postsecondary Education Act of 2009 (BPPE). Approval to operate means compliance with state standards as set forth in the CEC 5, CCR.

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 1747 North Market Blvd., Suite 225 Sacramento, CA 95834.

Phone:(888) 370-7589 (toll free), (916) 431-6959, (916) 263-1897 (facsimile).

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).

**International Academy of English** is authorized under federal law to enroll non immigrant alien students.



## **Corporate Structure / Statement of Legal Control**

International Academy of English (IAE) was incorporated as a for-profit organization in 1999, and it is a division of Tepper Technologies, Inc., a company established in San Diego, CA on March 15, 1991. Except as otherwise provided in the Articles of Incorporation or Bylaws of Tepper Technologies Inc, the powers of the corporation shall be exercised, its property controlled, and its affairs managed by its Board of Directors. The Board may delegate to such committees, councils or other groups as it shall create, any of its powers that it may deem judicious, keeping in mind that it has the ultimate responsibility for IAE, and that it must ensure proper accountability by each of these groups.

The duties of the Board are: to define and maintain the mission of IAE; to ensure that the goals and objectives of IAE are implemented; to evaluate and monitor the programs offered; to develop programs and activities that promote IAE's mission; to establish and review fiscal and administrative policies; to approve an annual budget; to monitor finances; to ensure that adequate resources are available to IAE; to authorize all legal documents; and to present an annual report at the annual meeting.

The CEO/President and the Chancellor/COO shall, under the direction of the Board and its Chairperson, be responsible for overall planning and budgeting, and for the general management of the day-to-day operations of IAE.

The IAE Board of Directors is comprised of the following individuals:

1. Chairman of the Board – Carmen Junqueira Gomide
2. Secretary – Denise Souza Mastro

In accordance with the requirements of Ed. Code §94909(a)(12), IAE hereby states that it currently has no pending petition in bankruptcy and is not operating as a debtor in possession. IAE has not filed any bankruptcy proceedings nor had any petition in bankruptcy filed against it within the preceding five years.

### **OSAR Statement**

“The Office of Student Assistance and Relief is available to support prospective students, current students, or past students of private postsecondary educational institutions in making informed decisions, understanding their rights, and navigating available services and relief options. The office may be reached by calling (888) 370-7589, option #5 or by visiting [osar.bppe.ca.gov](http://osar.bppe.ca.gov)”.



## Overview of Facilities

### San Diego – Main Campus

International Academy of English – is situated within the city limits of San Diego, close to the downtown area and convenient to several forms of public transportation.

The school occupies a 3-story building of approximately 9000 square feet. This site is staffed with instructors and administrators who can assist students with all of their needs. There are several places to park for free, such as along 4th and 6th Avenues.

IAE San Diego offers English classes every Monday through Thursday. Students attend class for 5 hours each day. Morning sessions: 8:00 AM - 1:00 PM.

**School Business hours:** Monday – Friday: 7: 30 AM – 4:30 PM.

The main San Diego facility is found at the following address:

1729 5th Avenue 3rd Floor  
San Diego, California 92101

### Irvine - Additional Location

International Academy of English – Irvine, a coastal city in southern California, is known for its large, boat-filled harbor. Balboa Peninsula has 2 piers, Newport Beach Pier and Balboa Pier, plus the Balboa Fun Zone, an old-school amusement park with a Ferris wheel and ocean views. Local beaches include the Wedge, known for its big waves, and Corona del Mar State Beach. The Orange County Museum of Art exhibits modern and contemporary works.

The school occupies a 1-story building of approximately 5000 square feet. This site is staffed with instructors and administrators who can assist students with all of their needs. Free parking is available for students, faculty and staff.

IAE Irvine offers English classes every Monday through Thursday. Students attend class for 5 hours each day. Morning sessions: 8:00 AM - 1:00 PM.

**School Business hours:** Monday – Friday: 8:00 AM – 5:00 PM.

### Las Vegas– Additional Location

International Academy of English -West- is situated at the West side of Las Vegas, conveniently located just minutes from the world-famous Las Vegas Strip at the intersection of West Sahara Avenue and Richfield Avenue. A bus stop is easily accessible in front of the school to connect students with Las Vegas' main source of public transportation.

The school occupies a 1story building of approximately 5000 square feet. This site is staffed with instructors and administrators who can assist students with all of their needs. Free parking is readily available.

IAE Las Vegas West offers English classes every Monday through Thursday. Students attend class for 5 hours each day. Morning sessions: 9:00 AM - 2:00 PM.

**School Business hours:** Monday – Friday: 8:00 AM – 5:00 PM.

Las Vegas West facility is found at the following address:

2000 S. Jones Blvd. Suite 130  
Las Vegas, NV 89146

## **Tampa– Additional Location**

International Academy of English- Tampa is situated in Hillsborough County, Florida. Tampa is the largest city in the Tampa Bay area. The city's borders have a north shore of Tampa Bay and an east shore of Old Tampa Bay. You can take advantage of Tampa's ideal location and visit tourist attractions and theme parks, including Tampa Bay, Busch Gardens, Adventure Island, Lowry Park Zoo, and Florida Aquarium. There are plenty of museums like the Florida International Museum and the Salvador Dali Museum. Tampa has shopping malls and hundreds of restaurants that offer many options for shopping and dining. Tampa has beautiful weather and pleasant year-round temperatures with plenty of sunshine. Residents of Tampa enjoy a variety of incredible beaches with water and outdoor activities-surfing, paddleboarding, kayaking, and beach volleyball, to name a few.

IAE Tampa offers English classes every Monday through Thursday. Students attend class for 5 hours each day. Evening sessions: 5:00 AM - 10:00 PM.

The office hours of operation are Monday – Friday: 8:00 AM – 5:00 PM

The Tampa facility is found at the following address:  
6302 East MLK Junior Blvd Suite 490  
Tampa, FL 33619

### **The Equipment and Materials to be used for Intensive English Programs Instruction**

Computer - Projector - TV/Monitor - PowerPoint - Projector's Screen - Speakers - some Computer Software and Textbooks – Chairs and Desks – Whiteboards- Wi-Fi Internet – DVDs.

### **INSTRUCTIONAL MODALITIES AND OPTIONS**

International Academy of English programs are offered through one instructional modality:

- On-campus instruction only



## Admission Procedures

The Intensive English Program is a non-credit, short-term program that does not award academic credit or grades. IAE does not accept credit awarded for prior experiential learning. This institution has not entered into an articulation or transfer agreement with any other institution, college, or university. Here are the steps required for international students to start the admissions process at IAE. Thereafter student will be able to apply with the US Embassy or consulate in their county and obtain a student visa, which is required for non-US residents who attend the International Academy of English:

1. The student must fill out an application form.
2. The student must fill out and sign the school enrollment agreement. (available on E.A. page 10)
3. The student must sign and *initial* the school performance fact sheet. **\*\***(pages 12-16)  
The student must provide a copy of a bank statement (either a checking or a savings account) showing a balance between **USD 5,000.00-USD 8,000.00** for the first academic year that the student wishes to enroll.
4. A Statement of Support must be provided, identifying the source of financial funds during the students' enrollment period. This statement is required by the Student and Exchange Visitor Program (SEVP) to prove that the student has sufficient financial support to cover their expenses during the period of studies.
5. The student must pay an application fee of USD 95.00 **\*(Non-refundable)**  
The student must pay the registration fee of USD 150.00.
7. The student must pay a courier fee of USD 100.00 for expedited shipping services that will be used to send the necessary documents to obtain the student VISA. **\*(Non-refundable, unless in case of cancellation and documents have not been shipped)**
8. The student **MUST** provide a copy of his/her passport.  
**\*\*The student MUST provide a copy of high school or diploma or its equivalent. (no translation needed).**
10. **\*\*Read the Student Tuition Refund Fund statement** (details on page 11).
11. **\*\*Take the IAE Pre- Admission Proficiency Assessment Test - This test is available in the admission portal.**  
**\*\* Items applicable for California students only.**

IAE does not participate nor admit students using Ability-to-Benefit (ATB) criteria.

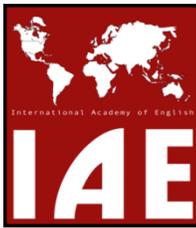
After providing the items above, IAE will issue an I-20, which will be sent along with the acceptance letter from our school.

SEVP charges a "SEVIS fee" of USD 350.00 (a processing fee paid directly to the Department of Homeland Security), which is payable by the student via website. Students must complete this process on their own, by accessing the website [www.fmjfee.com](http://www.fmjfee.com). This fee must be paid at least 3 days prior to the student's appointment at the American Embassy or Consulate.

The student should print the receipt and take it to his/her appointment along with the I-20 package and any additional documents requested by the American Embassy or Consulate in his /her country.

In case of a VISA denial, any preliminary fees paid (Application and Courier), **will not be refunded** to the student, because these fees cover the costs involved in preparing the documentation.

Once the VISA is approved, we recommend students to notify the school to confirm arrival information.



## Registration Procedures

"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."

**Overseas applicants:** Once you submit the required documents and complete the admissions process, we will confirm your acceptance by sending you the school acceptance letter and the form I-20. Payment of the application, registration and courier fees is required as part of the admissions process.

**Transferring students:** Please complete the Application Form and send it to us with a copy of your financial statement, affidavit of support and your current school's I-20 form. Once your application is approved we will send you the acceptance letter. Tuition is due on the first day of classes.

### ***Methods of Payment***

All fees can be paid as follows:

- 1-By Banker's check or Money Order
  - 2-By a credit card (Visa, MasterCard, AMEX)
  - 3- By wire transfer \*check tuition and fees section for additional fees information
- All payments should be made to IAE and should reference the student's full name.

**Overseas Students:** Students outside of the United States must pay the **non-refundable** fees of Application, and Courier *before* school issues and submit the I-20 form. Tuition fee is due on the first day of class. **There will be a \$30 fee to reissue an I-20 in any case.**

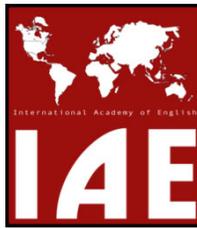
**Local Students:** With confirmation of your acceptance, you will be required to make arrangements to take your level placement test and start your program on the next available program starting date. Tuition is due on the first day of classes.

### ***Arrival and Airport Transfers***

When completing the Application Form, students can indicate if they wish to be met by an IAE representative at the nearest major airport closest to the school. The fee for this optional airport transfer is \$50 and is *available for flights arriving before 6:00 PM only.*

### ***Age***

*San Diego and Irvine Campuses:* IAE are open to anyone *who has earned a high school diploma or its equivalent.*  
*Las Vegas and Tampa Campuses:* IAE is open to anyone at least 14 years old at the start of his/her course.



## Program Tuition and Fees

Regular Tuition Fee	
Intensive English Program	
San Diego	Irvine
\$360.00 /4weeks	\$385.00/4weeks
TOEFL Preparation Program	
San Diego	Irvine
\$360.00/4 weeks	\$385.00/4weeks

**Clock hours: 18 hours/week**

### Other Fees

- Application Fee (non-refundable) US\$95.00
- STRF Fee (non-refundable California Student Tuition Recovery Fund) US\$0.00 \* (See explanation on page 11)
- Registration Fee: US 150.00 \*to be paid before admitted.
- International Courier Fee (non-refundable) (mailing I-20+documents) US\$100.00
- Document Reprint Fee US\$30.00
- Local Courier Fee (non-refundable) (mailing I-20+documents) US\$30.00
- Course Textbook – Intensive English (per/level) US\$150.00 -US\$ 180.00
- Course Textbook – TOEFL Preparation US\$85.00
- Airport Transfer (optional) US\$50.00
- Accommodation Placement Fee (optional) US\$150.00\* Available in San Diego only.
  
- American Home Stay Fees (optional and upon availability) US\$875.00- US\$ 1,000.00\*Available in San Diego only.

### **Schedule of Tuition charges Associate with IAE Programs**

Program	Course Length	Total Tuition	Total Tuition
		Period of Attendance	Period of Attendance
		San Diego	Irvine
Intensive English Program	18 weeks / 1 Level of studies	\$1,620.00	\$1,732.50
TOEFL Preparation	18 weeks Program	\$1,620.00	\$1,732.50
Intensive English Program	90 weeks / 5 Levels of studies	\$8,100.00	\$8,662.50



### **“STUDENT’S RIGHT TO CANCEL”**

The student has the right to cancel the Enrollment Agreement and obtain a refund of charges paid for attendance through the first-class session or the seventh day after enrollment, whichever is later.

To cancel enrollment and/or obtain a refund, the student must provide written notice to the school. If the student cancels the Agreement, the school will refund any money that s/he has paid, less any deduction for nonrefundable fees; within thirty days after his/her Notice of Cancellation is received.

If a student has received federal student financial aid funds, the student is entitled to a refund of money not paid from federal student financial aid program funds. International Academy of English does not participate in federal aid programs.

To cancel enrollment and/or obtain a refund, the student must provide written notice by mail or by email, to the school campus he/she is enrolled in.

### **STUDENT’S REFUND POLICY**

#### ***Withdrawal***

Student has the right to cancel the enrollment agreement and obtain a refund of charges paid through attendance at the first-class session, or the seventh day after enrollment, whichever is later.

“Withdrawal” means leaving the course once it has begun.

If the student has received federal student financial aid funds, the student is entitled to a refund of moneys not paid from federal student financial aid program funds.

#### ***Sample of Refund Policy for California students:***

Refund Amount = All prepaid amounts – (non-refundable fees)

Students, who withdraw from the International Academy of English after the first day of the session, but prior to completion of greater than 60% of the session currently enrolled in, are entitled to a refund on a prorated basis, less the non-refundable fees. Please check the example below:

Refund Amount = [(All prepaid amounts for the session being withdrawn from) / (total number of days in paid session) x (number of days student attended) ] - (non-refundable fees)

If the (number of days left to be completed / total number of days in session) is less than 40%, then no refund is due to the student.

**To cancel enrollment, withdrawn from the program and/or obtain a refund**, the student must complete the withdrawn form and send the request to the school’s director according to the campus, he/she is enrolled.

#### ***Certificate Requirements/Length Program***

Students who end their studies without completing the entire program must have a minimum of 80% attendance and take the school exit exam in order to receive IAE’s Certificate of Participation.

#### ***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.

For information purposes, here are three possible sources for insurance. Their inclusion here is not meant as a recommendation, and students may select any insurer they choose.

IMG Global - [www.imglobal.com/international-student-health-insurance](http://www.imglobal.com/international-student-health-insurance)

EHealthInsurance - [www.ehealthinsurance.com](http://www.ehealthinsurance.com)

ISO International Student Health Insurance - [www.isoa.org](http://www.isoa.org)

### ***Late Arrival and Absences***

If students arrive late to a course, or are absent during the course, no refund will be granted. Periods of absence may not be made up with free extension of the course.

### ***Liability***

IAE will not be liable in any way to the student in the event of any service, contracted to be supplied by IAE, becoming impossible to supply by reason of industrial dispute or other cause outside the control of IAE. IAE will not be liable for loss, damage, or injury to persons or property howsoever caused, save where the liability is expressly imposed beyond exclusion by statute.



## **Information on Student Loans and Transfer Credits**

### **Federal and State Financial Aid Programs**

If the student obtains a loan to pay for an educational program, the student will have the responsibility to repay the full amount of the loan plus interest, less the amount of any refund. **Ed. Code §94911 (f)**

If the student is eligible for a loan guaranteed by the federal or state government and the student defaults on the loan, both of the following may occur:

- (1) The federal or state government or a loan guarantee agency may take action against the student, including applying any income tax refund to which the person is entitled to reduce the balance owed on the loan.
- (2) The student may not be eligible for any other federal student financial aid at another institution or other government assistance until the loan is repaid. **Ed. Code §94911(g)(1)(2)**

International Academy of English does not currently participate in any federal or state financial aid programs. Students are expected to pay for their own tuition and incidental fees. IAE does not offer student loans of any kind.

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

"The transferability of credits you earn at the International Academy of English is at the complete discretion of an institution to which you may seek to transfer. Acceptance of the certificate of participation, you earn in the \_\_\_\_\_, (*Intensive English Program or TOEFL Preparation Program*) is also at the complete discretion of the institution to which you may seek to transfer. If the certificate of participation 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 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 International Academy of English to determine if your certificate of participation will transfer."

### **Distance Educational Program**

International Academy of English does not offer any distance education program. All instruction is offered in real-time.

**NOTICE:** YOU MAY ASSERT AGAINST THE HOLDER OF THE PROMISSORY NOTE YOU SIGNED IN ORDER TO FINANCE THE COST OF THE EDUCATIONAL PROGRAM ALL OF THE CLAIMS AND DEFENSES THAT YOU COULD ASSERT AGAINST THIS INSTITUTION, UP TO THE AMOUNT YOU HAVE ALREADY PAID UNDER THE PROMISSORY NOTE.



## ***STUDENT GRIEVANCE POLICIES AND 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.

## ***RECORDS RETENTION***

### **Student records will be retained according to the following schedule:**

- For students who apply to the International Academy of English but take no further actions to finalize the admissions the enrollment agreement and any additional documents will be kept for a period of 3 months.
- Students records are retained for period of five years after the date of the program completion or last date of attendance, whichever is later.
- Students Individual Report (ISR/Transcripts) are permanently maintained by the institution.
- Students Certificate of Participation is retained for period of five years after the date of the program completion or last date of attendance, whichever is later.



## Student Tuition Recovery Fund

“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.”

(b) In addition to the statement required under subdivision (a) of this section, a qualifying institution shall include the following statement in its school catalog:

“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, 1747 North Market Blvd., Suite 225 Sacramento, CA 95834, Phone number (916) 431-6959 or (888) 370-7589.

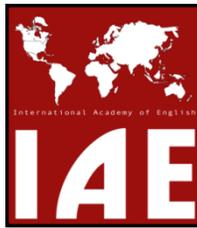
To be eligible for STRF, you must be a California resident or enrolled in a residency program, prepaid tuition, paid or deemed to have paid the STRF assessment, and suffered an economic loss as a result of any of the following:

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 120day 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 noncollecting 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.”



## Course Information

IAE Intensive English Program consists of 5 levels. 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.

### Levels Details and Learning Outcomes

#### Beginning Level

Clock hours: 18 hours/week

Students at the IAE Beginning Level are just beginning to study English. They will focus on basic social and school interactions. They will learn and practice basic grammar to communicate in English.

#### REQUIRED TEXTBOOKS

**Integrative Grammar Class:** Grammar in Context Basic

Elbaum, S., and Peman, J. (2021). Grammar in Context Basic (7th ed.). Boston, MA: National Geographic Learning, a Cengage Company.

**Reading/ Writing/ Listening and Speaking Class:** *Reflect 1, 1st edition.*

#### COURSE GOALS

*Integrative Grammar Class:* For students to be able to understand and use the grammatical forms necessary to express ideas in basic statements and questions.

*Reading and Writing Class:* For students to be able to recognize main ideas and details and start to make inferences. Express ideas in basic sentence patterns using correct mechanics.

*Listening and Speaking Class:* For students to be able to participate in controlled speaking situations and comprehend controlled listening selections.

#### COURSE OBJECTIVES

*Integrative Grammar Class:* For students to be able to demonstrate developing grammatical competence using simple present, simple past and present/past progressive verbs as well as grammatical features needed to construct grammatical phrases and sentences.

*Reading and Writing Class:* For students to be able to express opinions and use information related to a reading passage as well as communicating their own thoughts using basic writing structures.

*Listening and Speaking Class:* For students to be able to engage in routine social and school interactions at a basic level using simple features of English in familiar and controlled contexts

#### STUDENT LEARNING OUTCOMES (SLOs)- Rev. Nov.2019

By the end of this course, the student will be able to:

*Reading and Writing Class:*

By the end of this course, the student will be able to:

##### Reading

1. Locate main ideas and details.
2. Make predictions and give opinions about the reading.
3. Define common vocabulary words.
4. Begin to recognize adjectives, including opposites.

## Writing

1. Write questions and complete answers to questions.
2. Write simple sentences.
3. Spell common words correctly.
4. Use common phrases. (*I'm 30 years old. I'm from..., etc.*)
5. Use simple punctuation; use upper case (*B*) and lower case (*b*) letters correctly.

## Listening and Speaking Class:

By the end of this course, the student will be able to:

### Listening

1. Answer questions about main ideas and details.
2. Understand Yes/No and WH- (*who, what, etc.*) questions and give correct responses.
3. Start to understand question and statement intonation.
4. Follow simple verbal directions.
5. Distinguish syllables and word stresses.

### Speaking

1. Express thoughts and opinions.
2. Participate in role plays and conversations using useful expressions. (*Thanks! You're welcome, etc.*)
3. Ask classmates Yes/No and WH- (*who, what, etc.*) questions.
4. Properly repeat words and phrases after the teacher.
5. Notice and correct their pronunciation errors.
6. Pronounce -s endings (*likes/chooses/pens/sister's*), contractions (*I'm, etc.*), and voiceless "th" (*thank you, tenth*).
7. Make small talk.

## **METHODS OF EVALUATION (STUDENT LEARNING OUTCOME MEASUREMENT)**

1. Regularly scheduled achievement tests are given in each of the three classes. Your percentage on the test will be converted to a 0–4 score. (See table below). **The achievement tests equal 50% of your grade.**

<b>4</b>	<b>90 – 100%</b>
<b>3</b>	<b>75 – 89%</b>
<b>2</b>	<b>60 – 74%</b>
<b>1</b>	<b>51 – 59%</b>
<b>0</b>	<b>0 – 50%</b>

2. Final Course Exam when the student has completed one rotation (18 weeks in Sessions A and B) in this level. **This equals 50% of your grade.**

*Note 1:* In order to pass, your scores for the regularly scheduled achievement tests and the final course exam must be at least **75%**. Also, students must have mastered the items on the IAE Proficiency Scale (in the *Student Handbook*) in order to pass to the next level.

*Note 2:* Assessments must be taken as scheduled unless prior arrangements have been made with the instructor. Notify your teacher in advance if you know you will be absent to see if make-up arrangements can be made.

*Note 3:* Students may schedule an Early Exit Exam if they meet the following criteria: (1) Their teacher recommends that they take the exam based on their English skills in relation to the Proficiency Scale for their level. (2) They have been in the class for at least 9 weeks after the Placement Test or at least 4 weeks after their last Final Course Exam. (3) They have an average of 80% on their achievement tests since their Placement Test or Final Course Exam, whichever is applicable. A passing score on the Early Exit Exam is **80%** or more. Students may not take the Early Exit Exam more than once per session.

*Note 4:* Each week, students will receive 0-4 points for participation in their Grammar class and Reading/Writing class and 0-4 points for participation in their Listening/Speaking class, for a total of 8 possible participation points per week. **Participation will help students make the required academic progress. Participation points will also be used to help determine whether students who fail a level will be allowed to repeat it.**

*Note 5:* When students voluntarily leave our program 4 or more weeks after their original placement test or their last final course exam or early exit test, they must take our exit exam during the regularly scheduled placement test time in order to receive a certificate/letter. This will show the student, and the school, his/her progress since the original placement test.

*Note 5:* When students voluntarily leave our program 4 or more weeks after their original placement test or their last final course exam or early exit test, they must take our exit exam during the regularly scheduled placement test time in order to receive a certificate/letter. This will show the student, and the school, his/her progress since the original placement test.

## **COURSE REQUIREMENTS**

### **Attendance Requirements and Dismissal Policy**

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. 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 8:15am, they will not be allowed in class and will be marked absent for that class period.

**IMPORTANT:** Students who arrive at 8:16 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 school during class or during a break (and not returning) likewise 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.

### **Evaluation**

See "Methods of Evaluation" above.

### **Prerequisites**

Appropriate score on the initial student placement test or passing from the Beginning level. No co-requisites are required.

### **Completed Assignments**

Each student is responsible for completing all assignments on time.

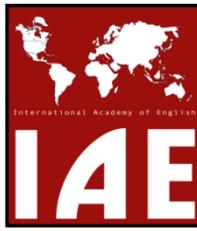
### **Final Course Exam**

When a student is nearing 18 weeks in the level, s/he must schedule an appointment with the Head Teacher, Site Director, or Academic Director to take the Final Course Exam in his/her 18<sup>th</sup> week of class. When the student has demonstrated mastery of the skills in the Proficiency Scale by means of class work and the Final Course Exam, s/he passes to the next level. If the student is not able to come to his/her appointment, it is his/her responsibility to make arrangements with the Head Teacher, Site Director, or Academic Director for an alternate time.

**For example:** If a student starts High Beginning in week 5 of Session A, s/he must complete Session A and then take Session B. Then the student will start Session A again. In week 4 of Session A, s/he is required to take the Final Course Exam (since that will be the 18<sup>th</sup> week since s/he started that class).

### **Normal Academic Progress**

In order to ensure that all students are making satisfactory academic progress, a student may not remain in the same level or repeat the course curriculum for more than two rotations.\* (One rotation is one 18-week cycle beginning in either Session A or Session B). Students will be given a written report of their progress at the end of their 18-week rotation during a counseling session with one of the following: the student's classroom instructor, head teacher, site director, or academic director. Failure to maintain satisfactory academic progress will result in termination from the program. The decision about whether students will be allowed to repeat a level will be made on a case-by-case basis based on their demonstrated effort in their first 18 weeks.



## **High Beginning Level**

Clock hours: 18 hours/week

Students at the IAE High Beginning Level have some familiarity with English but are still beginners. You will learn and practice grammar, reading, writing, listening, and speaking as you work toward fluency in English.

*Please see the IAE Proficiency Scale for an overview of the skills that must be mastered at this level in order to pass to the next level.*

### **REQUIRED TEXTBOOKS**

#### **Integrative Grammar Class:**

**Elbaum, S. (2021). Grammar in Context 1 (7th ed.). Boston, MA: National Geographic Learning, a Cengage Company.**

#### **Reading and Writing Class:**

*Pathways 1, 3rd edition – National Geographic*

#### **Listening and Speaking Class:**

*Pathways 1, 3rd edition*

### **COURSE GOALS**

*Integrative Grammar Class:* For students to be able to understand and use grammatical sentences and their components that are related to the present, past, and future.

*Reading and Writing Class:* For students to be able to express opinions and organize information related to a reading passage as well as communicating their own thoughts through a variety of written formats.

### **COURSE OBJECTIVES**

*Integrative Grammar Class:* For students to be able to demonstrate developing grammatical competence by expressing their ideas in grammatical sentences that include a variety of regular and irregular verbs to discuss the present, past, and future.

*Reading and Writing Class:* For students to be able to identify the topic and selected details in a reading passage, draw obvious conclusions, and guess word meaning from contextual clues. They will be able to express their ideas in a variety of written formats including letters, emails, and simple paragraphs.

### **STUDENT LEARNING OUTCOMES (SLOs)- Rev. Nov.2019**

By the end of this course, the student will be able to understand and use:

1. Count nouns (*pens*) and noncount nouns (*water*)
2. Prepositions of place (*on, in, next to, etc.*)
3. Imperatives (*Be careful!, etc.*)
4. Simple present regular (*walk*) and irregular (*be*) verbs (statements/questions)
5. There is/there are
6. Possessives: Nouns (*Robert's*), adjectives (*my*), pronouns (*mine*); object pronouns (*me*); questions with whose
7. Modals (*ability: can/could, permission: can/may, advice: should/ought to/had better, necessity: have to/must*)
8. Present progressive (*am running*) (statements/questions) and non-action verbs (*sound*)
9. Simple past with regular (*talk → talked*) and irregular (*go → went*) verbs (statements/questions)
10. Gerunds (*loving*), infinitives (*to love*)
11. Quantifiers (*a few, a little, etc.*)

12. Descriptive adjectives (*tall, big, etc.*)
13. Comparative adjectives (*better, etc.*)
14. Future with 'BE going to'/Will (*I am going to eat./I will eat.*)
15. Sentences with subject-verb agreement (*I sit./The dog sits.*)

*Reading and Writing Class:*

By the end of this course, the student will be able to:

Reading

1. Relate personal experiences to the reading.
2. Identify main ideas and some details or key words.
3. Make basic inferences.
4. Recognize and understand time phrases.
5. Begin to use context clues.

Writing

1. Brainstorm, organize, and group similar ideas together in preparation for writing a paragraph.
2. With moderate guidance, write a comparison paragraph and a narrative paragraph with a topic sentence and supporting details.
3. Express opinions and give reasons and examples.
4. Write ideas using correct verb forms.
5. Write simple and compound sentences.
6. Use basic punctuation (./?/!), upper-case (*B*), and lower-case (*b*) letters.

*Listening and Speaking Class:*

By the end of this course, the student will be able to:

Listening

1. Identify main ideas and supporting details.
2. Recognize specific information.
3. Begin to recognize stress patterns.
4. Begin to listen for and use prefixes.
5. Begin to understand reductions (*gonna, hafta, etc.*) and contractions (*I'm*).
6. Understand commands and WH- (*who, what, etc.*) and Yes/No questions.
7. Follow basic verbal instructions.
8. Use context clues.
9. Make basic inferences.

Speaking

1. Understand and respond to others and recorded audio, including giving opinions.
2. Ask and answer WH- (*who, what, etc.*) and Yes/No questions using correct intonation.
3. Talk about facts, habits, and past experiences using correct verb forms.
4. Give a short talk or participate in a role play.
5. Use common conversational expressions (*I prefer..., I see your point, but..., etc.*).
6. Begin to link final consonant sounds to vowel sounds.
7. Correctly pronounce -ed endings.
8. Express agreement/disagreement.

**METHODS OF EVALUATION (STUDENT LEARNING OUTCOME MEASUREMENT)**

1. Regularly scheduled achievement tests are given in each of the three classes. Your percentage on the test will be converted to a 0–4 score. (See table below). **The achievement tests equal 50% of your grade.**

<b>4</b>	<b>90 – 100%</b>
<b>3</b>	<b>75 – 89%</b>
<b>2</b>	<b>60 – 74%</b>
<b>1</b>	<b>51 – 59%</b>
<b>0</b>	<b>0 – 50%</b>

2. Final Course Exam when the student has completed one rotation (18 weeks in Sessions A and B) in this level. **This equals 50% of your grade.**

*Note 1:* In order to pass, your scores for the regularly scheduled achievement tests and the final course exam must be at least **75%**. Also, students must have mastered the items on the IAE Proficiency Scale (in the *Student Handbook*) in order to pass to the next level. Students will be evaluated separately for Grammar/Reading/Writing and for Listening/Speaking; this means that a student might pass one but fail the other.

*Note 2:* Assessments must be taken as scheduled unless prior arrangements have been made with the instructor. Notify your teacher in advance if you know you will be absent to see if make-up arrangements can be made.

*Note 3:* Students may schedule an Early Exit Exam if they meet the following criteria: (1) Their teacher recommends that they take the exam based on their English skills in relation to the Proficiency Scale for their level. (2) They have been in the class for at least 9 weeks after the Placement Test or at least 4 weeks after their last Final Course Exam. (3) They have an average of 80% on their achievement tests since their Placement Test or Final Course Exam, whichever is applicable. A passing score on the Early Exit Exam is **80%** or more. Students may not take the Early Exit Exam more than once per session.

*Note 4:* Each week, students will receive 0-4 points for participation in their Grammar class and Reading/Writing class and 0-4 points for participation in their Listening/Speaking class, for a total of 8 possible participation points per week. **Participation will help students make the required academic progress. Participation points will also be used to help determine whether students who fail a level will be allowed to repeat it.**

*Note 5:* When students voluntarily leave our program 4 or more weeks after their original placement test or their last final course exam or early exit test, they must take our exit exam during the regularly scheduled placement test time in order to receive a certificate/letter. This will show the student, and the school, his/her progress since the original placement test.

## **COURSE REQUIREMENTS**

### **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. 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 8:16, they will not be allowed in class and will be marked absent for that class period.

**IMPORTANT:** Students who arrive at 8:16a.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 school during class or during a break (and not returning) likewise 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.

### **Evaluation**

See "Methods of Evaluation" above.

### **Prerequisites**

Appropriate score on the initial student placement test or passing from the Beginning level. No co-requisites are required.

### **Completed Assignments**

Each student is responsible for completing all assignments on time.

### **Final Course Exam**

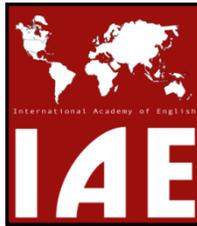
When a student is nearing 18 weeks in the level, s/he must schedule an appointment with the Head Teacher, Site Director, or Academic Director to take the Final Course Exam in his/her 18<sup>th</sup> week of class. When the student has demonstrated mastery of the skills in the Proficiency Scale by means of classwork and the Final Course Exam, s/he passes to the next level. If the student is not able to come to his/her appointment, it is his/her responsibility to make arrangements with the Head Teacher, Site Director, or Academic Director for an alternate time.

*For example:* If a student starts High Beginning in week 5 of Session A, s/he must complete Session A and then take Session B. Then the student will start Session A again. In week 4 of Session A, s/he is required to take the Final Course Exam (since that will be the 18<sup>th</sup> week since s/he started that class).

### **Normal Academic Progress**

In order to ensure that all students are making satisfactory academic progress, a student may not remain in the same level or repeat the course curriculum for more than two rotations.\* (One rotation is one 18-week cycle beginning in either Session A or Session B). Students will be given a written report of their progress at the end of their 18-week rotation during a counseling session with one of the following: the student's classroom instructor, head teacher, site director, or academic director. Failure to maintain satisfactory academic progress will result in termination from the program. The decision about whether students will be allowed to repeat a level will be made on a case-by-case basis based on their demonstrated effort in their first 18 weeks.

\*except under unusual circumstances approved by the academic director.



## **Intermediate Level**

Clock hours: 18 hours/week

Students at the IAE Intermediate Level is for students who need to develop their speaking, listening, reading, writing, and grammar skills in order to interact appropriately in a variety of situations. You will focus on understanding main ideas and supporting details, and you will practice intermediate grammar at the paragraph and short essay levels as you increase your fluency in English. *Please see the IAE Proficiency Scale for an overview of the skills that must be mastered at this level in order to pass to the next level.*

### **REQUIRED TEXTBOOKS**

#### **Integrative Grammar Class:**

Elbaum, S. (2021). *Grammar in Context 2* (7th ed.). Boston, MA: National Geographic Learning, a Cengage Company.

#### **Reading and Writing Class:**

*Pathways 2, 3<sup>rd</sup> edition – National Geographic*

#### **Listening and Speaking Class:**

*Pathways 2, 3<sup>rd</sup> edition*

### **COURSE GOALS**

*Integrative Grammar Class:* For students to be able to clearly express their ideas and opinions in grammatical phrases and clauses with appropriate additional components.

*Reading and Writing Class:* For students to be able to understand reading passages and begin to make inferences and apply the information. For students to be able to express their ideas in paragraph and short essay form.

*Listening and Speaking Class:* For students to be able to understand the speaker's ideas, organize oral information, and participate actively in conversations and other spoken activities.

### **COURSE OBJECTIVES**

*Integrative Grammar Class:* For students to be able to demonstrate grammatical competence with a variety of regular and irregular verbs, nouns, and other sentence components that allow them to show opinions, shades of meaning, and purposes.

*Reading and Writing Class:* For students to be able to interpret what they read in terms of organization, main ideas, and relevant details, improve vocabulary, and write and revise a variety of paragraphs and short essays.

*Listening and Speaking Class:* For students to be able to predict and understand spoken content using a variety of cues, give a short presentation and respond constructively to those of their classmates, and actively participate in group conversations.

### **STUDENT LEARNING OUTCOMES (SLOs)- Rev. Nov.2019**

By the end of this course, the student will be able to understand and use:

#### *Integrative Grammar Class:*

1. Regular and irregular verbs and nouns
2. Present and past verb forms (*simple, progressive, and perfect*) and non-action verbs
3. Appropriate ways to express habitual past
4. Appropriate ways to express future meaning
5. Subject-verb agreement
6. Modals and modal-like verbs

7. Count and non-count nouns and quantifiers
8. Definite and indefinite articles
9. Adjectives and adverbs with comparatives/superlatives
10. Gerunds/infinitives
11. Reflexive and reciprocal pronouns
12. Phrasal verbs

*Reading and Writing Class:*

By the end of this course, the student will be able to:

Reading

1. Read and demonstrate understanding of the topic, main ideas, and supporting ideas or information and be able to make basic inferences.
2. Identify cause and effect, process, and comparison/contrast relationships in reading passages.
3. Interpret information from images and graphs.
4. Begin to apply reading skills such as scanning and predicting content.
5. Comprehend new vocabulary by understanding synonyms and parts of speech (*nouns, verbs, etc.*).

Writing

1. Write well-developed comparison-contrast, process, and opinion paragraphs with a topic sentence, supporting details, and a concluding sentence in preparation for writing essays at the next level.
2. Express ideas in writing by using simple and compound sentences, and begin to use complex sentences.
3. Use appropriate vocabulary and word forms in writing assignments.
4. Use correct punctuation.
5. Understand basic proofreading symbols.
6. Write about information presented in a graphic organizer.

*Listening and Speaking Class:*

By the end of this course, the student will be able to:

Listening

1. Identify main ideas and details from the listening and make inferences.
2. Demonstrate understanding of listening passages by answering questions and synthesizing information.
3. Determine the meaning and intention from the speaker's tone of voice, emphasis, word choice, and context.
4. Listen to and from questions in response to classmates' presentations or ideas.
5. Distinguish between facts and opinions.

Speaking

1. Give organized oral presentations using a visual aid and eye contact.
2. Ask follow-up questions and interject to keep a conversation going.
3. Support general statements with reasons and examples.
4. Use grammatically accurate simple and compound sentences.
5. Begin to speak in thought groups with stressed content words and reduced function words.
6. Use correct syllable stress and final -s sounds with some consistency.
7. Increase vocabulary through use of suffixes, parts of speech, collocations, antonyms, and idiomatic expressions.

**METHODS OF EVALUATION (STUDENT LEARNING OUTCOME MEASUREMENT)**

1. Regularly scheduled achievement tests are given in each of the three classes. Your percentage on the test will be converted to a 0–4 score. (See table below). **The achievement tests equal 25% of your grade.**

<b>4</b>	<b>90 – 100%</b>
<b>3</b>	<b>80 – 89%</b>
<b>2</b>	<b>60 – 79%</b>
<b>1</b>	<b>50 – 59%</b>
<b>0</b>	<b>0 – 49%</b>

2. Participation includes in-class work and homework assignments. Students will get 2 points for attendance/class participation and 2 points for doing the homework assignments, which is a total of 4 points per week. **This equals 25% of your grade.**
3. Final Course Exam when the student has completed one rotation (18 weeks in Sessions A and B) in this level. **This equals 50% of your grade.**

*Note 1:* In order to pass, your scores for participation, the regularly scheduled achievement tests, and the final course exam must be at least **75%**. Also, students must have mastered the items on the IAE Proficiency Scale (in the *Student Handbook*) in order to pass to the next level.

*Note 2:* Missed assignments may only be turned in late at the teacher's discretion. Assessments must be taken as scheduled unless prior arrangements have been made with the instructor. Notify your teacher in advance if you know you will be absent to see if make-up arrangements can be made.

*Note 3:* Students may schedule an Early Exit Exam if they meet the following criteria: (1) Their teacher recommends that they take the exam based on their English skills in relation to the Proficiency Scale for their level. (2) They have been in the class for at least 9 weeks after the Placement Test or at least 4 weeks after their last Final Course Exam. (3) They have an average of 80% on their achievement tests since their Placement Test or Final Course Exam, whichever is applicable. A passing score on the Early Exit Exam is **80%** or more. Students may not take the Early Exit Exam more than once per session.

## **COURSE REQUIREMENTS**

### **Attendance Requirements**

Students must consistently follow all attendance rules 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. 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 tardiness within one week equal one absence. If they arrive after 8:15am, they will not be allowed in class and will be marked absent for that class period.

**IMPORTANT:** Students who arrive at 8:16a.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 school during class or during a break (and not returning) likewise 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.

### **Evaluation**

See "Methods of Evaluation" above.

### **Prerequisites**

Appropriate score on the initial student placement test or passing from the High Beginning level. No co-requisites are required.

### **Completed Assignments**

Each student is responsible for completing all assignments on time.

### **Final Course Exam**

When a student is nearing 18 weeks in the level, s/he must schedule an appointment with the Head Teacher, Site Director, or Academic Director to take the Final Course Exam in his/her 18<sup>th</sup> week of class. When the student has demonstrated mastery of the skills in the Proficiency Scale by means of class work and the Final Course Exam, s/he passes to the next level. If the student is not able to come to his/her appointment, it is his/her responsibility to make arrangements with the Head Teacher, Site Director, or Academic Director for an alternate time.

*For example:* If a student starts Intermediate in week 5 of Session A, s/he must complete Session A and then take Session B. Then the student will start Session A again. In week 4 of Session A, s/he is required to take the Final Course Exam (since that will be the 18<sup>th</sup> week since s/he started that class).

**Normal Academic Progress**

In order to ensure that all students are making satisfactory academic progress, a student may not remain in the same level or repeat the course curriculum for more than two rotations.\* (One rotation is one 18-week cycle beginning in either Session A or Session B). Students will be given a written report of their progress at the end of their 18-week rotation during a counseling session with one of the following: the student's classroom instructor, head teacher, site director, or academic director. Failure to maintain satisfactory academic progress will result in termination from the program.

\*except under unusual circumstances approved by the academic director.



## **High Intermediate Level**

Clock hours: 18 hours/week

Students at the IAE High Intermediate Level should already be developing confidence in their conversational and writing skills but may have trouble with high intermediate grammar and vocabulary and their irregularities of the language. You will develop your reading and essay writing skills as well as improving your ability to listen and speak in English.

*Please see the IAE Proficiency Scale for an overview of the skills that must be mastered at this level in order to pass to the next level.*

### **REQUIRED TEXTBOOKS**

#### **Integrative Grammar Class:**

**Elbaum, S. (2021). Grammar in Context 3 7th ed.). Boston, MA: National Geographic Learning, a Cengage Company.**

#### **Reading and Writing Class:**

*Pathways 3, 3rd edition – National Geographic*

#### **Listening and Speaking Class:**

*Pathways 3, 3rd edition*

### **COURSE GOALS**

*Integrative Grammar Class:* For students to be able to make choices among different grammatical structures/elements in order to best express their meaning with accuracy and the desired emphasis or style.

*Reading and Writing Class:* For students to be able to identify textual relationships and purposes and use information to inform or support their own ideas and opinions. For students to be able to write well-developed paragraphs and unified, coherent, and cohesive essays for varying purposes using appropriate organizational patterns.

*Listening and Speaking Class:* For students to be able to listen for pertinent information in a variety of listening passages and using the information for a secondary purpose such as discussion or synthesis. For students to be able to give a presentation and demonstrate conversational fluency and group discussion skills.

### **COURSE OBJECTIVES**

*Integrative Grammar Class:* For students to be able to use active and passive sentences, modals, appropriate conditionals, and other phrase and clause-level components to express their intended meaning with emphasis on grammatical competence.

*Reading and Writing Class:* For students to be able to identify relationships within and between texts, showing good understanding of the main ideas, supporting details, and author's purpose and point of view and various organizational patterns. For students to be able to write paragraphs and essays to express their opinion, a cause/effect relationship, and a comparison/contrast relationship while developing the writing skills of paraphrasing and summarizing.

*Listening and Speaking Class:* For students to be able to understand and make inferences about a variety of listening passages, recognizing the speaker's intended meaning and organizing, synthesizing, and summarizing information that was heard.

## STUDENT LEARNING OUTCOMES (SLOs) - Rev. Nov.2019

### *Integrative Grammar Class:*

By the end of this course, the student will be able to understand and apply:

1. Present and past verb forms
2. Appropriate ways to express future meaning
3. Modal verbs
4. Gerunds/infinitives
5. Passive vs. active sentences in the present, present perfect, simple past, and with modals
6. Passive causative with “get” and “have”
7. Real and unreal conditionals
8. Independent vs. dependent clauses (including adjective clauses, basic indirect speech, and embedded questions)

### *Reading and Writing Class:*

By the end of this course, the student will be able to:

#### Reading

1. Identify arguments and counterarguments.
2. Identify advantages and disadvantages.
3. Distinguish facts from opinions and express opinions based on a text or real-world situations.
4. Recognize how details support main ideas in a text.
5. Make inferences based on a written text.
6. Critically analyze charts and graphs.
7. Identify and begin to use root words, prefixes, suffixes, and parts of speech appropriately.
8. Infer implied meaning from context.
9. Interpret figurative language.

#### Writing

1. Write basic essays with an introductory paragraph, one or more body paragraphs, and a concluding paragraph. The types of essays include problem-solution, process, and opinion.
2. Express ideas using a variety of appropriate vocabulary and sentence structures including adjective clauses, conditionals, parallel forms, indirect speech, and embedded questions.
3. Use two or more different pre-writing techniques.
4. Respond to the teacher’s proofreading symbols (*VT, frag, etc.*).
5. Summarize and write basic paraphrases by combining ideas, using synonyms, and changing parts of speech.

### *Listening and Speaking Class:*

By the end of this course, the student will be able to:

#### Listening

1. Identify main ideas, listen for specific information, and make inferences based on a variety of authentic listening passages.
2. Recognize the speaker’s feeling and meaning from intonation, pitch, emphasis, and choice of vocabulary in authentic speech.
3. Demonstrate understanding of word stress, contractions, and reductions in normal speech.
4. Infer word meaning from context.
5. Distinguish different organizational patterns.

#### Speaking

1. Demonstrate understanding of listening passages and express his/her opinions based on personal experiences and perspectives.
2. Use vocabulary learned in the classroom appropriately, including common phrases, parts of speech, and collocations.
3. Using a visual aid, give a formal presentation with minimal errors and culturally appropriate body language.

4. Participate appropriately in small group discussions.
5. Speak in thought groups with effective pauses, appropriate rhythm, stress, and intonation for intended meaning and comprehensibility.
6. Self-correct for grammatical and pronunciation mistakes.
7. Use simple and compound sentences, some complex sentences, mostly accurate grammatical structures/word forms, and common conversational expressions.
8. Use correct word-level syllable stress for known vocabulary.

### **METHODS OF EVALUATION (STUDENT LEARNING OUTCOME MEASUREMENT)**

1. Regularly scheduled achievement tests are given in each of the three classes. Your percentage on the test will be converted to a 0–4 score. (See table below). **The achievement tests equal 50% of your grade.**

<b>4</b>	<b>90 – 100%</b>
<b>3</b>	<b>80 – 89%</b>
<b>2</b>	<b>60 – 79%</b>
<b>1</b>	<b>50 – 59%</b>
<b>0</b>	<b>0 – 49%</b>

2. Final Course Exam when the student has completed one rotation (18 weeks in Sessions A and B) in this level. **This equals 50% of the grade.**

*Note 1:* In order to pass, scores for the regularly scheduled achievement tests and the final course exam must be at least **75%**. Also, students must have mastered the items on the IAE Proficiency Scale (in the *Student Handbook*) in order to pass to the next level.

*Note 2:* Assessments must be taken as scheduled unless prior arrangements have been made with the instructor. Notify the teacher in advance if you know you will be absent to see if make-up arrangements can be made.

*Note 3:* Students may schedule an Early Exit Exam if they meet the following criteria: (1) Their teacher recommends that they take the exam based on their English skills in relation to the Proficiency Scale for their level. (2) They have been in the class for at least 9 weeks after the Placement Test or at least 4 weeks after their last Final Course Exam. (3) They have an average of 80% on their achievement tests since their Placement Test or Final Course Exam, whichever is applicable. A passing score on the Early Exit Exam is **80%** or more. Students may not take the Early Exit Exam more than once per session.

*Note 4:* Each week, students will get 2 points for attendance/class participation and 2 points for doing the homework assignments, which is a total of 4 points per week. **Participation will help you to make the required academic progress.**

*Note 5:* When students voluntarily leave our program 4 or more weeks after their original placement test or their last final course exam or early exit test, they must take our exit exam during the regularly scheduled placement test time in order to receive a certificate/letter. This will show the student, and the school, his/her progress since the original placement test.

## **COURSE REQUIREMENTS**

### **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. 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 equals one absence. If they arrive after 8:15,

they will not be allowed in class and will be marked absent for that class period.

**IMPORTANT:** *Students who arrive at 8:16a.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 school during class or during a break (and not returning) likewise 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.

### **Evaluation**

See "Methods of Evaluation" above.

### **Prerequisites**

Appropriate score on the initial student placement test or passing from the Intermediate level. No co-requisites are required.

### **Completed Assignments**

Each student is responsible for completing all assignments on time.

### **Final Course Exam**

When a student is nearing 18 weeks in a level, s/he must schedule an appointment with the Head Teacher, Site Director, or Academic Director to take the Final Course Exam in his/her 18<sup>th</sup> week of class. When the student has demonstrated mastery of the skills in the Proficiency Scale by means of class work and the Final Course Exam, s/he passes to the next level. If the student is not able to come to his/her appointment, it is his/her responsibility to make arrangements with the Head Teacher, Site Director, or Academic Director for an alternate time.

*For example:* If a student starts High Intermediate in week 5 of Session A, s/he must complete Session A and then take Session B. Then the student will start Session A again. In week 4 of Session A, s/he is required to take the Final Course Exam (since that will be the 18<sup>th</sup> week since s/he started that class).

### **Normal Academic Progress**

In order to ensure that all students are making satisfactory academic progress, a student may not remain in the same level or repeat the course curriculum for more than two rotations.\* (One rotation is one 18-week cycle beginning in either Session A or Session B). Students will be given a written report of their progress at the end of their 18-week rotation during a counseling session with one of the following: the student's classroom instructor, head teacher, site director, or academic director. Failure to maintain satisfactory academic progress will result in termination from the program. The decision about whether students will be allowed to repeat a level will be made on a case-by-case basis based on their demonstrated effort in their first 18 weeks.

\*except under unusual circumstances approved by the academic director



## **Advanced Level**

Clock hours: 18 hours/week

Students at the IAE Advanced Level have a solid foundation in grammar and the four basic language skills of listening, speaking, reading, and writing. You will demonstrate your nuanced understanding of and responses to main ideas, supporting details, and discourse strategies in extended oral and written discourse. You will recognize and actively use appropriate advanced-level vocabulary and adapt your communication so that it will be perceived as intended.

*Please see the IAE Proficiency Scale for an overview of the skills that must be mastered at this level in order to pass this course.*

### **REQUIRED TEXTBOOKS**

#### **Integrative Grammar Class:**

Maurer, J. (2012). *Focus on grammar 5: An integrated skills approach* (5<sup>th</sup> ed.). White Plains, NY: Pearson Education, Inc.

#### **Reading and Writing Class:**

*Pathways 4, 3<sup>rd</sup> edition – National Geographic*

#### **Listening and Speaking Class:**

*Pathways 4, 3<sup>rd</sup> edition*

### **COURSE GOALS**

*Integrative Grammar Class:* For students to be able to demonstrate sufficient mastery of both basic and advanced grammatical structures and vocabulary to participate effectively in a variety of professional, academic, and social situations.

*Reading and Writing Class:* For students to be able to discuss and interpret a variety of written material, making culturally informed inferences and analyses and relating the text to their own experiences and ideas. For students to be able to express complex ideas and information in a comprehensible and organized way in writing essays.

*Listening and Speaking Class:* For students to be able to comprehend listening passages containing abstract concepts and express complex ideas and opinions in debate and discussions in a variety of academic, social, and professional situations.

### **COURSE OBJECTIVES**

*Integrative Grammar Class:* For students to be able to display grammatical competence while using both simple and complex English-language structures to convey the intended meaning, emphasis, style, and level of formality.

*Reading and Writing Class:* For students to be able to paraphrase, summarize, and cite outside resources and write unified, coherent, and cohesive essays using a variety of organizational patterns.

*Listening and Speaking Class:* For students to be able to comprehend selected listening passages and identify salient points and make informed inferences, with the ability to synthesize information from more than one source.

### **STUDENT LEARNING OUTCOMES (SLOs)- Rev. Nov.2019**

#### ***Integrative Grammar Class:***

By the end of this course, the student will be able to understand and apply:

1. Modals

2. Articles, quantifiers, adjective and noun modifiers
3. Noun clauses and indirect speech
4. Adjective clauses
5. Stative and opinion passives
6. Adverb clauses/phrases and conjunctions/transitions
7. Unreal present and past conditionals
8. Subjunctive

*Reading and Writing Class:*

By the end of this course, the student will be able to:

Reading

1. Read and demonstrate understanding of the topic, main ideas, supporting details, and cohesive devices.
2. Recognize the organization of a text and choose an appropriate graphic organizer to reproduce and/or analyze the main ideas and details.
3. Analyze the author's attitude and point of view.
4. Synthesize information from readings, charts, and graphs.

Writing

1. Write unified, coherent, and cohesive essays that have an introduction with a thesis statement and controlling idea (which sets up the organization for the entire essay), adequate body paragraphs with clear topic sentences and well-developed supporting information, a variety of correct sentences, appropriate referents and connectors, and a concluding paragraph that restates or summarizes the main points. The essay types will include cause-effect, persuasive, and comparative.
2. Gather information from multiple sources and synthesize; form an appropriate response.
3. Write a basic research summary, avoiding plagiarism.
4. Combine sentences and clauses for variety, style, and meaning.
5. Use standard academic or professional formatting (title, margins, etc.) and respond to the instructor's directions and proofreading symbols.
6. Revise a draft for a final product.

*Listening and Speaking Class:*

By the end of this course, the student will be able to:

Listening

1. Comprehend selected academic, professional/journalistic, or entertaining listening passages containing authentic speech by identifying main ideas, supporting details, inferences, and distinguishing transitional cues.
2. Make inferences based on the speaker's vocabulary choices and intonation.
3. Understand reductions, contractions, and linking at the phrase level.
4. Take useful notes on main ideas and supporting details using graphic organizers.

Speaking

1. Analyze arguments for and against an issue and defend a position logically and persuasively.
2. Give presentations using appropriately formal language and a PowerPoint or other visual aid to enhance the talk.
3. Participate actively in small group discussions using appropriate conversational skills such as asking questions, acknowledging an error, turn taking, and conversational gambits.
4. Paraphrase and discuss ideas.
5. Speak in a comprehensible, fluent manner using appropriate linking, emphasis, and reductions with minimal errors that obscure meaning.
6. Express ideas using simple, compound, and complex sentences with mostly accurate grammar; exhibit awareness of his/her own errors by self-correcting grammatical and pronunciation mistakes.
7. Increase active vocabulary through use of word suffixes, context clues, collocations, synonyms, and idiomatic expressions.

\*\* Students who pass only one part of advanced or the highest level offered at that campus (grammar/reading & writing/listening & speaking) but have not yet completed the whole program successfully due to being in mixed levels (high intermediate and advanced), will be eligible to repeat (one time) that part of advanced previously passed in order to have the opportunity to successfully complete the whole program of studies.

## **METHODS OF EVALUATION (STUDENT LEARNING OUTCOME MEASUREMENT)**

1. Regularly scheduled achievement tests are given in each of the three classes. The percentage on the test will be converted to a 0–4 score (see table below).

**The achievement tests equal 25% of the grade.**

<b>4</b>	<b>90 – 100%</b>
<b>3</b>	<b>80 – 89%</b>
<b>2</b>	<b>60 – 79%</b>
<b>1</b>	<b>50 – 59%</b>
<b>0</b>	<b>0 – 49%</b>

2. Participation includes in-class work and homework assignments. Students will get 2 points for attendance/class participation and 2 points for doing the homework assignments, which is a total of 4 points per week. **This equals 25% of the grade.**
3. Final Course Exam when the student has completed one rotation (18 weeks in Sessions A and B) in this level. **This equals 50% of the grade.**

*Note 1:* In order to pass, scores for participation, the regularly scheduled achievement tests, and the final course exam must be at least **75%**. Also, students must have mastered the items on the IAE Proficiency Scale (in the *Student Handbook*) in order to pass to the next level.

*Note 2:* Missed assignments may only be turned in late at the teacher’s discretion. Assessments must be taken as scheduled unless prior arrangements have been made with the instructor. Notify the teacher in advance if you know you will be absent to see if make-up arrangements can be made.

*Note 3:* Students may schedule an Early Exit Exam if they meet the following criteria: (1) Their teacher recommends that they take the exam based on their English skills in relation to the Proficiency Scale for their level. (2) They have been in the class for at least 9 weeks after the Placement Test or at least 4 weeks after their last Final Course Exam. (3) They have an average of 80% on their achievement tests since their Placement Test or Final Course Exam, whichever is applicable. A passing score on the Early Exit Exam is **80%** or more. Students may not take the Early Exit Exam more than once per session.

## **COURSE REQUIREMENTS**

### **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. 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 8:16, they will not be allowed in class and will be marked absent for that class period.

**IMPORTANT:** Students who arrive at 8:16 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 school during class or during a break (and not returning) likewise 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.

### **Evaluation**

See “Methods of Evaluation” above.

### **Prerequisites**

Appropriate score on the initial student placement test or passing from the High Intermediate level. No co-requisites are required.

### **Completed Assignments**

Each student is responsible for completing all assignments on time.

### **Final Course Exam**

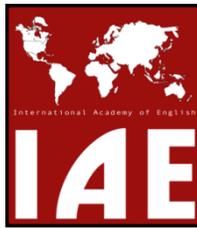
When a student is nearing 18 weeks in the level, s/he must schedule an appointment with the Head Teacher, Site Director, or Academic Director to take the Final Course Exam in his/her 18<sup>th</sup> week of class. When the student has demonstrated mastery of the skills in the Proficiency Scale by means of class work and the Final Course Exam, s/he passes to the next level. If the student is not able to come to his/her appointment, it is his/her responsibility to make arrangements with the Head Teacher, Site Director, or Academic Director for an alternate time.

*For example:* If a student starts Advanced in week 5 of Session A, s/he must complete Session A and then take Session B. Then the student will start Session A again. In week 4 of Session A, s/he is required to take the Final Course Exam (since that will be the 18<sup>th</sup> week since s/he started that class).

### **Normal Academic Progress**

In order to ensure that all students are making satisfactory academic progress, a student may not remain in the same level or repeat the course curriculum for more than two rotations.\* (One rotation is one 18-week cycle beginning in either Session A or Session B). Students will be given a written report of their progress at the end of their 18-week rotation during a counseling session with one of the following: the student’s classroom instructor, head teacher, site director, or academic director. Failure to maintain satisfactory academic progress will result in termination from the program.

\*except under unusual circumstances approved by the academic director.



## **TOEFL (PTP) Preparation Program**

Clock hours: 18 hours/week

The main objective of the TOEFL Preparation course is to prepare students to be successful in the TOEFL test and to be admitted to the college or university program. The TOEFL Preparation course is also offered throughout an 18-week term. Each student has their own goal based on the College or Academic Program they plan to attend.

The TOEFL class is for highly motivated, advanced students who want to prepare for the Test of English as a Foreign Language (TOEFL). Students who are placed in the IAE Advanced level may take the TOEFL class or the Advanced level. If a student chooses to take the Advanced level, s/he may take the TOEFL class afterwards. However, a student may skip the Advanced level and take the TOEFL class right away. With this option, the student may not go back to the Advanced level. In two sessions of nine weeks, you will learn and practice all areas of TOEFL exam-taking. If you wish to repeat the course in the following eighteen weeks, you may do so. You may not take the TOEFL class for more than 4 sessions.

### **REQUIRED TEXTBOOKS**

1. Gallagher, N.,(2011). *Delta's Key to the TOEFL® iBT Advanced Skill Practice* (Revised Edition). McHenry, IL: Delta Publishing Company.
2. Wisniewska, I.,(2013). *Vocabulary and Grammar for The TOEFL® Test*. Hammersmith, London: HarperCollins Publishers.

### **TEXTBOOKS USED IN CLASS:**

1. Fellag, L.R., (2006). *North Star Building Skills for the TOEFL® iBT*. White Plains, NY: Pearson Education, Inc.
2. Phillips, D., (2007) *Longman Preparation Course for the TOEFL® Test*(Second Edition). White Plains, NY: Addison Wesley Publishing Company

### **COURSE GOALS**

For students to be able to demonstrate progress in test-taking skills with simulated, preparatory TOEFL tests.

*Reading and Vocabulary Focus:* For students to be able to demonstrate comprehension of various types of academic reading as well as academic vocabulary.

*Writing Focus:* For students to be able to take notes, synthesize information from multiple sources, and respond in writing to academic prompts.

*Listening and Speaking Focus:* For students to be able to demonstrate the highest level of comprehension and expression of the English language for the student's English competency level.

### **COURSE OBJECTIVES**

For students to be able to...

1. improve their test-taking skills and strategies in order to attain the highest possible TOEFL iBT® score.
2. develop confidence, understanding, and skill in responding in a test-taking situation to academic reading, writing, listening, and speaking.
3. acquire the skills to take notes from academic materials with increasing effectiveness.
4. learn how to paraphrase, summarize, and synthesize information from various reading passages and related sources.
5. develop cognitive skills for academic understanding and tasks, such as drawing conclusions, distinguishing fact from opinion, comparing and contrasting, recognizing cause and result, classifying, etc.

## **STUDENT LEARNING OUTCOMES (SLOs)**

By the end of this course, the student will be able to:

1. increase his/her scores on simulated TOEFL tests.
2. focus and perform confidently under time constraints in test-taking simulations.
3. learn and demonstrate strategies for taking standardized test/exams, including process of elimination, skimming written texts, recognizing question types, and producing formulaic speaking and writing in line with TOEFL scoring expectations.
4. recognize and use academic vocabulary.
5. understand major English organizational patterns in both paragraphs and essays.
6. take effective notes and use them to remember and summarize key points in listening and reading samples.
7. synthesize information from multiple sources in reading and listening passages and demonstrate it in writing and speaking.
8. understand main ideas and supporting details in college lectures, written texts, and social conversations in academic settings.

## **METHODS OF EVALUATION (STUDENT LEARNING OUTCOME MEASUREMENT)**

1. Weekly assessments for each skill: reading, writing, listening and speaking. Tri-weekly practice tests.
2. The final "Practice Test"

*Note:* Missed assignments may only be turned in late at the teacher's discretion. Assessments must be taken as scheduled unless prior arrangements have been made with the instructor. Notify your teacher in advance if you know you will be absent to see if make-up arrangements can be made.

## **WEEKLY SYLLABUS SESSION**

Be aware that a syllabus is occasionally subject to change due to time constraints, unexpected disruptions, or needs of the class. If an aspect of this syllabus or time schedule must be changed, the instructor will notify the students immediately.

## **COURSE REQUIREMENTS**

### **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. 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.

### **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 may enter class with a late pass from administration. If they arrive after that time, they will not be allowed in class and will be marked absent for that class period.

**IMPORTANT:** If a student arrives at 8:15a.m., s/he will be allowed into the class with a late pass. Students who arrive at 8:16a.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 school during class or during a break (and not returning) likewise 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.

### **Evaluation**

See "Methods of Evaluation" above.



## Placement Test & Orientation Procedures

Before the program begins according to students' chosen starting date, students are given a level 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 TAE Academic Director, Site Director, Head Teacher, and/or other designated instructors. 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.

## Level Progression

TAE'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 TAE's learning objectives are entitled to receive a "Certificate of Participation" when they leave TAE as long as the student first takes the Exit test and has met our attendance requirements.

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).

School Academic Calendar		
Sessions	Starting Date	Ending Date
Session B	12/29/2025	2/26/2026
Session A	3/2/2026	4/30/2026
Session B	5/4/2026	7/2/2026
Session A	7/6/2026	9/3/2026
Session B	9/7/2026	11/5/2026
Session A	11/9/2026	1/7/2027
Session B	1/11/2026	3/11/2027
Session A	3/15/2027	5/13/2027
Session B	5/17/2027	7/15/2027
Session A	7/19/2027	9/16/2027
Session B	9/20/2027	11/18/2027
Session A	11/22/2027	1/20/2028

**Prerequisites**

Placement in the IAE Advanced level. No co-requisites are required.

**Completed Assignments**

Each student is responsible for completing all assignments on time.

**Final “Practice” Exam**

Each student must take the exam in week 9 that covers the material in the first 8 weeks. If the student cannot attend on the assigned day, it is his/her responsibility to make arrangements with the Head Teacher or Site Director for an alternate time.

**Normal Academic Progress**

In order to ensure that all students are making satisfactory academic progress, a student may not remain in the TOEFL class for more than two 9-week sessions. Students will be given a report of their progress at the end of each 9-week session during a counseling session with their instructor. Failure to maintain satisfactory academic progress may result in early termination from the program.



## School Holidays 2026

Holiday	Date	Day of week	Classes	Administration Present
New Year's Day	January 1, 2026	Thursday	No	No
Martin Luther King Jr. Day	January 19, 2026	Monday	No	Yes
Teacher Development Day I	February 6, 2026	Friday	No	Yes
Presidents Day	February 16, 2026	Monday	No	Yes
Teacher Development Day II	May 15, 2026	Friday	No	Yes
Memorial Day	May 25, 2026	Monday	No	No
Juneteenth National Independence Day	June 19, 2026	Friday	No	Yes
Independence Day	July 4, 2026	Saturday	No	No
Teacher Development Day III	August 14, 2026	Friday	No	Yes
Labor Day	September 7, 2026	Monday	No	No
Veterans Day	November 11, 2026	Wednesday	No	Yes
Teacher Development Day IV	November 20, 2026	Friday	No	Yes
Thanksgiving Day	November 26, 2026	Thursday	No	No
Day after Thanksgiving	November 27, 2026	Friday	No	No
Christmas Eve	December 24, 2026	Thursday	No	No
Christmas Day	December 25, 2026	Friday	No	No
New Year's Eve	December 31, 2026	Thursday	No	No
New Year's Day	January 1, 2027	Friday	No	No

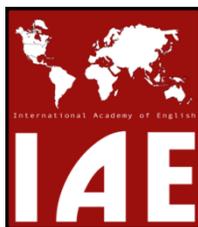


## Class Sequence and Required Textbooks

Students are required to obtain the proper textbook(s) for their classes, which they should bring to each class daily.

Students are required to obtain the proper textbook(s) for their classes, which they should bring to each class daily. 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.

Level	<i>Integrated Grammar Class</i>	<i>Reading &amp; Writing Class</i>	<i>Listening &amp; Speaking Class</i>
<b>Beginning</b>	<i>Grammar in Context, Basic, 7th edition</i>	<i>Reflect, 3rd edition</i>	<i>Reflect, 3rd edition</i>
<b>High Beginning</b>	<i>Grammar in Context, 1, 7th edition</i>	<i>Pathways 1, 3<sup>rd</sup> edition</i>	<i>Pathways 1, 3rd edition</i>
<b>Intermediate</b>	<i>Grammar in Context, 2, 7th edition</i>	<i>Pathways 2, 3rd edition</i>	<i>Pathways 2, 3<sup>rd</sup> edition</i>
<b>High Intermediate</b>	<i>Grammar in Context, 3, 7th edition</i>	<i>Pathways 3, 3rd edition</i>	<i>Pathways 3, 3<sup>rd</sup> edition</i>
<b>Advanced</b>	<i>Focus on Grammar 5, 5<sup>th</sup> edition</i>	<i>Pathways 4, 3<sup>rd</sup> edition</i>	<i>Pathways 4, 3rd 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 on each campus		



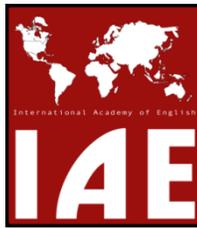
## Sample of Class Schedule and Times

### Intensive English Program

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY
8:00AM - 9:30AM	Integrative Grammar	Integrative Grammar	Integrative Grammar	Integrative Grammar
9:30-9:45AM	BREAK	BREAK	BREAK	BREAK
9:45AM - 11:15PM	Reading & Writing	Reading & Writing	Reading & Writing	Reading & Writing
11:15PM-11:30PM	BREAK	BREAK	BREAK	BREAK
11:30PM-1:00PM	Listening & Speaking	Listening & Speaking	Listening & Speaking	Listening & Speaking

### TOEFL PREPARATION PROGRAM

8:00AM - 9:30AM	TOEFL Grammar	TOEFL Grammar	TOEFL Grammar	TOEFL Grammar
9:30-9:45AM	BREAK	BREAK	BREAK	BREAK
9:45AM - 11:15PM	TOEFL Reading & Writing			
11:15PM-11:30PM	BREAK	BREAK	BREAK	BREAK
11:30PM-1:00PM	TOEFL Listening & Speaking			



## General Rules and Policies

### ➤ **Schedule Changes and Withdrawals**

Any student desiring to change his or her class schedule must first obtain permission from the Academic Director, such permission is at the discretion of the school. Students on an F-1 visa or not must also contact the school director or the DSO in the event of any student status change such as withdrawal.

### ➤ **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 Academic Director. In these cases, the Site Academic Director will speak with the instructor and student individually and decide 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 is reached in order 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).

### ➤ **Leave of Absence**

If a student is sick or needs for some reason to interrupt her/his studies, she/he must immediately contact the school administration or the DSO with medical documentation or travel documents to ensure the proper procedures are followed.

Students are entitled to an academic break after they complete 18 weeks of studies (San Diego and Irvine) and 27 weeks of studies (Las Vegas) and take the final exam of their current level.

If a student travels outside the country, the leave of absence can be up to 5 months.

### ➤ **Ending Studies Administration**

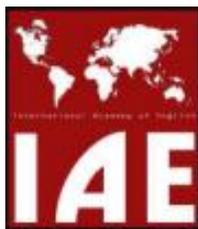
All students are required to inform the Administration of their intention to end their studies by the last day of their final class.

### ➤ **Job Placement Services**

International Academy of English does not provide any job placement services. IAE students are not allowed to find a job due to the purpose of the program and the USCIS regulations.

### ➤ **Housing information**

Students applying to IAE are expected to make their own living arrangements. IAE does not offer a dormitory or housing facilities and has no responsibility for finding housing for students. However, the school administration for the San Diego site might aid students in case of a need for a homestay. This service is provided with previous arrangements and upon availability. The availability of housing located reasonably near the institution's facilities and the price range is US\$875.00- US\$1,000.00 per month.



➤ **Vacation/Breaks**

Students can take an academic break. Each break consists of 4 weeks and can be taken after 18 weeks of continuous study for San Diego and Irvine; and after 27 weeks of continuous study for the Las Vegas and Tampa sites. Students must take 4 consecutive weeks of vacation at a time. Students will be required to pay tuition before returning from break.

➤ **Computer Resources**

IAE students have access to computers with Internet access. Students can check their email or access the Internet during 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 print capabilities.

➤ **Lobby/Kitchen Access**

Students of IAE are encouraged to take advantage of the facility's kitchen area. For downtown San Diego and Irvine, this includes a coffeemaker, refrigerator, microwave oven, stove/oven, toaster oven, and sink. For Las Vegas, this includes soda/snack vending machines, a coffeemaker, microwave oven, and sink. Tampa facility has a student area with refrigerator and microwave. 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 from each level 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. All other announcements will be posted on Facebook and/or read aloud to the class.

➤ **Library and Other Learning Resources**

IAE does not have a library or any other learning resources for its students. All instructions are 100% classroom provided. Several public libraries offer the community a vast literary collection, electronic resources and innovative services. To find a location near you, visit:

San Diego: [www.sandiego.gov/public-library/](http://www.sandiego.gov/public-library/).

Irvine: <https://www.ocpl.org/libloc/heritage>

Las Vegas: <http://www.lvccld.org>.

Tampa: <https://hcplc.org/locations/john-f-germany>



## 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, 18 clock hours of per week. Failure to maintain 80% attendance will result in termination of student status by the DSO.

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 eight 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 will be immediately terminated by the DSO.
- Students can take an academic break. Each break consists of 4 weeks and can be taken after 18 weeks of continuous study for San Diego and Irvine; and after 27 weeks of continuous study for the Las Vegas and Tampa sites. Students must take 4 consecutive weeks of vacation at a time. Students will be required to pay tuition on the first day of classes returning from break.
- Students must notify the DSO when they plan to travel outside the United States or take a break.
- 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.
- If students are away from the school more than eight consecutive class days, their I-20 can be terminated due to unauthorized withdrawal. Unless the student receives prior approval from a DSO.
- DSOs always must adhere to SEVP policies and regulations.
- Late Arrival Policy

The official class start time for students is 8:00AM. If you enter the classroom after 8:00AM you are late. You may come into the classroom until 8:15AM, 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 8:16AM you will not be allowed to enter the class until the first break

Refund Policy applied to terminated students and has completed 60 percent or less of the enrolled period:

Refund Amount = [(All prepaid amounts for the session being withdrawn from) / (total number of days in paid session) x (number of days student attended ) - (non-refundable fees)



## 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 build a positive learning environment. To encourage and maintain this environment, IAE will act 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 instructor from meeting the needs and goals of the class are also disruptive. Any action or word intended to hurt an instructor, 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 class work
  - 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 a cell phone turned on.
- Please do **NOT** speak a native language other than English in class.
- Please address your instructors in the manner they request.

**\*Individual instructors 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. \***

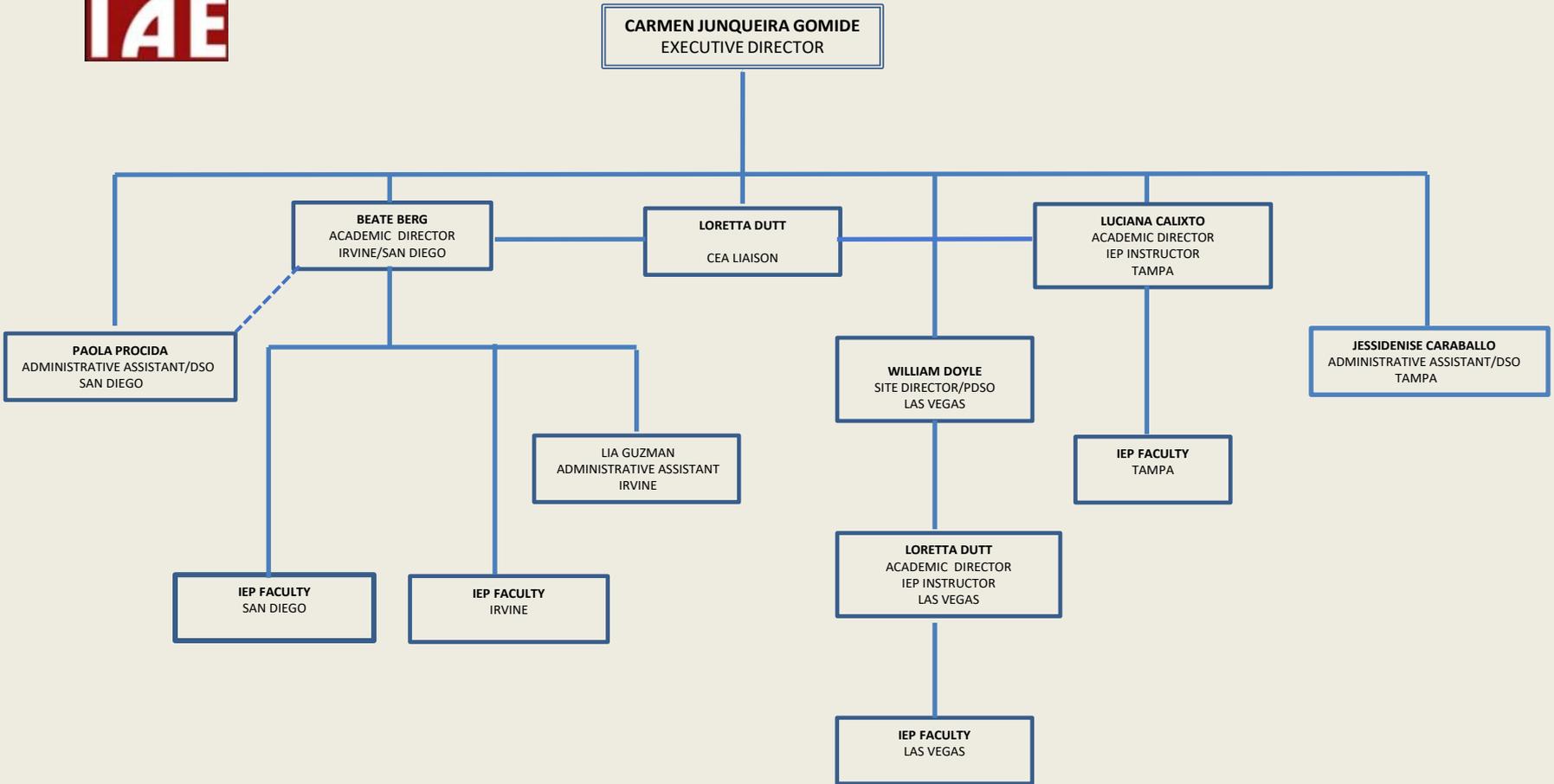


Current Faculty			
San Diego Campus	Irvine Campus	Las Vegas Campus	Tampa Campus
Barros, Drausio	Berg, Beate	Dutt, Loretta	Calixto, Luciana
Allyn, Richard	Sussman, Dianne	Yett, Dianne	Anderson, James
McKeown, Dennis	Mahini, Alireza	Teixeira, Victor	Greenspan, Gabriel
McCunney, Michelle	Dude, Thomas	Warwood, Leah	Mccall, Jeffrey
Santos, Daniela	Gil, Ana	Presley, Gillian	Gamez, Antonio
	Carrol, Edward		Alshurafa, Eman
	Guccino, Cara		Escobar, Ramon
	Osborne, Jeffrey		Khreishah, Nour



# International Academy of English

## OVERALL ORGANIZATIONAL CHART





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

### **SAN DIEGO**

1729 5th Avenue - 3rd Floor  
San Diego, CA 92101 Phone:  
+01.619.232.8768  
Fax: +01.619.232.8758  
[iaesd@sdiae.edu](mailto:iaesd@sdiae.edu)

### **Irvine**

1528 Brookhollow Drive, Suite 400  
Santa Ana, California 92705  
Phone: +01.949.833.8868 Fax:  
+01.619.232.8758  
[irvine@sdiae.edu](mailto:irvine@sdiae.edu)

### **LAS VEGAS**

2000 S. Jones Blvd. Suite 130  
Las Vegas, NV 89146  
Phone: +01.702.383.4088  
Fax: +01.619.704.1002  
[lvw@sdiae.edu](mailto:lvw@sdiae.edu)

### **TAMPA**

6302 East Dr. Martin Luther King Junior Blvd.  
Suite 490,  
Tampa, FL 33619  
Phone: + 01. 813- 446-8900  
Fax: +01.619.704.1002  
[iaetp@sdiae.edu](mailto:iaetp@sdiae.edu)