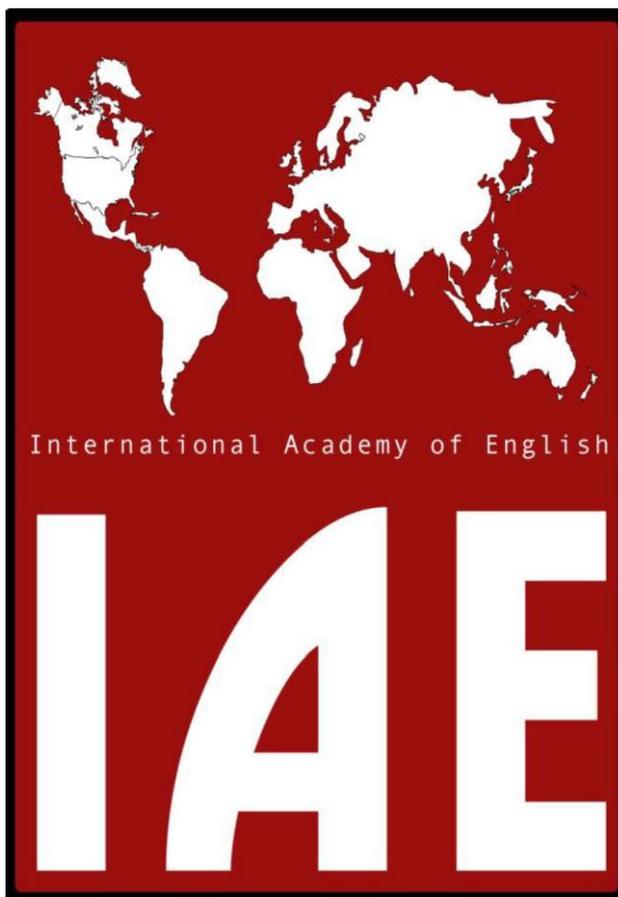


International Academy of English



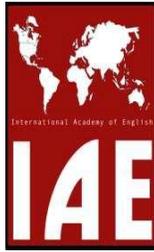
Student Handbook

IAE Locations

<i>San Diego</i>	<i>Irvine</i>	<i>Las Vegas</i>	<i>Tampa</i>
Address: 1729 5 th Avenue 3 rd Floor San Diego, CA 92101	Address: 1528 Brookhollow Drive Suite 400 Santa Ana, CA 92705	Address: 2000 S. Jones Blvd Suite 130 Las Vegas, NV 89146	Address: 6302 E. Dr. Martin Luther King Blvd. Suite 490 Tampa, FL 33619
Phone: +01.619.232.8768	Phone: +01.949.8868	Phone: +01.702.383.4088	Phone: +01.813.446-8900
Fax: +01.619.232.8758	Fax: +01.619.704.0070	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

www.sdiac.edu





Student Handbook

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

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

2. IAE Mission Statement

The mission of the International Academy of English is to provide non-native speakers with quality English language instruction 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.



5. Overview of Program

The International Academy of English (IAE) is an Intensive English program that offers five levels of instruction and a PTP 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 23 months. If students fail, they can go through 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 at increasing levels of proficiency so that they can fulfill their academic and professional goals. The intensive nature of the program requires focus, dedication, and effort on the part of both students and teachers. Some of our students have the objective of being admitted to undergraduate or graduate courses in 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 skills-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 PTP program, the main objective of the course is to prepare students to be successful in the PTP test and to be admitted to the college or university program they apply to. The PTP course is also offered throughout an 18-week term and students can choose to repeat the PTP course if they have not attained their goal on the TOEFL, IELTS, or the Duolingo exam by the end of the class.

6. Placement & Orientation Procedures

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

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

Students who leave our school in good standing and are away for more than 5 months must retake the placement test upon their return. Las Vegas only: This applies to more than 5 months away from either country regardless of the campus to which they are returning.

IAE offers both a full-time program (Integrative Grammar and Reading/Writing plus Listening/Speaking) and a part-time program (one or two of our three classes). **Students on F1 visas are not eligible for the part-time program.** All students take our complete placement test. It is possible to move from one program to the other under certain conditions as shown below:

Situation A: After the placement test, a student chooses our part-time program but decides s/he wants to study in the full-time program. The student may make this change within his/her first two weeks only. After two weeks, the student may not change to the full-time program.

Situation B: A student wants to move from the full-time program to the part-time program. This may be done starting any Monday; however, in that case, once students have started the part-time program, they are not permitted to return to the full-time program.

Situation C: A student in the part-time program has a status change to F1. Upon F1 status approval, s/he retakes the placement test and begins the full-time program.

7. Level Progression

IAE's programs run in 2 sessions of 9 weeks each. Students begin by taking a placement exam the week prior to beginning classes, and all new students begin their studies on Monday. The minimum enrollment period is four (4) weeks, and the maximum enrollment period varies, depending on the level of English skill the student arrives with, the English skill level students want to have when they leave, and the speed at which they progress through the program. Students who successfully achieve IAE's learning objectives are entitled to receive a "Certificate of Participation" when they leave IAE.

8. Academic Calendar- Sessions Starting dates for 2026-2028

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

9. Class Sequence and Required Textbooks

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

Level	Integrated Grammar Class	Reading & Writing Class	Listening & Speaking Class
Beginning	<i>Grammar in Context Basic</i> ISBN: 9780357140222	<i>Reflect 1, 1st edition.</i> ISBN 9780357448489	<i>Reflect 1, 1st edition.</i> ISBN 978-0357449110
High Beginning	<i>Grammar in Context Level 1</i> ISBN: 9780357140239	<i>Pathways 1, 3rd edition</i> ISBN 9780357979563	<i>Pathways 1, 3rd edition</i> ISBN 9780357978740
Intermediate	<i>Grammar in Context Level 2</i> ISBN: 9780357140246	<i>Pathways 2, 3rd edition</i> ISBN 9780357979747	<i>Pathways 2, 3rd edition</i> ISBN 9780357978924
High Intermediate	<i>Grammar in Context Level 3</i> ISBN: 9780357140253	<i>Pathways 3, 3rd edition</i> ISBN 9780357979921	<i>Pathways 3, 3rd edition</i> ISBN 9780357979105
Advanced	<i>Focus on Grammar 5, 5th edition.</i> ISBN: 9780134583310	<i>Pathways 4, 3rd edition</i> ISBN 9780357980101	<i>Pathways 4, 3rd edition</i> ISBN 9780357979280
PTP	<i>Delta's Next Generation Key to the TOEFL (with audio)</i> Collins Vocabulary and Grammar for the TOEFL Test		* check for program availability

**** Note: Students who use eBooks must use a tablet or a larger device. Smartphones are not permitted.**

10. Program Information for Students

■ Schedule Changes and Withdrawals

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

■ Appeals Procedures

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

■ Normal Academic Progress

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

Students enrolled in PTP class may not remain in PTP for more than 4 academic sessions.

■ Completion of Program

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

11. Policies and Procedures

a. Academic Breaks

Students can take 4 weeks break after they complete 18 weeks of studies (one session) and take the final exam of their current level. Students can take 8 weeks break after they complete 36 weeks of studies (two sessions) and take the final exam of their current level.

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

If students plan to transfer to another school, they must provide the DSO with a transfer form and an acceptance letter from the new school.

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

b. Transfer Out Policy

If a student decides to transfer to another institution before the completion of a session, the student must continue studying **until the school day before the new program starts**, unless the student has completed **Level 5 (Advanced), PTP , or qualifies to take a break**. Otherwise, the student **cannot be transferred in ACTIVE status**.

If a student withdraws from the program during the 18-week session, student has **15 days to leave the country**.

Students are only eligible for the **60-day grace period** if they complete the program by finishing **18 weeks at the Advanced level**, passing the **final test**, or completing **18 weeks of PTP** .

DSO's always must adhere to SEVP policies and regulations.

12. 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. Our program meets the 18-hour instructional requirement for F-1 visa compliance. Frequent coming and going during class is disruptive and disrespectful to teachers and classmates.

Students Arrival Time			
Campus	Class Starting Time	Late Arrival *Tardy	Not allowed in Class *return after break
San Diego	8:15 AM	8:16 AM -8:30 AM	8:31 AM
Irvine	8:00 AM	8:01 AM -8:15 AM	8:16 AM
Las Vegas	9:00 AM	9:01 AM -9:15 AM	9:16 AM
Tampa Evening	5:15 PM	5:16PM - 5:30 PM	5:31 PM
Tampa 2-DAY	8:00 AM	8:01 AM -8:15 AM	8:16 AM

Students may leave class only for **legitimate reasons** such as using the restroom or taking medication. Any student who is out of class for a **total of 16 minutes or more** (for example, arriving 5 minutes late and leaving for 11 minutes) will **not be allowed to return**. **Leaving class early without a valid reason will result being marked absent for the entire class period.**

➤ **Failing to Maintain Academic Progress**

Any student who has been in our school and has not managed to make academic progress, resulting in termination from the program or transfer to avoid termination, will not be allowed to return in the future. Any student who has completed the program will not be readmitted in the future.

➤ **Tuition/Payment and Checking Accounts**

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

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

Four-Week Payment Structure

Tuition payment is due every 4th Thursday (every four weeks after starting date). If tuition is not received by this deadline, a 10% fee will be added.

The tuition payment term is 4 weeks.

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

➤ **Refund Policies**

IAE's tuition refund policy is as follows:

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

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

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

➤ **Student Reporting**

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

➤ **Smoking and Parking Policies**

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

Free parking is available in the parking lots outside the buildings.

➤ **Alcohol and Drug Policy**

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

➤ **Prohibited Items**

Weapons: Any weapons, including firearms, BB guns, paint ball guns, pellet or "air soft" guns, bows and arrows, bullets or other ammunition, martial arts weapons, knives or any item that is a reasonable facsimile of the listed weapons. Possession of these items may result in the cancellation of your program agreement as well as additional disciplinary action.

Flammables/Explosives: Flammable liquids, harmful chemicals, photo chemicals, barbecue grills, charcoal, gasoline, explosives, flares, firecrackers, fireworks, and any other items that may be determined to be hazardous. Possession of such materials may result in the cancellation of your program agreement as well as additional disciplinary action.

➤ **Personal Property**

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

➤ **Computer Resources**

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

➤ **Lobby/Kitchen Access**

Students of IAE are encouraged to take advantage of the facility's kitchen area, this includes a coffeemaker, refrigerator, microwave oven, toaster oven. Soda/snack vending machines, a refrigerator, a coffeemaker, microwave oven, and sink are available for students in all IAE locations. Students are welcome to bring their lunch and dine in the kitchen area. IAE asks only those students clean up after themselves and that they not leave food in the refrigerator over the weekend.

➤ **Student Services Committee**

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

➤ **Weekly Announcements**

Announcements are prepared for students to alert them to changes in 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 class, as well. For all other announcements, they will be posted on the school's social media and/or read aloud in the class. ***IAE does not endorse any events***



13. IAE Achievement Scale

STUDENT LEARNING OUTCOMES (SLOs)

Revised February 21, 2026

Beginning

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. Follow simple verbal instructions.
4. Distinguish syllables, word stresses, and reduced words.
5. Distinguish different consonant sounds in minimal pairs and identify similar vowel sounds in more than one word.
6. Listen for specific words and phrases including listing words, opinion phrases, and words or phrases that indicate similarities/differences, examples, pros/cons, and numbers/dates.
7. Recognize the following ways to introduce a topic: a statement, summary, or question.
8. Increase skills for listening comprehension by using high-frequency words in exercises such as multiple choice, matching, or fill-in-the-blank.
9. Increase skills for listening comprehension by using beginning grammar in exercises such as multiple choice, matching, or fill-in-the-blank.

Speaking

1. Express thoughts, opinions, and preferences.
2. Describe a picture or object and participate in conversations using useful expressions. (*Thanks! You're welcome, etc.*)
3. Begin to notice and correct his/her own pronunciation errors.
4. Ask Yes/No and WH- (*who, what, etc.*) questions.
5. Properly repeat words and phrases after the teacher.
6. Pronounce -s endings (*pens/likes/chooses/sister's*), contractions (*I'm, she's, etc.*), and voiceless/voiced consonants (*/s/ vs. /z/, etc.*).

Integrative Grammar Class:

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

1. Singular and plural nouns (*dime/dimes, shelf/shelves*); high-frequency adjectives and nouns (*new book*).
2. Subject and object pronouns (*I, he, she, it, you, him, her, etc.*); imperatives; suggestions with *Let's* in positive and negative statements (*Let's go. Let's not call.*)
3. *BE* verb in the simple present, both positive and negative and in contractions (*is, isn't, etc.*) with known vocabulary and words of frequency (*sometimes, etc.*). WH- and Yes/No questions in the simple present with *BE* (*Where are they? Are they here?*).
4. *BE* as a helping verb in present continuous statements (positive and negative), Yes/No questions, and WH-questions. (*They aren't talking. Is he studying English? Where is she eating?*)
5. Simple present statements, positive and negative, with verbs other than *BE*. (*Simon speaks English. He doesn't speak Japanese.*)
6. Correct subject-verb agreement (*I go/He goes*).
7. Basic possessive nouns and adjectives (*Simon's car, his watch*).
8. Yes/No questions in the simple present (*Does she take the bus?*); WH-questions about the subject (*Who cleans the kitchen?*) and object (*Where do they work?*) in the simple present with high-frequency words.
9. *BE* going to in WH- questions, Yes/No questions, and statements about the future (*When are they going to arrive? Is it going to rain? It's going to be fun.*)
10. Time expressions with prepositions (*at night, after 9:30, etc.*), with the simple present (*twice a week, etc.*), and for the future (*in January, for a year, etc.*)
11. Indefinite articles (*a/an*).
12. Modals for advice and ability in the present, positive, negative, and in questions. (*You should try this dish. I can't ride a bike.*)
13. Must and has/have to for necessity, positive, negative, and in questions. (*We have to go now. He doesn't have to take the test. We must not go. vs. We don't have to go.*)
14. Count and noncount nouns (*sandwich, bread, fruit, etc.*) and basic quantity expressions (*many, a lot, some, etc.*) in statements and questions; units used to measure (*a cup, a bowl*), and questions with *how many* and *how much*.
15. There is/There are in questions, statements, and short answers. (*Is there any cat food in this aisle? Yes, there is. There are three types of cat food in this store.*)
16. Prepositions (*in, on, of, for, etc.*).
17. Any vs. no (*I have no money/I don't have any money*).
18. Simple past of *BE* (*was, were*) and high-frequency regular and irregular verbs (*talked, made, knew, etc.*) in statements and basic questions, positive and negative.

Reading and Writing Class:

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

Reading

1. Locate main ideas, details, and topic sentences.
2. Understand high-frequency words in a written text.
3. Identify subjects vs. verbs.
4. Recognize and begin to use subject pronouns and possessive adjectives.
5. Recognize and begin to use modals (must/should).

6. Recognize and begin to use infinitives (*need to work*) and gerunds (*enjoy cooking*).
7. Identify if a sentence is simple, compound, or complex with "because."
8. Rank largest to smallest.
9. Understand *There is* vs. *There are*.
10. Begin to recognize adjectives, including opposites.
11. Begin to recognize adverbs of frequency in simple present sentences and questions, positive and negative.
12. Decide if a statement is true or false.
13. Identify reasons.
14. Identify basic pronoun referents and basic word pairs.

Writing

1. Write questions and complete answers to questions.
2. Write simple sentences, common phrases, and imperatives to help apply in reading comprehension as well as writing skills. (*I'm 30 years old. I'm from ..., etc.*) Use past, present, and future verb forms with singular and plural nouns and correct subject/verb agreement.
3. Combine sentences with and/but.
4. Spell common words correctly.
5. Use simple punctuation; use uppercase (*B*) and lowercase (*b*) letters correctly.

High Beginning

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. Count the number of syllables in a word and begin to recognize stress patterns.
4. Begin to understand reduced vowels (*and, than, can, etc.*), reductions (*gonna*), and contractions (*I'm, he'll, etc.*).
5. Understand commands and WH- (*who, what, etc.*) and Yes/No questions.
6. Follow basic verbal instructions.
7. Use context clues.
8. Make basic inferences.
9. Understand high-frequency words in a variety of contexts.
10. Increase skills for listening comprehension by using high beginning grammar in exercises such as multiple choice, matching, or fill-in-the-blank.

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.
3. Talk about facts, habits, and past experiences using correct verb forms/tenses.
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, -s endings, and consonant sounds including /k/, /p/, and /t/.
8. Express agreement/disagreement.

Integrative Grammar Class:

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.*) and time (*in, on, etc.*).
3. Articles (*a, an, the, 0*) and generalizations (*People pay taxes*).
4. Imperatives (*Open your book to page 35, etc.*).
5. Object pronouns as distinct from subject pronouns (*her vs. she*).
6. Simple present regular (*walk*) and irregular (*BE*) verbs in statements and questions, including questions about the subject and object.
7. *There is/There are* with definite and indefinite articles/some/any. (*There aren't any chairs.*)
8. Possessive nouns (*Robert's*), adjectives (*my*), and pronouns (*mine*), and questions with *whose*.
9. Modals (*ability: can/can't; permission: can/BE allowed to; advice: should; necessity: have to/must; future possibility: may/might*).
10. Present continuous (*am running*) statements/questions and nonaction verbs (*see/hear*).
11. Simple past with regular (*talked*) and irregular (*went*) verbs in statements and questions about the subject and object.
12. Infinitives (*to love*).
13. *Quantifiers* (*a few, a little, etc.*); *too/very/enough*; noun modifiers (*art museum, cell phone, etc.*).
14. Descriptive adjectives (*tall, big, etc.*).
15. Comparative adjectives (*better, closer, etc.*) and superlatives (*best, closest, etc.*).
16. Future with *BE* going to/will. (*I am going to eat./I will be back soon.*)
17. Sentences with subject-verb agreement. (*They sit here./The dog sits here.*)
18. Frequently used adverbs (*well, quickly, etc.*).

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. Understand high-frequency words in written contexts.

4. Make basic inferences.
5. Identify pronoun referents in simple and compound sentences.
6. Recognize and understand time phrases and words for sequencing.
7. Begin to guess word meaning from the words around it (context clues).
8. Begin to recognize and use common word partners (*give up, take care of*).
9. Recognize level-appropriate synonyms.
10. Identify and understand transition words (*however, first, also, etc.*).
11. Identify similarities and differences.
12. Identify examples.
13. Understand suffixes.
14. Answer questions about level-appropriate grammar that helps with reading skills, including need vs. want, will/be going to, and modals (*should, had better*).
15. Distinguish between fact and speculation.

Writing

1. Brainstorm, organize, and group similar ideas together in preparation for writing a paragraph.
2. With moderate guidance, write a paragraph on a variety of topics with a topic sentence, supporting details, and a concluding sentence.
3. Express opinions and give reasons and examples.
4. Write ideas using correct verb forms and tenses.
5. Write correct simple and compound sentences.

Intermediate

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. Complete provided notes with information from a listening passage and begin to take his/her own basic notes.
3. Begin to develop active listening skills.
4. Begin to define terms.
5. Demonstrate understanding of listening excerpts and passages, including single words, phrases, questions, or statements, by answering questions and synthesizing information.
6. Determine the meaning and purpose from the context and the speaker's emphasis and choice of words.
7. Listen to and ask questions in response to classmates' presentations or ideas; choose appropriate responses to keep a conversation going.
8. Distinguish between facts and opinions.
9. Start to distinguish main sentence/thought group stress and syllable stress.
10. Distinguish vowel sounds, silent or dropped consonant sounds, and easily confused words (*advice/advise*).
11. Use unit vocabulary and grammar to complete statements and answer questions, including word forms/parts of speech and phrasal verbs.

Speaking

1. Give organized oral presentations from brief notes and using good eye contact, not reading a text.
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 word ending sounds with some consistency.
7. Increase vocabulary through use of suffixes, parts of speech, collocations, antonyms, and idiomatic expressions, including phrasal verbs.

Integrative Grammar Class:

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

1. Simple present verbs and frequency words.
2. Present continuous verbs and appropriate ways of expressing future meaning; action and nonaction verbs.
3. Simple past of regular and irregular verbs; habitual past (*used to*).
4. Possessives and pronouns; reflexive pronouns (*myself, yourself, etc.*).
5. Singular and plural nouns with subject-verb agreement, There + *BE*, and quantity words.
6. Modifiers and adverbs.
7. Past continuous verbs and time words.
8. Modal and modal-like verbs for a variety of functions.
9. Present perfect and present perfect continuous verbs.
10. Gerunds and infinitives.
11. Comparatives (*bigger, better, etc.*) and superlatives (*biggest, best, etc.*).
12. Definite and indefinite articles (*a, an, the*) and other/another.

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 appropriate supporting ideas or information and be able to make basic inferences.
2. Identify comparison/contrast and process relationships in reading passages.
3. Interpret information from images and graphs.
4. Understand vocabulary by identifying and changing parts of speech (*commerce vs. commercial, etc.*).
5. Use unit vocabulary and grammatical knowledge to complete statements and answer questions.
6. Identify and evaluate parts of a paragraph (*strong vs. weak topic sentences, etc.*).

Writing

1. Write well-developed paragraphs with a topic sentence, supporting details, and a concluding sentence on a variety of topics in preparation for writing essays at the next level. Paragraph types will include but are not limited to comparison-contrast, problem-solution, process, explaining a graph, giving advice, and opinion (argumentative).
2. Express ideas in writing by using simple and compound sentences and begin to use complex sentences.
3. Use appropriate vocabulary and word forms/verb tenses in writing assignments.
4. Use correct punctuation.
5. Understand the teacher's basic proofreading symbols.

High Intermediate

Listening and Speaking Class:

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

Listening

1. Identify main ideas and purpose; listen for specific information (such as examples, signal phrases, filler words, and ways to clarify word meaning) and make inferences based on a variety of authentic listening passages.
2. Complete provided notes by filling in missing words and take his/her own useful notes.
3. Recognize what the speaker wants to communicate from emphasis; choice of vocabulary, including level of agreement or certainty (*might, seems likely, must not have, etc.*); and other verbal clues; choose an appropriate response based on the speaker's stressed word(s); and identify facts vs. opinions.
4. Recognize basic analogies, similes, and metaphors.
5. Demonstrate understanding of word stress, phrasal verbs, contractions, linking, easily confused words (*say vs. tell, excited vs. exciting*), and reductions in normal speech. This includes dropped -t or -d (elision).
6. Complete sentences and answer questions logically using unit vocabulary (including synonyms) and grammar (such as filling in blanks with one or more words and tag questions).
7. Identify stages in a process.
8. Infer word meaning from context, clarify meaning, and complete a definition.
9. Understand pronoun referents (*it, who, they*) and demonstratives (*this, that, these, those*).
10. Understand consonant clusters and minimal consonant pairs.
11. Recognize a variety of level-appropriate collocations.

Speaking

1. Express his/her opinions based on personal experiences and perspectives on a variety of topics, including reactions to listening passages.
2. Use vocabulary learned in the classroom appropriately, including common phrases and different parts of speech.
3. Begin to use figurative language such as analogies, similes, and metaphors.
4. Give a formal (professional/academic) presentation with minimal errors and culturally appropriate body language with and without a visual aid.
5. Participate appropriately in small group discussions.
6. Use correct word-level syllable stress for known vocabulary.
7. Use appropriate stress in phrasal verbs.
8. Speak in thought groups with effective pauses, appropriate rhythm, stress, and intonation for intended meaning and comprehensibility.
9. Self-correct for grammatical and pronunciation mistakes.
10. Use simple and compound sentences, some complex sentences, mostly accurate grammatical structures/word forms, tag questions, and common conversational expressions and collocations.

Integrative Grammar Class:

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

1. Present and past verb forms appropriately for the context.
2. Appropriate ways to express future meaning.
3. Modal verbs and related expressions in the present, past, and future.
4. Infinitives and gerunds with increasingly specialized use, including as subjects and with a difference in meaning between infinitive and gerund; parallel structures.
5. Passive vs. active voice in the simple present, present continuous, future with "will"/"BE going to," simple past, past continuous, present perfect, and with modal verbs.
6. Causative verbs.
7. Real and unreal conditionals in the present and past; wishes; basic implied conditionals.
8. Restrictive and nonrestrictive adjective clauses with subject and object relative pronouns and reduced to descriptive phrases (*listed on eBay, etc.*).
9. Noun clauses and basic quoted/reported speech.
10. Adverbial clauses/phrases and sentence connectors/transitions (*however; as a result, for example; so...that and such...that*).

Reading and Writing Class:

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

Reading

1. Recognize how details support main ideas in a text; begin to identify referencing and cohesive devices.
2. Make inferences based on a written text, recognize a writer's purpose, and identify levels of certainty.
3. Critically analyze charts and graphs.
4. Identify prefixes, suffixes, phrasal verbs, verb tenses, and parts of speech to enhance reading comprehension, fill in missing words, and complete definitions.
5. Complete sentences and answer questions logically using unit vocabulary.
6. Identify problems and solutions.
7. Identify steps in a process.
8. Identify arguments and counterarguments.
9. Recognize different parts of an essay (*thesis statement, hook, etc.*).

Writing

1. Write academic paragraphs and basic essays with an introductory paragraph, two body paragraphs, and a concluding paragraph. The types of essays include problem-solution, process, and persuasive opinion.
2. Write a summary paragraph on a familiar topic and write basic paraphrases by combining ideas, using synonyms, and changing parts of speech.
3. Express ideas using a variety of appropriate vocabulary and sentence structures including adjective clauses, conditionals, parallel forms, indirect speech, noun clauses, and transitions(*most importantly, however, etc.*).
4. Use two or more different pre-writing techniques, such as a T-chart or jotted notes.
5. Distinguish facts from opinions (*debatable opinion thesis statement and topic sentences vs. supporting facts*) and express opinions based on a text or real-world situation; identify arguments for and against an opinion.
6. Recognize and use a variety of level-appropriate collocations.
7. Respond to the teacher's proofreading symbols (*VT, frag, etc.*).

Advanced

Listening and Speaking Class:

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

Listening

1. Show comprehension of selected academic, professional/journalistic, or entertaining listening passages containing authentic speech. This includes identifying main ideas, supporting details, the speaker's purpose and tone of the talk (*informative, persuasive, etc.*), likely audience, order of events, and important transitional cues.
2. Identify word emphasis, repetition to reinforce or add information, phrases to add or emphasize information, synonyms, and pros/cons. Make inferences based on the context and a variety of verbal cues.
3. Take organized and meaningful notes while listening.
4. Identify syllable stress and suffix changes for different parts of speech.
5. Choose a summary of a listening passage and likely topic.
6. Understand reductions, contractions, linking at the phrase level, consonant clusters across words, silent letters, vowel minimal pairs, and dropped vowels.
7. Complete sentences by filling in missing words, including correct prepositions for the context and phrasal verbs; select from similar words for the specific context.
8. Use a variety of terms to answer questions and complete statements related to SLOs and unit skills.

Speaking

1. Analyze arguments for and against an issue and defend a position logically and persuasively.
2. Give presentations using appropriately formal language with and without a visual aid to enhance the talk.
3. Participate actively in small group discussions using appropriate conversational skills such as asking questions and turn taking.
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 prefixes and suffixes, context clues, collocations, synonyms and idiomatic expressions.

Integrative Grammar Class:

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

1. Modals.
2. Passive versus active verbs, including stative and opinion passives.
3. Count and noncount nouns.
4. Articles, quantifiers, adjective and noun modifiers.
5. Adjective clauses and phrases.
6. Adverb clauses/phrases and conjunctions/transitions.
7. Noun clauses and direct/indirect speech.
8. Conditionals and 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, appropriate supporting details, and cohesive devices.
2. Use a variety of terms and grammatical structures to answer questions and complete written statements.
3. Understand the meaning of new words from context.
4. Make inferences about the author's purpose and point of view.
5. Identify parts of an essay and reading passage.
6. Recognize appropriate paraphrases.

Writing

1. Write a variety of 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 but are not limited to cause-effect, persuasive, problem-solution, opinion (argumentative), and comparative.
2. Choose among verb tenses and sentence structures for variety, style, and meaning.
3. Use appropriate paragraph and essay organization and formatting.
4. Respond to the instructor's directions and proofreading symbols.



13. Additional Services

▪ Housing

IAE does not provide housing for students. However we can suggest some sites where students can search for accommodations:

San Diego:

Homestay :upon availability

<https://vantaggiosuites.com/locations/state-street/>

<https://vantaggiosuites.com/locations/hillcrest/>

<https://www.apartmenthomeliving.com/>

<https://www.sandiego-studenthousing.com/>

Kamo Housing:

www.kamohousing.com

The Lafayette Hotel Swim Club and Bungalows:

<https://www.lafayettehotelsd.com/>

<https://www.apartments.com/>

Irvine:

Rental Living:

www.rental-living.com/southern-california/orange-county-apartments <https://www.usstudent.com/homestay-housing-irvin>

Las Vegas:

<https://www.apartments.com/las-vegas-nv/student-housing/>

Tampa:

<https://www.apartments.com/tampa-fl/student-housing/>

▪ 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

EHealthInsurance - www.ehealthinsurance.com

ISO International Student Health Insurance - www.isoa.org



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



15a. About Las Vegas

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

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

www.visitlasvegas.com/

http://wikitravel.org/en/Las_Vegas

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

Las Vegas RTC Transit System: To obtain a bus schedule or for information about fares, look online at <http://www.rtcsonthernnevada.com>.

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

Local Las Vegas Events: Check out what's happening this week in Las Vegas at www.lasvegasweekly.com.

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

➤ NEVADA DRIVER'S LICENSE

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

To obtain a Nevada driver's license:

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

➤ Important Phone Numbers and Contacts

International Academy of English	(702) 383-4088
Emergency	911
Police (non-emergency)	311
HELP of Southern Nevada (general information and referrals for those in crisis)	(702) 369-4357
National Suicide Prevention Hotline of NV	(877) 885-4673
Rape Crisis Hotline	(702) 366-1640
AIDS Hotline	(800) 342-2437
Clark County Poison Control	(800) 222-1222
Alcohol-Drug Treatment Referral	(800) 454-8966
WestCare Detoxification Center	(702) 383-4044
24-hour Problem Gamblers HelpLine	(800) 522-4700
Domestic Violence 24-hour crisis line and Safe Nest emergency shelter	(800) 486-7282 or (702) 646-4981



15b. About San Diego

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

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

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

➤ **Library:**

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

➤ **Mexico:**

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

➤ **Driver's License:**

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

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

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

➤ Important Phone Numbers and Contacts

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



15c. About Irvine

Irvine is a city in Orange County, California. To the east, Orange County Great Park features an antique carousel and a giant, anchored helium balloon. Visitors can ride the balloon up for aerial views. Trails wind past ancient sycamore trees in Bommer Canyon. The Pretend City Children's Museum has a kid-size post office, cafe and farm. Impressionist art from around California is displayed at the Irvine Museum. [http:// www.destinationirvine.com](http://www.destinationirvine.com)

Transportation:

The City of Irvine is served by multiple modes of transportation including bus, light rail, train, biking and walking. Partners like the Orange County Transportation Authority (OCTA), Amtrak, iShuttle, Spectrumotion all work.

Public Transportation

... i Shuttle, operated and managed by the Orange County Transportation Authority (OCTA), serves residents, employees and employers in ... criteria. For more information go here: Orange County Transportation Authority Irvine Station <https://www.cityofirvine.org/transportation/irvine-station> The Irvine Station, located in the Spectrum ...

Library:

Heritage Park Regional Library 14361 Yale Avenue Irvine, CA 92604 949-936-4040 ... - 9 a.m. to 5 p.m. Sunday - 9 a.m. to 5 p.m. The library is located near the corner of Walnut and Yale, close to the I-5 freeway ... Culver and Jeffrey. Parking is available in front of the library. University Park Library 4512 Sandburg Way Irvine, CA.

Mexico:

The Mexico border is located 125 miles south of IAE. Traveling to Mexico can be a fun and educational trip. There are lots of opportunities for shopping and exploring. Students should be aware, however, that they should bring two types of photo identification as well as their I-20 or other proof of student status when entering and returning from Mexico. U.S. Customs at the border is becoming increasingly strict, especially for non-U.S. citizens. Additionally, students should be aware that Mexico is NOT the U.S. and has different laws and customs. Students are encouraged to purchase Mexican auto insurance if they drive into Mexico. If any school related problems occur, please call the school at (949) 833-8868.

Driver's License:

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

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

- 1) Go to the DMV (650 W. 19th St., Costa Mesa) with your passport, I-20, I-94 and proof of a local address (two types of documentation are required).
- 2) Take a written test to prove you understand the CA driving rules. You may take the test in your native language.
- 3) Take a driving test. You must provide the car—DMV will not provide one.
- 4) You MUST bring your Passport/Visa and your Student I-20 with you to the DMV.

- <https://www.dmv.org/ca-california/apply-license.php>

Important Phone Numbers and Contacts

- International Academy of English - Irvine (949) 833-8868
- Emergency 911
- Police (non-emergency) (949) 644-3717
- Orange County Transportation Authority (949) 636-7433
- Orange County Mental Health (714) 480-6767
- Services (7 days a week, 24 hours-English)

Spanish & interpreters for 140 languages)

- National Suicide Prevention Lifeline (800) 273-8255
- CA Poison Control Hotline (7 days a week, 24 hours, language interpreters available) (800) 222-1222
- Orange County Crisis Prevention Hotline (877) 727-4747.



15d. About Tampa

Tampa is a city 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. It has incredible beaches and pleasant year-round temperatures with plenty of sunshine, where the residents love sports activities. The Bayshore Boulevard has a waterfront sidewalk for jogging and cycling.

Without forgetting our professional teams, Tampa is a home of professional teams like the Tampa Bay Rays, The Tampa Bay Buccaneers, and the Tampa Bay Lightning. The MLB brings the Philadelphia Phillies, Toronto Blue Jays, and New York Yankees to the area.

Transportation:

The City of Tampa is served by multiple modes of transportation, including airports, rail, seaports, and public mass transport that is operated by Hillsborough Area Regional Transit Authority (HART) it offers local bus service <http://www.gohart.org/Pages/services-bus.aspx> and streetcar line <http://www.gohart.org/Pages/services-teco-line.aspx> . Tampa Bay Area Regional Transit Authority (TBARTA) provides buses, light rail, and other means of transport.

Public Transportation

Hillsborough Area Regional Transit Authority (HART) provides the community with affordable and convenient public transportation with different options like bus services. For more information, click <http://www.gohart.org/> Tampa Bay Area Regional Transit Authority (TBARTA) provides buses, light rail, and other means of transport.

Library

John F. Germany Public Library is located In Downtown Tampa with address;

John F. Germany Public Library

900 N. Ashley Dr.

Tampa, Florida 33602-3704

813-273-3652

The hours of operation are Monday to Saturday from 10am to 9pm.

Driver's License:

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

b. To obtain a Florida's driver's license, follow these steps:

Florida State Department of Motor Vehicles

DMV 3032-3258 E Bougainvillea Ave, Tampa, FL 33612 with your passport, I-20, I-94 and proof of a local address (two types of documentation are required).

2) Take a written test to prove you understand the Florida driving rules. You may take the test in your native language.

3) Take a driving test. You must provide the car—DMV will not provide one.

4) You MUST bring your Passport/Visa and your Student I-20 with you to the DMV.

- <https://www.flhsmv.gov/locations/hillsborough/>

Important Phone Numbers and Contacts

- International Academy of English - Tampa (813) 446-8900
- Emergency 911
- Tampa Fire Department: (813) 223-4211
- Tampa General Hospital: (813) 251-7000
- Tampa Police Department: (813) 231-6130



16. School Conduct Policy

The International Academy of English wants to provide the best possible learning opportunities for all students. Cooperation and respect among students and teachers 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 teacher from meeting the needs and goals of the class are also disruptive. Any action or word intended to hurt a teacher, another student, or school property is disruptive behavior.

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

1. Showing disrespect or lack of courtesy towards teachers, staff, or other students.
Some examples of such behavior are:
 - Refusing to complete assignments
 - Refusing to cooperate with teachers or other students in class work or outside assignments
 - Speaking on or using cell phones in the classroom
 - Using a laptop for something other than classwork
 - Refusing to bring the required textbook and materials to class
 - Sleeping in class
 - Denying other students an equal opportunity to participate in class
 - Being disrespectful of another person's culture
 - Cheating on tests or helping someone to cheat.
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 or termination from the program and must speak with a P/DSO immediately.
6. All test materials (including completed answer sheets and writing tests) are the property of International Academy of English. Test materials may not be photographed or copied in whole or in part. Test materials cannot be removed from IAE.
7. Recording teachers is not permitted under any circumstances.

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

IAE Classroom Do's and Don'ts

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

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



17. International Academy of English Attendance Policy- Las Vegas/Tampa

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

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

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

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

* In 5th week enrollment period

** In the 9th week of enrollment period

- If a student is sick, s/he must contact the DSO immediately to arrange to provide appropriate medical documentation from a licensed medical physician, doctor of osteopathy, or licensed clinical psychologist in order to be considered. To reduce confusion, it is suggested that before seeing a doctor, students check with the DSO to ensure the proper procedures are followed and correct signatures are provided.
- Students with F-1 visas who fall below 80.0% attendance at the time of their official attendance review may be immediately terminated by the DSO.
- If students are away from school for more than eight consecutive class days, their I-20 will be terminated due to unauthorized withdrawal.
- If students plan to transfer to another school, they must provide the DSO with a transfer form and an acceptance letter from the new school. In case of a student decides to transfer to another institution before the completion of a session, the student must continue studying until the **school day** before the new program starts, unless the student has completed Level 5 (Advanced), PTP, or qualifies to take a break. Otherwise, the student cannot be transferred in **ACTIVE status**. When students withdrawal their studies at IAE, they have 15 days from the last attendance day to leave the U.S.
- Students must notify the DSO when they plan to travel outside the United States or take a break. Students who do not attend class for more than eight consecutive class days without DSO approval can be terminated.
- If a student starts his/her vacation within a course of study, he/she may have to repeat the level upon return to ensure academic progress. If s/he is gone for more than four weeks for vacation, leave of absence, or excused medical leave, s/he will restart the level upon return.
- DSO's at all times must adhere to SEVP policies and regulations.

18. Sample of Class Schedule

Intensive English Program

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY
9:00am - 10:30am	Listening / Speaking	Listening / Speaking	Listening / Speaking	Listening / Speaking
BREAK 10:30-10:45am				
10:45am – 12:15pm	Integrative Grammar	Integrative Grammar	Integrative Grammar	Integrative Grammar
BREAK 12:15-12:30pm				
12:30pm-2:00pm	Reading / Writing	Reading / Writing	Reading / Writing	Reading / Writing
PTP Course				
9:00am - 10:30Am	PTP Class	PTP Preparation Class	PTP Class	PTP Class
BREAK 10:30-10:45am				
10:45am – 12:15pm	PTP Class	PTP Class	PTP Class	PTP Class
BREAK 12:15-12:30pm				
12:30pm-2:00pm	PTP Class	PTP Class	PTP Class	PTP Class
<p>Teachers' record attendance on a daily basis and students are expected to be in class, on time, every day. Students studying on F1 visas are required to attend 18 hours of school per week. If a student falls below 80% attendance, their visa status may be terminated.</p>				
<p>* PTP class is not available at all locations, check for availability.</p>				



Filing a Complaint against a CEA Accredited Program

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

Why to file:

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

Who may file:

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

How to file:

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

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

Adjudication of complaints:

CEA sends a copy of the complaint to the program for response. The complaint is adjudicated by the CEA Standards Compliance Committee, which reviews the complaint and the program's response. Complaints must contain the name, address, and telephone number of the complainant on a separate page and should be mailed to the address below. If you have questions, please contact CEA.

Commission on English Language Program Accreditation
1001 North Fairfax Street, Suite 630
Alexandria, VA 22314 USA
(Phone)+1 703-665-3400 (Fax)+1 703-519-2071



20. Release to Complete Student I-20

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

Student Name: _____

Final Date of Study Period: _____

After finishing my studies at the International Academy of English:

I will complete my studies and leave the US. I plan to depart the US on _____ (date).

I will transfer to another institution to continue my studies. Do not complete my I-20.

Institution Name: _____

Expected Start Date: _____

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

Student Signature

Date

Approval Signature

Attendance Average

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21. Waiver of Liability for Field Trips:

WAIVER OF LIABILITY FOR FIELD TRIPS SPONSORED BY IAE AND IMAGE USE PRIVACY

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

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

Student Name

Guardian Name (if under 18)

Student Signature

Guardian Signature (if under 18)

Student Email

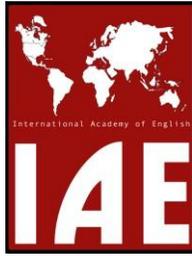
_____/_____/_____
Date (Month/Day/Year)

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

Yes

No

* The IAE recently made updates to our Privacy Policy to increase transparency and comply with the European Union's General Data Protection Regulation (GDPR).



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

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

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

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

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

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

Student Name

Guardian Name (if under 18)

Student Signature

Guardian Signature (if under 18)

Student Email

_____/_____/_____
Date (Month/Day/Year)



CONTACT INFORMATION

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