INTERNATIONAL ACADEMY OF ENGLISH

GENERAL CATALOG

January 1, 2015 - December 31, 2015

Main Campus: **1729 5th Avenue**
San Diego, CA 92101
Phone: (619) 232-8768 - Fax: (619) 232-8758

Campus Additions: **2490 East Sunset Road, Suites 100-102**
Las Vegas, NV 89120
Phone: (702) 202.4624 - Fax: (619) 704.1002

3100 W. Sahara Ave., Suite 108
Las Vegas, NV 89102
Phone: (702) 383.408 – Fax: (619)704.1002

www.sdiae.edu - info@sdiae.edu

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Welcome to the International Academy of English (IAE)

We hope you enjoy your time in San Diego 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 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, San Diego 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.

List of IAE Administrative Staff

Title	Name
Executive Director	**Carmen Gomide Tepper**
Chancellor	**John Tucker**
Administrative Director	**Denise Souza Mastro**

San Diego	School Site Director	Denise Souza Mastro
	School Academic Liaison	Rachael Mc Glaston
	Designated School Official	Jorge Lopez
	Student Services/ Administrative Assistant	Marie Hellman
Las Vegas Sahara	School Site Director/ Designated School Official	William Doyle
	Academic Site Director	Loretta Dutt
	Student Services /Administrative Assistant	Monique Manning
Las Vegas Sunset	School Site Director	Megan Buckley
	Student Services / Designated School Official	Yepsis Cabrera

IAE Class Locations and Contact Information

Downtown San Diego	*Las Vegas East*	*Las Vegas West*
Address: 1729 5th Avenue San Diego, California 92101	**Address: 2490 East Sunset Road, Suites 100-102 Las Vegas, NV 89120**	**Address: 3100 W. Sahara Ave., Suite 108 Las Vegas, NV 89102**
Phone: +01.619.232.8768	**Phone: +01.702.202.4624**	**Phone: +01.702.383.4088**
Fax:+01.619.232.8758	Fax:+01.619.704.1002	Fax:+01.619.704.1002
Email:info@sdiae.edu	Email:lve@sdiae.edu	Email:lvw@sdiae.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.

The International Academy of English does not require an English proficiency since its program is designed properly to teach English for foreign students in all levels of instruction.

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
801 North Fairfax Street, Suite 402A, Alexandria, VA 22314
703.519.2070
http://www.cea-accredit.org

Authorizations:

International Academy of English is a private institution licensed to operate by the California Bureau for Private Postsecondary Education (BPPE).Any questions a student may have regarding this catalog that have not been satisfactorily answered by the institution may be directed to the Bureau for Private Postsecondary Education at 2535 Capitol Oaks Drive, Suite 400, Sacramento California, 95833, www.bppe.ca.gov, (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.

International Academy of English is authorized under federal law to enroll nonimmigrant 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.

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 8000 square feet. This site is staffed with instructors and administrators who can assist students with all of their needs. Free parking is available in the southwest corner of Balboa Park—accessible from the main entrance to the park at Laurel Street, just a short walk from IAE. Parking is restricted on Thursdays until 10:00AM, however. There is additional free parking on the 6th Ave. bridge over Interstate 5 directly behind the building as well as ample metered parking in front of and around the building. Metered parking has a two-hour time limit.
IAE San Diego 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.

The main San Diego facility is found at the following address:
1729 Fifth Avenue
San Diego, California 92101

Las Vegas Sunset – Additional Location

International Academy of English - Sunset- is situated at the East side of Las Vegas, close to many different restaurants eat, banks, and public transportation (there is a bus stop right in front of school). The school is right next to Sunset Park, a great place to relax, or practice sports during student's free time.

The school occupies a 1 store building of approximately 12000 square footage. This site is staffed with instructors and administrators who can assist students with all of their needs. Free parking is available
IAE Las Vegas Sunset 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 Sunset facility is found at the following address:
2490 East Sunset Road, Suites 100-102

Las Vegas, NV 89120

Las Vegas Sahara– Additional Location

International Academy of English - Sahara- 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 Sahara 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 Sahara facility is found at the following address:
3100 W. Sahara Avenue, Suite 108
Las Vegas, NV 89102

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 Text Books – 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. Hence no academic credit is transferred into or out of IAE. IAE has no articulation agreements with other institutions. IAE has no English language proficiency requirements for admission.
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 in the prospective guide page 8)
3. The student must sign and *initial* the school performance fact sheet. * (pages 12-16)
4. The student must show a copy of a bank statement (either a checking or a savings account) showing a balance of a minimum of **USD 3,500.00** for the first course session that the student wishes to enroll.
   (Please note all bank statements or bank letters MUST be in ENGLISH).
5. A Statement of Support must be provided, identifying the source of financial funds during student's enrollment period. This statement is required by the Student and Exchange Visitor Program (SEVP) to prove that the student has sufficient financial support to remain in the USA without working.
6. The student must pay an application fee of USD 75.00 (San Diego), USD 95.00 (Las Vegas) *(**Non refundable**)
7. The student must pay an overseas booking fee of USD 300.00. *(**Non refundable**)
8. The student must pay a courier fee of USD 85.00 for expedited shipping services that will be used to send the necessary documents to obtain the student VISA. *(Non-refundable, unless in case of cancelation and documents have not been shipped)
9. The student MUST provide a copy of his/her passport.
10. The student MUST provide a clear copy of high school diploma (*no translation needed*). *(applicable for San Diego location only).
11. Read the Student Tuition Refund Fund statement: Fee *USD: .00cents* *(details on page 11)

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 200.00 (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. 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, Overseas, 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

Overseas applicants: Please complete the Application Form and send it to us with the **non-refundable** fees *(application, overseas and courier)*. As soon as we receive and approve your complete application and additional forms, we will confirm your acceptance by sending you the school acceptance letter and enclose an invoice detailing the payment due.

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 and a copy of the transfer form. Application, tuition and textbooks fees are due before the first day of classes. ***No I-20 form will be issued without a full payment for local students***.

Methods of Payment

All fees can be paid as follows:
1-By Banker's check
2-By an international money order
4-By a credit card (Visa, MasterCard, AMEX)
5- 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.

Terms of Payment

The Application Fee covers registration costs and pre-departure information.

Overseas Students: Students outside of the United States must pay the **non-refundable** fees of Overseas, Application, and Courier *before* school issues and submit the I-20 form. Once the visa is obtained, the tuition fee and accommodation (if applicable) must be paid before 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 and fees are due before your class starts. ***No I-20 form will be issued without a full payment for local students***.

Accommodation * Available in San Diego only

IAE offers the following housing options: Accommodations in single or shared rooms in International Studios or accommodation with an American Host Family. Once they are reserved student is required to stay at least 1-month minimum.

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 Campus: IAE is open to anyone *who has* earned a *high school diploma*
Las Vegas Campuses: IAE is open to anyone at least 14 years old at the start of his/her course.

Program Tuition and Fees

Tuition Fee:

Class Schedule: Monday – Thursday: 9:00AM- 2:00 PM

Intensive English Program: **$350/** 4 weeks

TOEFL Preparation Program: **$350/**4 weeks

Clock hours: 20 hours/week

Other Fees

• Application Fee- San Diego (non-refundable)	U$ 75.00
• Application Fee- Las Vegas (non-refundable)	U$ 95.00
• Non - Refundable STRF Fee (CA Student Tuition Recovery Fund)	U$ 0.00c * (See explanation on page 11)
• Overseas Booking Fee (non-refundable) (students outside U.S.)	U$300.00
• International Courier Fee (non-refundable) (mailing I-20+documents)	U$ 85.00
• Document Reprint Fee	U$ 30.00
• Local Courier Fee (non-refundable) (mailing I-20+documents)	U$ 25.00
• Course Textbook – Intensive English (per/level)	U$150.00
• Course Textbook – TOEFL Preparation	U$ 85.00
• Airport Transfer (optional)	U$ 50.00
• Accommodation Placement Fee (optional)	U$150.00 * Available in San Diego only.
• American Home Stay Fees (optional and upon availability)	U$650.00-U$875.00 * Available in San Diego only.

"STUDENT'S RIGHT TO CANCEL"

Cancellation

"Cancellation" refers to notification to IAE, in writing, that the student will no longer attend the school before starting classes. Application, Overseas and Courier fees are non-refundable. Accommodation placement fee is refundable only in case a reservation was not processed. The tuition in case of being prepaid is fully refundable.

Withdrawal

"Withdrawal" means leaving the course once it has begun. There is no refund for a one-month period once the student has attended the orientation session, has taken the level placement test or has attended the first day of his/her scheduled class.

Sample of Refund Policy:

A student enrolls in an 8-week course and pays $700 tuition. The student withdraws after completing 3 weeks of classes and notifies IAE of the cancellation/withdrawal. The refund would be calculated as follows:

($87.50	X	4)	= $350
(Prorated weekly tuition)		(4-weeks minimum)	(Amount of refund)

- *The first month is non-refundable. Once student has taken the Level Placement test.*
- *Class schedule is subject to change without notice.*

To cancel enrollment and/or obtain a refund, the student must send a written request to the school's director according to the campus he/she is enrolled.

Certificate Requirements/Length Program

Students with attendance of at least 75% are entitled to a course certificate. Should a student complete the program at an earlier stage of levels than the highest offered level of instruction a certificate will be given of the level upon completion.

Medical Insurance

All participants studying in the USA are recommended to have accident and health insurance for their own benefit. IAE suggests a negotiated favorable premium for IAE students with an insurance company. The cost of the coverage varies with the length of course booked. Information can be obtained at: https://purchase.imglobal.com/Quote/patriot_exchange/pre-quote?imgac=524866. If students wish to take this policy, please access the link to get a quote and enroll.

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.

Federal and State Financial Aid Programs

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

Scholarships: International Academy of English does not offer scholarships for any of its programs at this time.

Student Tuition Recovery Fund

The State of **California** created the Student Tuition Recovery Fund (STRF) to relieve or mitigate economic losses suffered by students who are California residents, or are enrolled in a residency program attending certain schools regulated by the Bureau for Private Postsecondary and Vocational Education.
You may be eligible for STRF if you are a California resident or are enrolled in a residency program, prepaid tuition, paid the STRF assessment, and suffered an economic loss as a result of any of the following:

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

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

You must pay the state-imposed assessment for the Student Tuition Recovery Fund (STRF) if all of the following applies to you:
1. You are a student, who is a California resident, or are enrolled in a residency program, and prepay all or part of your tuition either by cash, guaranteed student loans, or personal loans, and
2. Your total charges are not paid by any third-party payer such as an employer, government program or other payer unless you have a separate agreement to repay the third party.
You are not eligible for protection from the STRF and you are not required to pay the STRF assessment, if either of the following applies:
1. You are not a California resident, or are not enrolled in a residency program, or
2. Your total charges are paid by a third party, such as an employer, government program or other payer, and you have no separate agreement to repay the third party."

Questions regarding the STRF may be directed to the Bureau for Private Postsecondary Education, P.O. Box 980818, West Sacramento, CA 95798-0818, www.bppe.ca.gov, 1-800-370-7589.

School Performance Fact Sheet

2013- 2014 Calendar Years

Educational Program: Intensive English Program- 20 hours/week
TOEFL Preparation Program – 20 hours/week
(Program Length 18 Months)

On Time Completion Rates (includes data for the two calendar years prior to reporting)

INTENSIVE ENGLISH PROGRAM:

Program Calendar Year	Number of Students who Began Program[1]	Students Available for Graduation (Program Completion)	Graduates[2] (Concluded Program on chosen enrollment period)	Completion Rate[3]
2013	436	436	406	93.35%
2014	414	414	285	69.85%

TOEFL PREPARATION PROGRAM:

Program Calendar Year	Number of Students who Began Program[1]	Students Available for Graduation (Program Completion)	Graduates[2] (Concluded Program on chosen enrollment period)	Completion Rate[3]
2013	0	0	0	0
2014	0	0	0	0

This Program is new. Therefore the number of students who graduate, the number of student who are placed, or the number of students who are placed, or starting salary you can earn after finishing the educational program are unknown at this time. Information regarding general salary and placement statistics may be available from government sources or from the institution, but not equivalent to actual performance data.

[1]"Number of Students Who Began Program" is the number of students who began the program who are scheduled to complete the program within the reporting calendar year.
[2]"Students available for graduation" is the number of students who began program minus the number of "Students unavailable for graduation," which means those students who have died, been incarcerated, or called to active military duty.
[3]"Graduates" is the number of students who completed the program within 100% of the published program length.
[4]"Completion Rate" is the number of Graduates divided by the Number of Students Available for Graduation.
[5]"150% Graduates" is the number of students who completed the program within 101-150% of the published program length.
[6]"150% Completion Rate" is the number of students who completed the program in the reported calendar year within 101-150% of the published program length divided by the Number of Students Available for Graduation in the published program length period.

[1]"Number of Students Who Began Program" means the number of students who began the program who are scheduled to complete the program within the reporting calendar year.
[2]"Number of Graduates" is the number of students who have completed the program within 100% of the published program length.
[3]"Graduates available for employment" means the number of graduates minus the number of graduates unavailable for employment. "Graduates unavailable for employment" means the graduates who, after graduation, die, become incarcerated, are called to active military duty, are international students that leave the United States or do not have a visa allowing employment in the United States, or are continuing their education in an accredited or bureau-approved postsecondary institution.
[4]"Graduates employed in the field" means graduates who are gainfully employed in a single position for which the institution represents the program prepares its graduates within six months after a student completes the applicable educational program. For occupations for which the state requires passing an examination, the period of employment shall begin within six months of the announcement of the examination results for the first examination available after a student completes an applicable educational program.
[5]"Placement Rate is calculated by dividing the number of graduates employed in the field by the number of graduates available for employment.

Student's Initials: _____ Date: _____

Placement Rates (includes data for the two calendar years prior to reporting)

INTENSIVE ENGLISH PROGRAM:

Calendar Year	Number of Students Who Began Program[1]	Number of Graduates[2]	Graduates Available for Employment[3]	Graduates Employed in the Field[4]	Placement Rate Employed in the Field[5]	Graduates Employed in the Field an average of less than 32 hours per week	Graduates Employed in the Field at least 32 hours per week
2013	436	406	0	0	0	0	0
2014	414	285	0	0	0	0	0

TOEFL PREPARATION PROGRAM:

Program Calendar Year	**Number of Students who Began Program[1]**	**Students Available for Graduation** (Program Completion)	**Graduates[2]**(Concluded Program on chosen enrollment period)	**Completion Rate[3]**
2013	0	0	0	0
2014	0	0	0	0

This Program is new. Therefore the number of students who graduate, the number of student who are placed, or the number of students who are placed, or starting salary you can earn after finishing the educational program are unknown at this time. Information regarding general salary and placement statistics may be available from government sources or from the institution, but not equivalent to actual performance data.

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

74112 (b) (3) Graduated Employed in the Field: N/A

IAE is an English Language School for international students. IAE students are not eligible for employment in the USA because they are non-residents and/or do not go into jobs related to their English Training in the USA.

Student's Initials: _____ Date: _____

Salary and Wage Information (includes data for the two calendar years prior to reporting)

INTENSIVE ENGLISH PROGRAM:

Calendar Year	Graduates Available for Employment[1]	Graduates Employed in Field[2]	Annual Salary and Wages Reported Graduates Employed in the Field[3]				
			$15,000 to $20,000	$20,001 to $25,000	$25,001 to $30,000	$30,001 to $35,000	Students not Reporting Salary
2013	406	0	0	0	0	0	0
2014	0	0	0	0	0	0	0

TOEFL PREPARATION PROGRAM:

Program Calendar Year	Number of Students who Began Program[1]	Students Available for Graduation (Program Completion)	Graduates[2] (Concluded Program on chosen enrollment period)	Completion Rate[3]
2013	0	0	0	0
2014	0	0	0	0

This Program is new. Therefore the number of students who graduate, the number of student who are placed, or the number of students who are placed, or starting salary you can earn after finishing the educational program are unknown at this time. Information regarding general salary and placement statistics may be available from government sources or from the institution, but not equivalent to actual performance data.

[1]"Graduates available for employment" means the number of graduates minus the number of graduates unavailable for employment. Graduates unavailable for employment means graduates who, after graduation, die, become incarcerated, are called to active military duty, are international students that leave the United States or do not have a visa allowing employment in the United States, or are continuing their education in an accredited or bureau-approved postsecondary institution.

[2]"Graduates employed in the field" means graduates who are gainfully employed in a single position for which the institution represents the program prepares its graduates within six months after a student completes the applicable educational program. For occupations for which the state requires passing an examination, the period of employment shall begin within six months of the announcement of the examination results for the first examination available after a student completes an applicable educational program.[b]

[3]Salary is as reported by the student. Not all graduates reported salary.

74112 (g) Salary and Wage Information: N/A

IAE does not have graduates employed in the field; therefore there is no salary and wage data.

Student's Initials: _____ Date: _____

Student Loan Information

The most recent two-year cohort default rate reported by the U.S. Department of Education for this institution **is 0%.**

The percentage of the students who attended this institution in 2013-2014 who received federal student loans to help pay their cost of education at the school was approximately **0%.**
**Only institutions that participate in federal financial aid programs are required to report loan information.*

Student's Initials: _____ Date: _____

This fact sheet is filed with the Bureau for Private Postsecondary Education. Regardless of any information you may have relating to completion rates, placement rates, starting salaries, or license exam passage rates, this fact sheet contains the information as calculated pursuant to state law.

Any questions a student may have regarding this fact sheet that have not been satisfactorily answered by the institution may be directed to the Bureau for Private Postsecondary Education at: P.O. Box 980818, West Sacramento, CA 95798-0818, www.bppe.ca.gov, P: 888.370.7589 or 916.431.6959, F: 916.263.1897.

_____
Student Name - Print

_____ _____
Student Signature Date

_____ _____
School Official Date

Course Information and Learning Outcomes

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

***Beginning Level*:** 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:

Schoenberg, I.E., & Maurer, J. (2012). *Focus on grammar 1: An integrated skills approach* (3rd ed.). White Plains, NY: Pearson Education, Inc.

Reading and Writing Class:

Bixby, J., & McVeigh, J. (2011). *Q:Skills for Success Intro: Reading and Writing.* New York, NY, Oxford University Press.

Listening and Speaking Class:

McCure, K., & Vargo, M. (2011). *Q:Skills for Success Intro: Listening and Speaking.* New York, NY, Oxford University Press.

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)

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

Integrative Grammar Class: Understand and use basic English sentence patterns and their components including word and phrase expansions. Those components for this level include subject and object pronouns, possessive nouns, demonstrative pronouns (this/that/these/those), singular and plural nouns, definite and indefinite articles and selected quantifying words/phrases, WH and Y/N questions in the present and past, time expressions, adjectives and nouns, BE verb in simple present and past and as a helping verb in present and past progressive, regular and irregular past tense verbs, and 'BE going to' statements and questions.

Reading and Writing Class:

Reading

1. Identify main ideas and read for details.
2. Make basic inferences and express opinions related to the reading.

Writing

1. Write answer to questions.
2. Write complete simple sentences.
3. Spell high-frequency and everyday words with few mistakes.
4. Copy simple, memorized, or dictated materials.
5. Use linguistic frames to add personal information, such as, "My telephone number is ___."
6. Use basic mechanics for formatting in English, including punctuation (period, question mark), upper- and lower-case letters as appropriate to begin sentences and to identify proper nouns, identifying side one on a paper, and writing on lined paper.

Listening and Speaking Class:

Listening

1. Listen for main ideas and details in short listening passages and presentations by other students.
2. Distinguish syllable stress at the word or short phrase level.
3. Distinguish between Y/N and WH questions and type of response required (person, place, etc.).
4. Begin to distinguish rising and falling intonation in questions.
5. Follow simple oral instructions related to high-frequency classroom tasks.

Speaking

1. Share opinions, experiences, and some knowledge on various familiar topics.
2. Participate in role plays and dialogues.
3. Ask classmates Y/N and WH questions.
4. Use linguistic frames to express opinions and different points of view, make suggestions, interrupt politely, and react to information.
5. Ask and answer questions for clarification of meaning, spelling, and repetition using previously rehearsed questions.
6. Repeat after the instructor—words, phrases, short sentences, and questions—with visual support or cues and using English-language syllable stress, rhythm, and intonation.
7. Be able to pronounce the vowel sounds /ey, E, I, iy/ and -s endings.

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.**

4	**90 – 100%**
3	**75 – 89%**
2	**60 – 74%**
1	**51 – 59%**
0	**0 – 50%**

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

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 9:15 am, they will not be allowed in class and will be marked absent for that class period.

IMPORTANT: Students who arrive at 9:16 a.m. or later are not allowed into the class until after the break. Students are expected to be in class on time after any breaks. If they are late, they will only be admitted to the class during the first 5 minutes and ONLY at the teacher's discretion. If a student arrives to any class more than 5 minutes late after a break, that student will not be allowed into the class and will be marked absent. Any student leaving 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 18th 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 18th 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

High Beginning Level:

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:

Schoenberg, I.E. (2012). *Focus on grammar 2: An integrated skills approach* (*4th* ed.). White Plains, NY: Pearson Education, Inc.

Reading and Writing Class:

Haugnes, N., & Maher, B. (2009). *NorthStar: Reading and writing level 2* (*4th* ed.). White Plains, NY: Pearson Education, Inc.

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)

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

Integrative Grammar Class: Understand and use basic English sentence patterns and their components including word and phrase expansions. Those components for this level include simple present and past with regular and irregular verbs, present progressive and non-action verbs, imperatives, future with 'BE going to'/Will/May/Might, gerunds/infinitives, descriptive adjectives along with comparatives and superlatives, differentiate and use count and noncount nouns, quantifiers, prepositions of place, modals including polite requests, 'there is/there are,' and sentence patterns with subject-verb agreement.

Reading and Writing Class:

Reading

1. Use pictures or headings to guess the content of a reading.
2. Identify the topic as well as selected details and key words in reading passages that relate to the main topic; draw conclusions from clear situations.
3. Scan for details.
4. Read a simple chart or graph.
5. Recognize time references in a short reading passage.
6. Begin to guess word meaning from context with highly contextualized examples.

7. Relate personal experiences to reading passages.
8. Organize concepts from two readings.

Writing

1. Write sentences using descriptive and possessive adjectives. Rewrite inaccurate statements.
2. Group similar ideas together in preparation for writing a paragraph.
3. Brainstorm and organize a list of ideas.
4. Write basic business and personal correspondence including letters and emails for a variety of purposes and write paragraphs with a topic sentence and descriptive detail.
5. Express ideas using appropriate verb forms.
6. Express his/her opinion and give reasons for it in writing.
7. Write compound sentences, using the coordinating conjunctions "and," "but," "so," and "or" appropriately to convey the desired meaning.
8. Use basic punctuation (period, question mark, commas in compound sentences) and upper- and lower-case letters as appropriate to begin sentences and to identify proper nouns.

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.**

4	**90 – 100%**
3	**75 – 89%**
2	**60 – 74%**
1	**51 – 59%**
0	**0 – 50%**

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 9:15, they will not be allowed in class and will be marked absent for that class period.

IMPORTANT: Students who arrive at 9:16 a.m. or later are not allowed into the class until after the break. Students are expected to be in class on time after any breaks. If they are late, they will only be admitted to the class during the first 5 minutes and ONLY at the teacher's discretion. If a student arrives to any class more than 5 minutes late after a break, that student will not be allowed into the class and will be marked absent. Any student leaving 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 18th 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 18th 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*:**

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 level 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:

Fuchs, M., Bonner, M., and Westheimer, M. (2012). *Focus on grammar 3: An integrated skills approach* (4th ed.). White Plains, NY: Pearson Education, Inc.

Reading and Writing Class:

Barton, L., & Sardinas, C.D. (2009). *NorthStar: Reading and writing level 3* (*4th* ed.). White Plains, NY: Pearson Education, Inc.

Listening and Speaking Class:

Solorzano, H.S., & Schmidt, J.P.L. (2009). *NorthStar: Listening and speaking level 3* (*4th* ed.). White Plains, NY: Pearson Education, Inc.

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)

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

Integrative Grammar Class: Understand and use basic English sentence patterns and their components including word, phrase, and clause expansions. Those components for this level include regular and irregular verbs and nouns; present and past verb forms (simple, progressive, and perfect); non-action verbs; phrasal verbs; appropriate ways to express future meaning and habitual past; subject-verb agreement; count and non-count nouns and quantifiers; modal and modal-like verbs and their functions; adjectives and adverbs with comparatives/superlatives; gerunds/infinitives; definite and indefinite articles; and reflexive and reciprocal pronouns.

Reading and Writing Class:

Reading

1. Read and demonstrate understanding of the topic, main ideas, and supporting ideas or information and be able to make basic inferences.
2. Demonstrate recognition of cause and effect as well as comparison/contrast relationships in reading passages
3. Interpret and apply information from one reading context to another, including information gleaned from maps, graphs, charts, photographs, and cartoons.
4. Apply pre-reading skills such as scanning, skimming, and predicting content, to understanding of an article or other type of reading text.
5. Comprehend vocabulary based on roots/bases, word forms, or families (including prefixes and suffixes), synonyms, and antonyms, and use context clues to guess the meanings of words.

Writing

1. Express ideas in writing by using simple, compound, and a prescribed number of complex sentences.
2. Write a paragraph with a topic sentence, supporting details, and a concluding sentence.
3. Write opinions and support them with several reasons and rank items or ideas according to given criteria.
4. Write paragraphs or short essays that demonstrate different purposes: opinion(s), a story with a moral, a factual report, interview questions, description, a summary, and a difficult decision.
5. Use appropriate English-language vocabulary, word forms, and idioms in paragraphs and short essays.
6. Use academic formatting, punctuation, and capitalization accurately.
7. Respond to the instructor's directions, proofreading symbols, and all corrections in the rewriting phase of a paragraph or essay.

Listening and Speaking Class:

Listening

1. Predict content or information based on the introduction and successive parts of the listening passage, including pictures and graphs.
2. Identify main ideas and details from listening passages. Respond to the instructor's questions with details from the listening passage.
3. Understand the speaker's meaning, intention, and emotions from his/her intonation, emphasis, and word choice.
4. Distinguish transition words and phrases.
5. Organize information from more than one listening.
6. Use a prepared outline or other graphic organizer to aid understanding of a listening passage.
7. Listen to, ask questions, and make positive comments in response to classmate presentations.

Speaking

1. Demonstrate understanding of listening passages by answering key questions.
2. Participate actively in a conversation on a given topic, which may include but is not limited to role plays, dialogues, interpreting quotations, interviews, surveys, and/or questionnaires. Be able to express and defend personal opinions.
3. Give a 3- to 5-minute oral presentation on one topic with logical order and transitional words and/or phrases.

4. Speak using grammatically accurate simple and compound sentences.
5. Display minimal language-specific pronunciation mistakes.
6. Utilize contractions and linking words in rehearsed talk or teacher-created chunks.
7. Produce contractions, third-person singular, and past tense endings but perhaps not consistently.

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.**

4	**90 – 100%**
3	**80 – 89%**
2	**60 – 79%**
1	**50 – 59%**
0	**0 – 49%**

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 allattendance 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 tardies within one week equal one absence. If they arrive after 9:15 am, they will not be allowed in class and will be marked absent for that class period.

IMPORTANT: Students who arrive at 9:16 a.m. or later are not allowed into the class until after the break. Students are expected to be in class on time after any breaks. If they are late, they will only be

admitted to the class during the first 5 minutes and ONLY at the teacher's discretion. If a student arrives to any class more than 5 minutes late after a break, that student will not be allowed into the class and will be marked absent. Any student leaving 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 18th 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 18th 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*:**

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 the 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:

Fuchs, M., & Bonner, M. (2012). *Focus on grammar 4: An integrated skills approach* (4th ed.). White Plains, NY: Pearson Education, Inc.

Reading and Writing Class:

English, A.K., & English, L.M. (2009). *NorthStar: Reading and writing level 4* (*4th* ed.). White Plains, NY: Pearson Education, Inc.

Listening and Speaking Class:

Ferree, T., & Sanabria, K. (2009). *NorthStar: Listening and speaking level 4* (*4th* ed.). White Plains, NY: Pearson Education, Inc.

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)

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

Integrative Grammar Class: Understand and use basic English sentence patterns and their components including word, phrase, and clause expansions. Those components for this level include present and past verb forms (simple, progressive, and perfect); appropriate ways to express future meaning; modal verbs; gerunds/infinitives; passive vs. active sentence structures in the present, present perfect, simple past, and with modals; passive causative with 'get' and 'have'; real and unreal conditionals; independent vs. dependent clauses (including adjective and noun clauses and basic reported speech); and parallel structures.

Reading and Writing Class:

Reading

1. Read and demonstrate understanding of the topic, main ideas, supporting details, and author's purpose and opinions/point of view. Make inferences. Recognize how details support main ideas.
2. Use examples from the text to support his/her ideas or answers to the instructor's questions.
3. Identify cause/effect relationships, chronology, and advantages vs. disadvantages.
4. Organize and synthesize information in different texts.
5. Categorize information from written texts and make inferences.
6. Make predictions, scan for details, and skim for main ideas.
7. Distinguish facts from opinions and express opinions based on a text.
8. Read and interpret bar graphs, quotations, and cartoons.
9. Use structural analysis to identify root words, prefixes, suffixes, and parts of speech.
10. Identify and use synonyms, antonyms, and idiomatic expressions and infer word meaning from context.

Writing

1. Use a variety of pre-writing techniques.
2. Write paragraphs with a topic sentence containing a controlling idea, supporting details, and a concluding or transitional sentence. Recognize sentences that do not support the main idea of the paragraph.
3. Write interview and survey questions and a letter with appropriate business formatting.
4. Write unified, coherent, and cohesive essays of 3-5 well-developed paragraphs with an introduction (including a strong thesis statement that reflects the development of the essay), body with relevant connecting words and phrases, and a simple conclusion, all with appropriate academic formatting.
5. Recognize different purposes for writing and text organization. Be able to write the following types of paragraphs: opinion with supporting evidence, comparison/contrast, and description. Be able to write the following types of 3- to 5-paragraph essays: opinion, cause/effect, and comparison/contrast.
6. Paraphrase a portion of a text using synonyms, different sentence structure, and alternate vocabulary or expressions and summarize a reading or listening passage.
7. Express ideas using simple, compound, and complex sentences; parallel structures; varied sentence length; commas, semicolons, colons, and dashes.
8. Proofread for errors in grammar, spelling, punctuation (including comma splices, run-ons, and fragments), and capitalization. Respond to instructor's directions and proofreading symbols by rewriting a paragraph and essay with all recommended corrections.

Listening and Speaking Class:

Listening

1. Make predictions, identify main ideas, listen for specific information and take notes, and make inferences based on a variety of listening passages under 15 minutes in length, including song lyrics; relate the listening to his/her personal values or experiences.
2. Begin to understand the reason for and choice of transition words and phrases in listening passages.
3. Recognize the speaker's feeling and meaning from tone of voice, pitch, and emphasis in authentic speech and infer word meaning and speakers' attitudes from context.
4. Organize and synthesize information from two listening passages.
5. Summarize a previously heard listening passage in his/her own words.
6. Understand word stress, contractions, and reductions in normal speech.

Speaking

1. Demonstrate understanding of listening passages by answering key questions or applying main ideas to a speaking activity.
2. Participate actively in pair work and group discussions, which may include but are not limited to role plays, dialogues, interviews, surveys, and/or questionnaires.
3. Give information and express opinions in relation to information gathered from oral or written input, including but not limited to charts, graphs, interviews, and Internet research.
4. Give a 5- to 10-minute presentation to classmates using formal or informal language as appropriate.
5. Use simple and compound sentences, some complex sentences, and mostly accurate grammatical structures and word forms. Use provided framework expressions for functions such as giving and asking for examples, calling attention to a particular item, expressing frustration, and hesitating in response to a question.
6. Speak in thought groups with appropriate rhythm, stress, and intonation for intended meaning and comprehensibility.

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.**

4	**90 – 100%**
3	**80 – 89%**
2	**60 – 79%**
1	**50 – 59%**
0	**0 – 49%**

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 equal one absence. If they arrive after 9:15, they will not be allowed in class and will be marked absent for that class period.

IMPORTANT: Students who arrive at 9:16 a.m. or later are not allowed into the class until after the break. Students are expected to be in class on time after any breaks. If they are late, they will only be admitted to the class during the first 5 minutes and ONLY at the teacher's discretion. If a student arrives to any class more than 5 minutes late after a break, that student will not be allowed into the class and will be marked absent. Any student leaving 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 18th 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 18th 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*:**

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* (*4th* ed.). White Plains, NY: Pearson Education, Inc.

Reading and Writing Class:

Miller, J.L. (2009). *NorthStar: Reading and writing level 5* (*4th* ed.). White Plains, NY: Pearson Education, Inc.

Listening and Speaking Class:

Preiss, S. (2009). *NorthStar: Listening and speaking level 5* (*4th* ed.). White Plains, NY: Pearson Education, Inc.

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)

By the end of this course, the student will be able to:
Integrative Grammar Class: Understand and use basic English sentence patterns and their components including word, phrase, and clause expansions. Those components for this level include the stative and opinion passives, the active/passive and past of gerunds and infinitives, adverb clauses and phrases, connectors, unreal present and past conditionals, and the subjunctive. S/he will be able to combine or rewrite sentences with alternate patterns to express the same or intended meaning.
Reading and Writing Class:
Reading

1. Predict content, scan for details, and infer information not explicit in the text.
2. Organize and synthesize information from at least two sources.
3. Read and demonstrate understanding of the topic, main ideas, supporting details, and the writer's intention.
4. Discuss and interpret cartoons, photographs, charts, and graphs and then draw reasonable and culturally informed conclusions as to their meaning.
5. Analyze the author's purpose, bias, and point of view and use the information to form a recommendation, relate the information to personal values and opinions, and hypothesize about those of others.
6. Recognize the organization of a text and choose an appropriate graphic organizer, timeline, or outline to reproduce the main ideas and details.

Writing

1. Paraphrase different types of text and attribute or cite the source.
2. Summarize an article, reading passage, or Internet research in writing.
3. Write a unified, coherent, and cohesive essay that has 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.
4. Use definitions and descriptions within an essay and write all of the following types of essays: comparison/contrast, opinion, cause/effect, argumentative, and an autobiographical essay *or* academic statement of purpose.
5. Combine sentences and clauses for variety and style.
6. Use academic formatting (title, margins, etc.) and respond to the instructor's directions and proofreading symbols by rewriting a paragraph and an essay with all recommended corrections.

Listening and Speaking Class:

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. Gather information from multiple sources, at least one of which includes listening, and then synthesize and form an appropriate response.
5. Take useful notes with suggested techniques and in the student's preferred style or choice of graphic organizer while listening to selected listening passages.
6. Listen and respond positively and constructively to 10- to 15-minute presentations by classmates.

Speaking

1. Understand the ideas in selected listening passages and apply them to a speaking activity.
2. Speak in a comprehensible, fluent manner with minimal errors that obscure meaning.
3. Demonstrate discussion skills of leadership, active participation, expressing and eliciting opinions, and the ability to summarize what was discussed.
4. Analyze arguments for and against an issue and defend a position logically and persuasively.
5. Give a 10- to 15-minute presentation to classmates using appropriately formal language and a PowerPoint or other visual aid to enhance the talk.
6. Express ideas using simple, compound, and complex sentences with mostly accurate grammar; exhibit awareness of his/her own errors by self-correcting grammatical as well as pronunciation mistakes, including stress and intonation.
7. Increase vocabulary through knowledge of word prefixes and suffixes, positive and negative connotations, collocations, synonyms, antonyms, and idiomatic expressions and find the meaning of words and phrases using context cues.
8. Use a monolingual dictionary and thesaurus to aid with pronunciation, spelling, word form, and word choice.

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.

4	**90 – 100%**
3	**80 – 89%**
2	**60 – 79%**
1	**50 – 59%**
0	**0 – 49%**

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 9:15, they will not be allowed in class and will be marked absent for that class period.

IMPORTANT: Students who arrive at 9:16 a.m. or later are not allowed into the class until after the break. Students are expected to be in class on time after any breaks. If they are late, they will only be admitted to the class during the first 5 minutes and ONLY at the teacher's discretion. If a student arrives to any class more than 5 minutes late after a break, that student will not be allowed into the class and will be marked absent. Any student leaving 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 18th 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 18th 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 Preparation Class

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). *NorthStar 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 B

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 9:15 a.m., s/he will be allowed into the class with a late pass. Students who arrive at 9:16 a.m. or later are not allowed into the class until after the break. Students are expected to be in class on time after any breaks. If they are late, they will only be admitted to the class during the first 5 minutes and ONLY at the teacher's discretion. If a student arrives to any class more than 5 minutes late after a break, that student will not be allowed into the class and will be marked absent. Any student leaving 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
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.

Placement & 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 IAE Academic Director, Site Director, Head Teacher, and/or other designated instructor. On rare occasions, students who feel they have been placed at an inappropriate level may be able to move up or down one level based on the teacher's recommendation, pending approval by the Site Director or Academic Director.

Level Progression

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

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

Academic Calendar

2015 - January 2017 is as follows:

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

School Holidays 2015

Holiday	Date	Day of Week	Classes	Administration Present
New Year's Day	January 1st	Thursday	No	No
Martin Luther King's Birthday	January 19th	Monday	No	Yes
Presidents' Day	February 16th	Monday	No	Yes
Teacher Development Day I.	February 20th	Friday	No	Yes
Teacher Development Day II.	May 15th	Friday	No	Yes
Memorial Day	May 25th	Monday	No	No
Independence Day	July 4th	Friday	No	No
Teacher Development Day III.	August 21st	Friday	No	Yes
Labor Day	September 7th	Monday	No	No
Columbus Day	October 12th	Monday	No	Yes
Veterans' Day	November 11th	Wednesday	No	Yes
Teacher Development Day IV.	November 20th	Friday	No	Yes
Thanksgiving Day	November 26th	Thursday	No	No
Day-after Thanksgiving	November 27th	Friday	No	No
Christmas Eve	December 24th	Thursday	No	*8:00 – 12:00 noon
Christmas Day	December 25th	Friday	No	No
New Year's Eve	December 31st	Thursday	No	*8:00 – 12:00 noon

Class Sequence and Required Textbooks

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

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.

Class Schedule and Times

Intensive English Program				
TIME	**MONDAY**	**TUESDAY**	**WEDNESDAY**	**THURSDAY**
9:00AM - 10:30AM	Integrative Grammar	Integrative Grammar	Integrative Grammar	Integrative Grammar
10:30-10:45AM	BREAK	BREAK	BREAK	BREAK
10:45AM – 12:15PM	Reading & Writing	Reading & Writing	Reading & Writing	Reading & Writing
12:15PM-12:30PM	BREAK	BREAK	BREAK	BREAK
12:30PM-2:00PM	Listening & Speaking	Listening & Speaking	Listening & Speaking	Listening & Speaking

TOEFL PREPARATION PROGRAM				
9:00AM - 10:30AM	TOEFL Grammar	TOEFL Grammar	TOEFL Grammar	TOEFL Grammar
10:30-10:45AM	BREAK	BREAK	BREAK	BREAK
10:45AM – 12:15PM	TOEFL Reading & Writing	TOEFL Reading & Writing	TOEFL Reading & Writing	TOEFL Reading & Writing
12:15PM-12:30PM	BREAK	BREAK	BREAK	BREAK
12:30PM-2:00PM	TOEFL Listening & Speaking	TOEFL Listening & Speaking	TOEFL Listening & Speaking	TOEFL Listening & Speaking

Academic 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, Site Director, or Head Teacher. Such permission is at the discretion of the school. Students on an F-1 visa 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 TOEFL preparation class, may not remain in TOEFL for more than 4 academic sessions (36 weeks).

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

- **Vacation/Breaks**

Students are allowed to take 1 break per year but not more than 4 consecutive weeks at a time. Each break consists of 4weeks and can be taken after 36 weeks of continuous study. Students must take 4 consecutive weeks of vacation at a time. Students will be required to pay tuition before returning from break.

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

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

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

- **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, this includes a coffeemaker, refrigerator, microwave oven, stove/oven, toaster oven, and sink. For Las Vegas East, this includes soda/snack vending machines, a refrigerator, a coffeemaker, microwave oven, and sink. For Las Vegas West, this includes soda/snack vending machines, a coffeemaker, microwave oven, and sink. Students are welcome to bring their lunch and dine in the kitchen area. IAE asks only that students clean up after themselves and that they not leave food in the refrigerator over the weekend.
- **Student Services Committee**
  Each session one student is chosen by the faculty and staff at each campus to represent the student body on a Student Services Committee to meet in Week 2 or 3. The committee's goal is to address student concerns about the site. In addition to the student representative, the committee includes the Site Director, Head Teacher, DSO, and/or other members as determined by the Site Director.
- **Weekly Announcements**
  If necessary, announcements are prepared for students to alert them about school policies, important procedures and upcoming events. These announcements may be printed out and/or emailed to students. For major changes to policies or procedures, the announcements will be read during core class, as well. For all other announcements, they will be posted on Facebook and/or read aloud to the class.

International Academy of English Attendance Policy

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

- Unofficial reviews occur at the end of the fourth week of study every month and may occur any time thereafter. If a student's attendance is under 85% at the time of an unofficial review, the student will receive an attendance warning, which should be signed by both the student and the DSO, and a copy of this will be put in the student's file. Official attendance reviews occur every 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 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 will be immediately terminated by the DSO.
- Students are allowed to take 1 break per year but not more than 4 consecutive weeks at a time. Each break consists of 4weeks and can be taken after 36 weeks of continuous study. Students must take 4 consecutive weeks of vacation at a time. Students will be required to pay tuition before returning from break.
- If students are away from the school more than eight consecutive class days, their I-20 will be terminated due to unauthorized withdrawal.
- If students plan to transfer to another school, they must provide the DSO with a transfer form and an acceptance letter from the new school. When students complete their studies at IAE, they have 15 days from the date of completion to leave the U.S.
- Students must notify the DSO when they plan to travel outside the United States or take a break. Students who do not attend class for more than eight consecutive class days without DSO approval can be terminated.
- DSOs at all times must adhere to SEVP policies and regulations.
- Late Arrival Policy
- The official class start time is 9:00AM. If you enter the classroom after 9:00AM you are late. You may come in to the classroom until 9:15AM, however, if you are late to class three times, you will be marked absent in one of the classes. If you arrive to class at 9:16AM you will not be allowed to enter the class until the first break

School Conduct Policy

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

"Disruptive behavior" means conduct which prevents other students from learning or from doing the required schoolwork. Words or actions which prevent the 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. ***

San Diego Faculty Information

Name (Last/First)	Degrees earned, Institution and Teaching Qualifications	Class Level Teaching
McKeown, Dennis	BA in English- San Diego State University ESL Certification- San Diego State University, Linguistics	Beginning
Sosa, Uriel	BA of Arts in English- Specialization in Linguistics TESL/TEFL – Certificate Minor – Religious Studies	Beginning II
Netsunajeva, Olga	M.A. in Applied Linguistics – St. Petersburg State University, St. Petersburg, Russia. TESOL Certificate – Tallinn State University, Tallinn, Estonia	High Beginning
Lopez, Jorge	B.A. of Final Arts, Religious Studies, San Diego State University. TEFL Certification – The Language House, Prague, Czech Republic. California Substitute Teaching Credential	Intermediate
McGlaston, Rachael	M.A. Sociological Practice, California State University, San Marcos B.A. Liberal Studies – Linguistics , California State University, San Marcos.	Intermediate
Ellerby, Marie	Certificate in Teaching English to Speakers of the Other Languages (CELTA).	High Intermediate

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Las Vegas Sunset Faculty Information

Name (Last/First)	Degrees earned, Institution and Teaching Qualifications	Class Level Teaching
Malcolm, Hannah	Bachelor of Performing Arts – West Virginia University Master of TESOL – Nova Southeastern University License for Educational Personnel – State of Nevada	Beginning
Morgan, Angel	Bachelor of Arts in Anthropology TESOL Certificate Master Degree in Teaching International Languages- In progress.	
Bukcley, Megan	Master of TESOL TESOL Certificate	
Poist, Coralee	BA English – Texas A&M International University TEFL/TESOL Certificate -	High Intermediate

Las Vegas Sahara Faculty Information

Name (Last/First)	Degrees earned, Institution and Teaching Qualifications	Class Level Teaching
Colazio, Lucia	BA in Arts, University of Toronto – Canada TESL/TEFL – Certificate	High Beginning
Martin, Vivian	Bachelors Romance Languages – UNLV TESOL Certification – In Progress CCSD Substitute Teaching License – District	Intermediate
Dutt, Loretta L.	MATESL, University of Illinois at Urbana-Champaign BA in Communication, Goshen College, Goshen, IN	High Intermediate
Lipes, John	Marketing-Referent SGD, Darmstadt, Germany Undergraduate coursework in General Studies, University of Nevada, Reno TEFL Certificate from ITTT (International TEFL and TESOL Training)	TOEFL Preparation

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