



ENGLISH US

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Student Guide



Haverdale International School

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Night Classes: Monday - Friday 5:30 p.m.—10:00 p.m.

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Mission, Goals, Objectives & Overview

School General Mission

"Non scholae, sed vitae discimus"

- We learn not for school, but for life.

(Lucius Annaeus Seneca)

Our mission is to empower students through language, fostering a global community of learners who are equipped with the skills to communicate effectively and confidently in English.

IEP Mission Statement

Our mission is to equip international students with the language proficiency, cultural awareness, and confidence essential for success in a globalized world. Through immersive and tailored learning experiences, we cultivate a supportive community where students from diverse backgrounds can flourish, build connections, and reach their personal and professional aspirations. We are dedicated to delivering exceptional education, embracing diversity, and fostering a passion for lifelong learning to create a more interconnected and promising future.

By offering high-quality language and cultural instruction, the program sets out to help students reach the following goals:

- **Language Proficiency:** by helping them develop skills in speaking, listening, reading, and writing in English to attain their desired level of fluency.
- **Cultural Competence:** by introducing students to the culture, customs, and values of English-speaking countries to help them integrate and communicate effectively in these environments.
- **Academic Preparation:** by preparing students for academic success in English-speaking institutions, including teaching study skills, research techniques, and academic writing.
- **Professional Development:** by equipping students with the language skills needed for professional success, including business communication, resume writing, and interview techniques.
- **Learner Skills:** by incorporate strategies to empower students' autonomous learner skills encouraging them to take ownership of their language acquisition process.
- **Global Perspective:** by encouraging students to learn from each other's diverse backgrounds and experiences.

Program Overview

Intensive English Program (IEP) is a specialized program designed to help non-native English speakers improve their language skills in a relatively short period of time, as well as, gain the confidence and cultural knowledge necessary to thrive in an English-speaking environment. The Program methodology is based on a communicative approach with its broad emphasis on learning language in real life contexts

and on producing language in a broad range of speaking and writing situations.

School Location & Classroom Facilities

The School central location makes it easily accessible from major cities like Wilmington, Philadelphia, New York, Baltimore, and Washington, D.C. The school is conveniently located near major highways and accessible through public transportation. Free parking areas are provided on the school grounds.

The classroom is a flexible, inclusive space designed to support diverse learning needs through both individual and group activities. Movable furniture and accessibility features allow adaptation to various teaching methods, while multimedia and digital tools enhance engagement. The overall design emphasizes student participation, collaboration, and comfort.

Social & Recreational Activities

The region offers rich attractions for American culture enthusiasts, combining historic charm with the academic prestige of major Ivy League universities. Nestled between the Pocono Mountains, the Delaware Bay, and the Atlantic Ocean, it provides a diverse landscape for recreational activities. Students can enjoy cultural, social, and recreational opportunities that support language learning and community integration, including museum visits, cultural festivals, film nights, holiday celebrations, and day trips to nearby attractions. Information on activities and costs is shared through email, activity boards, the program's website, and social media. All field trips emphasize fun and exploration, with waiver forms ensuring a safe, smooth experience for participants.

Class Size

The average class size for lecture or lab classes is 12 to 18 students per instructor.

Official Means of Communication

The Program defines formal channels of communication as carried through email info@megaconsul.com, regular mail or official school forms.

School Faculty and Staff

Haverdale International School employs highly qualified and experienced staff and faculty members who bring diverse educational and work experience from their fields. These professionals are committed to the mission of the school and strive to make the students' learning experience exciting and challenging.

Housing

The school doesn't provide on campus housing. Students are suggested to refer to housing resources: Apartments.com, Amberstudent, Rent Philly, Facebook group.

School Closings

Information on school closings and class cancellations due to weather conditions and other unforeseen emergencies will be posted on the school webpage (www.megaconsul.com).

Classes Schedule & Calendar

Program Calendar 2025

2025	Fall Term (Sept – Dec 2025)	
Part A		
	Aug 29	Last Day to register for Fall A
	Aug 30	New student orientation
	Sept 2	Fall A classes begin
	Oct 15-16	Mid-Term Testing
2025	Oct 20 – Oct 31	Mid-Term Break
Part B		
	Oct 30	Last Day to register for Fall B
	Nov 3	New student orientation
	Nov 3	Fall B classes begin
	Dec 17-18	Fall-Term Testing
	Dec 22 – Jan 2	New Year Break
	Fall Term Holidays (no classes)	
	Sept 1	Labor Day
	Oct 13	Columbus Day
	Nov 27, 28	Thanksgiving

2026	Spring Term (Jan – May 2026)	
Part A		
	Jan 2	Last Day to register for Spring A
	Jan 5	New student orientation
	Jan 5	Spring A classes begin
	Feb 16-17	Mid-Term Testing
2026	Feb 18 – Mar 6	Mid-Term Break
Part B		
	Feb 30	Last Day to register for Spring B
	Mar 2	New student orientation
	Mar 2	Spring B classes begin
	Apr 20-21	Spring-Term Testing
	Apr 22 – May 8	After Term Break
	Spring Term Holidays (no classes)	
	Jan 1	New Year's Day
	Apr 30 - Mar 5	Easter Break
	May 25	Memorial Day

2026	Summer Term (May – Aug 2026)	
Part A		
	May 7	Last Day to Register for Summer A
	May 8	New student orientation
	May 11	Summer A classes begin
	June 22-23	Mid-Term Testing
2025	June 24 – Jul 4	Mid-Term Break
Part B		
	July 1	Last Day to Register for Summer B
	July 2	New student orientation
	July 6	Summer B classes begin
	Aug 17-18	Summer-Term Testing
	Aug 19-Sep 4	After Term Break
	Summer Term Holidays (no classes)	
	July 4	Independence Day
2026	Sep 8	Fall A classes begin

Academic Year Structure Term Schedule & Enrollment Dates

Each academic year is divided into three trimesters: Fall, Spring, and Summer. Thus, the program runs on a trimester system, where each trimester includes two blocks (Part A & Part B), each lasting 6.5 weeks building up to a full term of 13 weeks. This structure ensures continuous learning throughout the year, with each proficiency level or course being divided into manageable blocks to facilitate focused and intensive study periods.

Fall Term	Part A (Sep–Oct)
	Part B (Nov–Dec)
Spring Term	Part A (Jan–Mar)
	Part B (Apr–May)
Summer Term	Part A (May–Jun)
	Part B (Jul–Aug)

Courses are offered in the Fall, Spring and Summer based on enrollment demand.

Course List	Term offered	Day of Week
IEP Beginner	Fall, Spring, Summer	M, T, W, Th
IEP Advanced Beginner	Fall, Spring, Summer	M, T, W, Th
IEP Pre-Intermediate	Fall, Spring, Summer	M, T, W, Th
IEP Intermediate	Fall, Spring, Summer	M, T, W, Th
IEP Pre-Advanced	Fall, Spring, Summer	M, T, W, Th
IEP Advanced	Fall, Spring, Summer	M, T, W, Th
TOEFL Test Taking Skills Part I & II	Fall, Spring, Summer	M, T, W, Th
Citizenship Exam Preparation	Fall, Spring, Summer	M, T, W, Th

The classes are scheduled for the following times of the day:

Day Classes: 12pm-4:30pm; **Night Classes:** 5pm-9:30pm

A full-time student is expected to attend 18 hours of instruction per week. Part-time students are not subject to those limitations.

Maximum Timeframe for Fulfilling the Coursework. The time students will take to complete all coursework will not exceed 1.5 times of the published program length. Time spent on an approved Leave of Absence will not be counted against maximum timeframe. Students exceeding the established maximum timeframe without approved excuse will be automatically withdrawn.

Admission to the Program

Admission Requirements

Applicants to the Program must meet the following requirements:

- A copy of a current valid ID (Passport, Driver License)
- Proof of graduation from a high school (preferred)

Admission Procedures

- Submit a completed Application form.
- Pay admission deposit and registration fee
- Sign an Enrollment Contract and Payment Plan
- Receive an Acceptance letter

To make the admission process more user-friendly the school admission staff offer an information interview, either in person, by phone or electronically.

No age, race, religion, or language proficiency limitations are imposed on the admission process.

Non-discrimination Policy

Students are considered for admission to AAIT LS without regard to gender, race, color, national origin, religion, age, disability, sexual orientation, or marital status.

Referral Policy

Referral reward - \$100 and monetizes when referred student has been officially registered by the Program, and completed one term of studies.

Registration & Enrollment

Initial registration for the Program means signing up for the program and paying tuition and fees. **Term Registration** is signing up and paying tuition and fees for classes for the upcoming term. **Enrollment** means a student is officially registered and actively attending classes. Students must be officially registered before the first day of classes.

Orientation & Academic Placement

New students are assigned to a proficiency level based on the placement test measuring speaking listening, reading and writing language skills.

All new students will attend initial orientation where they will receive information regarding students' rights and responsibilities, program structure, course enrollment, school policies on academic progress, class attendance, student financial obligations. New students will receive enrollment material including e-copies of Student Guide, Enrollment Contract/Payment Plan.

Attendance Policy

The Program doesn't list attendance or participation as a formal component of the grade or progression standard. Attendance therefore functions as a program expectation and indicator of engagement, but not as a quantified requirement for passing or level advancement. Students are expected to attend all scheduled classes (individual and group). Full-time students are expected to attend 18 hours of classes a week. Poor attendance as well as lateness hinders students' ability to master the subject matter and may result in failing the course.

Satisfactory attendance is estimated between 80% and 100% of all attempted (scheduled) hours of the evaluation period (term) at any time in the course of the Program. A student whose attendance is below 80% at any time in the course of the Program may be considered to be withdrawn from the program.

A student who is absent seven (7) consecutive instructional days without submitting a prior official notification to the school, will be considered withdrawn from the program of study. Refund will be given based on rules set forth in the Financial Guidelines section of this Guide.

If, for any reason, a student is unable to attend a class on any given day, such student must officially inform the school prior to the absence. This must be done by email or by filling out an Advance Notice of Leave Form available at the school assistant's office.

Measuring students' attendance is based on 15-minute segments. Students will be marked absent when they are not in class or are not in-person on camera in a virtual class. If a student misses more than 30 minutes of any class period, including late arrivals and early departures, that class attendance will not be credited for the whole day. The faculty and administrative staff are responsible for marking attendance, late arrivals and early departures.

Evaluation of attendance is done on an ongoing basis and officially released to students at academic evaluation points (end of term A & B). An attendance history shall be maintained for the entire length of study for each student.

No absences are recognized as excused. Students who miss classes and who wish to fulfill their academic responsibilities for their term of enrollment must follow the institution's Make-up Policy.

Interim & Holiday Breaks; Annual Vacations

There are no classes during the scheduled breaks between scheduled class sessions and on federal holidays. An annual vacation is a full-term break that can be taken once a year.

Only students registered and enrolled for upcoming term are eligible for breaks and vacations.

Cancellations, Withdrawals, Terminations*.

Cancellations. Applicants can cancel enrollment contract at any time before the start of classes.

Withdrawals. A student choosing to withdraw from the school after the commencement of classes is to provide a notice to the Director of the School. The notice must include the expected last date of attendance.

A student will be determined to be withdrawn from the Program for missing 7 consecutive instructional days without submitting a prior official notification.

If special circumstances arise, a student may request, in writing, a leave of absence, which should include the anticipated start and end date of such leave. If the student fails to return from the leave of absence at the agreed date and has provided no reason, the student will be considered withdrawn from the date of his/her last class attendance.

* For refund schedule and details refer to Finances section of the Guide.

Terminations. Student's training will be terminated for: unsatisfactory progress (Grade below 70%), unsatisfactory attendance (at any time attendance is <80% of course enrollment), nonpayment of tuition, failure to abide by the established standards of conduct,

Termination Procedures include:

1. Informal warning (verbal or by email). Student must respond within 2 business days.
2. Formal warning letter emailed to a student. Student must respond within 2 business days.
3. Formal Letter of Termination emailed to a student

Reinstatement of Student's School Record

If a student's school record has been terminated the student has 3 working days from the receipt of the email to get in touch in writing with the Executive Director and fill out the Request of Student School Record Reinstatement form.

Continuing Student Registration & Enrollment

Only students in Good Standing are eligible for the next term registration. (see Student's Good Standing Status section of the Guide).

The due date for continuing students to register for the new term is the last day of current term classes. Students with pending academic obligations for the current term must sign up for make-up with their teachers / Program Director on the last day of the current term.

Students going on **annual vacation** must register & enroll for the next term on the last day of classes of the current term, before the start of vacation.

Students' Rights and Responsibilities

Students have the right to learn English with appropriate instructional methodologies and content with qualified teachers, support staff, and good educational materials through an approved program.

Students have, commensurate with their rights, the responsibility and obligation to conduct themselves in a manner compatible with the mission and goals of the Program.

Conduct

Students are expected to comply willingly with the Program regulations, and to abide by local, state, and federal laws.

Harassment & Class Misconduct

The Program has zero tolerance for class misconduct & any form of harassment.

Misconduct in class includes but is not limited to the following: class behavior that disrupts or interferes with the learning environment, such as engaging in activities not related to tasks assigned by the teacher.

Harassing behavior on campus is described as verbal, nonverbal, or physical. Examples of inappropriate behaviors include: use humorous or deprecative belittling nicknames, even in humor; use of immoderate voice; insults; bullying; verbal aggressions; discriminatory or racist comments; belittling or trivializing the someone's thoughts; intolerance toward religious holidays, customs, traditions discrediting or spreading rumors about the victim.

Sexual harassment is a type of gender-based discrimination that, among other things, includes offensive, abusive or threatening behavior that creates an intimidating, hostile, abusive or offensive environment.

Program Copyright Policy

The Program will encourage the exchange and sharing of information for the advancement of learning with the expectation that all persons associated with the Program will fully comply with the provisions of the U. S. Copyright Law of 1976, as amended, (Title 17, United States Code) and the Digital Millennium Copyright Act (DMCA).

Copyrighted works will not be used or duplicated unless such use or duplication meets "fair use" standards or written permission from the copyright holder has been procured. Individuals who violate this policy will assume responsibility for any copyright infringement. It is important that any claimed "Fair Use" of copyrighted materials for any purpose should be undertaken only after considering the following "fair use" check list.

Single copying for teachers:

A single copy can be made of any of the following by or for an instructor at an individual's request for the purpose of scholarly research or preparation for or use for class

instruction (a chapter from a book; an article from a periodical or newspaper; a short story, short essay, poem; a chart, graph, diagram, drawing, cartoon or picture from a book, periodical, or newspaper.

Multiple copies for instructional use:

Multiple copies (not to exceed more than one copy per student in a course) can be made by or for the instructor conducting a class provided that it not more than 1,000 words or 10% of the work, whichever is less; and each copy includes a notice of copyright.

For more information, please see the Web site of the U.S. Copyright Office at www.copyright.gov, especially their FAQ's at www.copyright.gov/help/faq.

Confidentiality of Student Records:

The Family Educational Rights and Privacy Act (FERPA) affords eligible students and their parents certain rights with respect to their educational records including:

The right to consent to disclosures of personally identifiable information contained in the student's records. The School may neither release nor disclose the student's personally identifiable information to outsiders without first securing a written authorization from the student, as applicable, unless permitted by the Act. The student is the only person who can authorize disclosure of records if the student is 18 or older.

As an exception to the above policy students' personally identifiable information can be released without consent to school officials with legitimate educational interests, or a person or company with whom the School is affiliated or has contracted (such as an attorney, auditor, or collection agent). Faculty and administration are granted access to students' records for purposes of recording grades, attendance, and academic and career counseling.

The right to review their academic records during normal school hours with an appointment within 45 days of the day the Administration received a written, dated request for access. Students may also obtain copies of their records.

The right to challenge records for purposes of correcting or deleting any of the contents if the student believes that such records are inaccurate, misleading, or a violation of privacy. In order to request an official amendment of education records, placement level, grades, students should submit a written, dated appeal to the Program Coordinator, clearly identifying the part of the record they want to be changed, and specify why it is inaccurate, misleading or a violation of privacy.

If the school decides against the amendment the student will be notified in writing or verbally about the decision.

The right to appeal to the U.S. Department of Education concerning alleged failures by the School to comply with the requirements of FERPA. Such complaints should be directed to:

Family Compliance Office

U.S. Department of Education

400 Maryland Avenue SW

Washington DC 20202-4604

Students are not permitted to inspect or review confidential student guidance notes maintained by the School, or financial records (including any information those records contain) of their guardians.

The School considers the following to be a student's directory information (information that can be released to a third party without the consent of a student): Student name; Date and place of birth; Major field of study; Dates of attendance; Degrees and awards received; The most recent previous educational agency or institution attended by the student.

Any student who does not want any or all of the above information to be released without his or her prior written consent must inform the Administration during the first week of classes.

Student Complaints & Grievances

The Program administration seeks to prevent general grievances and complaints by ensuring that students are satisfied with the Program services.

If a student is unhappy with any service both academic and non-academic related, a student has the right to access complaints policy and procedure.

Depending on the nature of the grievance a student can

- Approach teacher / administrator for assistance in resolving the problem
- If the problem is not resolved adequately a student can consult the Academic Director who will attempt to resolve the complaint before it becomes a formal procedure. If the problem is still not resolved the student must launch a formal written complaint.

Formal Complaints are stored in the School Complaint Log in the Office of Executive Director.

A written complaint submitted with a complainant's signature and date of submittal*, is brought to the attention of Executive Director, who will work with the student and all parties involved to resolve the matter.

* Anonymous calls or unsigned letters will not be acknowledged.

Referral to External Services

If a student's needs exceed the school's resources, the Executive Director, Program Coordinator, or faculty will provide timely and confidential referrals to qualified outside professionals or services.

General Academic Regulations

Program Overview

Structurally the Program consists of six levels that are correlated with the CEFR (Common European Framework of Reference) levels ranging from A0-A1 to C1. Classroom instruction includes the development of four language skills (reading, writing, listening and speaking) and takes students through a series of the Program proficiency levels: Beginner (A0-A1); Advanced Beginner (A2); Pre-Intermediate (B1); Intermediate (B1+); Pre-Advanced (B2); Advanced (C1). In addition, the School offers private group and individual classes in TOEFL preparation, college essay writing, college academic vocabulary, citizenship exam preparation.

Placement Testing

Students are placed in the appropriate program level of instruction based on standardized placement test to determine their proficiency level in the four language skills of speaking, writing, listening, and reading.

Grading System

Evaluation of Student Progress

The evaluation of student progress involves a set of summative and formative tests. These tests are designed to comprehensively assess the students' knowledge and skills throughout the program, ensuring they meet the required standards for graduation.

Grades are issued upon completion of each full-term.

GRADE SCALE			GRADE BREAKDOWN	
100-90	A	4.0	Unit Tests	00%
89-80	B	3.0	Midterm Tests	50%
79-70	C	2.0	Term Final Exam	50%
69 & Below	F	< 2.0		

Student Level Progress

Student's progress to the next level is determined by the student's mastering the set of level exit requirements:

Final term grade is 70% (2.0) or higher

Program Graduation Requirements

To graduate, students must:

- Achieve a final term GPA of 70% (2.0) or higher.
- Score 70% or higher on the final exam.

Upon meeting these requirements, students are awarded a Certificate of Graduation.

Academic Records and Transcripts

Students' records are supervised by the Executive Director/Program Coordinator. Students' records include if applicable admission, academic, financial, disciplinary. All records are kept in a student's file throughout student's enrollment in the program, and for 3 years after completion of student's studies. After that the school retains Admission application, Certificate of Completion, Transcript. A transcript is the final, accurate record of academic accomplishment. Students receive one free copy of their transcript at graduation. A fee of \$25 will be charged for each additional copy or a copy ordered at other than default

time. Transcripts will not be released to students who have a past due account with the school.

Grade Point Average (GPA) – Students transcripts reflect Grade point average (GPA) that is determined by dividing the total number of grade points earned by the total number of credits attempted in those courses which count toward the student's grade point average.

Plagiarism / Academic Integrity Standards

All work that contributes to a student's grade will be the unaided work of the student. Copying another's work, working together, asking others for help and giving help are not ethical and prohibited. These rules apply to tests, quizzes, laboratory exercises, examinations. When exceptions are made; as in the case of group projects, the cooperation that is allowed will be explained by the instructor.

Student Counseling

The counseling policy is designed to ensure that students in the Program have access to timely and supportive guidance for addressing academic struggles, personal challenges impacting studies, cultural adjustment difficulties, or other concerns relevant to the student's experience in the Program. The counseling sessions are conducted in a supportive and non-judgmental manner, with the aim of helping the student navigate challenges and find solutions that align with their goals and values. In addition school website provides its students with opportunities to participate in social and recreational activities that enhance their language acquisition within a cultural context. Counseling points of contact are Executive Director, Program Coordinator, faculty.

Level Change

A level change can be requested every term. To request a level change the individual student's score, must be higher than 95%, and the student must be in "good standing"

Level Re-take. A student who does not achieve the required proficiency to advance to the next level after their first attempt is eligible to repeat the same level. Students are permitted to repeat a language proficiency level only once.

Make-Up Standards.

Make-up sessions are recommended when the student missed an exam / quiz, or classes with participation and in-class activities. It's essential for the student to be proactive in arranging make-up communicating with the instructor.

There is a charge for all make-up classes, regardless of reason of absence, to cover the expenses of arranging and administering a make-up session.

Tutoring

Tutoring is available to students who feel the need to improve their study skills and academic performance. Tutoring fees apply and will be payable to the Program Business Office.

Program Costs

Intensive English Program

Program	Placement Testing	Registration Fee (nonrefundable)	Tuition per Term	Educational Materials per Term
Intensive English Program - Fall 2025	\$00.00	\$100	to be announced	to be announced
Intensive English Program - Spring and Summer 2026	\$00.00	\$100	\$2340 (full-time) \$20 (part-time per hour)	\$120

TOEFL Test Taking Skills Part I & II

Program	Placement Testing	Registration Fee (nonrefundable)	Tuition per Term	Educational Materials per Term
TOEFL Test Taking Skills Part I Spring and Summer 2026	\$40.00	\$100	\$2340 (full-time) \$20 (part-time per hour)	\$120
TOEFL Test Taking Skills Part II Fall 2027	\$40.00	\$100	\$2340 (full-time) \$20 (part-time per hour)	\$120

Community Education Courses

Program	Placement Testing	Application Fee (nonrefundable)	Tuition Costs	Educational Materials
Citizenship Exam Preparation - Fall 2025	\$00.00	\$50.00	\$60 per hour	\$10-30
Citizenship Exam Preparation - Spring and Summer 2026	\$00.00	\$50.00	\$60 per hour	\$10-30

Tuition and fee schedule can be found published on the school site. Program and/or Course tuition and fees are payable on a per term basis directly to the school office

During the initial registration and as part of initial orientation the program administrator meets the student to explain the curriculum, school policies, tuition & fees and reviews the student contract to ensure clarity. The school strives to make paying for the program convenient and affordable. Students are offered several **payment options**, from secure online payments to a convenient payment plan option and more. Payments can be made by cash, money order, check, major credit cards. 4.5% surcharge fee is added for all credit card payments. Interest will be charged at 12% per annum on the student's adjusted outstanding balance at the end of each month. Overdue accounts will be assigned \$25 late fees: Grace Period - 4 business days, accounts over one month due will be sent to an outside collection agency and a 25% collection fee as well as attorney fees (if necessary) will be assigned.

Payment Plans for full-time students

Option 1: paying term tuition and fees in full

For term long courses and programs, the total tuition and fees cost is payable in full by the registration deadline for the term. With this option there is a 5% discount.

Option 2: Installment Payment Plan

Installment Payment Plan is offered to students who cannot pay the full cost of term tuition by the first due date. The payment plan is interest free. This option allows students to manage their charges in three prorated installments. The First payment is made by the registration deadline for the term. The second and third payments term tuition and fees) will be paid according to the established Payment Plan schedule.

Payment plans for part-time students

For part-time students tuition responsibilities are collected as bi-weekly prepayments.

Refund Schedule for Cancellations, Withdrawals, Dismissals

An applicant not accepted for admission by AAIT is entitled to a refund of all monies paid.

Refunds in case of Cancellations

In case of cancellation all monies paid by the student will be fully refunded, except registration fees and used course materials, in case student cancels contract on or before 6 business days before the start of classes.

No refunds will be issued if a student cancels the contract on or after 5 business days before the course start date - NO EXCEPTIONS.

Refunds in case of Withdrawals & Dismissals

In case of student's early withdrawal or dismissal from the program only tuition moneys excluding registration and other fees will be refunded based on the following schedule:

%* of the clock hours earned:	Tuition refund amount:
1 to 4.9%	80%
5 to 9.9%	70%
10 to 14.9%	60%
15 to 24.9%	50%
25 to 49.9%	30%
50% or more	No Refund

*The percentage of the clock hours earned is determined by dividing the total number of clock hours elapsed from the student's start date to the student's last day of attendance, by the total number of clock hours in a given term for which the school is holding moneys.

The effective date of refund is calculated by the student's last day of attendance or the date the student requests withdrawal.

In case of leave of absence, if a student fails to return to classes by the end of the leave of absence, a refund due to a student will be based on the scheduled last day of the leave of absence.

Any approved refunds are issued within 30 calendar days of the effective date of refund.

IEP Program

The Intensive English Program 6 levels of proficiency, target specific language skills and competencies with the following equivalence to the Common European Framework of Reference:

Level 1 – Beginner (A1): focuses on teaching foundational English language skills; emphasizes basic vocabulary, simple sentence structures, and everyday phrases; introduces students to basic reading and listening comprehension.

Level 2 - Advanced Beginner (A2): The course practices simple short social exchanges and carrying out routine tasks that require a direct exchange of information on familiar topics and routine matters, thus achieving a functional use of English, namely enhancing students' ability to understand and communicate in everyday contexts.

Level 3 – Pre-Intermediate (B1): develops understanding the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc.; describing experiences and events, dreams, hopes and ambitions and giving brief reasons and explanations for opinions and plans.

Level 4 – Intermediate (B1+): prepares students for more advanced language use; strengthens critical thinking skills through analyzing texts and expressing opinions; focuses on writing clear, coherent essays and reports.

Level 5 – Pre-Advanced (B2): prepares students for academic or professional settings; emphasizes advanced vocabulary and idiomatic expressions; develops complex writing skills, including research and citation.

Level 6 – Advanced (C1): focuses on fluent and spontaneous communication within academic, professional, or personal settings; understanding a wide range of demanding, longer written and spoken texts; clear, well-structured written expression.

Course #	Course Name
IEP 101	Beginner
IEP 102	Advanced Beginner
IEP 201	Pre-Intermediate
IEP 202	Intermediate
IEP 301	Pre-Advanced
IEP 302	Advanced

Beginner (IEP 101)

13 weeks, 234 h-s

The goal of this integrated course is to provide learners with a solid foundation in English, enabling them to engage in basic communication and further develop their language skills.

The objectives of the course focus on teaching foundational English language skills; emphasizes basic vocabulary, simple sentence structures, and everyday phrases; introduces students to basic reading and listening comprehension.

Upon successful completion of this course, students will be able to recognize and use everyday expressions and very basic phrases aimed at satisfying concrete needs. Engage in simple communicative actions that convey the speaker's intentions and opinions such as, suggestions, requests, apologizing, offers and invitations, expressing opinions.

Following equivalencies in language proficiency descriptors, Beginner level correlates with CEFR A1 level.

Advanced Beginner (IEP 102)

13 weeks, 234 h-s

The goal of this integrated course is to build upon foundational English skills, enhancing students' ability to understand and communicate in everyday situations and build confidence for further language development.

The objective of the course is to practice simple short social exchanges and carrying out routine tasks that require a direct exchange of information on familiar topics and routine matters, thus achieving a functional use of English, namely enhancing students' ability to understand and communicate in everyday contexts.

Upon successful completion of this course, students will be able to engage in simple short exchanges on predictable everyday topics; demonstrate basic creative thinking skills such as basic text analysis including types of texts, main idea and supporting information, fact or opinion, reasons for or against; handle basic socio communicative actions involving advice, requests, checking and clarifying, making suggestions and predictions.

Following equivalencies in language proficiency descriptors, Beginner level correlates with CEFR A2 level.

Pre-Intermediate (IEP 201)

13 weeks, 234 h-s

The goal of this integrated course is to build a strong foundation in English, enabling learners to communicate effectively in everyday situations and to continue progressing to higher levels of proficiency.

The objectives of the course focus on developing the understanding of the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc.; describing experiences and events, dreams, hopes and ambitions and giving brief reasons and explanations for opinions and plans.

Upon successful completion of this course, students will be able to carry on conversations on familiar topics; tell a story; handle job interviews and short presentations; find out how it works & find a solution; discuss opinions; call about an order; understand news reports; ask for clarification; offer, accept and decline invitation; request, suggest, offer advice.

Following equivalencies in language proficiency descriptors, Beginner level correlates with CEFR B1 level.

Intermediate (IEP 202)

13 weeks, 234 h-s

The goal of this integrated course is to build on the foundational skills acquired at the previous level and further develop learners' proficiency in using English in a variety of everyday contexts, preparing solid foundation for advanced levels.

The objective of the course is to prepare students for more advanced language use, enhancing communication skills, expanding vocabulary and grammar knowledge, improving functional language use, developing fluency and accuracy, cultural awareness, building autonomy in language learning, strengthens critical thinking skills through analyzing texts and expressing views & opinions; focuses on writing clear, coherent essays and reports.

Upon successful completion of this course, students will be able to use language accurately and appropriately in different contexts, demonstrating a growing awareness of register and style. Recognize significant points in broadcasts and simple recordings about familiar topics. Engage in conversations with a focus on opening & closing conversations, clarifying the information, making & responding to requests, reacting to surprising news, making suggestions, expressing feelings, and wishes, stating preferences with reasons, dealing with problems, making & accepting apologies.

Following equivalencies in language proficiency descriptors, Beginner level correlates with CEFR B1+ level.

Pre-Advanced (IEP 301)

13 weeks, 234 h-s

The goal of this integrated course is to build a solid foundation in English, equipping learners with the skills and confidence needed to handle a variety of everyday situations, where they can interact with a degree of fluency and spontaneity, and continue their language learning journey effectively.

The objective of the course is to prepare students for academic or professional settings; emphasize advanced vocabulary and idiomatic expressions; develop complex writing skills, including research and citation; consolidate and expand understanding of complex grammatical structures.

Upon successful completion of this course, students will be able to interact with native speakers with a degree of fluency and spontaneity without much obvious searching for expressions, that makes regular interaction quite possible without strain for either party.

Learners should be able to produce with sufficient ease and clarity a detailed descriptive text on a wide range of subjects; deal with problems; possess basic skills of debate, arguing, getting clarification, negotiating.

Following equivalencies in language proficiency descriptors, Beginner level correlates with CEFR B2 level.

Advanced (ESL 302)

13 weeks, 234 h-s

The goal of this integrated course is to ensure that learners will have a high level of proficiency in English, capable of functioning effectively in a wide range of real-world situations.

The objective of the course is to develop fluent and spontaneous communication within academic, professional, or personal settings; achieve understanding of a wide range of demanding, longer written and spoken texts; clear, well-structured written expression.

Upon successful completion of this course, students will be able to demonstrate understanding of a wide range of cultural references and subtleties in conversation and texts; adapt language use to a variety of social, academic, and professional contexts, showing awareness of style, register, and genre; use the language to negotiate and solve problems in discussions, make a short pitch for a key point, link events in an anecdote, propose and concede a point, use hedging language, interrupt in a debate; notice and correct most of their own mistakes and those of others, when necessary, in a polite and efficient manner; etc.

Following equivalencies in language proficiency descriptors, Beginner level correlates with CEFR C1 level.

TOEFL Test Preparation (ESL 400-Parts 1&2) **26 weeks, 468 h-s**

24 weeks, 432 hs. The TOEFL Internet Based Test (iBT) preparation course is an intensive English course that aims at developing receptive & expressive communicative abilities as well as advancing academic vocabulary. It will familiarize students with the TOEFL test by helping them focus on the specific skills and standardized test taking strategies they will need to succeed on the test.

The main goal of the course is to develop students' ability to meet the demands and thrive in an English-speaking academic environment in the United States. The course includes TOEFL Practice Tests classes the goal of which is to simulate actual test-taking conditions so that students become familiar and more comfortable with test situations and working on answers under time pressure.

Upon successful completion of the course the students will possess the ability to follow the typical American English organizational structure of a paragraph/essay; understand the main idea as well as details of a passage; make inferences based on information in a passage; analyze, synthesize, summarize information in a passage; show basic comprehension while listening; understand problem/resolution type of conversations; listen to learn; speak and write clearly and coherently, accurately synthesize and summarize the information about a familiar topic as well as about what they have read and heard.

Test Prep Courses for Eligible Students **Citizenship Test Preparation (TPC 100)** **12 weeks, 48 h-s**

The goal of a citizenship exam preparation course is to equip prospective citizens with the knowledge and skills necessary to pass the citizenship test.

The course objectives aim to help participants feel confident and well-prepared to successfully complete the naturalization process and become active, informed citizens.

Upon successful completion of this course the students will be able to: understand the requirements of the naturalization process; demonstrate English proficiency in reading, writing, speaking, and listening language skills as required by the test; understand the historical events, significant figures, and foundational principles of the United States; demonstrate knowledge of the Constitution, the Bill of Rights, and the structure and functions of federal, state, and local governments; demonstrate awareness of the rights and responsibilities of U.S. citizens; understand and complete the Form N-400; correctly answer at least 90 of the 100 civics questions.

Other Information

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Notes:
