SPC St. Petersburg College

INTENSIVE ENGLISH PROGRAM





ST. PETERSBURG COLLEGE

Intensive English Program

STUDENT GUIDE



Welcome to St. Petersburg College Intensive English Program

The Intensive English Program (IEP) at St. Petersburg College is designed especially for international students. We offer a supportive and fun academic learning environment with a variety of cultural experiences. Our mission is to advance the reading, writing, grammar, listening, and speaking proficiencies of English learners through intensive, active engagement in a learning community.





Accredited by CEA

- Guaranteed Admission to St. Petersburg College after successfully finishing the Advanced Level
- Five levels: Elementary, Pre-Intermediate, Intermediate, Upper-Intermediate, and Advanced
- Four classes: reading, grammar, writing, and speaking/ listening
- 22 classroom hours each week from 8:30 a.m. – 2 p.m.
- Three terms a year (Fall, Spring, and Summer), and each level takes one term to complete
- Provides face-to-face environment with credentialed instructors
- Classes located at the SPC Clearwater Campus (2465 Drew St., Clearwater, FL 33764)
- Field trips and cultural events: IEP provides cultural opportunities and enrichment experiences that enhance learning. Plus, SPC is close to beaches, museums and theme parks like Busch Gardens®, the Magic Kingdom® at Walt Disney World, EPCOT®, SeaWorld®, and Universal Studios Florida®.

SPC Intensive English Program

F-1 ADMISSIONS CHECKLIST

- [ ] **GET TO KNOW US**
  Speak with our Intensive English Program Specialist to learn more about our program OR visit us: www.spcollege.edu/iesl

- [ ] **LEARN MORE ABOUT A F-1 STUDENT VISA**
  Have any questions regarding an F-1 visa? Schedule an appointment **HERE** with our DSO.

- [ ] **APPLY FOR ADMISSION**
  Visit our International Students Admission page for step-by-step instructions.

- [ ] **RECEIVE AN OFFER OF ACCEPTANCE**
  Once you submit all required documents and pay application fee, you will receive an offer of acceptance from the International Admission's Office.

- [ ] **ACCEPT THE OFFER OF ACCEPTANCE**
  You will receive instructions on how to accept the offer.

- [ ] **RECEIVE AN 1-20 WELCOME PACKET**
  You will receive an I-20 Welcome Packet from the International Program Office.

- [ ] **PAY THE SEVIS FEE & REQUEST THE F-1 VISA**
  To pay the SEVIS (I-20) fee: **Click HERE**
  To request the F-1 visa: **Click HERE**

- [ ] **TAKE A PLACEMENT TEST**
  Once you complete the placement test, IEP Specialist will follow up with you.

- [ ] **PURCHASE HEALTH INSURANCE**
  You must purchase **HEALTH INSURANCE** before registering for the semester.

- [ ] **ATTEND IEP NEW STUDENT ORIENTATION**
  We will invite you to our IEP New Student Orientation and help you get ready for the semester!

- [ ] **RECEIVE SEMESTER INFORMATION AND PURCHASE TEXTBOOKS**
  You will receive a textbook list. Be sure to purchase your books before the semester begins.

- [ ] **SUBMIT IEP NEW STUDENT REGISTRATION FORMS**
  You are required to submit the IEP New Student Registration Forms after the New Student Orientation.

- [ ] **PAY TUITION AND REGISTER**
  You will receive payment directions via email. Payment is due the last Friday before the first day of school!

- [ ] **COMPLETE IEP POLICY QUIZ**
  You are required to complete our IEP policy quiz after the New Student orientation!

SPC Intensive English Program

RESIDENT ADMISSIONS CHECKLIST

GET TO KNOW US

Speak with our Intensive English Program Specialist to learn more about our program OR visit us: www.spcollege.edu/iesl

APPLY FOR ADMISSION

Start an **SPC New Undergraduate Student Application** and **select "Non-Degree Seeking"**

Once you have an SPC Student ID # and Email, please email us the information!

TAKE A PLACEMENT TEST

Once you complete the placement test, IEP Specialist will follow up with you.

CREATE A STUDENT PROFILE IN LUMENS

Click **HERE** to create a student profile in Lumens, where you will find your password for our learning platform, Canvas

RECEIVE SEMESTER INFORMATION AND PURCHASE TEXTBOOKS

You will receive a textbook list. Be sure to purchase your books before the semester begins.

ATTEND IEP NEW STUDENT ORIENTATION

We will invite you to our IEP New Student Orientation and help you get ready for the semester!

SUBMIT IEP NEW STUDENT REGISTRATION FORMS

You are required to submit the IEP New Student Registration Forms after the New Student Orientation.

PAY TUITION AND REGISTER

You will receive payment directions via email. Payment is due the last Friday before the first day of school!

COMPLETE IEP POLICY QUIZ

You are required to complete our IEP policy quiz after the New Student Orientation.

2026-2027 IMPORTANT DATES AND DEADLINES

INTENSIVE ENGLISH PROGRAM

	Fall 2026	Spring 2027	Summer 2027
NEW STUDENT ORIENTATION			
New Student Orientation	August 19 *October 7	January 6 *February 24	April 21 *June 9
CLASS DATES			
Session 1 Start Date	August 24	January 11	April 26
*Session 2 Start Date	*October 12	*March 1	June 14
Last Day of Classes	December 3	April 22	July 29
ADMISSIONS			
F-1 Students Application Deadline	June 1	October 1	March 1
REGISTRATION			
Tuition Payment Due	August 21 *October 9	January 8 *February 26	April 23 *June 11
Last Day to Drop (Receive Full Refund)	August 28 *October 16	January 15 March 5	April 30 *June 18
EXAMS			
Mid-term Exams	October 5-8	February 22 - 25	June 7 - 10
Final Exams	Nov. 19 - Dec 2	April 15 - 21	July 22 – July 28
END-OF-TERM CELEBRATION			
End of Term Celebration	December 3	April 22	July 29
COLLEGE CLOSED (NO IEP CLASSES)			
Martin Luther King Jr.'s Birthday		January 19	
Spring Break		March 14 - 20	
Memorial Day			May 31
Juneteenth			June 19
Independence Day Observed			July 5
Labor Day	September 7		
Discovery Day	October 27		
Veterans Day	November 11		
Thanksgiving Break	November 22 - 28		
Winter Break	Dec. 19 – Jan 3		

* Late start for new or transfer students only

IEP Withdrawal and Refund Policy

Fees are refundable only if a student withdraws in writing before 5:00 p.m. on the first Friday of the session in which a student is enrolled. Students must email us or deliver a handwritten letter to the coordinator of the Intensive English Program.

Any refund will be issued in the original form of payment only.

If the student is on an F-1 visa, the student must also contact the International Programs' office to inform the office of the decision to withdraw from the class in order to take care of the student's I-20 document.

Withdrawal Deadlines:

Session Start Date	Withdrawal Deadline Date (before 5 pm)
August 24	August 28
October 12	October 16
January 11	January 15
March 1	March 5
April 27	May 1
June 15	June 19

ACHIEVEMENT SCALE AND INTERPRETATION OF THE SCALE COURSE

The table below shows students' proficiency in each skill area upon completion of the course.

	Elementary	Pre-Intermediate	Intermediate	Upper-Intermediate	Advanced
General Proficiency	Students can communicate in simplified, predicted, and survival contests. Significant errors in all language skills require sympathetic interaction.	Students can communicate in familiar contexts, can describe experiences, and give opinions with brief reasoning. All language skills need general improvement.	Students can communicate in most unexpected situations and support reasoning with details; however, patterns of errors occur, and interaction still requires considerable effort.	Students can communicate in a variety of demanding and spontaneous contexts. Students can use language skills with organization and flexibility. Errors occur but are unpredictable.	Students can communicate with ease in complex contexts. Students can argue, differentiate, summarize, and interpret with little error.
Grammar	Students are able to identify and use the correct sentence structure of simple and compound sentences using a variety of basic tenses and parts of speech.	Students are able to use and identify basic clause structures, time frames, voice, and verb tenses. Students are able to edit simple fragments and run-on sentences.	Students are able to use and identify complex clause structures, parallelism, and less frequent verb tenses and grammatical structures. Students are able to edit complex sentence structures.	Students are able to use accurate and cohesive grammatical structures in written texts to maintain coherency. Students are able to edit complex grammatical structures to improve written coherency.	Students are able to use accurate and cohesive grammatical structures in written texts to maintain coherency. Students are able to edit complex grammatical structures to improve written coherency.
Reading	Students are able to understand brief, simplified, and familiar texts by using basic reading and vocabulary skills.	Students are able to identify main ideas and supporting details of a relatively short, 3-4 paragraph texts with familiar topics. Students are able to define the meaning of unknown words using context in a relatively short, 3-4 paragraphs.	Students are able to understand multi-paragraph texts of familiar and unfamiliar topics. Students are able to identify the definition of newly mastered vocabulary through longer, multi-paragraph texts of familiar and unfamiliar topics.	Students are able to understand pre-academic texts, and abstract topics of varying lengths. Students are able to use a variety of complex and academic reading and vocabulary skills.	Students are able to answer synthesis questions after critically evaluating an un-adapted or multiple pages, academic text on an unfamiliar topic. Students are able to use complex academic vocabulary and reading strategies such as summarizing, paraphrasing, synthesis and complex inference.

Speaking & Listening	Students are able to converse about personal topics related to daily activities. Students are able to give a 3-minute presentation narrating personal topics.	Students are able to engage in conversation on routine topics. Students are able to give 5-minute organized presentation on a general topic. Students are able to speak familiar words with the correct stress.	Students are able to moderately engage in conversation on a variety of social and academic topics using examples and details. Students are able to give a 5-minute, organized presentation about a news report or story using visual support materials and formal, level-appropriate language with only minor pauses. Students are able to understand and infer varying tones.	Students are able to actively engage in academic discourse with general accuracy. Students are able to give a 7-minute, well-organized academic presentation on a familiar academic topic. Students are able to identify specific information and the main idea in lectures on familiar academic topics. Students explain complex matters with precise examples and details.	Students are able to engage in and lead a discussion on an academic topic. Students are able to give an 8-10 minute presentation on an unfamiliar academic topic. Students are able to modify speech according to the audience.
Writing	Students are able to write simple sentences using correct subject-verb agreement, adjective-noun word order, and pronoun use. Students are able to identify the topic, supporting, and concluding sentences.	Students are able to write an 8-11 sentence paragraph about familiar topics with a topic sentence, supporting details, and a concluding sentence. Students are able to write a process, descriptive, and opinion paragraph using compound and complex sentences.	Students are able to write a multi-paragraph essay that is focused, cohesive, and developed with specific examples and details. Students are able to use and edit a variety of sentence structures.	Students are able to draft, revise, and edit organized and cohesive academic essays which argue or explain complex matters. Students are able to use critical reading and thinking skills to integrate and prioritize certain source material to support their position.	Students are able to draft, revise, and edit academic research papers. Students are able to use analysis and synthesis of the outside source material. Minor errors may be present but do not interfere with meaning.
Academic Readiness	Upon completion, students will be able to use basic academic skills such as prediction, identification, and demonstration. Students at this level typically need three or more semesters of ESL before studying at SPC.	Upon completion, students will be able to use general academic skills such as discussion, organization, and acquisition. Students at this level typically need two or more semesters of ESL before studying at SPC.	Upon completion, students will be able to use advanced academic skills such as exploration, collection, and analysis. Students at this level typically need one or two more semesters of ESL before studying at SPC.	Upon completion, students will be able to use superior academic skills such as a proposition, examination, and synthesis. Students at this level are ready for academic study at SPC.	Upon completion, students will be able to use graduate academic skills such as complex inquiry, examination, and synthesis. Students at this level are ready for academic study at SPC.

LEVEL	COURSE STUDENT LEARNING OUTCOMES	
ELEMENTARY	Students who successfully complete this course will be able to:	
	GRAMMAR	• Recognize basic parts of speech and syntax • Produce Yes/No and Wh- questions • Produce the negative form of statements • Identify count and non-count nouns • Identify articles and quantity expressions • Produce the present form of TO BE • Produce sentences with common verbs in the simple present • Produce sentences with common verbs in the present progressive
	READING	• Identify definitions of level-appropriate vocabulary as introduced in the reading text and reviewed in class. • Respond to questions about the content of short, adapted texts on familiar topics. • Identify the main idea and supporting details of short, adapted texts on familiar topics. • Infer meaning from a short, adapted text on a familiar topic.
	SPEAKING & LISTENING	• Converse about personal topics related to daily activities. • Give a 3-minute presentation narrating personal history, using level-appropriate vocabulary and grammar, with only minor pauses. • Identify vowel sounds, consonant sounds, and stressed syllables. • Identify the main idea, gist, and specific information of brief conversations about personal topics.
	WRITING	• Write a unified, coherent, and well-developed paragraph about the present and/or past on a familiar topic using basic sentence structure and vocabulary with 70% accuracy of Elementary grammar skills (See grammar chart.) • Identify the function of and construct topic sentences, supporting sentences, and concluding sentences • Write simple sentences using correct subject-verb agreement, adjective-noun word order, and pronoun use.

PRE-INTERMEDIATE	Students who successfully complete this course will be able to:	
	GRAMMAR	• Construct Yes/No and Wh- questions • Use count and non-count nouns appropriately • Produce sentences using pronouns • Identify comparative and superlative forms • Construct sentences using present, past, future tenses, and present progressive • Distinguish between regular and irregular forms of verbs • Produce irregular verb forms - Construct sentences using modals • Produce prepositions of place • Produce sentences using gerunds and infinitives
	READING	• Define the meaning of unknown words using context in a relatively short, 5-7 paragraph, adapted text. • Identify the definition of newly mastered words introduced through the in-class reading of a relatively short, 5-7 paragraph, adapted text. • Respond to questions about the content of a relatively short, 5-7 paragraph, adapted text. • Identify the main idea and supporting details of a relatively short, 5-7 paragraph, adapted text. • Infer meaning from a relatively short, 5-7 paragraph, adapted text.
	SPEAKING & LISTENING	• Converse about personal and general topics related to daily activities. • Give a 5-minute, organized presentation on a general topic using level-appropriate vocabulary and grammar, with only minor pauses. • Produce vowel and consonant sound in words related to personal and general topics. • Speak familiar words with the correct stress. • Identify specific information from conversations and monologues about personal and general topics at a normal rate of speech.
	WRITING	• Write a well-organized 8-11 sentence paragraph about familiar topics with a topic sentence, supporting details, and a concluding sentence with 70% accuracy of pre-Intermediate grammar skills (See grammar chart.). • Write a paragraph in a specific rhetorical mode: process, descriptive, and opinion. • Write simple sentences with compound subjects, compound predicates, and compound objects. • Write compound sentences (with coordinating conjunctions such as and, but, or, and so) and complex sentences (with subordinating conjunctions such as when, while, before, after, although, and because).

INTERMEDIATE	Students who successfully complete this course will be able to:	
	GRAMMAR	• Construct sentences using present/past progressive and present perfect • Use indefinite and definite articles • Use comparative and superlative forms while maintaining parallelism • Form active and passive sentences and distinguish them • Form gerund, infinitive, and participial phrases in sentences • Spell irregular verb formations correctly • Decipher formality based on modal use
	READING	• Determine the meaning of unknown words in longer, multi-paragraph, adapted texts on familiar and unfamiliar topics by using context clues and word analysis. • Identify the definition of newly mastered words introduced through longer, multi-paragraph, adapted texts on familiar and unfamiliar topics. • Identify the author's purpose, main idea, and supporting details of longer, multi-paragraph, adapted texts on familiar and unfamiliar topics. • Answer questions that require the application of information from the text after critically evaluating longer, multi-paragraph, adapted texts on familiar and unfamiliar topics.
	SPEAKING & LISTENING	• Discuss pre-academic topics, including news reports and stories. • Give a 5-minute, organized presentation about a news report or story using visual support materials and formal, level-appropriate language with only minor pauses. • Recognize patterns of correct pronunciation in vocabulary words. • Produce correct intonation patterns in sentences related to news reports and stories. • Identify events in news reports and stories presented by speakers with a wide variety of accents, including some non-native speakers of English.
	WRITING	• Write a five-paragraph essay on a familiar topic with a well-developed introduction, three body paragraphs, a strong conclusion, and 70% accuracy of Intermediate grammar skills (See grammar chart). • Write an essay competently in three rhetorical modes: descriptive, classification, and process. • Write sentences using correct parallel structure.

UPPER-INTERMEDIATE	Students who successfully complete this course will be able to:	
	GRAMMAR	• Distinguish between simple, progressive, perfect, and perfect progressive in present and past • Construct sentences using future progressive, perfect, and perfect progressive • Effectively arrange all tenses in writing • Use the appropriate form of the verb in more complex verb structures • Decipher formality based on modal use • Form adjective, noun, and adverb clauses • Form active and passive sentences and distinguish them • Construct sentences using 1st and 2nd conditionals
	READING	• Determine the meaning of unknown words in 9-13 paragraph non-fiction, pre-academic texts based on context clues and word analysis. • Determine the main idea and specific details of 9-13 paragraph non-fiction, pre-academic texts. • Use a chart or graph to organize and compare information from a 9-13 paragraph non-fiction, pre-academic text.
	SPEAKING & LISTENING	• Discuss academic topics, including coursework required to meet academic and career goals. • Give a 7-minute well-organized, academic presentation on a familiar academic topic using language appropriate for the audience and purpose of the presentation. • Use standard American English pronunciation, intonation, and stress patterns in full sentences and when giving academic presentations. • Identify specific information and the main idea when listening to lectures on familiar academic topics, news items, reports, and commentaries.
	WRITING	• Compose an organized and cohesive academic essay on a familiar topic with 70% accuracy in Upper-Intermediate grammar skills (See grammar chart.) • Write a well-organized discussion post in a limited amount of time with a topic sentence, supporting details, and a concluding sentence that includes compound and complex sentences and level-appropriate vocabulary. • Write an essay, based on the student's current knowledge, in five rhetorical modes: narrative, comparative, cause-effect, and reaction/response.

ADVANCED

Students who successfully complete this course will be able to:

GRAMMAR

- Distinguish between simple, progressive, perfect, and perfect progressive in present, past, and future
- Construct sentences using future progressive, perfect, and perfect progressive
- Distinguish between used to and would for past
- Effectively arrange all tenses in writing
- Use the appropriate form of the verb in more complex verb structures
- Decipher formality based on modal use
- Form adjective and noun clauses
- Form active and passive sentences and distinguish them
- Construct sentences using 1st, 2nd, and 3rd conditionals

READING

- Identify the meaning and correct usage of new vocabulary words that are advanced in nature.
- Identify the main idea and specific details of a multiple-page academic text on an unfamiliar topic.
- Answer synthesis questions after critically evaluating a novel or 13-22 paragraph academic text on an unfamiliar topic.

SPEAKING & LISTENING

- Lead a discussion on an academic topic.
- Give an 8- to 10-minute presentation about an unfamiliar academic topic using visual aids and level-appropriate language with minimal pauses.
- Give a 3- to 5-minute academic speech without visual aids using level-appropriate language with minimal pauses.
- Identify facts and opinions associated with an academic talk on an unfamiliar topic.

WRITING

- Write an argumentative essay that includes a counterargument and refutation and at least one reliable source to back up the claims presented.
- Produce a lengthy, multi-paragraph academic research paper on an unfamiliar topic, with 70% accuracy in Advanced grammar skills (see grammar chart) and at least three reputable outside sources.
- Write a reaction and response paragraph as may be found on college exams.
- Reinforce the concepts and steps for writing cause-effect, comparative essays, argumentative, and research papers.