American Advanced Institute of Technology Language School

2026-2027

CATALOG

(This Catalog is Part of the Enrollment Contract)

School policies, regulations & prices are subject to change without prior notice.

American Advanced Institute of Technology Language School

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American Advanced Institute of Technology

info@aaitschool.com

HOURS OF OPERATION

The school provides classes during the following hours:
Day Program: Monday Through Friday 9:00 a.m.—6:00 p.m.
Evening Program: Monday Through Friday 6:00 p.m.—10:40 p.m.
Saturday: 8:25 a.m. – 6:00 p.m..
Administration offices: Monday-Thursday 9:30 a.m.-5-30 p.m.; Friday 10:00 a.m.-2 p.m.
Admissions Office: Monday-Thursday 9:30 a.m.-5-30 p.m.; Friday 10:00 a.m.-2 p.m.

Campus in Feasterville

106 E Pennsylvania Blvd, Feasterville, PA 19053
Phone: (267) 840-9000 **Fax: (267)-684-6947**

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Mission, Goals, and Objectives

Mission Statement

The American Advanced Institute of Technology (AAIT) Language School sees as its primary mission to foster the learning of the English as a second or international language through rigorous English Language training and exposure to the cultures of the United States, as well as professional and academic aspects of American way of life. We serve adults with various English Language proficiency levels who seek to advance in their academic, professional and personal goals.

Our Goals

To succeed in our mission, AAIT LS strives to provide students with a range of services to maximize the learning outcomes:

- Develop an efficient admission, orientation and placement system that will become a foundation for academic success.
- Provide students with curricula, classroom materials, and teaching methods that are informed by most effective learning instruction powered by recent research in second language acquisition both in the US and Europe.
- Recognize the importance of developing socio-cultural competence in second language acquisition and maintain relevant curriculum.
- Establish a system of student services and socio-cultural events which meets the interests and needs of international student body and help students integrate into US social environment and culture.
- Bring to classroom instructors who meet or exceed minimum standards in education, teaching experience, and certification.

Educational Objectives

Consistent with its mission, AAIT LS has established the following objectives:
To enroll students who demonstrate the aptitude and attitude to successfully pursue programs offered;

- To provide programs designed to meet the needs of international multicultural student body while maintaining an awareness of individual student requirements;
- To prepare students so that they can understand and appreciate benefits of life-long learning.
- To maintain a professional and positive integrity, which serves as a role model for enrolled students.

School General Information

What will you find on AAIT LS Campus

AAIT LS welcomes you with a warm, friendly, healthy life style atmosphere. Here you will find small classes that allow individual approach, affordable tuition, highly qualified instructors. AAIT School will offer housing assistance, however the School doesn't provide on-campus housing. Student Services will also provide medical insurance information and immigration counseling.

Administration, Staff, and Faculty

The American Advanced Institute of Technology LS 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.

School Facilities

AAIT LS is located just outside of Philadelphia, with proximity to New York City, Washington DC, the Pocono Mountains and the New Jersey shore. Philadelphia is a major US historical center and second largest city on the east coast with rich cultural, athletic, social, and political life. http://www.visitphilly.com
AAIT LS campus is conveniently located near major intersections and accessible through public transportation, only minutes away from the intersection of Street Rd. & Bustleton Pk, close to PA Turnpike (I 276), Route 1, I 95. Bus route #58.
Free parking areas are provided on the school grounds. Resource materials are available to students during daytime and evening hours.

Classroom Equipment for On-Site Sessions & Virtual Schooling

In keeping with the AAIT LS's high educational standards our classrooms are equipped with top notch technology & teaching materials that allow the students to develop necessary skills claimed by the Program goals. State-of-the-art smart classroom technology offers students and faculty at AAIT LS School the ideal environment for academic classes, meetings and special events. AAIT LS students have access to an open, wireless network on campus. Classrooms have projectors installed along with new instructor computers. Faculty can project DVD and VHS output in addition to the information displayed on the classroom computer or a laptop.

On-Campus Classroom Technology Services provide support for students, faculty and staff in the use of state of the art smart academic equipment. The School hosts its own servers with classroom instructor computers connected to the training server computer via super-fast gigabit network. Instructors' Laptops are connected to the network through MS Windows 2011 (Word, Excel, Power Point, Project, latest version). Domain controller and all accounts are setup through Active Directory.

Virtual Classrooms Equipment. The rise of distance education, online learning, and cyber-classrooms has created new roles and responsibilities for today's teachers and administrators. The School virtual space is provided by the Zoom Learning Management System with several virtual class conducting channels. Virtual schooling includes considerable infrastructure, with required technology, technical, and pedagogical support staff and administrators trained and experienced in such technology use.

Telephone system is setup through Nextiva VoIP based technology.

Acceptable Use of Network & Computer Resources

The American Advanced Institute of Technology provides access to local, national, and international networks, computing resources, as well as purchased by the School Zoom virtual class conducting channels in order to support its mission and goals.

General Principles

Access to network and computing resources owned or operated by AAIT LS imposes certain responsibilities and obligations and is granted subject to all AAIT LS policies, as well as local, state, and federal laws. Acceptable use should always be only for educational activities, legal and ethical, reflect academic honesty, show restraint in the consumption of shared resources, and reflect AAIT LS standards. It should demonstrate respect for intellectual property, ownership of data, system security mechanisms, and individuals' rights to privacy and freedom from intimidation, harassment, and annoyance.

Guidelines

There are responsibilities that must be met as a part of the privilege of access to such resources as network, computing & Zoom virtual class conducting channels. These include, but are not limited to, the following:

A student must not

- Use resources for any purpose that is inappropriate or inconsistent with his/her relationship with AAIT LS.
- Allow anyone to use or fail to protect his/her accounts (user IDs), passwords, and access assigned to him/her.
- Access or attempt to access another user's accounts, passwords, computers, data, files, or email without authorization.
- Misrepresent himself/herself or attempt to circumvent any data protection or network security measures.
- Use network resources to gain or attempt to gain unauthorized access to remote computers.
- Attach any equipment, including wireless access points, or install any software that could potentially impair the performance, integrity, or security of any AAIT LS computers, networks, or data.
- Attempt to decode passwords or data, or to monitor another user's communications.
- Deliberately perform an act that interferes with the operation of school network traffic, or virtual class conducting channels.
- Engage in any activity that could be purposely harmful to systems or information such as creating or propagating viruses, disrupting services, damaging files, or making unauthorized modifications to data.
- Use resources for personal entertainment, commercial, political, or profit-making purposes without authorization.
- Infringe any copyright, including the unauthorized and infringing distribution of copyrighted materials through unauthorized peer-to-peer file sharing.
- Engage in any other activity that does not comply with the General Principles presented above.

Enforcement

AAIT LS considers any violation of acceptable use principles or guidelines to be a serious offense. AAIT LS reserves the right to copy and/or examine any files or information resident on AAIT LS resources allegedly related to unacceptable use. In cases of misuse or abuse which involve an immediate threat to the network, data, or rights of other users, AAIT LS has the right to temporarily suspend a user's access or to disconnect the offending system or network subdivision to which it is attached without prior notice. Violators are subject to termination of their enrollment contract.

Information Disclaimer

Individuals using network and computing resources at AAIT LS do so subject to local, state, and federal laws, and all policies in effect at AAIT LS. Information, messages, and materials made available via AAIT LS network resources do not necessarily reflect the attitudes, opinions, or values of AAIT LS, its faculty, staff, or students.

Schedule General Information

Academic Year 2026-2027

AAIT School year consists of 3 academic terms, 14 weeks each comprised of Module I & II (7 weeks each). A full-time student is expected to attend 18 hours of instruction per week. Part-time students are not subject to those limitations.

Academic Calendar 2026-2027

Fall Term 2026 (Fall I - 7 academic weeks; Fall II – 7 academic weeks)	
Faculty In-Service Day	August 31 (Mon)
Fall I	**September 8 – October 22**
Classes begin – Student Orientation	**September 8 (Tuesday)**
Fall break	**October 26 - October 29**
Fall II	**November 2 – December 24**
Thanksgiving break	**November 23 - November 26**
Winter Break Begins	**December 28**
Spring Term 2027 (Spring I - 7 academic weeks; Spring II – 7 academic weeks)	
Faculty In-Service Day	**January 4 (Mon)**
Spring I	**January 11 – February 25**
Classes begin - Student Orientation	**January 11 (Mon)**
Spring Break	**March 1 – March 4**
Spring II	**March 8 – April 29**
Easter break	**March 29 – April 1**
Last Day of Classes	**April 22**
Summer Term 2027 (Summer I - 7 academic weeks; Summer II – 7 academic weeks)	
Faculty In-Service Day	**May 3 (Mon)**
Summer I	**May 10 – June 24**
Classes begin - Student Orientation	**May 10 (Mon)**
Summer II	**July 12 – August 26**
Independence Day Recess/Summer break	**June 28 – July 8**
Classes resume	**July 12 (Mon)**
Last Day of Classes	**August 19**

AAIT is closed on Federal Holidays: President's Day; **Memorial Day;** Independence Day; **Labor Day; Columbus Day;** New Year's Day.

Start dates: September 8; January 11; May 10

Class Size

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

Hours of Operation

The school provides classes during the following hours:
Day Program: Monday through Friday 9:00 a.m.—6:00 p.m.
Evening Program: Monday through Friday 6:00 p.m.—10:40 p.m.
Saturday: 8:25 a.m. – 6:00 p.m.

Course Calendar

Name of Course	Term Offered
Core Courses	
Conversation (Levels 1- 6)	Fall, Spring, Summer
Grammar (Levels 1- 6)	Fall, Spring, Summer
American Culture & Society (Levels 1- 6)	Fall, Spring, Summer
Level 7 Courses (optional)	
TOEFL iBT Prep @ Pre-Advanced Vocabulary	Fall, Spring, Summer
American Way of Life & Culture (Available for Levels 4 – 6)	Fall, Spring, Summer
Advancing Clear Communication	Fall, Spring, Summer
Elective Courses	
Pronunciation (Available for Levels 1 – 6)	Fall, Spring, Summer
Grammar Basics (Available for Levels 1 – 2)	Fall, Spring, Summer
Developing Academic Vocabulary (Available for Levels 2 – 6)	Fall, Spring, Summer

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. If at any time it is determined that the student cannot possibly complete the program within the maximum timeframe the student will be dismissed from the program.

Student General Information

Medical Insurance Policy

AAIT Administration strives to provide its students with comprehensive health information.
AAIT School is not required to offer nor does it require its students to carry medical insurance policy.
While medical insurance is not required we must inform students that medical treatment in the United States could be very costly and in some cases student's attendance can be in jeopardy, thus making it hard or impossible to maintain F1 visa status in good standing.
While AAIT School is not affiliated with any medical insurance company or agency we encourage students to do their own research for medical insurance in case they decide to get coverage.

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While AAIT School is not affiliated with any medical insurance company or agency students are encouraged to do their own research for medical insurance in case they decide to get coverage.
Students should explore medical insurance options. A few random links are provided below. Th School is though not responsible for any contents of the websites. If a student needs more information on the websites, the student should contact the respective companies directly.

http://www.internationalstudentinsurance.com/f1student/
http://www.isoa.org/

http://www.psiservice.com

Housing

AAIT Language doesn't provide housing, nor does it contract agents to provide housing information.

Getting a Driver License

Driving license is a major Identification Document (ID) in America.
If a student decides to drive a vehicle there is an option of getting a Pennsylvania driver's license.
It is always good to check the DMV website in a state of student's stay to see what documentation is needed to apply for the driver's ID.
In Pennsylvania the following list of documents is suggested:

- Passport along with valid US Visa Stamping in it
- Copy of I-94 arrival-departure record
  2 Utility Bills (electrical bill or phone bill in the student's name,).
- Rental Lease papers (If they have the student's name on it)
- US Bank account Statements (mailed to the student's home address)
- I-20 form from the school
- Enrollment verification letter from the school (only required at some DMVs)
- SSN, if the student has authorization for employment. If the student does not have a Social Security Card the student will have to get a form or letter stating non-eligibility for Social Security number. Such a note can be secured either from the Social Security Administration office or the Department of Transportation office. The student can always check with International student counselor for details.

Inclement Weather Guidelines

In the event of inclement weather, the college may adjust campus opening/closing times or close the campus entirely. AAIT LS students and staff should tune into local **TV News or Radio stations** for inclement weather notices, as well as call AAIT LS at 267-840-9000, or go to AAIT LS Web site at www.AAIT LSschool.com

Students should be aware that the bad weather does not mean that AAIT LS will close. Those students who have children must make arrangements when their school or day care is closed and AAIT LS is open. It is important to make arrangements prior to any expected severe weather.

School Policies & Implementation

Students' Rights and Responsibilities

Students have the right to quality academic programs with appropriate instructional methodologies and content, instructors with sufficient educational qualifications and expertise in the areas of instruction and academic environment that stimulates creativity in learning as well as personal and professional growth.

Students have the right to a fair and objective evaluation of their academic performance. At the beginning of each course students will receive information outlining the method of evaluating the student's progress towards the course goal and objectives, including the method by which the final grade is determined.
Students may form their own reasoned judgment as to the data and views offered in any course of study, but they are responsible for learning the academic content of any course for which they are enrolled.
Students have the right to an academic environment conducive to learning, free from acts or threats of intimidation, harassment, mockery, insult, or physical aggression.
When confronted with perceived injustices, students may seek redress through grievance procedures established in accordance with AAIT LS nondiscrimination policy. Such procedures will be available to those students who make their grievances known in a timely manner. Disciplinary sanctions will not be imposed without proper regard for due disciplinary process including adequate notification. Students have the right to a full disclosure and an explanation by AAIT LS of all fees and financial obligations.
Students have, commensurate with their rights, the responsibility and obligation to conduct themselves in a manner compatible with the mission and goals of AAIT LS.
Students are expected to treat staff, faculty and their fellow students with honesty and respect.
Students are responsible to comply with directions by AAIT LS faculty and staff who are acting within the scope of their employment, subject to their rights and responsibilities.

International Students' Rights and Responsibilities

Department of Homeland Security grants F1 status to individuals for one purpose only, to be full time students at a SEVIS approved school. **While enjoying the time in the US, it is very important for international students to understand and comply with the requirements governing their stay to ensure that they don't jeopardize their immigration status. It is** ultimately F-1 students' responsibility to be aware of and comply with immigration policies. Some key regulations are listed below.
Students on an F-1 visa must maintain a **valid passport** at all times**.** The U.S. government requires foreign passports to remain valid for at least six months into the future. F-1 students are advised to contact their home country embassy for information on extending current passport or obtaining a new passport. Embassy information is available at http://www.embassy.org/embassies/
Students on an F-1 visa attend **full-time** the school which USCIS has authorized you to attend.
Students on an F-1 visa must stay in **Good Standing Status** (it is the responsibility of the students to maintain satisfactory academic progress; maintain satisfactory attendance; keep tuition payments current abiding by their Payment Plan due dates)
Students on an F-1 visa planning to **change educational institutions,** must complete an official immigration transfer. They must successfully complete one term at AAIT before transferring to a new school in Good Standing Status. F-1 students transferring in or out after one or more semesters, need to discuss this with the Designated School Officials at both old and new schools. Both officials will guide them through the transfer process. Once their SEVIS record has been transferred to the new school, they will then be required to report to that institution within 10 days of the Acceptance Letter start date.
Students on an F-1 visa must **enroll for a full course load** during normal enrollment periods (at least 2 out of 3 **full*** terms (fall, spring, summer). **Students on an F-1 visa** can have an annual vacation only after completing two **full*** semesters of studies.
If F-1 students have reason to enroll for less than a full course load, they must complete a "Reduced Course Load" form. (RCL)
Per SEVIS regulations: "In order to obtain authorization to drop below the full-time registration requirement in a required term of study, students must first request authorization for a drop below full course of study within the term in which s/he will drop below full course of study, as outlined in 8 C.F.R. § Sec. 214.2(f)(6)(iii). Acceptable reasons for drop below full course of study at any time during the student's studies are: a. Improper course level placement; b. Illness or medical condition; c. Student in final term of study. Acceptable reasons for drop below full course of study during the student's first term of study only are:
a. Unfamiliarity with US teaching methods;
b. Initial difficulties with the English language;
c. Initial difficulties with reading requirements."
The RCL form must be submitted to, and approved by an AAIT Designated School Official <u>BEFORE</u> F-1 students drop below a full course load.

*Refer to the Definition of "Full Term" in the Enrollment & Registration section of the Catalog.

Students on an F-1 visa must not allow their **I-20 to expire** before completing their program of study. Immigration regulations require that F-1 students make every effort to complete their program of study by the expiration date on I-20. However, if they cannot meet this expiration date due to circumstances beyond their control, they must request a "program extension" prior to their I-20 expiration date. For that **it is their responsibility to contact their AAIT P/DSO**.
Students on an F-1 visa must not work in the United States without proper authorization. With authorization from an AAIT Designated School Official, they are permitted to work on campus up to 20 hours per week when school is in session if a job is available and if they are registered full time. Additionally, they may work up to 40 hours per week at a campus job during vacation periods when they are not in school, such as summer, winter, and spring breaks. After F-1 students have completed one year of studies, and with authorization from an AAIT Designated School Official they may apply to USCIS for Work Authorization. F-1 students must be aware that working without proper authorization is one of the most serious offenses they can commit as a visitor to the U.S. Unauthorized employment will cause them to fall out of F-1 status and may result in future visa denial. If F-1 students are unsure whether they are authorized to work at any time, they must speak with an AAIT Designated School Official.

Students on an F-1 visa must report any **change of personal information (name, phone and/or address** to AAIT Administration within 10 days of the change. Immigration regulations require that they provide current, up-to-date information about themselves to the school at all times. To inform the school about such change students must use one of the official channel of communication: by email or by filling out and submitting to an administrator "Information Change Form" available at school.

Inviting Dependents on an F-2 Visa to the US

If students on an F-1 visa plan to invite their spouse and/or children to join them as F-2 dependents in the U.S., they must notify AAIT Administration. If a student is an F-1 visa holder, each of the dependents may enter the United States with an F-2 visa.
If F-1 student's family members wish to visit the United States as tourists, they will need to apply for a B-2 visitor visa. It is customary for the student to write a letter of invitation for their family member(s). Whether F-1 students decide to bring their family members with them at the time of their initial entry or at a later time, they are required to show evidence of adequate financial support for each dependent. Below are the steps to obtain F-2 visas for any dependent family members:

Step 1. Get from AAIT Admissions the new I-20 Form after providing the following documents:
Financial documentation (e.g. bank statement, or letter from a sponsor, etc.)
Copy of biographical page of passport

Step 2. Provide the dependents with the following documents for visa application:
- The dependents' new F-2 Form I-20 (original)
- F-1 visa holder's new I-20 (copy)
- F-1 visa holder's passport biographical page (copy)
- F-1 visa holder's Passport visa page (copy)
- F-1 visa holder's I-94 (copy)
- F-1 visa holder's financial documentation (e.g. bank statement; letter from a sponsor)
- F-1 visa holder's letter of invitation
- Visa support letter from AAIT (optional)
- Financial documentation for F-2 dependent (e.g. bank statement, letter from sponsor, etc.)

Step 3. The dependents should contact their local U.S. Embassy/Consular Office and follow the procedures for F-2 visa application.

F2 dependents are not allowed to work while in the US and are not allowed to study unless the F2 is a child in which case they are allowed to study up to the 12th grade.

F-1 Students & US Policy on Working in the US

In general, international students in F1 status are forbidden from "engaging in business." However, immigration law does not expressly forbid F1 visa students from establishing their own business because 'preliminary business planning' is not considered 'engagement'. Once the business is established, however, F1 visa students are not permitted to operate their own business, engage in business, or receive revenue, compensation or salary.

F1 status students can receive benefits from their company through investments, without engaging in business. Immigration law allows International Students, F1 visa students to invest in their own company and receive dividends. Such investment is entirely legal and permitted, provided that the International Student, F1 visa student files an income tax return.

F-1 student are allowed to volunteer. Volunteering means working non-profit for a non-profit. Working for a for-profit company without receiving pay cannot be considered volunteering, and is therefore forbidden for F1 visa holders.
It is good to remember that SEVIS is an inflexible system with 0 tolerances for those who violate the terms of their student status. It is not advised to seek immigration advice from friends and family. Immigration regulations are subject to change and this information is subject to change without notice. It is the responsibility of an F-1 student to stay informed and take the required action on time. The federal regulations related to F1 students are found at 8 CFR 214.2(f).

Student Counseling

The student will find friendly and supportive faculty and administrative staff on AAIT campus. Formal counseling meetings requested by student or Administration are done by appointment and will be conducted no later than 7 working days from the date of request. The School Administration may refer students to outside qualified professionals, services or programs only if they are of recognized professional integrity in their field.
The School maintains a comprehensive system of advising students on academic, personal and immigration issues on several levels:

- New student Orientation;
- Start of Term Orientations;
- School Director, PDSO, DSO are available for meeting with or without prior notice;
- Faculty will meet with students to discuss their academic and personal issues

Students are provided in/formal administrative and academic counseling:

- On Good Standing status warning
- On attendance and conduct issues
- On immigration reporting deadlines

Student Academic Records and Transcripts

Students' records are supervised by the School Director/Director of Education. Students' records include if applicable admission, academic, financial, college counseling, disciplinary, medical, employment records. All records are kept in a student's file throughout student's enrollment in AAIT 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 may request one free copy of their transcript at graduation by submitting a written request to the School Director with the name and address where the transcript will be mailed. A fee of $45 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.

Confidentiality of Student Records:

AAIT LS like other private educational institutions is subject to the provisions of the Family Educational Rights and Privacy Act (FERPA), also known as the Buckley Amendment. FERPA is a Federal law that protects the privacy of student education 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 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, students should submit a written, dated appeal to the AAIT LS Director/Director of Education, 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 consent to disclosures of personally identifiable information contained in the student's records. AAIT LS may neither release nor disclose the student's personally identifiable information to outside employers, agencies, or individuals without first securing a written authorization from the parent or eligible student, as applicable, unless permitted by the Act.
The student is the only person who can authorize disclosure of his/her 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 AAIT LS officials with legitimate educational interests, or a person or company with whom AAIT LS 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.

Students have the right to appeal to the U.S. Department of Education concerning alleged failures by AAIT LS 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

AAIT LS does not permit students to inspect or review confidential student guidance notes maintained by the School, or financial records (including any information those records contain) of their parents or guardians.
AAIT LS 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 before the end of the second week of classes of a regular term (by the end of the first week of classes of a summer term). The information listed above will become directory information or public information as of the specified time.

Conduct

Being a student at AAIT LS means a commitment to seriousness of purpose, academic integrity and high standards of personal and social behavior.

Each student is expected to comply willingly with AAIT LS regulations, and to abide by local, state, and federal laws.

The School's regulations governing student conduct are intended to safeguard the welfare of its student body, and promote the best possible environment for professional study.

All students must recognize the consequences of their language, manners, and actions toward each other, faculty and school staff. Students must acknowledge their responsibility to promote a mutually respectful learning environment and support the reduction of any disruption to learning.

Types of misconduct, recognized as disruptive to the on-campus & virtual educational process include but are not limited to: Committing one or more of the following acts of misconduct may subject the student to termination of the student's enrollment contract:

- Acts of dishonesty, including but not limited to academic misconduct (e.g., cheating, plagiarism). Examples of dishonesty and/or plagiarism include, but are not limited to, copying work or written text from any source, including the Internet, without properly crediting the source of information; cheating on examinations and/or coursework in any form; and completing and submitting an assignment partially or wholly originated by another person.
- Failure to comply with directions of School officials acting in the performance of their duties, and/or failure to comply with school regulation when requested to do so.
- All kinds of administrative misconduct including but not limited to knowingly furnishing false information to the School; forgery, unauthorized alteration, or misuse of School documents, records, or identification.
- All actions disrupting the academic process including, but not limited to the use of cell phones & other electronic devices without teacher's instruction; any kind of obstruction or disruption of teaching and learning process, including but not limited to failure to follow teachers' instructions; using other than instructionally targeted language in class; harassing others or misbehaving in a manner that causes disruption or obstruction to the educational process; sleeping in class; being discourteous to or uncooperative with students or the teacher; barging into a classroom or early exiting without a polite excuse and teacher's permission; talking with others without teacher's instruction to engage in a class related discussion, making noises, or otherwise distracting other students; causing a situation when a teacher is prevented from starting an activity or lesson, or has to stop instruction to address the disruption.
- Any disorderly conduct including loud outbursts, altercations which may be physical, obscene language, or creating a situation hazardous to others both on school campus or during virtual classes.
- Causing physical harm to any person, or verbal or physical threats, intimidation, or coercion of any member of the School community or any other conduct that threatens or endangers the health, safety, or well–being of any such person.
- Attempted or actual theft of and/or damage to School property or services, including but not limited to: graffiti, destruction of School publications; theft or other abuse of computer facilities/resources; theft or damage to the property of a member of the AAIT LS community; and/or knowingly possessing stolen property. Additional guidelines are set forth in the Acceptable Use of Network and Computer Resources policies located in this Catalog.
- Unauthorized entry to or use of School facilities, equipment, or resources; or unauthorized possession, duplication, or use of keys/key cards to any School premises.
- Use, possession, manufacturing, or distribution of alcoholic beverages while on School property or at School-sponsored activities, or public intoxication*.
- Use, manufacture, distribution, or possession of illegal drugs or drug paraphernalia.
- Misuse or abuse of over-the-counter or prescription medications.

- Possession of any weapons or weapon facsimiles.
- Behavior that is self-destructive, threatening the safety of the individual.
- Sexual harassment or assault.
- Racial harassment including, racial slurs, offensive or derogatory remarks about a person's race or color, or the display of racially-offensive symbols.
- Any other type of discrimination, harassment, or retaliation.
- Selling or soliciting on School property except through an officially sponsored and approved event or activity.
- Posting announcements/flyers in the School without the approval of School Administration and/or in areas not designated for posting.
- Violating the terms of any student conduct sanction imposed in accordance with this Catalog.
- Violating any other School policy, rule, or regulation published in hard copy or available electronically, including on the School's website or other locations.
- Violating any federal, state, or local law.

Disciplinary Action: Non-compliance with the above rules of conduct will result in termination** of the student's Enrollment Contract.

* Alcoholic beverages may not, under any circumstances be used by, possessed by, or distributed to any person under twenty-one (21) years of age. Additional details on the use of alcoholic beverages are set forth in the Drug and Alcohol Prevention Awareness section of this Catalog.
** For clarification on the process of record Termination refer to the "Termination Procedures" section of this Catalog.

Our School's Stance on Class Misconduct & Harassment

Our school does not tolerate and prohibits class misconduct & any form of harassment. This applies to everyone who works at the school and all the students that attend classes.

Misconduct in class includes but is not limited to the following:

- engaging in behavior that is described as misconduct in the "Conduct" section of the School Catalog, including class behavior that disrupts or interferes with the learning environment, such as engaging in activities not related to tasks assigned by the teacher, **especially with the use of languages other than the language of instruction (English).**

Harassing behavior on campus is described as verbal, nonverbal, or physical. Examples of inappropriate behaviors include: ·

- use humorous or depreciative 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.

The school will investigate all known and suspected instances of class misbehavior & harassment and, where necessary, take corrective action. Depending on the circumstances, corrective action may include immediate and permanent dismissal. In some cases, the school may be required by law to report suspected misconduct to the police.

Dress Code & Personal Appearance

Professional appearance is as important as the development of professional skills. All students are expected to abide by the dress code, guided by the principle that what is appropriate for the workplace is proper for classes. Students are expected to practice good personal hygiene habits and maintain a clean, neat, and professional appearance at all times. Students failing to meet the dress requirements will not be admitted to class.
Administration and faculty are responsible for enforcing the dress code. Inappropriately dressed students will be sent home and time missed will be recorded as an absence.

Student Complaint / Grievance Procedure

AAIT LS administration encourages students to bring all complaints or grievances* about academically related situations, current or final grades to its attention. Many questions and concerns that students may have can be resolved through an informal discussion.
Students are encouraged to start with an **Informal Complaint** taken to one of the school administrators. Informal Complaints are not tracked.
If the issue is not resolved to the student's satisfaction**, a Formal Complaint Form** can be filled out and submitted to the School Administration (a written expression of dissatisfaction or formal allegations against the school, its units, its employees (including faculty and staff), and its students. Formal Complaints are stored in the School Complaint Log in the Office of School Director.
A written complaint meeting the definition of formal complaint, as stated above, submitted with a complainant's signature and date of submittal, is brought to the attention of one of the Director of Education or Director of Finance, who will work with the student and all parties involved to resolve the matter.
If the issue is not resolved at this level, the student should next bring the grievance in writing to the attention of the AAIT LS Director. The AAIT LS Director has the responsibility for reaching a decision that is in balance with the best interests of both the student and the School.
Should the student's grievance be not resolved to the student's satisfaction after completing the previous steps, the complaint may be filed in writing with the State Board of Pennsylvania Private Licensed Schools, Pennsylvania Department of Education, 333 Market Street, 12th floor, Harrisburg, PA 17126-0333, 717- 783 – 8228
Complaints of IEP F1 Visa students which cannot be resolved by direct negotiation with the designated school official (DSO) or responsible officer (RO) can be resolved by contacting the SEVP Response Center (SRC) at 1 (703) 603-3400 or at SEVP@dhs.gov.
* Anonymous calls or unsigned letters will not be acknowledged.

Safety & Security

The administration ensures that the School spaces (both campus based and virtual) are constructed with safety and security. The building is securely locked with alarm systems when the school is not in session. The school administration monitors security, safety and ethics of classroom work on campus by video surveillance systems and in virtual classrooms through random presence of Admin representatives. All school areas including hallways, classrooms, front desk and front door outside areas are equipped with cameras. During the school hours the safety of the school is also monitored by administration, staff and faculty who have contractual obligation to be school safety guards.

Drug & Alcohol Prevention Awareness

AAIT LS is in compliance with the Drug-Free work place Act of 1988 (Public Law 101-690) and the Drug Free Schools and Communities Act Amendments of 1989 (Public Law 101-226). AAIT LS does not allow the use of either illegal drugs or alcohol by students or employees. Students or employees who feel they may have a substance abuse problem can seek assistance from the following agencies.
In Warminster:

- People Acting to Help (PATH) 215-728-4600
- Narcotics Anonymous 215-440-8400
- Alcoholics Anonymous 215-574-6900
- Achievement Through counseling & treatment 215-276-8400

Property Loss and Injury

AAIT LS assumes no responsibility for loss or damage to a student's personal property or vehicle, nor does it accept liability or provide hospitalization coverage in the event of student injuries.

Nondiscrimination 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.

Student – School Official Media of Communication

All requests and notifications between students and Administration will be considered official only when submitted to info@aaitschool.com or to the school assistant/administrator through electronic or regular mail and / or on official school forms.

AAIT LS Language School Copyright Policy

AAIT LS Language School intends to abide by the provisions of copyright laws. As an educational institution AAIT LS Language School supports and encourages the exchange and sharing of information for the advancement of learning. The School does this with the expectation that all persons associated with the School 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.

The following is a summary of Civil and Criminal Penalties for Violation of Federal Copyright Laws
Copyright infringement is the act of exercising, without permission or legal authority, one or more of the exclusive rights granted to the copyright owner under section 106 of the Copyright Act (Title 17 of the United States Code). These rights include the right to reproduce or distribute a copyrighted work. In the file-sharing context, downloading or uploading substantial parts of a copyrighted work without authority constitutes an infringement.

Penalties for copyright infringement include civil and criminal penalties. In general, anyone found liable for civil copyright infringement may be ordered to pay either actual damages or "statutory" damages affixed at not less than $750 and not more than $30,000 per work infringed. For "willful" infringement, a court may award up to $150,000 per work infringed. A court can, in its discretion, also assess costs and attorneys' fees. For details, see Title 17, United States Code, Sections 504, 505. Willful copyright infringement can also result in criminal penalties, including imprisonment of up to five years and fines of up to $250,000 per offense.

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.

Admission Requirements & Procedures*

It is the goal of AAIT Language School to make the admission process easy and efficient by employing highly qualified admissions personnel knowledgeable in immigration regulations and supportive of the applicants.
Applicants to the AAIT LS Language School must meet the following requirements to apply for admission:
Have a high school diploma from a U.S. high school, foreign high school, or an equivalent of such Diploma.
International F1 Visa students will be accepted into the Program upon meeting visa and financial SEVIS requirements as well as providing the academic and professional reason for the study at AAIT. F-1 students will be fully admitted upon completion and approval by SEVIS of I-20 visa application.
All applicants must go through an information interview, either in person, by phone or electronically, complete the required admission documents, (Electronic version of the application is available on AAIT Website) and submit the necessary fee(s) stated on the Tuition and Fee Schedule of the Enrollment Agreement.
All applicants must complete the Enrollment Agreement (if the applicant is under 18 years of age the Enrollment Agreement must be signed by a parent or a guardian) and submit the required deposits and registration fees. For full disclosure on financial admission arrangements refer to Financial Guidelines section of the Catalog.
All applicants must complete financial arrangements prior to starting classes.
At admission non-refundable Initial Admission deposit and registration/processing fees are due. At term registration non-refundable Term Registration Deposit is due. Initial Admission & Term Registration deposits are applied as a credit towards student's tuition account only if and when student attends and completes classes of the term, the student registered for.
Students are admitted to fill the capacity of classes and applications will be accepted on a rolling basis any time throughout the year.

*For details on admission procedures refer to the information on the School website or call the Admissions Office.

The School will consider awarding informal credit for prior learning. However, all placements into Program's levels of proficiency are done based on a series of placement tests.
No age, race, religion, or language proficiency limitations are imposed on the admission process.
Individuals may be denied admission to AAIT LS, enrollment in courses and/or programs and participation in certain AAIT LS sponsored activities if it is determined that such access is likely to pose a serious threat to the safety of the applicant and/or members of the AAIT LS community. Such determination would be made on a case-by-case basis by a review board under the guidance of the AAIT LS Director.

Referral Policy

Student Referral is defined as a full-time student who has been officially registered by the Program, and who has completed one term of studies. Referral reward - $100.

Enrollment & Registration

Definition of registration, enrollment & matriculation. The process of signing up for Program, courses, term is called **registering**. Students are charged tuition and fees when they register. Students are **enrolled** AFTER they pay the tuition and fees. A **matriculated** student has been accepted for admission to the Program, has **registered** and is pursuing courses toward a certificate.
Only students in Good Standing are eligible for the next term registration. (see Student's Good Standing Status section of the Catalog)
New Student Enrollment and Registration. Prior to the start of classes of the term for which they have been admitted, new students will receive information from the School regarding orientation dates, course enrollment, and tuition/fee-payment deadlines. Enrollment materials including the e-copy of the current Catalog, signed School Policies Statement, Enrollment Agreement together with Payment Plan, which constitute the Contract between the School and the student will be provided at the New Student Orientation on the day assigned.
Continuing Student Enrollment and Registration
Continuing students (those currently registered or eligible to register for the next term) should register for each new term according to the deadlines listed on their Payment Plan and follow deposit/fee payment instructions. No financial or academic policies can be negotiated before the non-refundable term registration deposit & fees are paid.
Term Enrollment and Registration before Annual Vacation. Students going on annual vacation must register for the next term before the start of vacation. International F-1 students are not eligible for annual vacation if they do not register, pay the next term registration deposit (non-refundable) to reserve a seat in class, and enroll (sign up for classes).
If an F-1 student, goes on annual vacation after registering for the next term without actually continuing school the next term, the I-20 form will carry a notation about early withdrawal from the Program as of the end of last completed academic term. Students are not considered fully registered for the next term until they have both paid term registration deposit and enrolled in courses.
Initial and next term registrations together with deposit payments must be completed on due dates assigned in the payment plan.

Late Registrations. Students are not considered fully registered until they have both enrolled in courses and paid registration deposits/fees.
The student must be officially registered before the first day of classes. If the student begins to attend classes without completing the registration, attendance will not be credited and the students will be held responsible for such absences due to late registration. If a registration is approved after the start of the course the class sessions prior to registration will not be included in the student's attendance and the student will be marked as absent for the sessions before the registration. The absences accrued in the latter case will be counted in the semester total and are subject to the current attendance policy.

The student will be considered **full-time matriculated** after enrolling, registering and attending the first day of classes.
Policy Enforcement: Students who violate the above Enrollment and Registration policies subject to termination of their Enrollment Agreement. (Refer to Termination section of the Catalog)

New Students Late Enrollment. New students will be considered to have completed a full term* of classes if they have joined the classes not later than two weeks (8 class days or 36 class hours) after the start of classes of the respective term, given they fulfill all other requirements of a student in Good Standing and made up the classes they missed due to late enrollment.

*Refer to the Definition of "Full Term" in the Enrollment & Registration section of the Catalog.

Definition of "Full Term"

Full term of classes at AAIT LS is defined as 14 weeks of class attendance by a student in Good Standing.

General Academic Regulations

Students who enter the AAIT LS academic community make a commitment to serious work and acknowledge that the academic and social success of the community depends on respect for the rights of others, considerate behavior, and good judgment. Students are expected to maintain high standards of personal conduct; behavior should reflect maturity and respect for the rights of all members of the community. The AAIT LS affirms that the responsibility to create an environment conducive to the freedom to learn is shared by all members of the academic community. The academic policies and procedures have been developed to support such learning.

Student's Good Standing Status

In the process of learning a student must remain in "Good Standing" status. The student is considered in good standing when the student meets all the criteria and requirements laid out in this Catalog. A student's good standing status includes but is not limited to:

- Satisfactory academic progress (GPA above 2.00 or grade of 70% and above) at any time in the course of the Program.
- Satisfactory attendance (attendance stays above 80% at any time in the course of the program)
- No outstanding balances on tuition or fees at any time in the course of the program.

Attendance Policy

AAIT LS expects students to attend all scheduled classes. Poor attendance (and lateness) hinders the students' ability to master the subject matter and may result in failing the course.

Satisfactory Attendance is defined as meeting 18 clock hours per week of classes requirement and is measured by clock-hours & smaller chunks of time; that is, tardiness and/or early departures will affect attendance rates.

Attendance is closely monitored. The faculty is responsible for marking late arrivals and early departures. If a student misses more than 30 minutes of class, the student may stay in class, however, that class attendance will not be credited for the whole day.

International students on a **student** (F-1) **visa** must follow immigration laws, which say that F-1 **visa students** must be in a full-time schedule and 100% attendance of classes. 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 is considered out of F-1 status and such student's record will be terminated.**

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

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.

Marking students' attendance: Attendance is measured by 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.

Attendance Evaluation. Students' attendance will be reviewed by Administration on an ongoing basis and officially posted to students online accounts at academic evaluation points (Mid-term & End of Term). However, F-1 students are responsible for monitoring their own attendance on an ongoing basis to avoid termination of student records for low (below 80%) attendance.

Excused absences. There are **no** excused absences for F-1 international students. **If an F-1 student takes time-off for any reason including medical, that time will count towards the overall amount of the student's absences.**

Terminations

All students are expected to conduct themselves as responsible adults, attend classes regularly and maintain a satisfactory level of academic achievement.

AAIT reserves the right to terminate a student's Enrollment Contract and for F-1 students their SEVIS F-1 record immediately without any refunds if:

- A student fails to maintain Good Standing status which includes:
  - a student fails to maintain satisfactory academic progress (GPA is below 70% at any time in the course of the program)
  - a student fails to meet attendance standards (attendance falls below 80% at any time in the course of the program)
  - a student fails to meet financial obligations to the School (doesn't comply with the Payment Plan schedule).
- a student violates the rules addressed in the "Conduct" section of the Catalog
- a **new student** fails to report to school and
- register for the initial term of the program by the designated registration date.
- a **continuing student** doesn't register for the next term and no transfer is initiated by the designated registration date.
- a **continuing registered student** doesn't show up for the start of the term (1st day mandatory orientation, or first day of classes whichever comes first).
- a student has **missed 7 consecutive days of classes** without providing a reason prior to or within 7 business days of the first date of absence.
- a student fails to notify the school Director of the time-off or leave of absence prior to taking time off or a student doesn't show up for classes after the time-off or LOA.

Termination Procedures

Termination of a student school record (Contract) and for F-1 students of a SEVIS F-1 record is a 3-step process:

1. Informal warning (verbal or by email)*
2. First official warning letter emailed to a student (for F-1 students: F-1 Student Status Non-Compliance Notice)*
3. Official Letter of Termination emailed to a student (for F-1 students: F-1 Student Status Non-Compliance Final Notice)

*To prevent the Termination process from going on to the next stage, the student must within 2 business days of the receipt of the Informal Warning or First Official Warning Letter officially (by email) contact the school to set up immediate remedial plan and start working on that corrective plan.

Reinstatement of Student's School Record

If a student lost the Good Standing status due to non-compliance with school policies, and got the Student Non-Compliance Final Notice of school record termination (such letter is sent by email) the student has 3 working days from the receipt of the email to get in touch in writing with the School Director and fill out the Request of Reinstatement of Student IEP School Record Reinstatement form (Request to initiate corrective actions to reinstate the Good Standing status).

If an F-1 student's SEVIS record has been terminated for non-compliance with Good Standing status requirements (refer to Student's Good Standing Status & Terminations sections) or any other failures to maintain F-1 status and got the Student Non-Compliance Final Notice of school record termination (such letter is sent by email) the student has 3working days from the receipt of the email to get in touch in writing with the School Director and fill out the Request of Reinstatement of Student IEP School Record form (Request to initiate corrective actions to reinstate the Good Standing status). Requests for reinstatement are reviewed by the School Board of Directors. The student is notified of the School Board decision via e-mail. The Board's decision is final and cannot be appealed further.

In case of an F-1 student reinstatement, if the School Board decision is positive, the student must submit the I-539 Form to DHS immediately (if SEVIS record has been terminated) and attend classes maintaining the Good Standing status.

Early Withdrawals & Withdrawal Procedures

A student choosing to withdraw from the school after the commencement of classes is to provide a written notice to the Director of the School prior to withdrawing from the Program. The notice must include the expected last date of attendance and be signed and dated by the student.
The date of withdrawal is the last day of attendance or, in case of no return from a leave of absence, the date determined as the end date of the leave of absence.

The student will receive a transcript, if requested, with the date of withdrawal.

Time-Off / Leave of Absence

If special circumstances arise, a student must notify the school in writing of a time-off they need to take or a leave of absence (LOA), which should include the anticipated start and end date, and the reason for such absence or leave ("Advance Notice of Time-Off" form). Such notice must be provided prior to or within 7 business days of the first date of absence. Students may submit this form or a relevant written notice to AAIT LS Director/Director of Education. F-1 students must submit this note to the School PDSO. Notices for a Time-Off or a Leave of Absence must be **signed the by an AAIT LS Administrator to acknowledge the receipt of notification and admitted to the student's file before the desired Time-Off or the start date of the LOA.**

Because for F-1 students all time-off, regardless of reason, is counted towards overall absences, an F-1 student, while planning time-off, is responsible for keeping attendance above 80% to avoid falling out of F-1 status and getting F-1 school record terminated.

A LOA for F-1 students means leaving the US for the period of the leave of absence. An F-1 student may be granted a Leave of Absence in the event of unforeseen circumstances, for example, medical reasons affecting the student or a member of the student's immediate family, military service (the student only), or jury duty (the student only). F-1 students are advised to not take a LOA longer than **5 months**. For visa purposes, F1 students that take a LOA for more than 5 months of academic time will need to apply for a new I-20 and visa.

If the student fails to return from the leave of absence at the agreed date, the student's record (Contract) will be terminated without any refunds from the date determined as the end date of the leave of absence, which will be considered as Date of Withdrawal. (Date of SEVIS Record Termination for F-1 students).

One form of extended period of Time-Off is RCL (Reduced Course Load). If a student needs time off for any medical reasons, including doctor's visits, and the student realizes that the planned time off will bring attendance below 80% and because all time-off, regardless of reason, is counted towards overall absences, the F-1 student must **apply and get approved for RCL before his attendance falls below 80%** to avoid falling out of F-1 status and getting F-1 school record terminated.

Annual Vacation for F-1 Students

An annual vacation is an authorized break in a student's studies that is taken once per academic year and lasts one term. F-1 students are eligible to take an annual vacation **after completing two full terms**. Although it is most frequently taken during the summer term, it can be taken during another academic term, which is usually determined by a student's school calendar.

To be eligible for the annual vacation students must meet the following SEVIS & AAIT annual vacation policy requirements:

- The United States Citizenship and Immigration Services (USCIS) require all international students (F-1) to have been enrolled in and completed full course loads for two consecutive terms prior to applying for an annual vacation. F-1 Students may not work on their vacation, unless they are authorized by US CIS.
- *Reference: SEVIS Regulations § Sec. 214.2(f) (iii)* Annual vacation. *An F-1 student at an academic institution is considered to be in status during the annual (or summer) vacation if the student is eligible and intends to register for the next term. A student attending a school on a quarter or trimester calendar who takes only one vacation a year during any one of the quarters or trimesters instead of during the summer is considered to be in status during that vacation, if the student has completed the equivalent of an academic year prior to taking the vacation."*

Eligibility for an annual vacation thus includes: registration for the next term and payment of seat saving deposit (non-refundable) by the set registration deadline, completing annual vacation application and getting it approved by SEVIS Designated School Official.

The approval of annual vacation application requires the student to be in good standing academically (Term GPA above 70% for each of the 2 preceding full terms), financially (no outstanding balances) and to have a satisfactory attendance record by the end of each of the 2 preceding terms (above 80%).

If an F-1 student is in the process of reinstatement of F-1 visa, such student, due to the fact that reinstatement puts a student into initial student's status, will have the right for an annual vacation after the reinstatement is approved by SEVIS and only after having completed 2 full terms of studies after said SEVIS reinstatement puts the student back into F-1 ACTIVE status.

Academic Standing

Student's Academic Good Standing Status

In the process of learning a student must remain academically in "Good Standing" status. The student is considered in good standing academically when the student maintains satisfactory academic progress (GPA above 2.00 or grade of 70% and above at any time in the course of the Program.

If a student lost the academic Good Standing status, refer to Terminations & Student's Good Standing Status & It's Reinstatement Procedures section of the Catalog.

Grading System

Instructors will assess students' progress in completing course objectives and meeting student learning outcomes. Academic progress will be measured during the term and throughout the enrollment through the following grading system.
Grades are issued upon completion of each term.

GRADE SCALE			GRADE BREAKDOWN	
100-90	A	4.0	Unit Tests	60%
89-80	B	3.0	Projects*	10%
79-70	C	2.0	Midterm Tests	15%
69 & Below	F	< 2.0	Term Final Exam	15%

*Projects are part of Mid-Term and Final tests as level exit criteria and thus serve as criteria in determining students' achievement in spoken and writing skills at the end of the term and students' progression to the next term.

I—Incomplete Due to extenuating circumstances, a student may be given an extension of time to complete course objectives. An "I" grade must be made up prior to the end of the succeeding term or it becomes an "F." (Does not count in computation of grade point average.) Assignment of "I" grades is a faculty prerogative and is issued when the student who has completed the majority of the course requirements is unable to complete the remainder due to unusual or extenuating circumstances.
P—Pass A "P" is an indication that the student has completed the coursework satisfactorily. It is used at the discretion of the School. (Does not count in the computation of grade point average.)
ITP – (individual transition program) is an indication that a new or returning student has not been able to complete the requirements of the Term due to illness or other legitimate reasons and will have to repeat the Term.
W—Withdrawal A "W" is an indication of an action requested by the student. A "W" may not be changed to a grade. (Does not count in the computation of grade point average)
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.

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.

Placement, Progress & Academic Achievement

All incoming students must take an entry Placement test, which places students in levels that are appropriate for their learning and English development. Students will be tested in reading, writing, listening, speaking and grammar with a series of tests that have been aligned with AAIT (LS) curriculum and will effectively determine the appropriate placement level for each student. Students, who are not new to the IEP, must retake the placement test if they are returning after an absence of one Term or their instructor(s) recommends a retake. To ensure the validity of the results, **retakes are not to exceed two times per year.**

IEP Students may need to repeat a level in order to raise their level of English proficiency necessary to begin the next level. Students will not be allowed to repeat a level if they failed due to attendance reasons. Repeating a level once or twice is not unusual. However, no student should repeat a level a third time. Students who are required to repeat a level a third time will be considered not making satisfactory progress in developing English language proficiency and therefore will be dismissed from the program for lack of academic progress.

A dismissed student should plan to transfer to a different English program.
Students dismissed for lack of progress who wish to return to the IEP must re-take the IEP Placement Exam.

Student's advancement to the next **Level** will be determined by the student's mastering the Level's set of leaning outcomes. Students will advance to the next proficiency Level provided they have mastered the learning outcomes of the preceding Term, by having achieved a combined GPA of 70%(2.0) or higher in core classes, and passing the Level/Term Final test with a score of 70% or higher. Every test is a standardized assessment tool (as stated in each course syllabus).

If any of the components are missing the Academic Committee may recommend a repeat of the Level or dismissal. The time students will take to complete all coursework will not exceed 1.5 times of the published program length.*

Level Exit requirements:	Program Exit Criteria:
Term GPA is 70% (2.0) or higher 70% or higher for the Level Final Test	Mastery of Level 6 (Advanced Intermediate) Course objectives Final term grade of 2.0 and above Final Exam 70% or higher

*Individual student exceptions to the above should be evaluated by the Director of Education.

Graduation Requirements

AAIT LS awards Certificates of Completion for successful completion of day and/or evening programs. Students must meet the Program Exit requirements as outlined in the School Catalog current at the time of application for graduation.
Previously earned credits from another institution may be counted towards successful completion of a course. The awarding of credit and determination of equivalency of the prior experience to related coursework will require documented proof and will be evaluated by the instructors who teach related courses. Credit for the previous work will not exceed 25% of the total program and will not be used in calculating the cumulative GPA.
Students must return all property belonging to AAIT LS.
Students must be in good financial standing and fulfill all financial obligations to the School prior to graduation unless previous satisfactory arrangements have been made. If satisfactory financial arrangement have not been made, the graduation credentials will be withheld.

ESL Student Level Change*

Students are placed in one level for all subjects. All students are placed in a proficiency level according to the Assessment Test results or based on the previous semester grades. Changes in levels are rarely made after classes begin. However, if a level change is approved, the student must agree to the change.

1. Instructor initiated level change
To assure proper placement, student's class performance will be observed during the first two weeks of instruction. If the instructor believes that a student has been misplaced, they will discuss it with the Director of Education and determine the appropriate action.

2. Student initiated level change

Returning students Level Change
If a student wishes to change levels, he or she should use the Level/Class Change Request from and submit it to the Director of Education for approval during the first two weeks of classes. Students must attend 2-3 classes before requesting or considering a class/level change.
The Director of Education will determine the appropriate method of evaluation to validate the change of level.
Changes are not made until after the mid-term. Individual student non-academic accommodations are not a factor in the decision process (e.g. friend in another class, etc.)

New Student level change
During the initial level placement process, the student can challenge the results of the placement.
All additional information presented by the student should be considered for adjusting the level placement.
Once a level has been agreed upon, students are not permitted to challenge that academic year level placement any further.

If a level change is approved, students will receive a new class schedule and they may exchange their current books for their new level books. Books will only be exchanged if they are in "unpacked" condition; otherwise, students will be required to purchase new books at their own expense.

*Some class change requests may be denied due to student assessed skills or class schedule or size.

Academic Counseling & Tutoring

Students experiencing academic difficulty are required to meet with their instructor or Director of Education to discuss the cause of academic difficulty and to determine the best course of action for the student to follow to improve his/her academic performance.

Tutoring* is available to students who feel the need to improve their study skills and academic performance.
Such tutoring will be arranged on AAIT LS campus upon permission secured from AAIT LS Director. Tutoring fees apply and will be payable to AAIT LS Business Office.

Student Grade Appeals & Process for Grade Appeals

The student who believes there is an inaccuracy in his/her official academic record (transcript) must notify the Administration Office immediately. The appeal process for course grades or other course matters must be initiated no later than 30 days after the end of the term (last class day) in which the course was completed.
A student who wishes to appeal a grade or other course matters should follow the appeal procedure listed in "Student Complaint/Grievance Procedure" of this Catalog.

Make-Up Standards

Students are encouraged to attend classes every day and be in class on time. If a student is absent from class, the instructor will not re-teach material and it is solely the student's responsibility to find out the material missed during the student's absence and to make arrangements for make-up. Make-up classes are recommended when a student's record shows between 90% and 95% attendance to avoid dismissal from the program and for F-1 students losing F-1 status due to low attendance (<80%).

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.

Hours of make-up work will not be accepted in lieu of instruction hours of class attendance, which means that make-up of missed classes does not erase an absence from the student's record.

Make-up of missed classes can be scheduled by a student who provided the school administration in writing with a valid reason for the absence prior to or within 7 business days of the first date of absence. Make-up classes can be scheduled with a limitation of 15% of total attendance requirement during each evaluation period. Make-up classes in excess of 15% can be scheduled by students, who missed class time due to illness, and provided a medical note on a doctor's letterhead signed by the doctor within 7 business days of the first date of absence.

Exam Make-up policy: If the student cannot take the exam at the scheduled time and day, it is the responsibility of a student to make arrangements **prior to the exam** as to when the student will take the exam. Usually it will be given early, not late.

Early Withdrawal Effect on Grades

Discontinuing a course will affect the student's transcript (permanent record) by showing a "W" for that course. If a student simply stops attending class and does not officially withdraw from the course, such student will receive an "F" grade for each course in which a student is still enrolled.

Financial Guidelines

Students' financial responsibilities begin at initial registration as part of admission process, when the future student applies for the program and signs the Enrollment Agreement and Payment Plan. Students are responsible for fulfilling financial obligations laid out in their Payment Plan (Initial & updated) throughout the school enrollment. At admission a non-refundable Initial Admission deposit plus registration/processing fees are due. At term registration non-refundable Term Registration Deposit is due. Initial Admission & Term Registration deposits are applied as a credit towards student's tuition account only if and when student attends and completes classes of the term the student registered for.

Cancellations, Withdrawals & Refund Policy

An applicant not accepted for admission by decision of AAIT LS Admissions is entitled to a refund of all monies paid, excluding registration and any other admission processing fees.

Non F-1 visa students are eligible for a refund of their initial admission deposit money excluding registration and any other admission fees if the candidate's cancellation written request is received no later than five business days prior to their first day of classes.

Applicants for F-1 visa from outside of the US - No Refund of initial admission deposit money or any other fees is issued after the Form I-20 has been issued, if student decides to cancel the application process; fails to meet application/interview requirements; receives or carries an entry visa; enters the US on an I-20 form obtained through AAIT, and subsequently cancels prior to the start of classes; never attends class (no-show); transfers to another institution before starting the program. Refund of admission deposit money excluding registration and any other fees is issued to students, whose visa application was denied due to no fault of the applicant.

Students changing status to F-1* - No Refund of Initial Admission Deposit or fees is issued to students changing status to F-1 after the payment is made & I-20 is issued.

F-1 Transfer students* - No Refund of admission deposit money or any other fees is issued to students transferring to AAIT from other SEVP approved educational organizations after the payment is made.

Students returning from annual vacation – no refund on term registration (seat saving) deposit.

Withdrawal Refund Schedule

In case of student's early withdrawal from the program only tuition moneys excluding those part of the initial or term registration deposit and fees will be refunded based on the following schedule:

1- 4 class-days of term	**70% of term costs**
5th class-day – < 25% of term	**50% of term costs**
25% - less than 50% of term	**35% of term costs**
50% and more of term	**No refund**

Any approved refunds are issued within 30 calendar days of the date of the student's written request to cancel application (for non-F1 students) or within 30 calendar days of the determination of the withdrawal date.

There is a term early withdrawal fee of $600.

Tuition & Fees Payment Procedures

General Payment Procedures Related to All Payment Plans

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

- either in full by the registration deadline for the term,
- or according to a Payment Plan that has been agreed upon by the student and AAIT LS Business Office. The Payment Plan is considered to be approved after it has been signed and dated by the student and accepted (signed and dated) by AAIT LS Official. After its approval the Payment Plan becomes an official rider to the Enrollment Agreement.

Payment arrangements should be made by the due date. The grace period is 4 business days.

Overdue accounts will be assigned a late fee of $40.00; 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.

We accept Cash, Check, all major credit cards. Please note that 4.5% surcharge fee will be added for all credit card payments.

Payment Plans

Option 1: Pay 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.

For elective 7-week long courses and programs full payments are made by the first day of class.

Option 2: Installment Payment Plan

AAIT LS offers an Installment Payment Plan for students who cannot pay the full cost of the Program for the term 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.

***For more details refer to "Change of Status Disclosure Letter"; "Transfer Student Disclosure Letter"**

For complete list of Tuition and Fees go to the AAIT website: https://aaitschool.com/tuition-fees-cost-of-living/.

IEP Programs

Level 1 - Low Beginners (ESL 101)

This integrated course consisting of **Conversation, Grammar, and American Culture** is designed for those who have had little or no prior school experience in the English Language and would like to develop ability to comprehend and respond appropriately to simplified spoken English and to produce basic spoken English in social situations, comprehend and analyze simplistic texts in English, and recognize word order and simple sentence structure.
It is an integrated course, combining English grammar, vocabulary, reading, writing, speaking, and listening instruction.
Working from the alphabet up, the students are introduced to conversational English with an emphasis primarily on communication.
Upon successful completion of this course, students will be able to understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type; introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has; interact in a simple way provided the other person talks slowly and clearly and is prepared to help. In the language of illustrative descriptors students will be able to recognize in print, respond to, state, ask for, write simple forms, frequently used words, phrases and questions regarding personal information, present activities in familiar contexts such as goods, colors, phrases, body, numbers, time, shopping and countries.
There are **Optional Courses** are offered parallel to the above course.

Course #	Course Name
	Core Courses
ESL101-1	Conversation
ESL101-2	Grammar
ESL101-4	American Culture & Society
	Optional Courses
ESL100-3	Pronunciation
ESL100-2	Grammar Basics

Level 2 - Beginners (ESL 102)

This integrated course consisting of **Conversation, Grammar, and American Culture** is designed for those who have limited background in the English language and would like to develop ability to comprehend and respond to spoken English on familiar topics, such as self, school, family, work and everyday activities, to comprehend and appropriately use basic grammatical structures in both written and spoken English, to identify key ideas in basic texts relating to everyday topics, and to construct simple and compound sentences on a familiar topic or idea.
It is an integrated course, combining English grammar, vocabulary, reading, writing, speaking, and listening instruction.

Upon successful completion of this course, non-English speaking adults will be able to understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment), communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters, describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate basic need. In the language of illustrative descriptors students will be able to state, respond appropriately to, write simple sentences and compound sentences relating to simple descriptions of self, people, places, routines, likes and dislikes, present & past activities, home, family, work and hobbies, recognize and identify key ideas in a short passage.
Elective Courses are offered parallel to the above course.

Course #	Course Name
	Core Courses
ESL102-1	Conversation
ESL102-2	Grammar
ESL102-4	American Culture & Society
	Elective Courses
ESL100-3	Pronunciation
ESL100-2	Grammar Basics
ESL102-7	Developing Academic Vocabulary

Level 3 - High Beginners (ESL 103)

This integrated course consisting of **Conversation, Grammar, and American Culture** is designed for those who have limited background in the English language and would like to improve their ability to comprehend and respond appropriately to high-beginner spoken English, use spoken English in real world situations, use grammatical structures necessary for expressing the present, the future and the past times, comprehend and analyze high beginner texts. It is an integrated course, combining English grammar, vocabulary, reading, writing, speaking, and listening instruction.
Upon successful completion of this course, students will be able to understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc., deal with most situations likely to arise whilst travelling in an area where the language is spoken, produce simple connected text on topics which are familiar or of personal interest, describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans. In the language of illustrative descriptors students will be able to recognize, express, communicate, respond appropriately to simple statements and questions, in the present, past and future time frame (with related signal words), using previously learned phrases, employ simple clarification requests to determine meaning of question or statement, interpret short paragraphs on familiar topics, identify sequence of events in short readings, examine authentic documents to locate specific information, produce a paragraph on a familiar topic.
Elective Courses are offered parallel to the above course.

Course #	Course Name
	Core Courses
ESL103-1	Conversation
ESL103-2	Grammar
ESL103-4	American Culture & Society
	Elective Courses
ESL100-3	Pronunciation
ESL103-7	Developing Academic Vocabulary

Level 4 - Low Intermediate (ESL 201)

This integrated course consisting of **Conversation, Grammar, and American Culture** will challenge students to become more fluent in their English-speaking abilities. It will broaden students' ability to comprehend and respond appropriately to spoken English and to use spoken English in a variety of social situations, comprehend and use grammatical structures in written and spoken English in an academic setting, comprehend texts in English, and increase students' fluency in producing written language.
It is an integrated course, combining English grammar, vocabulary, reading, writing, speaking, and listening instruction.
Upon successful completion of this course, students will be able to recognize main ideas and details in conversations and short lectures, communicate needs, activities and events using appropriate time frame and vocabulary, employ clarification strategies, apply linguistic, socio-cultural and other background knowledge and strategies to understand the intent of a speaker and to respond appropriately, know and use basic grammar, sentence structure and appropriate level of formality, interpret short paragraphs on familiar topics, predict meanings of unfamiliar vocabulary with contextual clues, examine authentic documents to locate specific information, convey ideas in a paragraph with detailed information.
Elective Courses are offered parallel to the above course.

Course #	Course Name
	Core Courses
ESL201-1	Conversation
ESL201-2	Grammar
ESL201-4	American Culture & Society
	Elective Courses
ESL200-3	Pronunciation
ESL201-7	Developing Academic Vocabulary

Level 5 - Intermediate (ESL 202)

This competency-based course consisting of **Conversation, Grammar, and American Culture** is designed to deepen students' ability to comprehend and respond appropriately to natural, authentic spoken English. It prepares students to respond to multi-step directions and communicate using formal and information language in a variety of situations. Students follow written instructions, read narratives and interpret material. The course teaches to use spoken English in a variety of social, academic and professional settings; broadens students' ability to comprehend and use grammatical structures in both written and spoken English in various contexts; analyze authentic texts, organize information and produce summaries.
Upon successful completion of this course, students will be able to state detailed descriptions of events, activities and personal experiences, identify main ideas and some details of extended conversations and broadcasts, employ clarification strategies, speak so others can understand to recall and use high-frequency vocabulary, display control of more advanced grammar and a variety of sentence types, read with understanding to decode and recognize most every day and some unfamiliar words, identify sequence of events in extensive readings, examine and analyze authentic documents to locate specific information, determine the purpose and audience for communicating in writing, convey ideas in a short essay with detailed information, identify and modify sentences for time frame errors and mechanics, such as spelling, punctuation and capitalization.
Elective Courses are offered parallel to the above course.

Course #	Course Name
	Core Courses
ESL202-1	Conversation
ESL202-2	Grammar
ESL202-4	American Culture & Society
	Elective Courses
ESL200-3	Pronunciation
ESL202-7	Developing Academic Vocabulary

Level 6 - Advanced Intermediate (ESL 203)

This integrated course consisting of **Conversation, Grammar, and American Culture** prepares students to understand sustained conversations and instructions and to communicate independently in various situations. The course is designed for those who would like to expand their ability to comprehend and respond timely and appropriately to natural, authentic spoken English; to use spoken English in a variety of social, academic and professional settings; comprehend and use grammatical structures in both written and spoken English in social, academic and professional contexts; analyze and synthesize authentic texts; broaden students' ability to organize information and produce summaries. Students apply reading strategies and critical thinking skills. Students write and edit an organized piece of writing.

Upon successful completion of this course, students will be able to state detailed descriptions of events, activities and experiences, identify main ideas and details of extended conversations, lectures and broadcasts, apply linguistic, socio-cultural and other background knowledge and strategies to understand fully the literal and implied intent of the speaker, employ clarification strategies, respond timely and appropriately using complex grammar structures on social, professional and academic topics, interpret short paragraphs on social, professional and academic topics, speak so others can understand to recall and use sufficient wide-ranging vocabulary as well as control of advanced grammar and a variety of sentence types, predict meanings of unfamiliar vocabulary with contextual clues, identify sequence of events in extensive readings and lectures, examine and analyze authentic documents to locate specific detailed information, convey ideas in an essay, identify and modify written work for structural errors and mechanics, such as spelling, punctuation and capitalization.
Elective Courses are offered parallel to the above course.

Course #	Course Name
	Core Courses
ESL203-1	Conversation
ESL203-2	Grammar
ESL203-4	American Culture & Society
	Elective Courses
ESL200-3	Pronunciation
ESL203-7	Developing Academic Vocabulary

Level 7 – Pre-Advanced / College prep. (Optional)

TOEFL iBT Preparation and Pre-Advanced Vocabulary (ESL 300-8)

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.

Course #	Course Name
ESL300-8	TOEFL iBT Preparation and Pre-Advanced Vocabulary

American Way of Life & Culture (ESL300-4)

The course increases international students' awareness of basic American cultural values and helps them understand the origins of those values and how they affect various aspects of life in the United States. The course places a strong emphasis on reading and listening comprehension of academic American English, speaking, writing and critical thinking. The vocabulary level is in the range of 3,000 to 4,000 words with emphasis on the Academic Word List. Grammatical structures are not controlled, but are level-appropriate.
Upon successful completion of this course students will be able to: demonstrate understanding of main ideas and supporting details within cultural / academic information context; recognize academic vocabulary and collocations in context; make predictions about the content based on the headlines / charts / pictures; scan the text for necessary cultural information; exercise critical thinking, assess information, compare alternative points of view, identify potential problems and solutions

Course #	Course Name
ESL300-4	American Way of Life & Culture

Advancing Clear Communication (ESL300-9)

"Advancing Clear Communication" is an intensive English skills development class which focuses on teaching pre-advanced thoughtful communication of ideas. The main goal of the course is to develop enhanced language skills of recognizing and building logical sequence from explanation to example and thus achieve better understanding in communicating ideas. The two clearly graphed targets are making a point and supporting the point made, while strengthening the 4 skills of English learning: reading, listening, speaking and writing. The students are offered abundant practice in developing main ideas and supporting details and are provided with 15 high-appeal socio-political communication topics within which they can have systematic practice in thinking, reading, writing, and discussion.

Upon successful completion of this course the students will be able to identify and formulate main idea and supporting details; distinguish between point and fact; general vs. specific ideas; main idea vs. central point/thesis; explicit vs. implied main idea; identify figures of speech such as simile or metaphor; identify and use the topic keywords leading to the main idea; determine locations of the main idea; distinguish between major and minor details; use mapping or outline in structuring oral expression or essays; identify and utilize patterns that organize and structure oral/written expression such as: list of order, time order, definition and example, comparison / contrast, identify and utilize words of transition and illustration cause and effect; format and structure an essay; stay on topic; provide sufficient support.

Course #	Course Name
ESL300-9	**Advancing Clear Communication**

Business Result (ESL300-5)

This is a comprehensive, integrated language skills course. The goal of the course is to introduce students into the cultural aspects of business etiquette and its forms of expression through the use of idiomatic professional English. It helps students to develop a good sense of business language and advanced grammar, understand social etiquette and cultural differences, build confidence in speaking, understanding, reading, and writing English in professional and formal settings. It places a strong emphasis on enabling students, helping them to develop more effective communication skills in real-life work situations, developing idiomatic business English.
Upon successful completion of this course the students will be able to carry discussions on a variety of business-related topics, use speech patterns typical for business socio-cultural situations and lexico-grammatical patterns typical for business environment. Students will be able to discuss cross-culture experiences, comparison of career paths and choices; working practices; different kinds of risk; factors for success; employer/employee expectations; training and learning, resources, leadership styles; values, etc.

Students will possess vocabulary and language patterns to introduce themselves to a group; manage discussions and share ideas, get a point across, report back on research, explore team relationships; deal with conflicts; add emphasis; respond to feedback; use problem-solving statements and brainstorm ideas; use vague language; use communication strategies on the telephone; express dissatisfaction; deal with difficult questions; discuss options and reach decisions; deal with misunderstandings; give a briefing on change; express personal views; reach an agreement; raise a difficult point; sell an idea; give and respond to compliments. Student will have the communicative skills to persuade and influence; give formal and impromptu presentations; speculate about future changes; show understanding; take part in a teleconference; establish rapport and show interest.

Course #	Course Name
ESL300-5	**Business Result**

English for Academic Purposes (ESL300-6)

English for Academic Purposes is a comprehensive, integrated language skills course that uses academic English to introduce students into the cultural aspects of academic writing and presentations. It helps students to develop a good sense of academic language and advanced grammar, understand expectations for academic writing and understanding of several forms of academic writing, build confidence in speaking, understanding, reading, and writing English in academic and formal settings. It places a strong emphasis on enabling students, helping them to develop more effective communication skills in higher-education settings, developing formal academic English.

Upon successful completion of this course the students will be able to comprehend, discuss and evaluate academic information with peers: use active listening; contribute to discussions with relevant information; support and refute arguments; persuade while developing an argument; introduce, interrupt, and turn-take appropriately; analyze different writing styles for author's purpose; analyze & summarize ideas of written sources; give poster presentations; ask critical questions; analyze research data; prepare and conduct research presentations independently or with a team; conduct a seminar discussion and summarize main points;

Graduates will also be able to use advanced grammar to communicate meaning in formal writing; use different word forms to express perspective; choose prepositions in noun phrases; use nouns to present alternative arguments; use hedging (to express hesitation or uncertainty as well as to demonstrate politeness) with modal verbs, tentative verbs and adverbs; compare and evaluate using adjectives, adverbs, nouns, and verbs; use antonyms to avoid negatives; identify and use clause patterns; specify exact details about data; use prefixes and compound words; use single and multiple suffixes; work out meaning in complex texts by identifying subject and verb; defend an argument with justifying and evaluation language.
Graduates will be able to use academic language in formal writing: recognize and use collocations appropriately; identify and use academic and discipline-specific collocations; understand and use idioms.

Course #	Course Name
ESL300-6	**English for Academic Purposes**

Course Descriptions

IEP Core & Elective Courses

Low Beginners (ESL 101)

English Conversation (ESL101-1)
In this course students will learn and practice elementary English language conversational skills needed in classroom and in some basic day-to-day adult situations. *Prerequisite: None*

English Grammar (ESL101-2)
This course is designed to help students learn the basic English Grammar skills at the beginner's level. Students will learn fundamental English structures and use them to describe real life situations.
Prerequisite: None

Grammar Basics (ESL100-2) *elective*
The course will teach the student to speak, understand, read and write with correct grammar at an elementary level.

English Pronunciation (ESL100-3) *elective*
3.0 term credit hours
This pronunciation course will focus on helping students develop basic speech clarity and listening comprehension at a low beginners' level. Learners will review and practice English key sounds, basic rhythm and stress, basic intonations patterns, experience a new way of learning pronunciation.
Prerequisite: None

American Culture & Society (ESL101-4)
The course features information about typical American people, places and things. The discussion part of the course encourages students to engage in cross-cultural exchanges and understanding. The course provides realistic, vivid, and amusing materials to stimulate the cross-cultural awareness and effective development of socio-cultural competence in ESL.
Prerequisite: None

Beginners (ESL 102)

English Conversation (ESL102-1)
In this course students will practice and learn spoken language in routine and familiar situations with some control of grammar and intonation, will master simple phrases and sentences in day-to-day context, will learn to comprehend simple sentence level discourse with familiar vocabulary and frequent re-reading.
Prerequisite: ESL (101-1)

English Grammar (ESL102-2)
In this course students will continue developing basic Grammar skills for basic communication in and outside the classroom and at work. This is a more in-depth study of basic Grammar forms and structures. They will also acquire grammar skills that are naturally and accurately embedded in their spoken English.
Prerequisite: ESL (101-2)

Grammar Basics (ESL100-2) *elective*
The course will teach the student to speak, understand, read and write with correct grammar at an elementary level.

English Pronunciation (ESL100-3) *elective*
In this course, students will develop the knowledge and skills needed to be understood by native speakers and the ability to follow spoken language. They will review and practice English vowels, some consonant clusters, will continue working of the rhythm, stress, and emphasis pattern.
Prerequisite: None

American Culture & Society (ESL102-4)
In this course, students will more broadly explore the day-to-day socio-cultural situations most commonly encountered by people living in the US. The course features information that will help students identify with the most common daily activities of Americans and how they interact to achieve their routine goals.
Prerequisite: ESL (101-4)

Developing Acad. Voc. (ESL102-7) *elective*
The purpose of this course is to build students vocabulary skills at Beginner level in order to enhance their reading comprehension, as well as help them become better writers, speakers, thinkers, and learners.
Prerequisite: ESL (101-7)

High Beginners (ESL 103)

English Conversation (ESL103-1)
In this course students will learn and practice listening, speaking, reading and writing skills to function satisfactorily in most real-life situations related to immediate needs. Students will learn to talk about common topics, make simple conversation and engage in basic discussions.
Prerequisite: ESL (102-1)

English Grammar (ESL103-2)
The course provides students with a comprehensive review of English grammar and usage. They will also continuously develop the ability to use their grammar skills to express themselves naturally and accurately in their spoken English using basic Grammar *Prerequisite: ESL (102-2)*

English Pronunciation (ESL100-3) *elective*
The course will focus on helping students to further develop speech clarity and listening comprehension at a high beginner level.
Prerequisite: None

American Culture & Society (ESL103-4)
This is a content-based course that offers class and individual activities for the development of high beginner reading, writing speaking and listening language skills while providing students with a comprehensive view of American history.
Prerequisite: ESL (102-4)

Developing Acad. Voc. (ESL103-7) *elective*
The purpose of this course is to build students vocabulary skills at High Beginner level in order to enhance their reading comprehension, as well as help them become better writers, speakers, thinkers, and learners.
Prerequisite: ESL (102-7)

Low Intermediate (ESL 201)

English Conversation (ESL201-1)
In this course students will learn to carry out conversations beyond survival needs. They will learn and practice listening, speaking, reading and writing skills to be able to express basic needs and engage in social conversations in an organized way to address the reason for communicating.
Prerequisite: None

English Grammar (ESL201-2)
This course is designed to help students improve their grammar skills and learn correct English grammar at the low-intermediate level. Emphasis is on the use of simple and some complex verb tenses, as well as auxiliary and modal verbs. *Prerequisite: None*

English Pronunciation (ESL200-3a) *elective*
The course teaches the Standard Speech model that represents the official spoken language for United States and helps increase awareness of your own speech pattern and how to develop new habits in speech.
Prerequisite: None

American Culture & Society (ESL201-4)
The course is designed to provide low intermediate students with a comprehensive view of people, places, living things, great moments, and culture that make the US fascinating to read about. Students expand their knowledge as they improve their vocabulary and language skills. *Prerequisite: None*

Developing Acad. Voc. (ESL201-7) *elective*
The purpose of this course is to build students vocabulary skills at Low Intermediate level in order to enhance their reading comprehension, as well as help them become better writers, speakers, thinkers, and learners.
Prerequisite: ESL (103-7)

Intermediate (ESL 202)

English Conversation (ESL202-1)
In this course students will learn to carry out conversations beyond survival needs, understand standard spoken language to use some strategies to monitor the conversation that can include limited descriptions, concrete terms, simple and some more complex grammatical forms.
Prerequisite: ESL (201-1)

English Grammar (ESL202-2)
The course gives students a broader view of the grammar forms and their meanings in context. Grammar forms and structures of the course reveal finer differences in meaning and give students an understanding of how to organize details in various real life conversation models.
Prerequisite: ESL (201-2)

English Pronunciation (ESL200-3b) *elective*
This pronunciation course will focus on helping students develop more advanced speech clarity and listening comprehension at an intermediate level. In this course, students will develop the knowledge and skills needed to be understood by native speakers and the ability to follow spoken language.
Prerequisite: None

American Culture & Society (ESL202-4)
The course will teach the student to read, speak, listen and write at a low intermediate level within a variety of content topics concerning cultural and societal issues in America. Students will be informed about American realia regarding local community life, hunting for a job and job interviews, work environment and its safety, courtroom procedures and law culture.
Prerequisite: ESL (201-4)

Developing Acad. Voc. (ESL202-7) *elective*
The purpose of this course is to build students vocabulary skills at Intermediate level in order to enhance their reading comprehension, as well as help them become better writers, speakers, thinkers, and learners.
Prerequisite: ESL (201-7)

High Beginners (ESL 203)

English Conversation (ESL203-1)
Students will learn and practice listening, speaking, reading and writing to provide advanced intermediate fluency communication skills. Students will learn to self-monitor effectively when using basic conversational structures and will be introduced to more complex structures. The course covers a variety of U.S. cultural values and thinking patterns, which are introduced through discussions, readings and writing.
Prerequisite: ESL (202-1)

English Grammar (ESL200-2)
This course integrates an overview of a number of important grammar forms and structures at an advanced intermediate level to identify key structures and grammar rules that govern a variety of real life processes. Focus will be on the review and comparison of the system of tenses and practicing them in real life situations
Prerequisite: ESL (202-2)

English Pronunciation (ESL203-3c) *elective*
This pronunciation course will focus on helping students develop advanced speech clarity and listening comprehension at an Advanced Intermediate level. In this course, students will develop the knowledge and skills needed to be understood by native speakers and the ability to follow spoken language.
Prerequisite: None

American Culture & Society (ESL203-4)
The course offers engaging reading topics for advanced intermediate students of English. It features information that will help students identify with the tradition and values of the United States, describe the cultural diversity found in the United States, and recognize and explain the intricate working of the United States society, economics, politics, culture, etc.
Prerequisite: ESL (202-4)

Developing Acad. Voc. (ESL203-7) *elective*
The purpose of this course is to build students vocabulary skills at Advanced Intermediate level in order to enhance their reading comprehension, as well as help them become better writers, speakers, thinkers, and learners. *Prerequisite: ESL (202-7)*

Advancing Clear Communication (ESL300-9) (optional) "Advancing Clear Communication" is an intensive English skills development class which focuses on teaching pre-advanced thoughtful communication of ideas. The main goal of the course is to develop enhanced language skills of recognizing and building logical sequence from explanation to example and thus achieve better understanding in communicating ideas. The two clearly graphed targets are making a point and supporting the point made, while strengthening the 4 skills of English learning: reading, listening, speaking and writing. The students are offered abundant practice in developing main ideas and supporting details and are provided with 15 high-appeal socio-political communication topics within which they can have systematic practice in thinking, reading, writing, and discussion. Upon successful completion of this course the students will be able to identify and formulate main idea and supporting details; distinguish between point and fact; general vs. specific ideas; main idea vs. central point/thesis; explicit vs. implied main idea; identify figures of speech such as simile or metaphor; identify and use the topic keywords leading to the main idea; determine locations of the main idea; distinguish between major and minor details; use mapping or outline in structuring oral expression or essays; identify and utilize patterns that organize and structure oral/written expression such as: list of order, time order, definition and example, comparison / contrast, identify and utilize words of transition and illustration cause and effect; format and structure an essay; stay on topic; provide sufficient support. *Prerequisite: ESL (203-1); ESL (203-2); ESL (203-4)*	**American Way of Life & Culture – Adv. Intermediate (ESL 300-4) (optional)** The course increases international students' awareness of basic American cultural values and helps them understand the origins of those values and how they affect various aspects of life in the United States. The course places a strong emphasis on reading and listening comprehension of academic American English, speaking, writing and critical thinking. The vocabulary level is in the range of 3,000 to 4,000 words with emphasis on the Academic Word List. Grammatical structures are not controlled, but are level-appropriate. Upon successful completion of this course students will be able to: demonstrate understanding of main ideas and supporting details within cultural / academic information context; recognize academic vocabulary and collocations in context; make predictions about the content based on the headlines / charts / pictures; scan the text for necessary cultural information; exercise critical thinking, assess information, compare alternative points of view, identify potential problems and solutions. *Prerequisite: ESL (203-1); ESL (203-2); ESL (203-4)*	**TOEFL iBT Preparation and Pre-Advanced Vocabulary (ESL 300-8) (optional)** 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. The course includes "TOEFL Test Practice" classes the goal of which is to simulate actual test-taking conditions & "Development of Academic Vocabulary – Advanced level" *Prerequisite: ESL (203-1); ESL (203-2); ESL (203-4)*
Business Result (ESL300-5) (optional) This is a comprehensive, integrated language skills course. The goal of the course is to introduce students into the cultural aspects of business etiquette and its forms of expression through the use of idiomatic professional English. Upon successful completion of this course students will be able to carry discussions on a variety of business-related topics, use speech patterns typical for business environment; discuss cross-culture experiences, comparison of career paths and choices; working practices; different kinds of risk; factors for success; employer/employee expectations; training and learning, resources, leadership styles; values, etc. Students will possess vocabulary and language patterns to manage discussions and share ideas, get a point across, report back on research, deal with conflicts; add emphasis; respond to feedback; use problem-solving statements and brainstorm ideas; discuss options and reach decisions; deal with misunderstandings; give a briefing on change. Student will have the communicative skills to persuade and influence; give formal and impromptu presentations; etc. *Prerequisite: ESL (203-1); ESL (203-2); ESL (203-4)*	**English for Academic Purposes (ESL 300-6) (optional)** This is a comprehensive, integrated language skills course that uses academic English to introduce students into the cultural aspects of academic writing and presentations. Upon successful completion of this course the students will be able to comprehend, discuss and evaluate academic information with peers; use active listening; contribute to discussions with relevant information; support and refute arguments; analyze & summarize ideas of written sources and many more. Graduates will also be able to use advanced grammar to communicate meaning in formal writing; use nouns to present alternative arguments; use hedging (to express hesitation or uncertainty as well as to demonstrate politeness) with modal verbs, tentative verbs and adverbs; compare and evaluate using adjectives, adverbs, nouns, and verbs; etc. *Prerequisite: ESL (203-1); ESL (203-2); ESL (203-4)*	

Other Information

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Notes: