AMERICAN ENGLISH

LANGUAGE SCHOOL

COURSE CATALOG

JANUARY 1, 2025 - DECEMBER 31, 2025

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GENERAL INFORMATION

Accreditation and Approval to Operate

American English Language School is a private institution that is accredited by the Commission on English Language Accreditation (CEA), which is recognized by the United States Department of Education. We are approved to operate by the Bureau for Private Postsecondary Education (BPPE). This means that our institution is compliant with minimum standards stated in the California Private Postsecondary Education Act of 2009.

Disclosure Statement

American English Language School has not ever petitioned for bankruptcy, operated as a debtor in possession, or had a petition in bankruptcy filed against it.

NOTICE CONCERNING TRANSFERABILITY OF CREDITS AND CREDENTIALS EARNED AT OUR INSTITUTION:

The transferability of credits you earn at American English Language School is at the complete discretion of an institution to which you may seek to transfer. Acceptance of the certificate of completion you earn in ESL program is also at the complete discretion of the institution to which you may seek to transfer. If the certificate that you earn at this institution are not accepted at the institution to which you seek to transfer, you may be required to repeat some or all of your coursework at that institution. For this reason you should make certain that your attendance at this institution will meet your educational goals. This may include contacting an institution to which you may seek to transfer after attending American English Language School to determine if your certificate will transfer.

Note to Students

As a prospective student, you are encouraged to review this catalog prior to signing an enrollment agreement. You are also encouraged to review the School Performance Fact Sheet, which must be provided to you prior to signing an enrollment agreement.

A student or any member of the public may file a complaint about this institution with the Bureau for Private Postsecondary Education by calling (888) 370-7589 or by completing a complaint form, which can be obtained on the bureau's internet Website at www.bppe.ca.gov.

Any questions a student may have regarding this catalog that have not been satisfactorily answered by the institution may be directed to the Bureau for Private Postsecondary Education at 1747 N. Market Blvd #225, Sacramento, CA 95834, www.bppe.ca.gov, toll-free

SCHOOL INFORMATION

Mission Statement

American English Language School's mission is to provide the highest quality Englishlanguage learning experience for students who want either conversational or academic proficiency in order to live, work, or study in an English-speaking environment. By maintaining a low student/instructor ratio and a comprehensive curriculum that focuses on life skill development and cultural immersion, we ensure that the AELS experience is uniquely rewarding for our students.

Goals and Objectives

Our goals at each level of our ESL program encourage student progress from our Basic Level goal, beginning to communicate basic needs in a variety of real-life/survival situations, to our most advanced Level 5 goal, developing competence to live and work in the U.S. with sufficient proficiency in order to function in most common environments. Students will achieve these goals directed by a series of objectives, such as writing responses of varying lengths using a variety of styles and speaking with (and listening to) a partner in role-play and conversational capacities

Level	Course Goals	Course Objectives	SLO's
Basic	Students will begin to communicate basic needs in a variety of reallife/survival situations.	Students will practice: 1. Vocabulary 2. Phonics and correct pronunciation 3. Writing simple sentences 4. Reading short paragraphs 5. Speaking with and listening to a partnerto ask and answer questions 6. Focused listening	Students will be able to: 1. Identify and label pictures of common items and actionsin order to read common signs, simple notes and messages. 2. Use knowledge of phoneticsin order to pronounce many unfamiliar words correctly. 3. Write basic sight words and simple sentences related to immediate needs, and tell personal information about oneself in order to fill out basic personal information on simplified forms. 4. Recite and summarize short paragraphsin order to become more familiar with sentence structure and sight words. 5. Ask and answer questions using simple sentences in order to express and understand basic needs like making purchases, describing symptoms and illnesses, expressing preferences,

Level	Course Goals	Course Objectives	SLO's
1	Students will begin to develop the necessary language competence needed to successfully function in survival and social environments.	Students will practice: 1. Vocabulary 2. Writing simple sentences using prepositions and adjectives 3. Writing short paragraphs on familiar topics using a model 4. Reading short paragraphs 5. Speaking with and listening to a partner to ask and answer questions on familiar topics (Role-play)	Students will be able to: 1. Identify and label pictures of common items and actionsin order to read common signs, simple notes and messages. 2. Use knowledge of phoneticsin order to pronounce many unfamiliar words correctly. 3. Write basic sight words and simple sentences related to immediate needs, and tell personal information about oneself in order to fill out basic personal information on simplified forms. 4. Recite and summarize short paragraphsin order to become more familiar with sentence structure and sight words. 5. Ask and answer questions using simple sentences in order to express and understand basic needs like making purchases, describing symptoms and illnesses, expressing preferences,

Level	Course Goals	Course Objectives	SLO's
2	Students will achieve the necessary language competence needed to successfully function in survival and social environments.	Students will practice: 1. Vocabulary 2. Writing compound and complex sentences 3. Writing short paragraphs on familiar topics using a model 4. Reading simplified material on a variety of subjects 5. Speaking with and listening to a partner on familiar topics 6. Focused listening	Students will be able to: 1. Select proper vocabulary in order to describe both familiar and some unfamiliar objects and situations. 2. Write simple, compound, and complex sentences based on familiar situations in order to communicate with others more clearly and take notes. 3. Write short paragraphs in order to perform routine tasks, such as writing e-mail messages, personal notes, letters, or basic descriptions of activities. 4. Locate specific information in short familiar text and a variety of simple forms in order to successfully interpret text, fill out forms, and understand simple written instructions. 5. Function independently in most familiar personal and work conversations in order to conduct interviews and discussions on familiar topics and some limited topics beyond immediate survival needs. 6. Demonstrate understanding of spoken material by restatement or paraphrasing.

Level	Course Goals	Course Objectives	SLO's
3	Students will begin to develop competence to live and work effectively in the U.S.	Students will practice: 1. Vocabulary 2. Writing short paragraphs on familiar topics without a model 3. Actively reading non-simplified materials on familiarsubjects 4. Speaking with and listening to a partner on familiar topics and some unfamiliar topics 5. Giving oral presentations	Students will be able to: 1. Differentiate between items using more descriptive vocabulary. 2. Write short paragraphs in order to perform routine tasks, such as writing letters, short work orders, directions, or work communication. 3. Compare and contrast written information in order to make decisions about housing, products, job positions, etc.; interpret common written material related to everyday needs and jobs in order to find information in directories, reference materials, tables, etc. 4. Clarify meaning by explaining and paraphrasing in order to participate in conversations and communicate both face-to-face and on the telephone on a variety of topics; participate in group discussions of current issues in the news in a social or work setting with limited difficulty. 5. Outline a response to a familiar topic in order to express an opinion or report on a topic.

Level	Course Goals	Course Objectives	SLO's
4	Students will develop competence to live and work in the U.S. with some difficulty in order to function in most common environments.	Students will practice: 1. Vocabulary 2. Writing paragraphs on familiar topics and some unfamiliar topics without a model 3. Actively reading non-simplified materials on everyday subjects 4. Interpreting routine forms, charts, graphs, and labels with moderately complex formatting 5. Speaking with and listening to a partner on familiar topics and many unfamiliar topics 6. Giving oral presentations 7. Meeting civic responsibilities	Students will be able to: 1. Select and understand appropriate vocabulary related to most life needs and some technical vocabulary related to work needs in order to read and create materials related to life needs and work needs such as common workplace communication. 2. Prepare and compose common documents, such as resumes and business letters, in order to get a job or communicate in the workplace 3. Analyze non-simplified written materials on everyday subjects in order to complete daily reading tasks, including searching for and identifying internet documents, interpreting nutrition information, and interpreting bills. 4. Interpret forms effectively in order to perform common tasks like filling out medical forms and job applications. 5. Function independently in everyday community, social and work situations except when under tension or pressure; debate a position on a topic in order to express personal values and judgments; engage in problem solving discussions including predicting consequences of actions. 6. Perform a personal speech in order to express personal beliefs; research a topic and give an oral report on it in order to relay information to others. 7. Identify/interpret civic responsibilitiesin order to meet them.

Level	Course Goals	Course Objectives	SLO's
5	Students will develop competence to live and work in the U.S. with sufficient proficiency in order to function in most common environments.	Students will practice: 1. Writing paragraphs and short essays on most common topics without a model 2. Actively reading non-simplified materials on a variety ofsubjects 3. Interpret routine forms, charts, graphs, and labels with complex formatting 4. Performing research 5. Speaking with and listening to a partner on most common topics 6. Giving oral presentations 7. Meeting civic responsibilities	Students will be able to: 1. Compose most types of short writing related to social and work tasks, such as letters, logs, memos, and forms, with reasonable accuracy 2. Read and evaluate a variety of specialized or technical materials, such as operating instructions, manuals, and technical information, as well as most reading tasks related to life roles without significant difficulty 3. Interpret routine charts, graphs, and labels in order to fill out more detailed forms, such as medical information forms and job applications. 4. Perform research on a variety of topics in order to ... 5. Participate effectively in most social and work situations. 6. Prepare and perform an opinion speech in order to speak confidently when interacting with the public, including negotiating and compromising. 7. Identify and understand the processfor establishing residency and citizenship in order to understand one'srights and meet all civic responsibilities

FACILITIES

Our campuses are located in the beautiful, safe city of Brea, Fullerton, and Irvine in Orange County, California. Our classrooms are set up with one large table, as opposed to individual desks, for students to sit facing each other. This encourages a community feeling and eases interaction between students. When you are not in class, take advantage of all the entertainment and eateries within walking distance or just a short drive away. Catch a movie at the nearby theater, try one of the many unique restaurants, or even visit the Brea Mall. Our locations are near parks which offers a great opportunity to relax, eat your lunch, or be active.

Library and Computer Use

AELS has a small library and computers that can be accessed by students with advance permission from the Director. The library contains a variety of reading and listening materials at many different levels. Once you have received permission from the Director, you may check out these materials through an Assistant Director. Computers offers a convenient way for students to access our website or listen to a wide selection of podcasts and audio books to improve their listening skills.

Student Complaint Policy and Procedure

The Director has an open-door policy to encourage students to discuss problems before they become larger issues. A complaint becomes formal when it cannot be resolved in an informal meeting with the Director or a staff member. For formal complaints, students must personally speak with or email the Director (info@aels.edu). Following this action, the Director will promptly set up an appointment with the student and any other involved parties to discuss the plan of action, which will be documented on the bottom of the Student Complaint Form. Completed complaint forms will be kept in our online database.

Academic Integrity Policy

Turning in any work which is not a product of the student's own efforts is prohibited and will result in a mandatory conference regarding the behavior and possible expulsion from our program. Academic dishonesty includes cheating on tests, plagiarism, fabrication, forgery, obstruction, multiple submissions of the same work from previous levels, complicity, misconduct in creative endeavors, or misuse of intellectual property.

Communications Policy

MyAELS accounts are AELS's main form of communication between instructors and their students. Email may also be used. Students are required to check their MyAELS accounts and email accounts at least once daily to make sure they are getting information in a timely manner.

Safety Policy

While at AELS, it is important to practice safe behavior. Please stay in well-lit areas before and after classes, and do not walk through the parking lot alone if possible. Also, if you should see a safety concern while on or near the AELS campus, please report it immediately to a school employee. Additionally, while off campus during Culture Week activities, please be cautious at all times. Carry a cell phone with you if possible, and always travel in groups.

ADMINISTRATION AND FACULTY

AELS and its students demand a lot from our teachers, so teachers must be highly qualified. All instructors at AELS possess at minimum a B.A. degree (preferably in English, TESOL, Applied Linguistics, or ESL) from a fully accredited four-year university, and have TESOL certification. Additionally, and most importantly, they all love to teach.

Bradley Berson Instructor
B.A. in English
M.A in Education
TESOL Certification

RebeccaHawkins Instructor
B.A. in English
TESOL Certification

Our administration team consists of the Director, the Assistant Director of Faculty, the Assistant Director of Administration, and an IT Specialist who work together to improve our institution and its policies and procedures.

ADMISSIONS

Admission Policies

In order to be admitted to American English Language School, you must be over the age of 18 and have a high school diploma (or the equivalent).
AELS does not accept credits earned from other institutions. Your starting level will instead be determined by your score on the placement test you will take with us. You are NOT required to submit proof of your level of English language proficiency. We are able to accept students at all language levels.

For more information about how to apply to AELS, visit our website:
https://www.aels.edu/howto-apply

Enrollment Policy

We strongly encourage students to enroll at the beginning of each quarter, which occurs in January, April, July, and October. However, recognizing that some students may have personal reasons preventing them from starting at these times, we allow for flexibility. Students who are unable to start at the beginning of the quarter may join existing classes on the first Monday of the second or third month of class (i.e., February or March for the first quarter). They can join an existing class after taking a placement test to determine their proficiency level.
Students who start at the beginning of the second month agree to working hard and passing the course with an 80% or higher (making up the missing portfolio assignments during midterm review or at any other point throughout the course before finals week) in order to be able to progress to the next level at the start of the next quarter.
While these students may miss three unit tests, which account for approximately 8% of the total grade, this is deemed manageable due to the fact that they will still be taking the midterm exam encompassing the same skills. If they don't meet the 80% requirement, they agree to repeat the level next quarter. Students who choose to enroll in the third month automatically agree to repeat the level next quarter since they will have missed a large portion of instruction and will not be able to reasonably prove their proficiency with the skills from that level.
As enrollment rates rise, adequate resources will be put in place prior to the commencement/formation of each new class. Should the number of applicants exceed our available resources, students will be put on a waiting list until adequate resources have been secured.

ADMISSIONS

Placement Procedure

Prior to your intended start date, you will be required to take a three-part placement exam to test your reading, listening, and speaking abilities. The placement test takes approximately three hours with one break in the middle. You will actually take two tests: 13 the first has more general questions ranging in difficulty, and the second has questions closer to your expected level based on your score from the first test. Following the exam, your placement results will be available through your MyAELS account.

Placement Appeal Policy and Procedure

Students may make ONE placement appeal. If a student wishes to start at a level lower than was indicated by his or her placement score, he or she will be allowed to without appealing. If students wish to appeal for the purpose of starting at a higher level, they will pay an administrative cost ($75) and take the test specified for the level they wish to be placed at. If they achieve a passing score for that level, they can be placed in the higher level.

Ability-to-Benefit Students and Prior Experiential Learning

American English Language School does not currently accept Ability-to-Benefit students, nor do we award credit for prior experiential learning.

College Pathway Program – Partner Schools

American English Language School has Memorandums of Understanding (MOU) with accredited colleges and universities across the USA, offering a College Pathway Program for international students. Students who complete Level 5 of our ESL program can transfer to these schools without taking the TOEFL® exam. Many schools also offer a Conditional Letter of Acceptance (CLA) to students planning on attending their school upon completing our ESL program.

• Biola University • El Camino College • Golden West College • Los Angeles Trade Technical College • New York Film Academy • West Los Angeles • Los Angeles Harbor College • Santiago Canyon College • Pasadena City College • East LA College • Santa Monica College

ADMISSIONS

International Student Visa Assistance Services

We provide visa services limited to filing I-20 forms, maintaining SEVIS records, and helping students pay their I-901 fee. We can also provide information about the visa process and what to expect. There is no charge for these services. Additionally, we will vouch for the student's status and any associated charges, including confirming enrollment and any outstanding fees tied to the student's attendance at our institution.

Probation and Dismissal Policies

In the event that the student is not able to complete the level with satisfactory results (getting at least 80% of the possible portfolio points and at least 80% of the overall points), the student must repeat the class. If he/she fails to achieve satisfactory results after the second time taking the class, the student will be placed on probation and must enroll in private tutoring. The student will need to show proof of enrollment in private tutoring in order to be eligible to enroll in the class a third time. If the student is unable to pass the class after three times, the student's enrollment at AELS will be terminated. The student may choose to transfer to another school or return to their home country.

Student Tuition Recovery Fund

The State of California created the Student Tuition Recovery Fund (STRF) to relieve or mitigate economic loss suffered by a student in an educational program at a qualifying institution, who is or was a California resident while enrolled, or was enrolled in a residency program, if the student enrolled in the institution, prepaid tuition, and suffered and economic loss. Unless relieved of the obligation to do so, you must pay the stateimposed assessment for the STRF, or it must be paid on your behalf, if you are a student in an educational program, who is a California resident, or are enrolled in a residency program, and prepay all or part of your tuition. You are not eligible for protection from the STRF and you are not required to pay the STRF assessment, if you are not a California resident, or are not enrolled in a residency program. It is important that you keep copies of your enrollment agreement, financial aid documents, receipts, or any other information that documents the amount paid to the school. Questions regarding the STRF may be directed to the Bureau for Private Postsecondary Education, 2535 Capitol Oaks Drive, Suite 400, Sacramento, CA 95833, (916) 431-6959 or (888) 370- 7589.

To be eligible for STRF, you must be a California resident or are enrolled in a residency program, prepaid tuition, paid or deemed to have paid the STRF assessment, and suffered an economic loss as a result of any of the following:

1. The institution, a location of the institution, or an educational program offered by the institution was closed or discontinued, and you did not choose to participate in a teach-out plan approved by the Bureau or did not complete a chosen teach-out plan approved by the Bureau.
2. You were enrolled at an institution or a location of the institution within the 120 day period before the closure of the institution or location of the institution, or were enrolled in and educational program within the 120 day period before the program was discontinued.
3. You were enrolled at an institution or a location of the institution more than 120 days before the closure of the institution or location of the institution, in an educational program offered by the institution as to which the Bureau determined there was a significant decline in the quality of value of the program more than 120 days before closure.
4. The institution has been ordered to pay a refund by the Bureau but has failed to do so.
5. The institution has failed to pay or reimburse loan proceeds under a federal student loan program as required by law, or has failed to pay or reimburse proceeds received by the institution in excess of tuition and other costs.
6. You have been awarded restitution, a refund, or other monetary award by an arbitrator or court, based on a violation of this chapter by an institution or representative of an institution, but have been unable to collect the award from the institution.
7. You sought legal counsel that resulted in the cancellation of one or more of your student loans and have an invoice for service rendered

Student Tuition Recovery Fund

The State of California created the Student Tuition Recovery Fund (STRF) to relieve or mitigate economic loss suffered by a student in an educational program at a qualifying institution, who is or was a California resident while enrolled, or was enrolled in a residency program, if the student enrolled in the institution, prepaid tuition, and suffered and economic loss. Unless relieved of the obligation to do so, you must pay the stateimposed assessment for the STRF, or it must be paid on your behalf, if you are a student in an educational program, who is a California resident, or are enrolled in a residency program, and prepay all or part of your tuition. You are not eligible for protection from the STRF and you are not required to pay the STRF assessment, if you are not a California resident, or are not enrolled in a residency program. It is important that you keep copies of your enrollment agreement, financial aid documents, receipts, or any other information that documents the amount paid to the school. Questions regarding the STRF may be directed to the Bureau for Private Postsecondary Education, 2535 Capitol Oaks Drive, Suite 400, Sacramento, CA 95833, (916) 431-6959 or (888) 370- 7589.

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1. The institution, a location of the institution, or an educational program offered by the institution was closed or discontinued, and you did not choose to participate in a teach-out plan approved by the Bureau or did not complete a chosen teach-out plan approved by the Bureau.
2. You were enrolled at an institution or a location of the institution within the 120 day period before the closure of the institution or location of the institution, or were enrolled in and educational program within the 120 day period before the program was discontinued.
3. You were enrolled at an institution or a location of the institution more than 120 days before the closure of the institution or location of the institution, in an educational program offered by the institution as to which the Bureau determined there was a significant decline in the quality of value of the program more than 120 days before closure.
4. The institution has been ordered to pay a refund by the Bureau but has failed to do so.
5. The institution has failed to pay or reimburse loan proceeds under a federal student loan program as required by law, or has failed to pay or reimburse proceeds received by the institution in excess of tuition and other costs.
6. You have been awarded restitution, a refund, or other monetary award by an arbitrator or court, based on a violation of this chapter by an institution or representative of an institution, but have been unable to collect the award from the institution.
7. You sought legal counsel that resulted in the cancellation of one or more of your student loans and have an invoice for service rendered

To qualify for STRF reimbursement, the application must be received within four (4) years from the date of the action or event that made the student eligible for recovery from STRF.

A student whose loan is revived by a loan holder or debt collector after a period of noncollection may, at any time, file a written application for recovery from STRF for the debt that would have otherwise been eligible for recovery. If it has been more than four (4) years since the action or event that made the student eligible, the student must have filed a written application for recovery within the original four (4) year period, unless the period has been extended by another act of law.

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

STUDENT SERVICES

Academic Advising
For those students who need a little extra help understanding our grading system or how they can improve their grades, we offer academic advising. You can make an appointment with the Assistant Director of Administration to get answers to any of your academiarelated questions. Students may also ask their instructors for academic advising when possible.

Immigration Advising
We provide a limited form of immigration advising when students have questions about how to get their F-1 visa or what they need to do to maintain status. However, in the event that the student's immigration issue requires legal advice, the student will be referred to an immigration attorney. Contact the Director in person during our regular school hours if you have immigration questions.

Personal Advising
Living and studying in a new country can be difficult. If you have questions regarding your new community or need help adjusting to American culture, you can contact the Assistant Director in person during our regular school hours.

Health Insurance
While AELS does not require you to have health insurance, we highly recommend that you maintain at least some level of coverage. Medical costs all across the United States are high. If you are injured, you may have to pay very high fees. If you are unsure of your options, contact the Assistant Director of Administration for a list of local health care providers. Many students from other countries don't realize just how costly healthcare can be in America without the help of insurance. The estimated costs below will give you an idea: Doctor Visit: $300-$1,500 (depending on if you need blood work or x-rays) Overnight Hospital Stay: $1,200-$1,600 Ambulance Ride: $400-$1,200 Going without insurance can make even small health problems into overwhelming financial problems. Having health insurance can reduce these costs to a much smaller fee, often just a $30-$50 co-pay.

STUDENT SERVICES

Housing
AELS does not have dormitory facilities and does not currently provide a Homestay option. Students are responsible for finding their own housing. However, we can recommend a Homestay placement service or family. Students who require homestay options will need to pay a $200 fee. Housing can usually be secured for around $1,600/month.

Cultural Opportunities
The English learning experience is not just about learning the language. You need to learn English not only inside the classroom but also outside the classroom. You come here to learn English with the opportunity to learn about American culture as well. Because we feel it is so important for you to take advantage of the cultural opportunities around you, we have added cultural activities as a mandatory part of each quarter. See your current syllabus for a description of which activities you may be involved in during the twelfth week of your quarter (called "Culture Week").

Support Services from the Office of Student Assistance and Relief (OSAR)
The Office of Student Assistance and Relief is available to support prospective students, current students, or past students of private postsecondary educational institutions in making informed decisions, understanding their rights, and navigating available services and relief options. The office may be reached by calling (888) 370-7589, option #5 or by visiting osar.bppe.ca.gov

MyAELS Account
MyAELS is a web-based information system personalized for the convenience of AELS students. By logging onto MyAELS students may access their current and previous schedules, profiles, report card, etc. In order to use the system, a student must have been accepted to the school and have a valid e-mail address filled out on the application form. Once your enrollment has been confirmed, you will receive a password to use. You will sign in using your personal email address and the password that is given to you. You should change your password after logging in so that no one else will know your password. Be sure to create a password that you will remember because the Director will not be albe to get your password for your if you forget it.

PROGRAM INFORMATION

Instruction occurs entirely in English. In order to prove your initial English proficiency level when entering our program, you will be required to take our placement test prior to registering for any classes.

Classes are held on campuses at American English Language School at 3230 East Imperial Highway, Suite 125, Brea, California 92821. 223 Imperial Hwy, Suite 115, Fullerton, CA 92835, and 10 Corporate Park, Suite 100, Irvine, CA 92606.

Our ESL Program is a balanced, multi-skill program of study that provides students from all cultural and academic backgrounds with the opportunity to obtain proficiency in the English language. The goal of our curriculum is to provide the student with the requisite reading, writing, speaking, and listening skills needed to function in all types of social situations and jobs. We also introduce students to American culture and government. Each level in our six-level ESL program takes twelve weeks to complete. Throughout each level, our ESL instructors will emphasize conversation and life skill-building through the context of real-world applications, such as basic communication, consumer economics, community resources, health, occupational knowledge, government and law, and lifelong learning. While the topics remain nearly the same from level to level, the degree of difficulty will gradually increase, and student proficiency is expected to grow measurably from level to level. A student may enter our program at whichever level is determined appropriate by the student's score on our placement test.

CASAS Competencies
Our ESL textbooks, curriculum, and tests are aligned with the CASAS (Comprehensive Adult Student Assessment System) competencies, which outline the learning goals for each of our ESL levels. These competencies include such things as interpreting certain kinds of documents and advertisements, writing letters and emails, and researching topics for a presentation. CASAS standardized tests are used at the end of each level to monitor how much progress each student is making. We also use their ESL proficiency scale, which can be found at https://www.casas.org/docs/pagecontents/eslsld.pdf.

PROGRAM INFORMATION

AELS's Teaching Methods
Learning a new language can be very exciting but can also be a challenging process. We have worked hard to find methods of instruction that will make the process easier and more enjoyable for you. We have outlined some of the methods we use here. If you look closely, you'll see us using these methods in your classroom!

Constructivism
Constructivism is the theory that people learn better when they use their personal experiences to connect with what they are learning. At AELS, we believe in this theory and try to use students' personal experiences and backgrounds to help them learn the material more easily. While in class, instructors may ask you to tell them about your hobbies orpreferences, or ask you about your ideas on a subject so that we can use those things to help you understand a lesson better.

Communicative Approach
Have you ever had a hard time practicing English because you don't have a lot of people to practice your speaking with? Have you ever had a teacher that taught you grammar, but never showed you how to use English in everyday life? While living in the United States, you may find that communicating with people is unpredictable. By constantly having discussions and practicing conversation in class, we are trying to prepare you to speak comfortably in many situations that you will find outside of school.

Full Immersion
American English Language School is what is known in the industry as a "full immersion" school. We use 90-10 immersion, which describes a teaching method where almost 100% of class time is spent speaking, reading, and writing the foreign language. All of our instruction is done in English and all of our class materials are in English (although students are allowed to bring their own bilingual dictionary). With the exception of Basic Level through Level 2, where students may use a word from their native language only as necessary to assist another student in learning the new language, all student responses are to be given in English only. We highly believe that surrounding yourself in the language you are trying to learn as much as possible will give you the maximum benefits in your learning. We highly encourage using English outside of school as well as inside. Try to watch TV in English, go to English-speaking businesses, listen to the radio in English, etc. Try not to rely on your bilingual dictionary.

PROGRAM INFORMATION

SDAIE (Specifically Designed Academic Instruction in English)
Because many of our students have never been in an all-English environment before or have only had very limited exposure, we try to modify the way we teach to make lessons easier to understand. Some ways we do this are by trying to speak more slowly, using many ways to describe words and ideas, using students' knowledge while teaching, and making sure we utilize all our available resources to help students.

Multiple Intelligences
Each of our students has unique needs and may learn differently. Some people may learn best by seeing pictures. Others learn by listening. These different learning styles are called Multiple Intelligences. One advantage to having such small class sizes is our ability to be attentive to students with multiple intelligences. We are flexible in designing our lesson plans and instructional strategies to accommodate students with various learning styles and facilitate learning. Sometimes this requires using specific supplementary activities or slightly modifying activities from the textbook. As educators, we want to remove any learning obstacles. Being aware of different learning styles is the best way for us to do this.

Curriculum and Program Structure
We recognize that our students come from diverse cultures and academic backgrounds. We also recognize that every student has different strengths, weaknesses, focuses, and needs. As such, our curriculum is structured into four integrative parts: 1) reading comprehension, 2) writing and grammar, 3) listening skills, and 3) speaking skills. In the reading comprehension portion, students will develop and reinforce their reading and comprehension abilities, while learning about American culture and government. In the writing and grammar section, students will develop and sharpen writing skills and formal grammar skills. Students will develop and sharpen listening and oral skills in order to improve conversation skills. Many of the skills will overlap and be reinforced to achieve competency in reading, understanding text, writing effectively and communication professionally.

PROGRAM INFORMATION

Class Descriptions
Our ESL program consists of six levels: Basic Level and Levels 1-5. See class descriptions below for more information on what is studied in each of our ESL levels:

ESL Basic Level—240 hours
(Beginning) Students will begin to communicate basic needs in a variety of real-life/survival situations. They will study English through units titled "Personal Information," "Our Class," "Food," "Clothing," "Our Community," "Healthy Living," "Work," and "Lifelong Learning and Review."

ESL Level 1—240 hours
(Low Intermediate) Students will begin to develop the necessary language competence needed to successfully function in survival and social environments. They will study English through units titled "Talking with Others," "Let's Go Shopping," "Food," "Housing," "Our Community," "Health and Fitness," "Working on It," and "People and Learning."

ESL Level 2—240 hours
(High Intermediate) Students will achieve the necessary language competence needed to successfully function in survival and social environments. They will study English through units titled "Everyday Life," "Let's Go Shopping," "Food and Nutrition," "Housing," "Our Community," "Health," "Work Work Work," and "Goals and Lifelong Learning."

ESL Level 3—240 hours
(Advanced) Students will begin to develop competence to live and work effectively in the U.S. They will study English through units titled "Balancing Your Life," "Consumer Smarts," "Housing," "Our Community," "Health," "Getting Hired," "On the Job," and "Citizens and Community."

ESL Level 4—240 hours
(Adult Secondary) Students will develop competence to live and work in the U.S. with some difficulty in order to function in most common environments. They will study English through units titled "Balancing Your Life," "Personal Finance," "Buying a Home," "Community,' "Health," "Getting Hired," "On the Job,' and "Civic Responsibility."

ESL Level 5—240 hours
(Proficient) Students will develop competence to live and work in the U.S. with sufficient proficiency in order to function in most common environments. They will study English through units titled "Balancing Your Life," "Personal Finance," "Automotive Know-How," "Housing," "Health," "Retail," "The Office," and "Civic Responsibility."

PROGRAM INFORMATION

Certificate of Completion
California statute requires that a student who successfully completes a course of study be awarded an appropriate diploma or certificate verifying the fact. As such, American English Language School awards a certificate of completion to those students who successfully complete the final level of our program. Successful completion is defined as earning at least 80% of the possible Portfolio points AND at least 80% of the overall points for that level.

Standards for Student Achievement and Completion of Program
A standard letter grading system is used in all levels of our ESL program. You will need to finish the level with at least 80% of the possible Portfolio points AND at least 80% of the overall points as well in order to be considered passing.

Full-Time Student Status
Those students holding an F-1 visa are required to maintain full time status, which is defined as attending class at least 18 hours a week. Any student who falls below an 80% attendance rate will be warned. If the issue persists, the student's F-1 visa may be terminated.

Class Repeat Policy
In the event that the student is not able to complete the level with satisfactory results (the requirements for which are listed under the Grading and Performance Standards portion of this handbook), the student must repeat the class. If he/she fails to achieve satisfactory results after the second time taking the class, the student will be placed on probation and must enroll in private tutoring. The student will need to show proof of enrollment in private tutoring in order to be eligible to enroll in the class a third time. If the student is unable to pass the class after three times, the student's enrollment at AELS will be terminated. The student may choose to transfer to another school or return to their home country.

Student Conduct
Intervention Protocol In the case of a student who is performing poorly due to issues of conduct (such as lack of concern over their academic integrity), a warning will be issued, the student will be placed on immediate probation, and the Assistant Director of Administration will monitor the student for an agreed upon time period. If the student does not correct the conduct issues, their enrollment will be subject to termination.

PROGRAM INFORMATION

Academic Dishonesty Policy
Submission of work that is not the student's own effort is strictly prohibited and will lead to a mandatory conference addressing the behavior, potentially resulting in expulsion from our program. Academic dishonesty includes cheating on tests, plagiarism, fabrication, forgery, obstruction, multiple submissions of the same work from previous levels, complicity, misconduct in creative endeavors, or misuse of intellectual property.

Retention of Student Records
AELS will retain your student record, which includes your student profile information and detailed grade reports, in our online system for 5 years after your completion of or withdrawal from the program. After the retention period has passed, only your transcripts with a report of your final grade for each completed level will be available. Transcripts are retained permanently. We keep hard copies of the unit tests, midterm exams, and portfolio materials until the end of term. Hard copies of the final exam answer sheets are retained fro 30 days after the end of the term.

SCHEDULE

Quarter Schedule
Each of our six ESL levels are designed for the duration of twelve weeks, with the eleventh week reserved for final exams and the twelfth week allocated for cultural exploration ("Culture Week"). In total, counting all quarter breaks, all six levels would take 18 months to successfully complete. Please see our academic schedule below:

Winter Quarter (Jan. – Mar.)
First ten weeks starting the first Monday of January
Eleventh week is Final Exam
Twelfth week is Culture Week
Thirteenth week is Quarter Break

Spring Quarter (Apr. – Jun.)
First ten weeks starting the first Monday of April
Eleventh week is Final Exam
Twelfth week is Culture Week
Thirteenth week is Quarter Break

Summer Quarter (Jul. – Sep.)
First ten weeks starting the first Monday of July
Eleventh week is Final Exam
Twelfth week is Culture Week
Thirteenth week is Quarter Break

Fall Quarter (Oct. – Dec.)
First ten weeks starting the first Monday of October
Eleventh week is Final Exam
Twelfth week is Culture Week
Thirteenth week is Quarter Break

Each week, there are 20 instructional hours. All ESL levels will adhere to the same schedule. Please see the daily schedule below:

2 hours Instruction from the Main Textbook
2 hours Instruction from the Grammar Workbook

*Listening and Speaking will be practiced all throughout class time.

SCHEDULE

Observed Holidays

New Year's Day
MLK Day
President's Day
Memorial Day
Independence Day
Labor Day
Columbus Day
Veteran's Day
Thanksgiving Day and day after Thanksgiving
Christmas Day

Attendance Policy
Those students holding an F-1 visa are required to maintain full time status, which is defined as attending class at least 18 hours a week. Any student who falls below a 80% attendance rate will be warned. If the issue persists, the student's F-1 visa may be terminated.

Leave of Absence Policy
Students may choose to skip one quarter in a year without penalty as long as it is not the first quarter for which they have registered at this school. However, if the student is going to miss more than one quarter in a year (or two consecutive quarters), he or she will be required to reapply and take the placement test again before registering for their next class. International students who miss more than one quarter in a year (or two consecutive quarters) will have their visa terminated and will need to reapply to get another I-20 form issued.

TOEFL PROGRAM

TOEFL Program Description:
In order to offer our students more opportunities to continue on in their education and bridge the gap between our Level 5 ESL course and college classes, we now offer an optional 12-week TOEFL course. The main goals of the TOEFL course are to provide students with the necessary higher-level academic language skills necessary to take the TOEFL test and, ultimately, succeed in a college-level academic class. In order to be eligible to enroll in the TOEFL Class, you must show that you have "Proficient" language skills by meeting ONE of the two eligibility requirements below:

1. Enrollees must have successfully completed Level 5 ESL here at American English Language School.

OR

2. Enrollees must test out of Level 5 ESL. This means they will need to take our placement test and earn a placement score of 250 or above on reading and listening (averaged together) and pass the Level 5 portion of the speaking questions with at least 80%. TOEFL Class—240 Hours By the end of this course, students will be better prepared for academic study in college and will increase their TOEFL score by approximately 20 points (based on the initial score of the abbreviated test they take in the first week of class). Students will practice skills in reading, writing, listening, and speaking.

Standards for Student Achievement in the TOEFL Class
A standard letter grading system is used in all classes at AELS. You will need to finish the level with at least 80% of the possible points in order to be considered passing.

Full-Time Student Status
Those students holding an F-1 visa are required to maintain full time status, which is defined as attending class at least 18 hours a week. Any student who falls below an 80% attendance rate will be warned. If the issue persists, the student's F-1 visa may be terminated.

TOEFL PROGRAM

Class Repeat Policy
In the event that the student is not able to complete the class with satisfactory results (the requirements for which are listed under TOEFL Grading and Performance Standards), the student may repeat the class. If he/she fails to achieve satisfactory results after the second time taking the class, the student will be placed on probation and must enroll in private tutoring. The student will need to show proof of enrollment in private tutoring in order to be eligible to enroll in the class a third time. If the student is unable to pass the class after three times, the student's enrollment at AELS will be terminated. The student may choose to transfer to another school or return to their home country.
A student may also choose to repeat the class as many times as they wish for personal enrichment regardless of a satisfactory score the previous time.

Retention of Student Records for the TOEFL Class
AELS will retain your student record, which includes your student profile information and detailed grade reports, in our online system for 5 years after your completion of or withdrawal from the program. After the retention period has passed, only your transcripts with a report of your final grade for each completed level will be available. Transcripts are retained permanently. We keep hard copies of all tests and portfolio materials until the end of term. Hard copies of the final exam answer sheets are retained for 30 days after the end of the term.

TOEFL PROGRAM

Goals, Course Objectives, and SLOs for the TOEFL program at American English Language School

Mission: American English Language School's mission is to provide the highest quality English-language learning experience for students who want either conversational or academic proficiency in order to live, work, or study in an English-speaking environment. By maintaining a low student/instructor ratio and a comprehensive curriculum that focuses on life skill development and cultural immersion, we ensure that the AELS experience is uniquely rewarding for our students.

Course Goals	Course Objectives	SLO's
By the end of this course, students will be better prepared for academic study in college and will increase their TOEFL score by approximately 20 points (based on the initial score of the abbreviated test they take in the first week of class).	Students will practice: 1. Academic Vocabulary 2. Reading academic, college-level texts 3. Listening to academic lectures 4. Listening to everyday conversations between native speakers 5. Taking notes while listening to a lecture or conversation 6. Writing a multi-paragraph response to a prompt 7. Verbally responding to prompts, reading passages, and listening excerpts	Students will be able to: 1a. Understand most common critical academic vocabulary in reading and listening tasks, and use this vocabulary in writing and speaking tasks. 1b. Determine the meaning of unfamiliar specialized vocabulary using context clues and background knowledge. 2a. Identify the main idea, understand the relative importance of ideas when reading an English academic text, and understand how ideas in the text relate to each other. 2b. Understand ideas in English academic texts well enough to answer questions about them later. 2c. Determine what an author is implying about the topic of an English academic text. 3. Identify the main idea, recognize how supporting points are organized, and understand the relationships between ideas in a lecture. 4. Understand the main idea of a spoken conversation, identify the speaker's attitude or opinion about what he or she is saying, and respond with an opinion and support. 5. Take organized notes on a variety of familiar and unfamiliar topics when reading or listening to academic information for the purpose of summarizing and/or responding to a question.

TOEFL PROGRAM

Course Goals	Course Objectives	SLO's
By the end of this course, students will be better prepared for academic study in college and will increase their TOEFL score by approximately 20 points (based on the initial score of the abbreviated test they take in the first week of class).	Students will practice: 1. Academic Vocabulary 2. Reading academic, college-level texts 3. Listening to academic lectures 4. Listening to everyday conversations between native speakers 5. Taking notes while listening to a lecture or conversation 6. Writing a multi-paragraph response to a prompt 7. Verbally responding to prompts, reading passages, and listening excerpts	6a. Organize their ideas appropriately writing in English, using correct grammar and punctuation most of the time in order to express ideas and arguments effectively. 6b. Compare and contrast ideas learned through listening and reading in a written response of 150 to 224 words within a 20- minute time limit. 6c. Write a detailed and well-supported 300-word response to a prompt based on knowledge and experience within a 30-minute time limit. 7a. Speak in English, using mostly correct pronunciation and grammar, for a few minutes about a topic they are familiar with or for one minute in response to a question (with limited preparation time). 7b. State an opinion and support it, using mostly correct pronunciation and grammar, when speaking in English (with limited preparation time). 7c. Orally summarize information they have read or listened to in English using mostly correct pronunciation and grammar (with limited preparation time).

TUITION

Cost

ESL Program Tuition

Weeks	**Price**
12	$2,000
24	$3,900
36	$5,700
48	$7,400

TOEFL Tuition

Weeks	**Price**
12	$2,000

The application fee ($150) is non-refundable. The fee for each F-2 dependent is $100. I-901 SEVIS fee ($350) goes directly to the government and is non-refundable. Tuition deposits ($100) will be credited towards your tuition.

Total Charges for One Quarter = 12 weeks Tuition + Textbooks for 1 level ($60)
Total Charges for Whole Program = 72 weeks Tuition + Textbooks for 6 levels ($360)

STUDENT'S RIGHT TO CANCEL
The student has the right to cancel and obtain a refund of charges paid through attendance at the first class session, or the seventh day after enrollment, whichever is later. The student must meet with the Director immediately in the event that the student wishes to cancel his or her Enrollment Agreement.

Withdrawal Policy
If a student determines that he or she will need to withdraw from the current course, no grade will be posted to the record. Instead, a "W" will be recorded. Withdrawal status can only be granted after a meeting with the Director to discuss the circumstances and the student's options. If it is determined that withdrawal is the best option, it will be considered effective immediately following the meeting and a pro-rated refund will be given if applicable. A withdrawal meeting can be set up by emailing the Assistant Director with a formal notice of intent to withdraw. If you have not met with the Director and simply stop coming to class, you will not automatically be withdrawn. Withdrawal will not occur unless a formal notice of intent has been sent and a meeting with the Director has taken place. Instead, your final grade will be reported at the end of the quarter and will become part of your official record. Be aware that missing class can affect your visa status

TUITION

Refund Policy
Tuition will be refunded on a pro-rata basis for students who withdraw after completing 60% or less of the scheduled period of attendance. For students who have completed 61% or more of the scheduled period of attendance, tuition is generally non-refundable. However, we understand that extreme circumstances can affect a student's ability to attend class. Institutions shall refund 100 percent of the amount paid for institutional charges, less a reasonable deposit or application fee not to exceed $250, if notice of cancellation is made through attendance at the first class session, or the seventh day after enrollment, whichever is later.

Loans
If the student obtains a loan to pay for an educational program, the student will have the responsibility to repay the full amount of the loan plus interest, less the amount of any refund. American English Language School does not participate in federal or state financial aid programs.

Financial Aid
American English Language School does not participate in federal or state financial aid programs. If a student obtains any other type of loan to pay for our educational program, the student will have to repay the full amount of the loan plus interest, less the amount of any refund. If the student has received federal student financial aid funds, the student is entitled to a refund of monies not paid from federal student financial aid pr

Receipt and Acknowledgment
of the American English Language School 2025 Course Catalog

This copy must be signed and submitted to the Director or Assistant Director.

I understand that all students are held accountable for reading and understanding information contained in this official catalog. I have read and understood all information in this course catalog and agree to abide by all policies and procedures contained herein.

Student's Name (please print):

Student Signature:

Date: