



Fall Executive Board Meeting

by Michael Steadman, President

The Executive Board met in September to review the work in progress and to look ahead at new projects and activities. The following is a summary of the discussions which took place.

Advocacy: Mary Reeves and her Advocacy Committee members have managed to keep a half dozen or so advocacy projects moving ahead at a steady pace. These projects include the member profile project, activities at TESOL and NAFSA, OSEAS liaison activities, overseas fair activities, and various public relations activities. A significant amount of Executive Board time was spent on the program profile. Over the past year much information has been gathered from the membership on this topic and it was the Board's task to sift through the many different views to identify the format and content which would be best for all member programs. Mary's articles elsewhere in this newsletter provide a more in-depth discussion of the member profile, as well as of other Advocacy activities.

Standards: Bill Harshbarger brought two major Standards Committee items to the agenda — accreditation and self-study. Bill began his presentation with a report by the subcommittee on accreditation. The report made three important points: 1) many AAIEP members are interested in accreditation, 2) AAIEP cannot easily (or quickly) become an accrediting organization, and 3) there is no organization which provides appropriate accreditation for many of our members.

After lengthy consideration of the issues surrounding accreditation, the Board decided to place accreditation high on the list of topics to be dealt with in the coming year. The Board will approach accreditation from two standpoints. First, it will encourage existing accrediting organizations to use AAIEP's expertise to accredit IEPs. Ideally, the existing accrediting mechanisms of organizations such as ACCET would be used to conduct an accreditation designed by and endorsed by AAIEP. If AAIEP is unsuccessful in working with existing accrediting organizations, then AAIEP must again consider the possibility of becoming an accrediting organization.

The discussion of accreditation was related to the topic of self-study. The Board noted that there were adequate resources available to members for an internal, formative type of self-study. These include the AAIEP Standards, unofficial sets of self-study questions based on the Standards, and the TESOL self-study. What is not available is an instrument and process for evaluating IEPs. The Board decided that energies of the Standards Committee were best spent developing tools for evaluation, rather than duplicating the efforts of TESOL and its self-study.

Government liaison: Past-President Phil Borchers discussed his efforts in working with individuals and organizations which interact with AAIEP. Most recently Phil led an effort to get INS to review a proposed rule change which could have designated IEPs as M-visa schools. By all indications, his efforts have been successful.

Membership: AAIEP Treasurer Mary Kracklauer reported that AAIEP membership is up again this year as programs continue to join AAIEP. Criteria for membership were reviewed but no changes were considered. In its short history, AAIEP has been characterized by efforts toward inclusiveness with a concern for quality. The current Board affirmed its support for these values.

Publications: Publications (and their related costs, such as postage) take up a significant part of the AAIEP budget. Yet, the Board sees the need to continue efforts in providing information to members, interested professionals, and OSEAS. Efforts will be made to lower the costs of publications as well as to get more members' participation in producing publications.

Research: AAIEP is in a unique position to conduct much needed research, yet the Board realizes that AAIEP's task is to inform members, not to overwhelm them with countless surveys. The board discussed ways to conduct IEP-related research and concluded

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that research conducted on behalf of AAIEP should be coordinated. An AAIEP member serving as a research coordinator would first set a research agenda, and then begin conducting research which would be useful to AAIEP members.

Budget: No Executive Board meeting is complete without a good hard look at the operating budget. Most of the activities planned for this year will be similar in cost to last year's activities. The major addition to the budget this year is likely to be the program profile. The cost of this project, estimated to be approximately \$8,000, will just barely fit in this year's budget. If the demand for reprints is sufficiently high, however, future Executive Boards may need to look for funding sources, such as advertising or an increase in members dues, to make the profile accessible to as many prospective students as possible.

AAIEP Membership Drive at TESOL

by Susan Carkin, Member-at-Large

The AAIEP Executive Board has decided to sponsor a booth at the 26th annual TESOL Convention in Vancouver. The dates of the exhibition are March 4-7. The purpose of the booth is to inform TESOL colleagues of the goals of the organization and the benefits of membership, as well as to solicit support for the organization in the form of new members.

Members of AAIEP will receive a January mailing to request a donation of their time spent in the booth visiting with colleagues, answering questions and passing out information. AAIEP is currently in touch with TESOL regarding the famous candy dish; we are trying to get the "express, written permission" required by TESOL to display and offer wrapped candies (as was done at NAFSA last year).

Program administrators who would like to sign up for a 1 1/2 hour (or longer) time slot in advance of the January mailing may do so and be assured of the time they request. Write to Member-at-large Susan Carkin at the address on page 7. Likewise, volunteers to help with booth set up and dismantling are welcome.

We plan for another booth at NAFSA in Chicago, May 24-27, and will need to call on you for your participation in our AAIEP exhibit at that time, too.

Report of the Standards Committee

by Bill Harshbarger, V.P. for Standards

Following Board approval of an Accreditation Subcommittee of the Standards Committee, a great deal of research was conducted into the current status of accreditation of IEPs, particularly of proprietary programs. Sherry Schneider of the Washington Academy of Languages agreed to be Chair of the subcommittee and is so far entirely responsible for the efforts that have been made. Information has been gathered from a wide range of organizations including the Department of Education, TESOL, NAFSA, ACCET (Accrediting Council for Continuing Education and Training) and a newly founded Association for Proprietary Language Schools. In addition, Sherry has been in contact with a number of AAIEP member programs concerning their views on accreditation issues. Sherry's report was presented to the Board at its recent meeting in Colorado Springs. The salient points of that discussion are presented below.

Accreditation is a significant issue for many AAIEP members. There is some indication that INS will be taking an increasingly dim view of IEPs which are not accredited by a U.S. Department of Education-recognized organization.

Currently ACCET is the only Department of Education-recognized accrediting body for post-secondary ESL programs.

Members consider membership and accreditation in ACCET to be expensive and some believe that the organization has failed in the past to fully understand and meet the needs of its ESL members. Newly adopted ACCET criteria and goals for accreditation of ESL programs were reviewed by the subcommittee and the general feeling was that they were inadequate. In addition, membership of the ACCET accrediting commission does not reflect strong representation of ESL professionals. Sherry's report listed a number of other concerns which AAIEP members have with ACCET accreditation.

Talks with TESOL and NAFSA officials indicate that neither organization is planning to become an accrediting body.

A newly formed Association for Proprietary Language Programs which includes Berlitz and Inlingua may attempt to gain Department of Education recognition as an accrediting body, but the process is a lengthy one.

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Based on the preceding points, the Board discussed how AAIEP could respond. It was pointed out that one of the important reasons for AAIEP's existence was to serve as an organization which would represent a certain level of quality. Membership eventually needs to be based on some evaluative criteria. This could be accomplished either by requiring members to be accredited by other organizations (whose standards are acceptable to AAIEP) or by undertaking that accreditation directly.

There are several drawbacks to having AAIEP become an accrediting body: it is time consuming, costly, requires hiring permanent staff to handle record keeping, and can lead to lawsuits which would require extensive malpractice insurance.

Because of these drawbacks, the Board has decided to pursue talks with other organizations — possibly TESOL, NAFSA, COPA (a council of college and university accrediting bodies), ACCET and UCIEP. The purpose of these talks would be to determine if organizations such as ACCET and COPA would be interested in working with AAIEP, TESOL, etc. to create effective and widely accepted accreditation criteria and procedures for post-secondary intensive ESL programs. The Board plans to hold its next meeting in January in Washington D.C. in order to meet with representatives from a number of these organizations and try to establish a series of talks on the issue of accreditation.

In order to make these talks as constructive and focussed as possible, the Standards Committee has been asked to formulate a statement of our organization's position with regard to accreditation standards. It was felt that self-study questions for developmental purposes have less of a priority at this point than establishing a clear stance on accreditation standards that could be endorsed by other organizations like TESOL and recommended to ACCET.

For the time being, programs which are interested in undergoing a self-study are encouraged to use the TESOL procedure or base their self-study on the AAIEP Standards document. Guidance and help with self-studies are available from the Standards Committee.

Input from AAIEP members will be vital to establishing an accreditation standards document. The Standards Committee hopes to have a draft available to members for review prior to the NAFSA conference in Chicago.

Although we will pursue efforts to work with ACCET first, there are other options that can be investigated later. These include working with organizations interested in accrediting language schools. The previously mentioned Association for Proprietary

Language Schools, involving Inlingua and Berlitz among others, has expressed some interest in becoming an accrediting body that could serve ESL programs. The Defense Language Institute has also expressed interest in this area.

In addition to work on accreditation standards, the Standards Committee will be involved in workshops at both TESOL in Vancouver and NAFSA in Chicago. AAIEP will be represented on a workshop dealing with standards at TESOL and will provide its own Standards workshop at NAFSA. The focus of the NAFSA workshop will be on third party recruiting and student quotas. An international panel of representatives from TESOL, AAIEP, NAFSA, B.C. TEAL, and a consortium of European recruiting agencies has been invited to participate. Plan to come early for NAFSA to attend this important workshop. More details on time and place will be forthcoming.

Proposed INS Rule Changes

by Philip Borchers, Past-President

Last June, the Immigration and Naturalization Service published a draft of *Proposed Rules*. The complete text appeared in the *Federal Register* of June 13, 1991, Vol. 56, No. 114, pp. 27211-16. NAFSA sent out a commentary on this proposal a few days later. However, the NAFSA commentary made no mention of a statement found in the proposed rules which would have serious repercussions for IEPs. The statement was:

"Schools which devote themselves exclusively or primarily to vocational, business, or language instruction are classifiable as M-1 schools and therefore are not covered by the F-1 visa program." (p.27214, Sect. (E.ii))

Since students with M-1 visas cannot currently change to F-1 status, few IEPs would wish to enroll students under this classification. Such a classification would block the possibility for IEP students to go on to undergraduate and graduate studies, which are pursuits normally falling under F-1 status.

In order to alert the membership to this statement in time to meet the July 15 deadline for comment, we attempted to fax an update with a proposed response to every program. Hopefully, you were notified.

As of October 1, 1991, the final rules had not been released. According to the INS Office of Adjudication in Washington, D.C., the statement will be removed from the final version of the rules. We are waiting for the final rules to be released and will keep you posted on this issue.

Report of the Advocacy Committee

by Mary Reeves, V.P. for Advocacy

The Advocacy Committee is continuing work on several projects initiated last year and will begin work on two others during the 91-92 year. Advocacy's tasks are outlined below; together they represent a growing AAIEP presence and cohesiveness, with member programs and their views being represented by the Association in various constructive and effective ways.

Committee members. The 91-92 Advocacy Committee includes Mary Reeves (Chair), Rhona Genzel (Chair-elect), Greg Barratini, John Stephenson, and Laura Thompson. The committee constitutes a cross-section of membership with large and small programs, proprietary and university affiliations, and east, middle, and west locations all represented.

Member profile project. The member profile project, which is designed to yield a booklet with a description of each AAIEP member program which can be distributed to advisors and referral sources, is scheduled for completion in March, 1992. A complete description of the project and its status can be found in the accompanying article on page 5. The profile booklet should be a useful tool with a variety of functions, acting as a showcase for member programs, showing the scope of membership, and presenting the standards supported by member programs.

NAFSA events. AAIEP will again hold its annual business meeting and member/advisor reception at the National NAFSA conference, scheduled for May 24 - 27, 1992, in Chicago. At least one pre-conference workshop, which will discuss recruiting practices, is also scheduled. These events, along with advertising in the conference program and an AAIEP booth in the exhibit area, will ensure our continued visibility at NAFSA.

TESOL events. In the past, AAIEP members and committee groups have gotten together informally at TESOL. For the 1992 International TESOL Convention in Vancouver, a more organized presence is planned for the first time. AAIEP will have a booth and advertising in the convention program, and liaison activities are planned to acquaint several interest sections with AAIEP standards and membership. Member-at-large Susan Carkin will be coordinating AAIEP functions for TESOL; any members willing to offer assistance can call her at (801) 750-1218.

Advertising. AAIEP will again be listed in English Language and Orientation Programs in the U.S. (ELOPUS) compiled and published by Institute of International Education. Other advertising opportunities are being considered in an effort to promote AAIEP visibility and introduce member programs. Suggestions for advertising vehicles suitable to AAIEP goals and membership needs are welcome.

OSEAS liaison activities. Rhona Genzel has agreed to serve as AAIEP's first OSEAS Information Officer. Advisors will receive regular mailings of AAIEP membership lists (including the membership profile booklet when it is produced), updates on standards, announcements of Association activities, newsletters, and invitations to events, as well as responses to individual inquiries about AAIEP.

Language fair lists. Mary Reeves will continue to compile a list of language fairs, to be included in each newsletter mailing. Articles regarding language fair experiences and issues will also continue; this edition of the newsletter includes an article by Peter Voeller, International Student Advisor at the University of Washington Extension in Seattle. Peter attended the Mondolingua fair in Geneva in May, 1991. His article discusses his pre- and post-fair concerns.

AAIEP Nominations Begin

Each year at this time a newly composed Nominating Committee begins planning for the election of next year's Executive Board officers. Nominating Committees attempt to ensure that AAIEP Executive Boards are fully representative of the membership. Thus, the current committee will nominate members from both proprietary and university-based IEPs and from different geographic regions.

The committee, listed on page 7, is now accepting names of individuals willing to serve on the AAIEP Executive Board. In late December, a slate will be formed, and this slate will be presented to the membership in early February. Members wishing to nominate other members, or even themselves, are encouraged to contact any Nominating Committee member.

Membership Profile Project

by Mary Reeves, V.P. for Advocacy

The membership profile project is alive and well. Thanks to Rebecca Smith and the 90-91 Advocacy Committee, the initial groundwork for the project was laid last spring. The 91-92 Advocacy Committee is now in the process of completing the task. The profile, which is being produced at no additional cost to member programs, will give member directors a forum to introduce their programs to prospective students and advisors.

The history. In 1990, in response to the need to list and effectively describe member programs in an attractive, easy-to-disseminate format, the Advocacy Committee was charged with creating a membership profile booklet. The booklet/brochure/notebook was to be for introduction and promotion of member programs to students, advisors, and agents. It was envisioned to be something between a listing and an exhaustive survey, with each member program listed and described individually. A questionnaire, a draft of which was circulated to membership in April 1991, was written as a sample instrument to gather information from member programs. Forty-three directors responded with suggestions regarding format, what information to include, and the suitability of questions.

What the profile will look like. In light of members' responses and following an investigation of the costs involved, the profile project has now become very focused. The profile will be produced as an 8 1/2" x 5 1/4" booklet with approximately 200 numbered pages and a two-color cover. The booklet contents will include the AAIEP standards and a one page description of each member program. The original run will be 1000 copies, with a copy going to each member program and the remainder to be disseminated to appropriate interested parties. AAIEP will undertake the initial expense of the project with no charges to members.

The content. Each member program will receive space for a 200-300 word descriptive entry, which will appear on a single page of the profile. The information will be gathered via a form which will be about 50% fill-in-the-blank, "data" type questions and about 50% narrative/description on four or five general topics. A great deal of consideration has been given to the nature of the questions and topics, with attention devoted to the responses gathered from the initial questionnaire draft. The revised questionnaire will solicit general data, and the narrative sections will give member directors an opportunity to highlight aspects of their programs as they see fit.

The time frame. The information form will be mailed to member directors on November 1; directors who have not returned the form by December will receive a follow-up phone call from an Advocacy Committee member. We hope to produce the profile booklet at the earliest by March 1, 1992, so that it will be available in time for TESOL, and at the latest by May 1, in time for NAFSA. Member responsiveness will be critical to meeting production deadlines.

Impressions of a First-time Recruitment Fair Goer

by Peter Voeller, International Student Advisor
University of Washington Extension

Thoughts and preparations before going

The following are some of the preparations made before I went to the *Mondoligua* fair in Geneva, Switzerland: compile data of our region, city, university and ESL school; translate pertinent information into French for a handout; review French with a tutor; purchase area posters and postcards; and bring photographs of ESL students on trips, a U.S. map, 400 brochures and applications, a university catalog, and a guest book for the display. We shared the booth with another ESL program from a different part of the country.

Afterthoughts and impressions

Presentation is an important draw. Although posters and photographs of the students are necessary, a large, formal, prefab display which can be easily assembled, dismantled, and carried is ideal. School banners and flags and maybe some local candy or inexpensive items to give away also help promote.

More than one person in the booth is very useful. It seems there are two schools of selling here as in retail, the "hard sell" and the "soft sell." Either could be effective, depending on the country you are in. Ideally, a booth would have two persons, each using a different approach.

Sharing a booth has its obvious advantages, but can get confusing as people will assume that your schools are somehow connected.

Consistency is important—attend the fairs regularly and become familiar with the agents and other participants. If you can only do one fair a year, I would suggest attending the largest one in the region you would like to recruit, hopefully back to back with a different, but related conference. Hitting two fairs in the same area at consecutive times is common. New fairs are often more heavily attended the first year.

Contact as many agents as possible.

Involvement Opportunities

by Michael Steadman, President

Once again it is time to put out a request for member participation in AAIEP. Participation in AAIEP provides opportunities to work cooperatively with fellow directors from across the U.S. as well as with other ESL-related professional organizations, with organizations involved in international education, and with government. The following provides a brief overview of the positions within AAIEP, positions which are open to all members and which become vacant every year or two.

Executive Board Positions

President: The AAIEP President represents the organization to the public and assists the other Executive Board officers as they conduct their activities.

President-Elect, Vice Presidents-Elect: "Elect" positions are not just training or stand-in positions. Typically, the "elects" have assigned areas of responsibility as well as their own special projects, which they have identified as relevant to and important for the organization. In the case of the President-Elect, contact with the membership and recruiting new AAIEP members has been a longstanding duty. The Vice President-Elect for Advocacy has been responsible for organizing AAIEP events at the annual NAFSA conference. The Vice President-Elect for Standards is responsible for setting up standards-related workshops at NAFSA conferences.

Advocacy: The Vice President for Advocacy and the Advocacy Committee members have responsibility for furthering the interests of AAIEP members. Activities include liaising with OSEAS, professional organizations, and government, and conducting activities which promote AAIEP to prospective students and others concerned with ESL study in the U.S.

Standards: The Vice President for Standards and the Standards Committee members have responsibility for working to strengthen the quality of intensive English program study. Past Standards Committees have provided the membership with the AAIEP Standards, as well as with workshops on standards-related topics. Future Standards Committees will continue this work as well as grapple with the ever-present topic of program evaluation and accreditation.

Members-at-Large: The Members-at-large provide an additional link from the membership to the Executive Board. Their duties vary according to interest and abilities. In the past, each Member-at-large has used his or her particular skills to strengthen the organization and enable it to move forward.

Treasurer: The Treasurer serves a two-year term. The position is responsible for maintaining the financial records of the organization as well as maintaining current information about the membership.

Secretary: The Secretary is responsible for maintaining many of the records of the organization as well as conducting the election process.

All Board Members: Probably the most important function of all Board members is to represent the membership. To do this, Board members are responsible for soliciting ideas and opinions from the membership and for representing those viewpoints at Executive Board meetings.

Other Positions and Activities

The Executive Board positions can accomplish only a small amount of what needs to be done within AAIEP. Individuals who serve on committees or who work on specific projects are needed, as well. The following are just a few of the areas where assistance is needed.

Committees: Standards, Advocacy, and Finance committees need both the ideas and assistance of members.

Publications: Newsletter editors and writers are needed to provide AAIEP members with useful and timely information and to provide OSEAS and others with information about AAIEP.

Accreditation: Members are needed to serve on the Accreditation Subcommittee.

Research: Research related to AAIEP interests and needs must be planned and conducted.

Other projects are waiting to be conceived and conducted. All that needs to be done is for you to give a call to any Executive Board or committee member.

We look forward to hearing from you.

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1991 - 1992

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AAIEP

The **American Association of Intensive English Programs (AAIEP)** is an organization of programs, represented by their directors, established to: promote ethical and professional standards for intensive English language programs, encourage and facilitate evaluation of intensive English programs, provide a liaison between intensive English programs and other organizations whose concerns for international students overlap with those of AAIEP, and work to increase awareness abroad of opportunities for English language study in the United States. Directors interested in obtaining membership for their programs should contact Connie Hammerle, President-Elect, ASPECT Int'l Language Schools, 26 Third Street, San Francisco, CA 94103.

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- Recruitment fair list
- "Who We Are" brochure
- New member application
- AAIEP Bylaws
- AAIEP Standards

AAIEP Newsletter

The AAIEP Newsletter is published three times per year. AAIEP members, overseas educational advisors, and others involved with intensive English program issues are invited to submit articles or news briefs to the editor. Submissions must be typed, double-spaced.

American Association of
Intensive English Programs



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FIRST CLASS