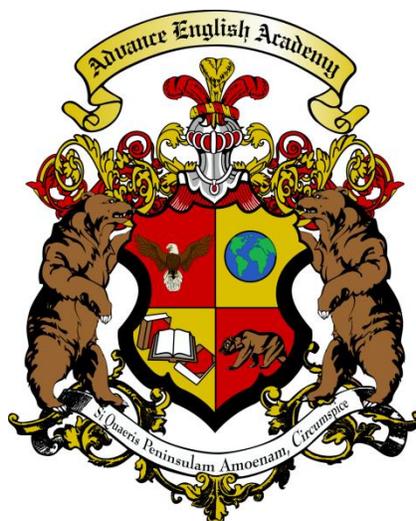


# Advance English Academy



## School Catalog

Effective Dates of this Catalog  
January 2, 2012 – January 1, 2015

Information is subject to change. Changes are announced, posted and copies of any change will be included in the handbook



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## Mission Statement

The mission of Advance English Academy is to provide a high quality English language program in a friendly and compassionate learning environment.



By advocating local volunteerism & outdoor recreation, Advance English Academy hopes to expand student knowledge, while encouraging an appreciation and understanding of our community, language and country.

## School History

Advance English Academy started in San Francisco in 2006. Advance English Academy started by offering free (vocational) English as a Second Language classes to primarily new immigrants, refugees, and a few international students. We moved into our current location at 1370 Mission Street, Suite 300 in 2007. We expanded into Suite 200 in 2008. We are now offering ESL/TOEFL courses in Berkeley location, which has been an additional location since 2012.

## Courses & Clock Hours of Instruction

Advance English Academy provides a 72-week Intensive English Program. All programs are 18 hours weekly and Advancement is available after 12 weeks; Beginner, 216 hours; Low-Intermediate, 216 hours; Mid-Intermediate, 216 hours; High-Intermediate, 216 hours; Upper High-Intermediate, 216 hours; Advanced, 216 hours; High-Advanced, 216 hours; Proficiency, 216 hours; TOEFL, 216 hours. Advance English Academy has an open-enrollment, which allows the students to begin classes on any given Monday. For example, if a student begins Beginner class on Monday, January 2, 2012, that student would complete Beginner class on March 23, 2012, or 216 hours (12 weeks) later.

## Holidays and Breaks

The Advance English Academy observes following national holidays;

President's Day      Martin Luther King Day      Memorial Day      Columbus Day  
Independence Day      Labor Day      Veteran's Day      Thanksgiving Day

Also, the Advance English Academy has Christmas winter break each year. Any additional school breaks will be posted in Advance English Academy.

## Proficiency Assessment Exams

The Mid-Term and Quarterly-End Proficiency Assessment Exams are tailored for each level. The exams are given twice per quarter. The Mid-Term Exam is administered on the 6<sup>th</sup> week of the 12-week program, and the Quarterly-End Exam is administered at the 12<sup>th</sup> week. In order to advance to the next class level, a minimum score of 80% from the Quarterly-End Exam must be achieved, along with instructor consent. Students who fail to take the Mid-Term and Quarterly-End Exams will be placed on temporary academic probation which may include a loss of school privileges and



Students, may be expelled from school, and risk having their I-20 terminated if there is a persistent failure to take the exams. Make-up exams are arranged for students who missed any Proficiency Assessment Exams, by the Academic Director.

### **Kind of Training**

We provide focused and intensive English training to assist our students in acquiring their academic and professional goals. At this time, we propose to offer 8 ESL courses and one iBT TOEFL Preparation course. Our program is not designed to lead to positions in a profession, occupation, trade, or career field requiring license.

### **Targeted Student Population**

The student body to be served will include adult members (18 years old and older) of the English Language Learners (ELL). No particular segment or sub-set of the international population is targeted. It is expected that many students will be of Spanish, Mongolian, Japanese, Brazilian, Russian and Thai descent, or as politics and economies continually alter the demographics of student body.

### **Student Records**

Hard copies of student records for all students are kept for three years. Students may inspect and review their educational records. To do so, submit a written request, identifying the specific information for review. If found, upon review, that there are inaccurate or misleading records, the student may request the errors be corrected. In the event that a difference of opinion exists regarding the existence of errors, a student may request a meeting to resolve the matter. It is Advance English Academy's intent to carefully follow the rules applicable under the Family Education Rights and Privacy Act (refer to Appendix). It is our intent to protect the privacy of all students' financial and academic records. Advance English Academy will not release such information to any individual without having first received a written request to do so, or unless otherwise required by law.

### **Student Conduct**

Students are expected to make adequate progress towards their academic and/or personal goals. Students must comply with all the rules and regulations of the US government and Advance English Academy. Students must attend all classes regularly. Students should behave professionally and respectfully at all times. Students risk termination and expulsion for unethical conduct or violation of Advance English Academy's rules and regulations.

### **School Location**

Advance English Academy  
1370 Mission Street, Suite 300  
San Francisco, CA 94103

2161 Shattuck Avenue  
Berkeley, CA 94704



Phone: (415) 552-1001  
 Fax: (415) 552-1002  
[captain@advanceesl.com](mailto:captain@advanceesl.com)  
 Website: advanceesl.com

## Tuition and Fees

All fees are subject to change without notice. The tuition covers the cost of all classroom instruction, use of library, computer lab, wifi, along with access to all the facilities of Advance English Academy. Tuition fees are to be paid, every 4 weeks on the Monday that tuition is respectively due.

There is a \$50 Late Fee if tuition isn't paid after one week of the due date.

There is a \$100 fee for returned checks.

If there remains an outstanding debt on tuition over one month, a student risks expulsion for failure to comply with the tuition policy.

Students will be charged

Unless otherwise specified, fees are as follows:

Application .....	\$ 75	
Tuition- ESL.....	\$ 400 (4 weeks),	\$ 150(1 week)
Tuition- TOEFL.....	\$ 400 (4weeks),	\$ 150 (1 week)
Supplies & Books.....	\$ 30 (ESL),	\$ 50 (TOEFL)

Tuition Deposit.....	\$ 100 (Only applicable to a student applying from abroad)
Homestay Finding Fee.....	\$150 (Only for applicable students)
Bounced Check Fee.....	\$ 100 (Only for applicable students)
Late Fee.....	\$ 50 (Only for students 1 week or more late for tuition payment)

New students must pay 12 weeks tuition before program begins. Students then can pay every 4 weeks. Students are encouraged to pay by Automatic Credit Card Payment, which will help students to avoid late fees. Students are given a temporary receipt by receptionist & an actual receipt from the director. The receipt includes the dates of study, and when the next time tuition will be due. Receipts can be picked up at reception.

## Program Descriptions

### English as a Second Language

Advance English Academy provides eight levels of English as a Second Language instruction: Beginner, Low-Intermediate, Mid-Intermediate, High-Intermediate, Upper High-Intermediate, Advanced, High-Advanced, and Proficiency. A TOEFL iBT Preparation is also offered. This



Program has been designed to provide students with an opportunity to acquire language skills systematically; an integrated skills approach is used. Students improve language skills because each level is taught by a qualified instructor in a small group setting. The standardized, intensive skills-based curriculum assures a systematic approach to language acquisition.

In the ESL course, the following subject areas will be taught: Grammar, Vocabulary, Speaking, Reading, Listening, and Writing. Class time will be equally divided among these subjects.

Students who complete the Beginner Level are expected to be able to communicate in simple sentences about their everyday life. They should be able to make basic grammar structures correctly and have an understanding of basic English vocabulary without much variation. They can read short texts and understand brief radio or television programs. Topics in the beginner course include: time, transportation, food, lodgings, basic directions and instructions, and family relationships.

Students who complete the Low-Intermediate Level are expected to be able to communicate well when discussing everyday topics and can speak about abstract topics in a basic way. They should be able to use many basic grammar structures and have an elementary understanding of more advanced grammar structures. They have an understanding of not only basic English vocabulary but also topics related to school, work, and personal lives. Reading and listening comprehension is at the paragraph level. However, while all the basic information is generally understood, stylistic devices, subtlety, etc., are not. Topics in the Low-Intermediate course include: entertainment, description of past, present, and future events, personal relationships, work, school, and world events.

Students who complete the Mid-Intermediate Level are expected to be able to communicate well when discussing everyday topics and can speak about abstract topics with little difficulty. They should be able to use many basic grammar structures and have a moderate understanding of more advanced grammar structures. Students should be able to communicate in some formal and informal settings, and become comfortable with various forms of verbal expression in English, and learn to understand different English dialects and accents. Topics in the Mid-Intermediate course include: the use of conditionals, describing people and family, transportation, money and economy, seeking and giving advice, and social issues.

Students who complete the High-Intermediate Level are expected to be able to communicate a wide range of ideas both concrete and abstract. They should have mastered all basic grammar structures and have a good understanding of more complicated structures. They should be able to communicate in both formal and informal settings, and have some ability to identify stylistic and rhetorical devices used in speaking and writing. They should be able to support their opinions, elaborate their ideas, describe cause and effect, understand telephone conversations and TV and movie broadcasts, and be able to discuss complex topics such as economics or culture. Topics in



The High-Intermediate class include: agreeing and disagreeing, formal and informal language, and phrasal verbs, abstract concepts, humor, and professional vocabulary.

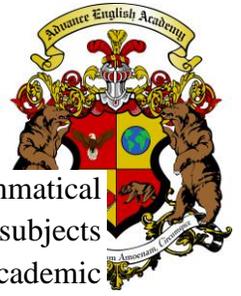


Students who complete the Upper High-Intermediate Level are expected to have fairly high-level of English competence. They should have mastered all basic grammar structures and have a good understanding of more complicated structures. They should be able to communicate in both formal and informal settings, and have some ability to identify stylistic and rhetorical devices used in speaking and writing. They should be able to support their opinions, elaborate their ideas, describe cause and effect, understand telephone conversations and TV and movie broadcasts, and be able to discuss a variety of topics in their field of interests. Topics in the High-Intermediate class include; music; media and communication; science; business related topics; expressions using conditional structures; all basic grammar structures.

Students who complete Advanced Level are expected to have a highly developed level of English. Students should be able to understand most native speakers without requesting repetition or paraphrasing. Students should be able to read documents and listen to broadcasts that are aimed at native speakers with little difficulty. Students should be able to understand subtle, nuance, and other rhetorical strategies and be able to utilize these strategies to some degree. Students should have a wide variety of grammatical structures at their disposal and be able to rephrase their arguments in multiple ways. Students should be able to speak with ease about most subjects relevant to modern life and have specialized knowledge of the vocabulary of their field. Topics in the Advanced Level class include: politics, art, psychology, world history, cultural change, and technology.

Students who complete High-Advanced Level are expected to have a highly developed level of English. Students should be able to communicate with native speakers and other non-English speakers with less repetition or paraphrasing. Students should be able to comprehend reading passages in most of the topics and listening materials that are aimed at native speakers with little difficulty. Students should be able to understand the differences between British English and American English usages by the means of a British English based text. Students should have complete foundation of grammatical structures in language production. Students should be able to speak with ease about most subjects relevant to modern life and have specialized knowledge of the vocabulary of their field. Topics in the High Advanced Level class include; politics, art, psychology, world history, cultural transition, literature, and entertainment.

Students who complete Proficiency Level are expected to have the highest level of English as Second Language skills. Students should be able to communicate with native speakers in an academic environment without requesting for repetition or paraphrasing. Students should be able to comprehend reading passages in most of the topics and listening materials that are aimed at native speakers with little difficulty. Students should have critical thinking and be able to agree and



disagree based on their own judgments. Students should have complete foundation of grammatical structures in language production. Students should be able to speak with ease about most subjects relevant to modern life and have specialized knowledge of the vocabulary of different academic field. Topics in the Proficiency Level class include; intercultural communication; education; mass media and technology; gender; and occupation; and academic preparation (understanding lectures, and being able to write academically).

## **iBT TOEFL**

This is a course of study designed to assist students in preparing for the iBT Test of English as a Foreign Language (iBT TOEFL). iBT TOEFL is a test that is used by many colleges and universities to assess the English competency of non-native English speakers. In the iBT TOEFL Preparation course, the following subjects will be taught: Grammar, Vocabulary, Reading, Writing, Listening, Speaking, and test-taking strategies. These courses will focus on the Vocabulary Grammar, etc. that is relevant to the iBT TOEFL examination.

Students who complete the iBT TOEFL Preparation course are expected to have a wide understanding of academic vocabulary and most grammatical structures. Students should have developed specific strategies to accomplish the listening, speaking, reading, and writing sections of the iBT TOEFL.

Students who would like to take the iBT TOEFL course are required to be at the high-intermediate level or above. Exceptions are only given to students who have strong academic reasons, and receive approval from the TOEFL instructor and the Academic Director. Students who are in lower levels may complete the ESL program before taking the TOEFL class.

Students in the TOEFL program are required to take the Mid-Term TOEFL Exam and the Quarterly-End TOEFL Exam.

Student progress will be evaluated based on classroom performance, participation, homework, assignments, weekly examinations, attendance and the instructor's student evaluation.

## **STRF Disclosure & Statements**

The Student Tuition Recovery Fund (STRF) was established by the Legislature to protect any California resident who attends a private postsecondary institution from losing money if the student prepaid tuition and suffered a financial loss as a result of the school closing, failing to live up to its enrollment agreement, or refusing to pay a court judgment.

To be eligible for STRF, the student must be a "California resident" and reside in California at the time the enrollment agreement is signed or when the student receives lessons at a California mailing address from an approved institution offering correspondence instruction. Students who are temporarily residing in California for the sole purpose of pursuing an education, specifically those who hold student visas, are not considered a "California resident."



If the student tuition has been paid by a third party payer, the student will not be eligible to reimbursement from the STRF.



To qualify for STRF reimbursement the student must file a STRF application within one year of receiving notice from the Bureau that the school is closed. If the student does not receive notice from the Bureau, the student has 4 years from the date of closure to file a STRF application. If a judgment is obtained the student must file a STRF application within two years of the final judgment.

It is important that the student keep copies of the enrolment agreement, financial aid papers, receipts or any other information that documents the monies 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 California, 95833, (916) 431-6959.

## **STRF Disclosure & Statements Continued**

### PART ONE

The State of California created the Student Tuition Recovery Fund (STRF) to relieve or mitigate economic losses suffered by students in educational programs who are California residents, or are enrolled in a residency programs attending certain schools regulated by the Bureau for Private Postsecondary and Vocational Education.

You may be eligible for STRF if you are a California resident or are enrolled in a residency program, prepaid tuition, paid the STRF assessment, and suffered an economic loss as a result of any of the following:

1. The school closed before the course of instruction was completed.
2. The school's failure to pay refunds or charges on behalf of a student to a third party for license fees or any other purpose, or to provide equipment or materials for which a charge was collected within 180 days before the closure of the school.
3. The school's failure to pay or reimburse loan proceeds under a federally guaranteed student loan program as required by law or to pay or reimburse proceeds received by the school prior to closure in excess of tuition and other costs.
4. There was a material failure to comply with the Act or this Division within 30 days before the school closed or, if the material failure began earlier than 30 days prior to closure, the period determined by the Bureau.
5. An inability after diligent efforts to prosecute, prove, and collect on a judgment against the institution for a violation of the Act.

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



Authority cited: Sections 94803, 94877 and 94923, Education Code. Reference: Section 94923, Education Code.



## PART TWO

You must pay the state-imposed assessment for the Student Tuition Recovery Fund (STRF) if all of the following applies to you:

1. 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 either by cash, guaranteed student loans, or personal loans, and
2. Your total charges are not paid by any third-party payer such as an employer, government program or other payer unless you have a separate agreement to repay the third party.

You are not eligible for protection from the STRF and you are not required to pay the STRF assessment, if either of the following applies:

1. You are not a California resident, or are not enrolled in a residency program, or
2. Your total charges are paid by a third party, such as an employer, government program or other payer, and you have no separate agreement to repay the third party.

## **Refund of Tuition**

### **STUDENT'S RIGHT TO WITHDRAW FROM THIS PROGRAM**

A student has the right to withdraw from this program of instruction at any time, and receive a refund of tuition. If the student withdraws from the program of instruction after the expiration date of the time for canceling this agreement, the student is obligated to pay only for educational services rendered, plus a non-refundable application fee of \$75.00. If the student withdraws prior to the Program Start Date, then the student will receive 100% refund of tuition fee. For the textbook purchased, it is only refunded when the student withdraws prior to the Program Start Date, if unused.

The refund policy for students who have completed 60 percent or less of the period of attendance shall be a pro rata refund. According to California Code of Regulations, a pro rata refund pursuant to section 94919(c) or 94920(d) or 94927 of the Code shall be no less than the total amount owed by the student for the portion of the educational program provided subtracted from the amount paid by the student: (1) The amount owed equals the weekly charge for the program (total institutional charge, divided by the number of weeks in the program), multiplied by the number of weeks student attended, or was scheduled to attend, prior to withdrawal. For instance, the weekly charge of the program tuition fee is \$150, as listed in the Tuition and Fee. If a student has paid \$400 for 4 weeks, and he/she only attended classes for one week, total refund will be \$250, which is calculated from \$400 (the total amount the student has paid)-\$150 (a week's charge). In the case of the initial 12 weeks tuition, 12 weeks payment will be calculated as the total amount the student has paid. Prorated refunds will be calculated on a weekly basis. When determining the number of weeks, the institution will consider a partial week the same as if a whole week were completed, provided the



student was present a least one day during the scheduled week. In the case of the initial 12 weeks tuition, 12 weeks payment will be calculated as the total amount the student has paid.



For students who are applying from outside the USA, and who have paid the \$100 tuition deposit, this \$100 deposit is only refunded once the original I-20 & original Acceptance Letter are returned to Advance before the Program Start Date.

Advance will pay or credit refunds within 45 days of a student's cancellation or withdrawal. Advance requests that students must sign their names when they pick up their refund check at school, or email the school when they receive the refund check by mail, or get refunded by credit card.

For students withdrawing, they must speak directly to the Director for important information, regarding your F-1 status, and the precise withdrawal date. It is the students' responsibility to speak directly to the Director to avoid status problems, and to receive the correct refund. The refund is calculated not on the student's belief of the last day of attendance, but the administration's determined last day of attendance. Only the Director can determine the last day of attendance, not the student.

Advance is not obligated to make refunds to students who are terminated due to violation of Advance's written disciplinary and/or attendance policies or local, state, or federal law.

### **Cancellation Policy**

This institution will refund 100 percent of the amount paid for institutional charges, including those labeled "nonrefundable" less a registration fee of \$75 if notice of cancellation is received by or on the fifth business day after the first day of class. All requests must be made in writing.

### **Student Grievance Procedures**

This institution is dedicated to fair dealing and professional conduct. Should any student have a complaint, the student is asked to discuss the matter directly with an instructor or administrator. That instructor or administrator will engage in an informal process endeavoring to settle the dispute in good faith. That informal process will involve three steps: 1: an effort to define the problem, 2: an effort to identify acceptable options for resolution, and 3: an attempt to resolve the conflict through the application of one or more of those options for resolution. The student may thereafter choose to file a written complaint directly with the institution's School Director, who will work to resolve the matter. That individual will investigate all formal (written) complaints, endeavor to resolve all such complaints, and record an entry into the institution's official log. The formal process will require the student's submission of a written description of the specific allegations and the desired remedy, accompanied by any available documentary items. The School Director will notify the student of the decision reached. At any time, 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 Web site <http://www.bppe.ca.gov/>.



## Leaves of Absence

Should the student's circumstances be such that a leave of absence is needed, please submit a request form for a leave of absence to the School Director. At his/her discretion, a leave may be granted for a reasonable time, as warranted by the circumstances. If a student repeatedly resorts to the use of a leave of absence, and if such applications show a pattern of delays, or should the issuance of a leave of absence be such that it would significantly interfere with the planned completion of the program of study, the School Director or his/her assignee may, in his/her sole discretion, dismiss a student from the program and issue the appropriate refunds as may be required. If a student takes a leave of absence more than 8 weeks, the student must re-take the Placement Test and assigned to new appropriate level.

According to SEVIS, F1 student is not allowed to reduce his/her course load to care for any dependent or a loved one.

## Copyright Infringement Policies

The Advance English Academy students must comply with applicable copyright and other laws. The following (policies) based on current copyright law which might be applicable to students:

1. Students may use computing facilities for educational purposes only. Acceptable uses of the Internet are activities that support teaching and learning.
2. Students must observe standard copyright restrictions; they are the same for printed materials.
3. The unauthorized installation, use, storage, or distribution of copyrighted software or materials on school district computers is prohibited.
4. Students must abide by school policies as well as local, state, and federal statutes and regulations concerning the use of computing facilities.
5. Students may not copy commercial software in violation of copyright laws.
6. Students may not use the computer system for personal financial gain or profit.
7. Students may not upload or download software illegally. It is a serious federal crime.
8. Students may not send or receive copyrighted material without permission.
9. Students may not use computer programs to decode access control information.
10. Students may not attempt to circumvent or subvert system security measures.
11. Students may not access an electronic database without the permission of its creator. Mere browsing of a database may mean the copying of a copyrighted digital product. In each of the instances below, one or more copies is made:
  - A) When a work is placed in a computer whether on disk or in remote access memory (RAM);
  - B) When works, including hard copy, photographs, sound recordings, etc. are digitized;
  - C) When a document is transferred from one computer user to another;
  - D) When a file is downloaded from an outside server;
  - E) When a file is uploaded from an outside server.



## Transcripts

Each student's file will contain student's academic progress record. Evidence of a student's completion certificates can be issued by this institution upon a student's request. Should a student need a copy of a certificate, the first copy will be provided at no charge. Subsequent copies are available upon payment of a fee of \$15.00. Certificates will only be released to the student upon receipt of a written and signed request. No certificates will be issued until all tuition and other fees due the institution are paid to date.

## Attendance Policy - Tardiness

Students (with an F1 student visa) are required to attend classes, full-time, 18 hours per week, of classroom instruction. Students are expected to attend all classes as scheduled. Students must maintain a minimum of 80% attendance. Students must attend the scheduled classes, or a Warning Letter will be issued. Students tardy for more than 15 minutes, as well as early departure of more than 15 minutes, are considered absent for that class hour. If a student is tardy 3 times, then the student is considered absent for one day of class. Instructors will keep strict attendance records, and Advance English Academy will input attendance in the students' files monthly. Chronic absenteeism will result in expulsion, and the termination of the student's I-20. Unexcused absences will result in expulsion. All warning letters are waived after 12 months continuous enrollment.

## Concurrent Enrollment

For students who are studying at and have received I-20 from Advance English Academy and wish to enroll in a college or university classes at the same time, they must fill out Concurrent Enrollment Request Forms, explaining why they need to enroll concurrently in a college or university class, what classes and in which college/university the students will attend, how many credits the students will receive, dates and hours of classes, etc. The Director or Academic Director will evaluate these requests and determine of approval to enroll concurrently in another higher educational institute. The students must provide adequate and appropriate reasons for concurrent enrollment and must attend more than 9 hours of instructional class hours at Advance English Academy. Once concurrent enrollment is approved, the students must provide the proof of enrollment in other institute, such as payment receipt for the classes.

## Vacation

Students are allowed to take vacation/break, up to 6 weeks per year. Students must fill out a Vacation Request Form, which has to be approved by his/her instructor, and the Director.

If students are going abroad, they must provide flight information, a copy of their passport, and I-20, which has to be signed by a DSO prior to their departure. When students return to the US, the school must make a copy of the new I-94 on their passport. Students who have attended Advance English Academy for more than a year and have good academic standing, are eligible for 6 weeks free vacation each year.

Students are allowed to take vacation/break after 3 months of study at Advance English Academy. Students who receive a Warning Letter, are not allowed to take a vacation. Re-consideration for



tion request by these students is given to those who excel in their attendance performance 9 months after the Warning Letter.



## **Admission Requirements**

### Admission Requirements for all students:

1. Students must complete and sign an Application Form.
2. Students must have a sponsor's signature on his/her Application Form, if sponsored.
3. Students must submit an official bank statement to demonstrate proof of finances. The bank statement should be no more than 3 months old, be in English and US dollar/Euro.
4. Students must read and sign the Enrollment Agreement Form.
5. Students must have proof of health insurance, or complete the Health Insurance Waiver.
6. Students must submit a copy of his/her passport, Visa, I-94, (and I-20).
7. Students must have graduated from high school, or earned a GED and be at least 18 years of age.
8. Students must take an ESL placement test.
9. Students must complete a Statement of Purpose on their placement exam.
10. Students must pay all applicable fees, as per the current published fee schedule prior to the issuance of an enrollment contract or make other arrangements acceptable to the school.
11. Students cannot transfer from a college of university, unless students were enrolled in an affiliated IEP. Exceptions are made case by case by the senior management.

## **Orientation**

F-1 students must attend Orientation before receiving the I-20. During orientation, students will be informed with school policies, administrative information, student services, attendance issues related to immigration laws and regulation, other relevant information related to school. Orientation is given every other Monday.

## **Grades and Satisfactory Progress**

Student performance in the Mid-Term Exam & Quarterly-End Exam is graded by percentages. Students must receive 80% to progress from one level to the next level. Students who are in the highest ESL level must receive an 80% score from the Quarterly-End Exam, to continue their program, provided that the student's maximum cumulative total length of the study is no more than 36 months. Students who fail to meet the requirements for advancement to the next level two times, are required to meet with the Academic Director for academic counseling. Students who fail to advance three times or more, and do not exhibit signs of progress; an increase of their score in subsequent Quarterly-End Exams; an improvement in their classroom performance and participation; maintaining attendance, are not allowed to continue their study at Advance. Students who fail to advance three times or more, but show signs of progress, are allowed to continue their study with their instructors' written recommendation.



Students who do not meet the advancement requirement may be allowed to advance to a higher level, based on the Academic Director's and instructor's written recommendation, even though the student is below 80%.

Exceptions:

--This does not apply to non F-1 students.

-- Students who failed the Quarterly-End Exam due to having missed over 25% of the 2<sup>nd</sup> quarter, due to having taken a vacation, or due to a medical condition, or having authorization to drop below full-time status.

In addition to the Mid-Term Exam & Quarterly- End Exams, students' progress will be evaluated by instructors in attendance, Test/Quizzes, Projects, Assignments, Language competence/proficiency level, and class participation, etc. as reported and monitored in the Student Progress Report.

### **Transferring-In Students**

Students have up to 30 days from the last day of study at previous school, before they start class at Advance English Academy. This holds true to students who have transferred before the Program End Date on their I-20. Advance English Academy does not accept students transferring from universities, or colleges, unless interviewed and approved for transfer by the Academic Director or the Director.

### **Transferring-Out Students**

There are a few requirements for students to transfer out: students must take the Exit Test; students must have paid all fees to date; students must submit an Acceptance Letter & a Transfer Out Form by the school the student wants to transfer to; students must be in good academic standing.

### **I-20 Extension**

Students with F-1 Visas who wish to extend their study at Advance English Academy, must fill out an Extension Request Form, explaining why they need to extend their program and length of the extension. Extensions may be from 1 month to 12 months only, and students must have a valid academic reason for an extension. Also, students need to provide a bank statement with adequate funds, proportional to the length of the extension. Students who receive a Warning Letter are not allowed to extend their I-20s. Re-consideration for I-20 extension requests by these students is given to those who excel in their performance in the two months after the Warning Letter.

### **Catalog Policies**

Rules governing student conduct, admissions policies, graduation requirements, and other aspects of Advance English Academy's operations are subject to change. Please check with the School



Director or if the student has questions regarding the content of this catalog. In addition, any question a student may have regarding this catalog that have not been satisfactorily answered, the student may be directed to the Bureau for Private Postsecondary Education at 2535 Capitol Oaks Drive, Suite 400, Sacramento California, 95833, <http://www.bppe.ca.gov/>, (916) 431-6959, Toll Free: (888) 370-7589, Fax: (916) 263-1897. As a prospective student, you are encouraged to review this catalog prior to signing an enrollment agreement. This institution reserves the right to adopt, amend, or repeal rules and policies that apply to students. Changes in the content of this catalog will be posted on bulletin boards and shown as a supplement to this catalog. This catalog does not constitute a contract or enrollment agreement, nor does it constitute a statement of the conditions of a contract between the student and this institution. The relationship of the individual student to this institution is governed by applicable state education codes, state regulations, and college policies.

Please refer to the student's enrollment agreement or enrollment contract for the specific terms under which the student is to enroll. Changes to this catalog (which may from time to time be required by the Bureau for Private Postsecondary Education) will be initially added by means of an addendum and will appear at the end of the catalog.

### **Nondiscrimination Policy**

This institution is committed to providing equal opportunities to all applicants to programs and to all applicants for employment. Therefore, no discrimination shall occur in any program or activity of this institution, including activities related to the solicitation of students or employees on the basis of race, color, religion, religious beliefs, national origin, gender, sexual orientation, marital status, pregnancy, age, disability, veteran's status, or any other classification that precludes a person from consideration as an individual. Please direct any inquiries regarding this policy, if any, to the School Director who is assigned the responsibility for assuring that this policy is followed.

### **Individual Responsibility**

It is the responsibility of each student and faculty member and each administrator to be familiar with this institution's rules and regulations published in this catalog.

### **Student Services**

#### **Academic Advisement**

All entering students may discuss program and course selection with the Academic Director. Appointments are required.

#### **Tutoring**

Students who experience difficulty or who have learning disabilities will be provided assistance in locating qualified tutors. Interested students should contact the Director.

#### **Workshops**

Advance English Academy provides workshops, such as Business English, Pronunciation, Writing, a Movie Club, and a Book Club. Additionally, Advance English Academy offers student-led



Workshops. More information is available on the school's blog, message board and Monday evening announcement.

### **Volunteer Projects**

Once per month, Advance students participate in a group volunteer project in the San Francisco Bay Area that the school arranges and organizes. Students have a chance to interact with native speakers while they contribute to the beautification of their community. A student can check the Advance blog for information about the next volunteer event as well as the Bulletin Board. Some of the volunteer activities that Advance students have participated in include: arranging crafts for the visitors to the Zeum Children's Museum; sorting fruit at the San Francisco Food Bank; habitat restoration at Crissy Field of the Presidio; China Beach cleanup; restoration of the gardens on Alcatraz; helping with a multitude of projects under the guidance of the National Park Service; helping underserved San Franciscans to connect to social & medical services through Project Homeless Connect; and much more.

Students who are enrolled in morning classes, and miss the volunteer project in the morning, are permitted to attend afternoon or evening class.

### **Housing**

Advance English Academy provides housing information to all Advance English Academy students. Accommodation/homestay placement service is available upon request. More information is available at reception.

### **Travel & Living in San Francisco**

Advance English Academy provides travel information around San Francisco as well as monthly trips to nearby local attractions. In addition, services providing information about library membership, health insurance, or other travel and living inquiries are provided to enjoy learning and living in San Francisco.

### **Student Interaction**

We encourage students to interact and establish study groups. A bulletin board will be available for student use and may be used to promote the convening of study groups and the furtherance of study and program objectives.

### **BPPE Approval Notice**

This institution has received a license to operate from the Bureau for Private Postsecondary Education.

### **Academic Freedom**

This institution is committed to assuring full academic freedom to ADVANCE ENGLISH ACADEMY instructors. Confident in the qualifications and expertise of its instructors, the institution encourages its faculty members to exercise their individual judgments regarding the content of the assigned courses, organization of topics and instructional methods, providing only



These judgments are made within the context of the course descriptions as currently published, and providing that the instructional methods are those officially sanctioned by ADVANCE ENGLISH ACADEMY.

ADVANCE ENGLISH ACADEMY's ownership believes that the most important diversity that can accrue to the benefit of students is the diversity of thought that results from free discussion, the open expression of view-points and opinions on the subject matter at hand, and the diversity of thought that results from the free exercise of research and original thinking in the academic fields related to the institution's course offerings.

ADVANCE ENGLISH ACADEMY, therefore, supports and encourages instructors and students to engage in discussion and dialog. Students and faculty members alike are encouraged to freely express views as long as they believe it would Advance English Academy understanding in the specialized discipline being studied.

### **Sexual Harassment**

This institution is committed to providing a work environment that is free of discrimination, intimidation and harassment. In keeping with this commitment, we believe that it is necessary to affirmatively address this subject and express our strong disapproval of sexual harassment.

No one associate with this institution may engage in verbal abuse of a sexual nature; use sexually degrading or graphic words to describe an individual or an individual's body; or display sexually suggestive objects or pictures at this campus. Students are responsible for conducting themselves in a manner consistent with the spirit and intent of this policy.

### **Faculty**

Advance English Academy has sufficient and qualified faculty members. Minimum requirement of instructional faculty is a Bachelor degree in a related field, previous ESL teaching experience abroad, or TESOL/CELTA certificates. Preferred requirement of instructional personnel is a Master's in TESOL, Applied Linguistics, or a closely related field, plus a minimum of three years of directly relevant teaching experience. Previous teaching experience in ESL programs abroad is preferred. As of January, 2012, all new instructors must be currently active CATESOL members.

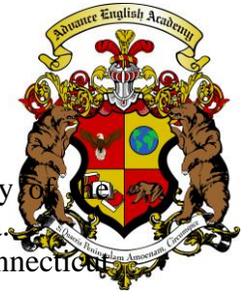
Advance English Academy recognizes the importance that quality instructors have on our program's success. All Advance English Academy's instructors will receive professional development training monthly and on-going participation in CATESOL/TESOL conferences to maintain instructors' knowledge in the field.

### **The Owner & Director**

Zachary B. Captain, owner & director, has worked tirelessly in international education for over 15 years. Mr. Captain has been teaching English since 1995. He has taught ESL at Yale University, University of Bridgeport, Teikyo Post University, intensive English programs, and, most recently, at a private graduate school where he was responsible for the creation of a successful intensive



English Language Department. Mr. Captain has experience teaching abroad, as faculty of English Department at Myung Duk, a leading foreign language high school in Seoul, Korea. Mr. Captain received a Masters of Science (MS) in Education from Southern Connecticut University, in 2000, and a Bachelors of Art (BA) from San Francisco State University.



## Appendix