Adams College of English
2025 School Catalog



3700 Wilshire Blvd. Suite 985
Los Angeles, CA 90010
T: 213-427-5547 | F: 213-427-5549
www.adamscollege.edu | admissions@adamscollege.edu

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WELCOME MESSAGE

Welcome to Adams College of English! It is our pleasure to welcome you on behalf of Adams College of English. We provide English as a Second Language (ESL) programs as well as test preparation programs specifically designed for students who wish to improve English language skills and their positions in their countries, and prepare to progress into higher level educational institutes, such as colleges or universities.

Our faculty and staff are committed to provide an excellent educational experience for all students from various cultural backgrounds. We believe that a student's academic success is achievable through partnership with the student, faculty and staff.

BUREAU FOR PRIVATE POSTSECONDARY EDUCATION (BPPE)

Adams College of English, hereafter referred to as "ACE," is a private institution and is approved to operate by the California Bureau for Private Postsecondary Education. Approval to operate means the institution is compliant with the minimum standards contained in the California Private Postsecondary Education Act of 2009 (as amended) and Division 7.5 of Title 5 of the California Code of Regulations.

"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".

ACE does not have a pending petition in bankruptcy, is not operating as a debtor in possession, has not filed a petition within the preceding five years, or has not had a petition in bankruptcy filed against it within the preceding five years that resulted in organization under Chapter 11 of the United States Bankruptcy Code (11 U.S.C. Sec. 1101 et seq.).

I. SCHOOL INFORMATION

A. History

ACE was founded in the heart of the Wilshire District in 2007. The school is also located in the midst of the Los Angeles Business District to serve the non-native speakers in English-as-a-Second-Language. ACE and its sevn ESL programs received three year accreditation by the Accrediting Council for Continuing Education and Training (ACCET) until December 31, 2025.

B. Mission Statement

ACE's mission is to provide students with a high quality English language education including test preparation in a student-centered learning environment, with which they can improve their English language and test-taking skills needed for their academic, professional, and personal pursuits.

C. Core Values

ACE's core values are to provide ESL students with high quality and effective English language learning environments in order to help them to improve their English language skills, to improve their positions in their countries,, and to prepare them to progress into higher level educational institutes, such as colleges or universities in America. ACE's core values consist of the following;

1. Maintaining student-centered, positive, and well-equipped Learning environments.
2. Providing English language education programs, including test preparation, that are educationally sound, up-to-date, of high quality, and demonstrably effective.
3. Integrating AI technology into ESL teaching.
4. Setting up AI platform for ESL teaching.
5. Providing equal learning opportunities, regardless of age, race, ethnic origin, gender, sexual orientation, or religion.

6. Creating student-centered strategic business plans for high-quality English language education, including test preparation.
7. Retaining stable and substantial financial resources to implement business plans and correspondingly accomplish the mission.
8. Administering systematic, practical, and measurable assessment systems.
9. Staffing Highly-Qualified and Self-Motivated Instructors.
10. Providing faculty and staff with practical, real-world related, private educational training, such as in-service training and professional development, thereby equipping them with essential skills to support a productive workforce.
11. Maintaining a fair, ethical, and clearly stated admission and enrollment process and their services.
12. Providing needs-based student services that recognize individual differences and ensure successful student retention and completion.
13. Providing safe, accessible, and comfortable instructional facilities.
14. Maintaining compliance with BPPE, ACCET, SEVP, and federal statutes, regulations, policies, standards, and reaccreditation.
15. Maintaining effective communication and collaboration within the school.
16. Maintaining growth and promoting continuous improvement within the school.
17. Maintaining integrity and professionalism within the school.

D. Non-immigrant F-1 Status Student Regulations

ACE's PDSO (Primary Designated School Official) and DSO (Designated School Official) are responsible for ensuring that non-immigrant F-1 status students comply with all regulatory requirements, inclusive of official policy from DHS and SEVP, and reporting the maintenance of status of non-immigrant Fi students to SEVP. All reporting by ACE is done through the online interface, the Student and Exchange Visitor Information System (SEVIS).

Non-immigrant F-1 status students are required to follow certain rules and regulations in order to maintain their F-1 status. Failure to properly maintain F-1 status can result in the student's removal from the United States. On Nov. 20, 2019, the Student and Exchange Visitor Program (SEVP) launched the SEVP External Training Application (**SETA**), an online learning management tool for current and prospective school and sponsor officials. ***SETA*** *courses primarily teach the rules and regulations governing SEVP and the Department of State's Exchange Visitor Program (EVP).*

F-1 Student Status

An F-1 student is a nonimmigrant who is pursuing a "full course of study" to achieve a specific educational or professional objective, at an academic school in the United States that has been designated by the Department of Homeland Security (DHS) to offer courses of study to such students, and has been enrolled in SEVIS (the Student and Exchange Visitor Information System). Once the educational or professional objectives have been attained, the F-1 student is expected by the U.S. government to return to his or her residence abroad.

SEVIS

The Student and Exchange Visitor Information System (SEVIS) is the web-accessible database for monitoring information about exchange visitors, international students and scholars subject to this program.

Visa

A visa to enter the U.S. as a nonimmigrant is a stamped entry on a page of the passport. It allows you to request the immigration officer at the port of entry to grant you admission to the U.S. under conditions specified to the type of visa you hold. Application for a nonimmigrant visa usually requires a personal appearance before a consular office at a U.S. consulate or embassy. It must be accompanied by appropriate documentation (i.e. valid Form I-20 for F-1 students, valid passport, financial documents (Acts as a key to enter the country. Must be valid, not expired for entry.) ACE does not provide visa services or vouch for student status.

Passport
Any travel document issued by a country's authority showing the person's origin, identity, nationality, allowing for entry into a foreign country. Passport must be kept valid at all times during a person's stay in the U.S.

Form I-20
Form I-20 is the Certificate of Eligibility for Nonimmigrant (F-1) Student Status. This is issued by the university to the student upon student's being admitted to the university. I-20 must be valid at all times while student is in the U.S.

Maintenance of Status
Once a person is admitted to the U.S. in F-1 status, he or she must meet certain obligations in order to maintain status.

Full Course of Study
A full course of study is one of the requirements that must to be met for a student in F-1 status to maintain legal status in the U.S. For undergraduates, a full course of study is being enrolled in 12 credits hours per semester or 18 clock hours per week during the academic year.

Extension of Stay
F-1 students are admitted to the U.S. for "duration of status" which means the amount of time it takes to complete an educational program. If a student must remain in an educational program beyond the date originally estimated for completion of program, he or she must apply for a program extension. The application must be made at least 30 days before the completion date on Form I-20.

Employment Authorization
An F-1 student may accept part-time employment at the university he or she is authorized to attend without prior approval from the USCIS provided that certain requirements are met. An F-1 student must apply for off-campus employment authorization and may receive authorization for off-campus only under conditions authorized practical training.

E. Admission and Enrollment Policies/Procedures

Admission:
All prospective non-immigrant F-1 status students who wish to attend Adams College of English (ACE) must follow the procedures below in order:

As a prerequisite to admission, applicants must:

- be at least 17 and a half years of age or older;
- hold a valid high school diploma or its equivalent.
- hold a bank statement or a proof of statement/sponsorship with sufficient proof of funds

Overseas/Initial Students
1. Submit online application, or e-mail or mail hard copy application to ACE along with the following required documents (must be in English): 1) copy of valid passport, 2) bank statement issued from the past 3 months as a current proof of financial responsibility (at least more than $18,000), and 3) proof of last education completed (high school diploma, college or university graduation certificate, or ability-to-benefit test results).
2. Pay application and/or mailing fees.
3. After receiving all required documents and fees, ACE's PDSO (Primary Designated School Official) or DSO (Designated School Official) will issue acceptance letter and initial I-20.
4. Pay $350 I-901 SEVIS fee at https://fmjfee.com/i-901fee/index.html once receiving the acceptance letter and initial I-20. And schedule a visa interview with the embassy (or consulate).
5. Approval of F-1 status student visa must be notified to ACE along with planned date of arrival to the United States. Students have up to 30 days before the starting date on their l-20 to enter America.

6. After the student has entered the United States, the student must report to ACE with the following items: Passport with F-1 visa, 1-94, and address in the United States.
7. All students are required to take placement tests, go over contract terms, and receive orientation before paying tuition and signing ACE's Enrollment Agreements.

Transfer Students

1. Submit online application, e-mail or mail hard copy application to ACE, or visit ACE's campus to fill out an application. All applications must be submitted with the following documentation (must be in English): 1) copy of valid passport, 2) F-1 visa, 3) 1-94, 4) current school's l-20, 5) bank statement issued from the past 3 months as a current proof of financial responsibility (at least more than $5,000 if enrolled for 11 weeks), and 5) proof of last education completed (high school diploma, college or university graduation certificate, or ability-to-benefit test results).
2. Pay application fee.
3. Bring or email ACE's Acceptance Letter and Transfer Release Form to current school and request for SEVIS I-20 release.
4. After the students have been released from their school, all students are required to take placement tests, go over contract terms, and receive orientation before paying tuition and signing ACE's Enrollment Agreements.

ACE reserves the right, at its discretion, to withhold registration from, or require withdrawal from the program of, any student or applicant. ACE admits qualified students of any race, color, national or ethnic origin, sex, age, disability, religion, sexual orientation, and gender identity to all the rights, privileges, programs, and activities generally accorded or made available to its students. Consistent with its obligations under the law, ACE prohibits unlawful discrimination, including harassment, on the basis of race, color, national or ethnic origin, sex, age, disability, religion, sexual orientation, gender identity, or any other characteristic protected by application.

Enrollment/Orientation:

After accepted to ACE, all students are required to take placement tests, go over contract terms, and receive orientation before paying tuition and signing ACE's Enrollment Agreements. ACE ensures that students are informed of the respective rights, obligations, and responsibilities of all parties, including a clear and explicit statement of all costs, as well as cancellation and refund policies prior to signing the enrollment agreement/contract through a detailed process. The forms signed for written consent are the following: Enrollment Agreement Form, Orientation Form, Catalog and Student Performance Fact Sheet. If the student would like some time to think over the contract terms or policies before signing, they may take a copy of contract and orientation packet home to review. All contracts are copied and issued to students for them to take home upon request otherwise stored in their student files.

ACE's Orientation Checklist includes the following to inform and provide non-immigrant F-1 status students with information on the responsibilities of maintenance of their student status:

Personnel:

Fee Schedule
SEVIS Registration
DHS Visa Regulations
Student Orientation Packet

- Student Record and Retention Policy
- Consent to Release Form
- Cancellation and Refund Policy
- Notice of Cancellation
- Attendance Policy
- Satisfactory Progress Policy
- Performance Fact Sheet
- Acknowledgement of Disclosure

During the orientation, ACE ensures that enrollees understand the application/enrollment documents by thoroughly explaining each and every policy at the school with written signature stating comprehension at the end of the orientation. After orientation, students acknowledge that they have been informed and understand their responsibilities to maintain their student status. Students will affirm their acknowledgement through signatures and all signatures will be maintained by the administration team, collected and stored as appropriate files in a safe location

F. Admissions Requirement

FEES AND DOCUMENTS	OVERSEAS STUDENTS	TRANSFER/ DOMESTICSTUDENTS
Passport copy (at least 6 months before exp. date)	YES	YES
Visa Copy	N/A	YES
Bank Statement (within past 3 months)	$18,000 (minimum)	$5,000 (minimum if enrolling for 11 weeks)
Proof of Graduation	YES	YES
Copy of Previous School's I-20	N/A	YES
Application Fee (Non-Refundable)	$150	$150
SEVIS I-901 Fee	$350	$0
Express Mailing Fee	$100 (if needed)	N/A

All students will be required to partake in a Northstar Placement test in accordance with BPPE regulation 5 CCR § 71810 (b)(4)(A). In accordance with said regulation, the Northstar Placement test retains its english proficiency language standard in accordance with the CEFR (Common European Framework or Reference) which is the most common global standard to measure English proficiency language for all international students.

Based on the results of the placement test, students will be placed into separate levels provided by Adams College of English which reflects the current students level that accurately reflects their CEFR level.

Title	Pearson Designated CEFR Level	Northstar Official Placement Test Range	ACE ESL Program	CEFR Cut off Score (Estimate)	EPT Skill Level Score Equivalent	EPT Range
NorthStar 1 • Reading/Writing • Listening/Speaking	A1	0-50	ESL Beginning	A1/A2 30/31	Beginner / Beginner Hi	0-30
NorthStar 2 • Reading/Writing • Listening/Speaking	A2	51-70	ESL Intermediate I	A2/B1 38/39	Beginner Hi	31-38
NorthStar 3 • Reading/Writing • Listening/Speaking	B1	71-100	ESL Intermediate II	B1/B2 52/53	Beginner Hi / Intermediate Lo / Intermediate	39-52
NorthStar 4 • Reading/Writing • Listening/Speaking	B1/B2	101-120	ESL Advanced I	B2/C1 60/61	Intermediate Lo / Intermediate	53-60
NorthStar 5 • Reading/Writing • Listening/Speaking	C1/C2	121-150	ESL Advanced II	C1/C2 80+	Advance Lo / Advanced Hi	61-80+

Northstar Placement Test Range (Prerequisite)	Prior ACE ESL Program (Prerequisite)	ACE Conversation Program	Pearson Designated CEFR Level	CEFR Cut off Score (Estimate)	EPT Skill Level Score Equivalent	EPT Range
51-70	ESL Intermediate I	Conversation Intermediate	A2	A2/B1 38/39	Beginner Hi	31-38
71-100	ESL Intermediate II		B1	B1/B2 52/53	Beginner Hi / Intermediate Lo / Intermediate	39-52
101-120	ESL Advanced I	Conversation Advanced	B2	B2/C1 60/61	Intermediate Lo / Intermediate	53-60
121-150	ESL Advanced II		C1/C2	C1/C2 80+	Advance Lo / Advanced Hi	61-80+

Northstar Placement Test Range (Prerequisite)	Prior ACE ESL Program (Prerequisite)	ACE TOEFL Program Range Placed	Pearson Designated CEFR Level	MTELP Cut off Score (Estimate)	EPT Skill Level Score Equivalent	MTELP Range
51-70	ESL Intermediate I	TOEFL Range 1	A2	A2/B1 38/39	Beginner Hi	31-38
71-100	ESL Intermediate II		B1	B1/B2 52/53	Beginner Hi / Intermediate Lo / Intermediate	39-52
101-120	ESL Advanced I	TOEFL Range 2	B2	B2/C1 60/61	Intermediate Lo / Intermediate	53-60
121-150	ESL Advanced II		C1/C2	C1/C2 80+	Advance Lo / Advanced Hi	61-80+

G. Proof of Last Education Completed

Proof of high school completion status or college/university graduation is required with your application. Proof can be in the form of one of the following:

- A copy of your high school diploma (translated if not in English), or
- High School transcripts verifying your graduation date (translated if not in English). or
- GED verification or equivalent depending on the country (translated if not in English) or
- A copy of your College or University Graduation Certificate (translated if not in English) or
- College or University transcript verifying your graduation date (translated if not in English)

If a student has not graduated from high school, the student must test and pass the CELSA (Combined English Language Skills Assessment) Ability-to-Benefit Test administered at Adams College of English with a score of 97 or better on Form 1 or 2 to be accepted into Adams College of English. *(Please refer to Ability-to-Benefit Test Policy for more information.)*

H. Ability-to-Benefit Test Policy

Students who do not possess one of the documents in ACE's Proof of Graduation Policy must pass CELSA Ability-to-Benefit (ABT) test administered at ACE. The CELSA ABT test will only be given by an independent test administrator who is certified by the Association of Classroom Teacher Testers.

Passing Scores: Federal guidelines require that a "passing" ability to benefit score be the mean. The mean is a 97 scaled score on either form 1 or form 2 of the test. The raw score of 37 on form 1 and 34 on form 2 equate to a scaled or "passing" score of 97.

Retesting: Students are allowed to re-test once if requested within 15 days of the previously administered test. This is due to the fact that students will be given an alternative form of the test previously administered.

After students have taken the test, student's answer sheet will be sent to ACTT (Association of Classroom Teacher Testers) for review within two (2) days of the test. ACTT will score the test and return the results to the school via email within two (2) working days and will also send the copies of the test results to the school directly.

I. Programs

ACE offers the following seven programs: ESL Beginning, ESL Intermediate I, ESL Intermediate II, ESL Advanced I, and ESL Advanced II, ESL Conversation Intermediate, ESL Conversation Advanced, TOEFL iBT Test Preparation. All of ACE's programs occur in English at 3700 Wilshire Blvd. Suite 985 and 842, Los Angeles CA 90010.

ESL Beginning (Reading/Vocabulary/Grammar & Listening/Speaking/Conversation)	22 weeks	396 hours
ESL Intermediate I (Reading/ Vocabulary /Grammar & Listening/Speaking/Conversation)	22 weeks	396 hours
ESL Intermediate II (Reading/ Vocabulary /Grammar & Listening/Speaking/Conversation)	22 weeks	396 hours
ESL Advanced I (Reading/ Vocabulary /Grammar & Listening/Speaking/Conversation)	22 weeks	396 hours
ESL Advanced II (Reading/ Vocabulary /Grammar & Listening/Speaking/Conversation)	22 weeks	396 hours
ESL Conversation Advanced (Conversation Management and Accent Reduction & Idioms & Discussion)	22 weeks	396 hours
TOEFL iBT Test Preparation Program (Reading/Listening/Speaking/Writing)	11 weeks	198 hours

J. Our Faculty and Their Qualifications

Faculty name	Assigned Programs	Qualifications	ESL Experience
Daniel Cameron (ESL Instructor & Conversation Advanced Instructor)	ESL Advanced II Reading/ Vocabulary /Grammar ESL Advanced I Listening/Speaking/Conversation Conversation Advanced	□Bachelor's of Arts in English □ Master of Fine Arts in Creative Writing, Fiction	□20 years of English-teaching experience
Joaquin, Toni (ESL Instructor)	ESL Intermediate II Reading/ Vocabulary /Grammar ESL Beginning/Intermediate I Listening/Speaking/Conversation	□Bachelor of Arts in Physical & Forensic Anthropology □TESL Certification	□11 years of English-teaching experience
Gannon G. Kenney (ESL Instructor)	ESL Beginning/Intermediate I Reading/Vocabulary/Grammar ESL Intermediate II Listening/Speaking/Conversation	□Bachelor of Science in Speech □Professional Certificate Program/Postgraduate Certificate Program	□10+ years of ESL experience
Andrew Kyu Lee (ESL Instructor)	ESL Advanced I Reading/ Vocabulary /Grammar ESL Advanced II Listening/Speaking/Conversation	□Bachelor of Arts in History □TESOL certificate	□1+ ESL teaching experience

K. Tuition and Fees

*Application Fee $150 Non-refundable

ESL PROGRAM	
18 hrs/wk	
# of weeks	Tuition
4 weeks	$660 ($9.167/hr)
11 weeks	$1,705 ($8.611/hr)
22 weeks	$3.190 ($8.056/hr)
44 weeks	$6,160 ($7.778/hr)

TOEFL IBT TEST PREPARATION	
18 hrs/wk	
# of weeks	Tuition
4 weeks	$680 ($9.444/hr)
11 weeks	$1,760 ($8.889/hr)
22 weeks	$3,300 ($8.333/hr)
44 weeks	$6,380 ($8,056/hr)

AFTERNOON CONVERSATION	
18 hrs/wk	
# of weeks	Tuition
4 weeks	$500 ($6.944/hr)
11 weeks	$1,210($6.111/hr)
22 weeks	$2,310($5.833/hr)
44 weeks	$4,510 ($5.694/hr)

* ACE does not participate in federal and state financial aid programs.
* If a 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, and that, if the student has received federal student financial aid funds, the student is entitled to a refund of the moneys not paid from federal student financial aid program funds.
*The schedule of total charges for a period of attendance and the estimated schedule of total charges for the program are the same

L. Student Tuition Recovery Fund (STRF)

The State of California established 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 an economic loss. Unless relieved of the obligation to do so, you must pay the state-imposed 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, 1747 N. Market Blvd, Suite 225 Sacramento, CA 95798-0818, (888) 370-7589 or (916) 574-8900. Fax #: (916) 574-8900

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 an 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 or 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 services rendered and evidence of the cancellation of the student loan or loans.

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 taxpayer identification number.

Effective **April 1, 2024,** the Student Tuition Recovery Fund (STRF) assessment rate changed from to two dollars and fifty cents ($2.50) per one thousand dollars ($1,000) of institutional charges to zero dollars ($0.00) per one thousand dollars ($1,000) of institutional charges. (5, CCRR Section 76120)

M. Program Measurable Objectives

ESL Beginning Reading, Vocabulary, Grammar

- Demonstrate comprehension of short stories, articles, and other texts appropriate for beginner ESL students by identifying main ideas and supporting details; making predictions and inferences; and integrating information from related texts.
- Recognize and employ beginner vocabulary related to a variety of topics.
- Demonstrate accuracy with a range of grammatical features, including the simple past, present, and future tenses; basic yes/no questions; basic questions using *who*, *what*, *when*, *where*, and *how*; pronouns; descriptive, possessive, and comparative adjectives; prepositions to show location; *should* to express a good idea or recommendation; and the adverbs *very*, *too*, and *enough*.
- Utilize short phrases to indicate an opinion, give strong advice, describe a sequence of events, and offer examples.
- Write short sentences with appropriate punctuation.
- Write short paragraphs which include topic sentences and concluding sentences.

ESL Beginning Listening, Speaking, and Conversation

- Demonstrate comprehension of news reports, interviews, lectures, and conversations appropriate for beginner ESL students by identifying main ideas and supporting details, making inferences, and integrating information from related sources.
- Recognize and employ beginner-level vocabulary in conversations about a variety of topics.
- Demonstrate accuracy with a range of grammatical features, including the simple past, present, and future tenses; the present and past progressive tenses; basic use of nouns, verbs, and adjectives; the modal *should*; and common expressions using the infinitive.

- Employ basic expressions for common communicative functions, including asking for information; checking understanding; conveying an opinion, making suggestions; interrupting; asking questions; showing interest; indicating similarities; showing a different point of view; agreeing or disagreeing; and giving reasons.
- Demonstrate somewhat clear pronunciation and occasional use of very basic rhythm, stress, intonation, linking, and reductions.

ESL Intermediate I Reading, Vocabulary, Grammar

- Demonstrate comprehension of short stories, articles, and other texts appropriate for lower intermediate ESL students by identifying main ideas and supporting details; making inferences; and and integrating information from related texts.
- Recognize and employ lower intermediate vocabulary related to a variety of topics.
- Demonstrate accuracy with a range of grammatical features, including descriptive and possessive adjectives; *should* and *ought to* for giving advice; imperative sentences; time clauses beginning with *when*; superlatives, adverbs of manner; and *will*, *going to*, and the present progressive when talking about the future.
- Write paragraphs of moderate length which include a topic sentence, concluding sentence and supporting details.
- Employ a moderate range of transition words and connectors to link ideas.

ESL Intermediate I Listening, Speaking, and Conversation

- Demonstrate comprehension of news reports, interviews, lectures, and conversations appropriate for lower intermediate ESL students by identifying main ideas and supporting details, making inferences, and integrating information from related sources.
- Recognize and employ lower intermediate vocabulary in conversations about a variety of topics.
- Demonstrate accuracy with a range of grammatical features, including descriptive and comparative adjectives; demonstratives; question formation; *could* and *would* in polite requests, adverbs of frequency, count and non-count nouns, *can* and *can't, should to*, *ought to*, and *have to*, and *will*, *may*, and *might* in the future tense.
- Employ expressions for a variety of communicative functions, including describing personal strengths and weaknesses; expressing agreement; making suggestions; complaining politely; expressing likes and dislikes; and stating reasons and examples.
- Demonstrate somewhat clear pronunciation and occasional use of rhythm, stress, intonation, linking, and reductions.
-

ESL Intermediate II Reading, Vocabulary, Grammar

- Demonstrate comprehension of short stories, articles, and other texts appropriate for upper intermediate ESL students by identifying main ideas and supporting details; making inferences; and integrating information from related texts.
- Recognize and employ upper intermediate vocabulary related to a variety of topics.
- Demonstrate accuracy with a range of grammatical features, including the present and past progressive tenses; *can*, *could*, and *be able to*; comparative adverbs; adverb clauses with *because* and *even though*; infinitives of purpose; noun clauses with *wh-* words; the articles *a*, *an*, and *the*; future possibility with *may*, *might*, and *could*; and the present perfect and present perfect progressive.
- Write short essays which include the following: an introduction with a clear thesis statement; body paragraphs with topic sentences; supporting reasons, examples, and facts; and a concluding paragraph.
- Employ strategies for cohesion in written essays, including transitions, related word forms, and parallel structure.

ESL Intermediate II Listening, Speaking, and Conversation

- Demonstrate comprehension of news reports, interviews, lectures, and conversations appropriate for lower intermediate ESL students by identifying main ideas and supporting details; making inferences; and integrating information from related sources.
- Recognize and employ upper intermediate vocabulary in conversations about a variety of topics.
- Demonstrate accuracy with a range of grammatical features, including the present progressive and present perfect tenses; modals for advice, ability, possibility, and necessity; reflexive and reciprocal pronouns; conditional statements about the future; infinitives of purpose; nouns and quantifiers; and comparative and equative statements.
- Employ expressions for a variety of communicative functions, including getting someone's attention; agreeing and disagreeing; leading a discussion; making strong and weak suggestions; telling a story; describing an experience in detail; giving presentations; holding the floor; and expressing varying degrees of confidence in an opinion.

- Demonstrate mostly clear pronunciation and moderate use of rhythm, stress, intonation, linking, and reductions.

ESL Advanced I Reading, Vocabulary, Grammar

- Demonstrate comprehension of short stories, articles, and other texts appropriate for advanced ESL students by identifying main ideas and supporting details; making inferences; and integrating information from related texts.
- Recognize and employ advanced vocabulary related to a variety of topics.
- Demonstrate accuracy with a range of grammatical features, including the passive and active voice; gerunds and infinitives; past unreal conditionals; identifying adjective clauses; concessions; direct and indirect speech; phrasal verbs; and the past perfect and future progressive tenses.
- Write well-organized essays of four to five paragraphs for a range of purposes: persuading, summarizing, describing something in detail, classifying, relating a personal narrative, comparing and contrasting, and showing cause and effect.
- Utilize the following strategies when writing: signal words to show relationships between ideas, figurative language, and sentence variation.

ESL Advanced I Listening, Speaking, and Conversation

- Demonstrate comprehension of news reports, interviews, lectures, and conversations appropriate for advanced ESL students by identifying main ideas and supporting details; making inferences; and integrating information from related sources.
- Recognize and employ advanced vocabulary in conversations about a variety of topics.
- Demonstrate accuracy with a range of grammatical features, including the passive voice; gerunds and infinitives; present unreal conditionals; reported speech; tag questions; adjective clauses; causative verbs; phrasal verbs; verb tenses in the past and present; and future perfect and future progressive tenses.
- Employ advanced expressions for a wide variety of communicative functions, including stating an opinion; agreeing and disagreeing; avoiding giving an opinion; talking about personal achievement; clarifying information; giving and asking for examples; making suggestions; assigning priority; restating an idea, calling attention to something; hesitating; and showing frustration.
- Demonstrate clear pronunciation and frequent use of rhythm, stress, intonation, linking, and reductions.

ESL Advanced II Reading, Vocabulary, Grammar

- Demonstrate comprehension of short stories, articles, and other academic texts targeted to adult native speakers by identifying main ideas and supporting details; making inferences; and integrating information from related texts.
- Recognize and employ highly advanced vocabulary related to a variety of topics.
- Demonstrate accuracy with a range of grammatical features, including past unreal conditionals; infinitives and gerunds; direct and indirect speech; the passive voice; double comparatives; inversion with negative adverbials; identifying and non-identifying adjective clauses; adverb clauses and discourse connectors to show cause and effect; adverb clauses of comparison and contrast; count and non-count nouns; and noun clauses in opposition.
- Write essays of four to five paragraphs marked by the following: a clear, well-developed organizational structure with a thesis statement, introduction, body paragraphs, and conclusion; examples, facts, quotations, and other supporting details; and sophisticated use of writing strategies such as sentence variation, double comparatives, and a wide range of transitions.
- Tailor essay structure to a high degree for a variety of purposes: persuading, summarizing, describing in detail, classifying, relating a personal narrative, comparing and contrasting, defining, and showing cause and effect.

ESL Advanced II Listening, Speaking, and Conversation

- Demonstrate comprehension of news reports, interviews, lectures, and conversations appropriate for native speakers by identifying main ideas and supporting details; making inferences; and integrating information from related sources.
- Recognize and employ highly advanced vocabulary in conversations about a variety of topics.
- Employ questions using *be* and *have*.
- Demonstrate accuracy with a range of grammatical features, including wish statements; modals for expressing degrees of certainty; adjective clauses; adverb clauses; discourse connectors; count and non-count nouns with a variety of quantifiers; expressions with gerunds and infinitives; direct and indirect speech; the passive and passive causative voice; and unreal conditionals.

- Employ advanced expressions for a variety of communicative functions, including building on another person's ideas; maintaining a conversation; summarizing and clarifying; linking ideas; telling an anecdote; framing an argument; showing hesitation; and supporting ideas with examples.
- Demonstrate consistently clear pronunciation and frequent use of rhythm, stress, intonation, linking, and reductions.

ESL Conversation Advanced Conversation Management and Accent Reduction

- Guide learners into natural, relevant communicative contexts for the transfer of pronunciation to speaking.
- Demonstrate communicative ability to communicate thoughtfully and effectively in a variety of current topics.
- Recognize and employ advanced vocabulary in conversation about a variety of topics.
- Utilize short phrases to indicate an opinion, give strong advice, describe a sequence of events, and offer examples.
- Topics covered are newsworthy and current in order for students to be able to discuss a range of topics.
- Ability to show stress and intonation to show a contrast.
- Practice pronunciation in structured and real-life communication activities.
- Demonstrate progress in accent reduction and pronunciation.
- Provide a course that links pronunciation with listening and speaking.
- Establish reasonable measures of progress that account for different rates of acquisition.

ESL Conversation Advanced Idioms

- Demonstrate understanding of advanced idioms and how they are used through an array of reading, listening texts, exercises, discussion questions, and open-ended problem-solving situations.
- Anticipate and recognize idioms within a natural context
- Expand vocabulary by identifying words with more than one meaning.
- Identify literal and figurative meanings of words and phrases.
- Retain idioms and their meanings.
- Be exposed to portrayals of American culture and have opportunities to discuss them.
- Demonstrate comprehension of news reports, interviews, lectures, and conversations appropriate for native speakers by identifying main ideas and supporting details; making inferences; and integrating information from related sources.

ESL Conversation Advanced Discussion

- Demonstrate accuracy when expressing opinion on topics covered.
- Employ advanced expressions and proverbs.
- Employ modals to express possibility.
- Recognize and employ highly advanced vocabulary.
- Demonstrate competency of language in presentation format.

TOEFL iBT Test Preparation- Reading

- Make inferences about information that is not directly stated.
- Recognize and identify major ideas and distinguish them from minor ideas.
- Verify what information is true, false or not included in the passage.
- Define words and phrases used in passages.
- Identify the author's purpose.
- Connect ideas within sentences and amongst paragraphs.
- Summarize and organize important ideas from across the passage.
- Recognize and understand English effectively in academic settings.
- Increase reading fluency and rate.
- Scan texts for key facts and important information.
- Employ scanning techniques and improve reading skills by frequently reading many different types of texts in various subject areas (science, social sciences, arts, business, and others).
- Make inferences and draw conclusions based on what is implied in the texts.
- Identify unfamiliar words in a passage and extrapolate the meaning from the context (surrounding sentences).
- Distinguish differences between major and minor points.
- Use context clues to understand the meaning of vocabulary.

TOEFL iBT Test Preparation- Listening

- Comprehend the major points and important details related to main idea.
- Recognize a speaker's attitude and degree of certainty.
- Recognize the function and purpose of a speaker's statement.
- Recognize the organization of information presented.
- Understand the relationships between ideas presented (for example, compare/contrast, cause/effect, or steps in a process)
- Make inferences and draw conclusions based on what is implied in the material.
- Make connections among pieces of information in a conversation or lecture.
- Recognize topic changes (for example, digressions and aside statements) in lectures and conversations, and recognize introductions and conclusions in lectures.

TOEFL iBT Test Preparation- Speaking

- Fully answer questions and coherently present ideas.
- Grasp the relationship between ideas and easily follow progression of sentences.
- Demonstrate comprehension of 6 Speaking question.
- Employ conversation with good pronunciation, natural pacing and natural-sounding patterns.
- Effectively convey ideas.
- Utilize basic and complex vocabulary appropriately.

TOEFL iBT Test Preparation- Writing

- Utilize transitional phrases to connect ideas and help the reader understand ideas.
- Express information in an organized manner.
- Organize information before writing.
- Summarize, paraphrase, and cite information from the source material accurately.
- Identify the main idea and major points that support it.
- Develop an organized plan to write essays.
- Write using reasons, examples, and details.
- Use extensive grammar and vocabulary to form effective expression.
- Use vocabulary and grammar accurately; use idiomatic expressions appropriately.
- Utilize correct spelling, punctuation, and layout.

N. Instructional Textbooks

NAME OF BOOK	AUTHOR	PUBLISHER
Pathways Reading, Writing, and Critical Thinking Foundations Third Edition	Laurie Blass, Mari Vargo, Kristin Sherman	Cengage Learning, Inc. 2025. Print
Pathways Listening, Speaking, and Critical Thinking Foundations Third Edition	Mari Vargo, Laurie Blass, Cynthia Fettig,	Cengage Learning, Inc. 2025. Print
Pathways Reading, Writing, and Critical Thinking 1 Third Edition	Laurie Blass, Mari Vargo, Kristin Sherman,	Cengage Learning, Inc. 2025. Print
Pathways Listening, Speaking, and Critical Thinking 1 Third Edition	Mari Vargo, Laurie Blass, John Hughes,	Cengage Learning, Inc. 2025. Print
Pathways Reading, Writing, and Critical Thinking 2 Third Edition	Laurie Blass, Mari Vargo, Kristin Sherman,	Cengage Learning, Inc. 2025. Print
Pathways Listening, Speaking, and Critical Thinking 2 Third Edition	Christien Lee, Rebecca Chase,	Cengage Learning, Inc. 2025. Print
Pathways Reading, Writing, and Critical Thinking 3 Third Edition	Laurie Blass, Mari Vargo, Kristin Sherman,	Cengage Learning, Inc. 2025. Print
Pathways Listening, Speaking, and Critical Thinking 3 Third Edition	Christien Lee, Tania Pattison,	Cengage Learning, Inc. 2025. Print
Pathways Reading, Writing, and Critical Thinking 4 Third Edition	Laurie Blass, Mari Vargo, Kristin Sherman,	Cengage Learning, Inc. 2025. Print
Pathways Listening, Speaking, and Critical Thinking 4 Third Edition	Mari Vargo, Laurie Blass, Paul Maclntyre,	Cengage Learning, Inc. 2025. Print
Basic English Grammar Fifth Edition	Betty S. Azar Stacy A. Hagen	White Plains, NY: Pearson Education
Basic English Grammar Workbook Fifth Edition	Betty S. Azar Stacy A. Hagen Geneva Tesh	White Plains, NY: Pearson Education
Fundamentals of English Grammar Fifth Edition	Betty S. Azar Stacy A. Hagen	White Plains, NY: Pearson Education
Fundamentals of English Grammar Workbook Fifth Edition	Betty S. Azar Stacy A. Hagen Geneva Tesh	White Plains, NY: Pearson Education
Understanding and Using English Grammar Fifth Edition	Betty S. Azar Stacy A. Hagen	White Plains, NY: Pearson Education
Understanding and Using English Grammar Volume A Fifth Edition	Betty S. Azar Stacy A. Hagen	White Plains, NY: Pearson Education
Understanding and Using English Grammar Workbook Fifth Edition	Betty S. Azar Stacy A. Hagen Geneva Tesh Rachel Spack Koch	White Plains, NY: Pearson Education
Practice Makes Perfect: English Conversation, Premium Third Edition 3rd Edition	Jean Yates, PhD	McGraw Hill LLC
Collins Work on Your Accent	Helen Ashton Sarah Shepherd	Harper Collins Publishers
English Idioms in Use Advanced 2nd Edition	Felicity O'Dell Michael McCarthy	Cambridge University Press
Prism Level 4 Listening and Speaking Pap/Psc Edition	Jessica Williams	Cambridge University Press
The Official Guide to the TOEFL iBT Test 6th Edition	Educational Testing Service	2021 Educational Testing Service
The Princeton Review's "TOEFL iBT prep, 2022" 2022 Edition	The Princeton Review	2022 TPR Education IP Holdings LLC
Barron's "Essential Words for the TOEFL, 7th Edition	Steven J. Matthiesen	2017 Barron's Educational Series
Barron's TOEFL iBT, 17th Edition	Pamela J. Sharpe, Ph.D.	2020 Barron's Educational Series

ETS Official TOEFL iBT Tests Volume 1 4th Edition	Educational Testing Service	2021 Educational Testing Service
TOEFL Preparation Book 2022-2023	Joshua Rueda	2021 TPB Publishing

O. Facilities and Equipments

ACE's instructions are held in four classrooms at the location 3700 Wilshire Blvd Suite 985, Los Angeles, CA 90010. Each classroom is equipped with a T.V., CD Player, personal staff computers, HDMI and VGA connection, whiteboard, and consumable educational supplies. All programs are supplied with auxiliary grammar materials for the instructor to use while providing instruction. ACE also is equipped with 15 computers with monitors for the TOEFL iBT Test Preparation program as well as student access for student services in the afternoon. All students have access to library access which is located in classroom 2. All learning material located in the library is available to all currently enrolled students from which the students may ask administration faculty on how to borrow said material. Students will be provided access to the internet with wi-fi during their enrollment as Adams College of English students and will have access to supplementary learning material upon which the instructors may provide to students on request based on instructors individual curriculum and education plan. Students have access to records of their qualitative and quantitative progress report and information on housing, external international student insurance and letters of current attendance for proof of current enrollment upon request. 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 or by visiting https://www.osar.bppe.ca.gov/.

II. SCHOOL POLICIES AND PROCEDURES

A. Placement Policy

ACE does not require a minimum cutoff score of ACE's Placement Test for admissions. ACE is a school with an enrollment-based system, meaning students may enroll at any time during a program. If students want to register in the midst of a program, the students have to take ACE's Placement Test. Even though their Placement Test score is qualified to register for a program, the students will be placed in a program one level lower than the program in which the students are supposed to be placed. This policy allows students to be more prepared for the program in which the students are supposed to be placed. Addendum: COVID-19 will lift restrictions on placement tests and allow students to take the test either in home or on campus.

B. Attendance Policy

Attendance Records and Monitoring
ACE is a school with an enrollment-based system, meaning students may enroll at any time during a program. Students are expected to attend class daily for the entire class period, with a minimum of 80% cumulative attendance. When a student misses class, they not only fall behind on new material, but also miss the education needed to develop new skills.

Tardiness
Students must be in class and ready to start by the scheduled times. When a student arrives late to class or departs early, they do not only miss the content that is taught during the program, but also disrupts their instructor and classmates. All students who arrive within 15 minutes of the scheduled start time of the program are marked tardy. Tardiness affects a student's attendance percentage negatively, with three tardies counting as one absence.

Early Departures and Absences
All students who arrive after 15 minutes of the scheduled start time of the program, or 5 minutes of the scheduled resume time after each break or course are not allowed to attend class and are marked absent. If a student departs more than 5 minutes earlier than the scheduled end time of each session or course, they are also marked absent.

ESL Program (Morning)

Class times	Classroom Arriving/Departing Times	Tardy or Absent
9:00 a.m. - 9:55 a.m. (Reading, Vocabulary, and Grammar)	◇ Arrive 9:00 a.m. - 9:15 a.m. ◇ Arrive after 9:15 a.m. ◇ Depart before 9:50 a.m.	Tardy ■ Absent □ Tardy □ Absent ■ Tardy □ Absent ■
9:55 a.m. - 10:10 a.m. Break		
10:10 a.m. - 11:05 a.m. (Reading, Vocabulary, and Grammar continued)	◇ Arrive after 10:15 a.m. ◇ Depart before 11:00 a.m.	Tardy □ Absent ■ Tardy □ Absent ■
11:05 a.m. - 11:20 a.m. Break		
11:20 a.m. - 12:36 p.m. (Listening, Speaking, Conversation)	◇ Arrive after 11:25 a.m. ◇ Depart before 12:31 p.m.	Tardy □ Absent ■ Tardy □ Absent ■

ESL Conversation Program (Afternoon)
***Prerequisite: Students must place in ESL Intermediate I (at least 51 points) to take this program**

Class times	Classroom Arriving/Departing Times	Tardy or Absent
1:10 p.m. - 2:26 p.m. (Conversation Management and Accent Reduction)	◇ Arrive 1:10 p.m. - 1:25 p.m. ◇ Arrive after 1:25 p.m. ◇ Depart before 2:21 p.m.	Tardy ■ Absent □ Tardy □ Absent ■ Tardy □ Absent ■
2:26 p.m. - 2:40 p.m. Break		
2:40 p.m. - 3:50 p.m. (Idioms)	◇ Arrive after 2:45 p.m. ◇ Depart before 3:45 p.m.	Tardy □ Absent ■ Tardy □ Absent ■
3:50 p.m. - 4:00 p.m. Break		
4:00 p.m. - 5:10 p.m. (Listening, Speaking, Conversation for Intermediate) (Discussion for Advanced)	◇ Arrive after 4:05 p.m. ◇ Depart before 5:05 p.m.	Tardy □ Absent ■ Tardy □ Absent ■

TOEFL iBT Test Preparation (Morning)
***Prerequisite: Students must place in ESL Intermediate I (at least 51 points) to take this program**

Class times	Classroom Arriving/Departing Times	Tardy or Absent
9:00 a.m. - 9:56 a.m. (Reading)	◇ Arrive 9:00 a.m. - 9:15 a.m. ◇ Arrive after 9:15 a.m. ◇ Depart before 9:50 a.m.	Tardy ■ Absent □ Tardy □ Absent ■ Tardy □ Absent ■
9:56 a.m. - 10:05 a.m. Break		
10:10 a.m. - 10:55 a.m. (Listening)	◇ Arrive after 10:10 a.m.	Tardy □ Absent ■
10:55 a.m. - 11:45 a.m. (Speaking)	◇ Depart before 11:40 a.m.	Tardy □ Absent ■
11:45 a.m. - 12:00 p.m. Break		
12:00 p.m. - 1:00 p.m. (Writing)	◇ Arrive after 12:105 p.m. ◇ Depart before 12:55 p.m.	Tardy □ Absent ■ Tardy □ Absent ■

Tracking Attendance
Attendance is tracked at the beginning of each course and after each break by the instructor. All attendances are marked by instructors, then submitted to the Department of Administration for data input daily by the Department of Administration or President/Director of School (DOS). Data are inputted into ACE's attendance program to calculate the student's cumulative attendance for their enrolled period.

Consecutive Absences
A student who is absent for ten consecutive class days or fourteen consecutive calendar days without an approved leave of absence are terminated and dismissed from the school.

Excused Absences
ACE is aware that students must occasionally miss classes for understandable reasons, such as illnesses, appointments, or unexpected situations. In these cases, daily performance scores for the day are excused and daily assignments and/or tests may be made up, but the absences are still counted against students' overall attendance averages. All students who need to request an excused absence are required to notify their instructor and the Department of Administration with reason and valid proof.

Warnings and Final Action
1st warning: If a student's cumulative attendance falls under 90% during their enrolled period, they are required to meet with the President/Director of School (DOS). The President/DOS informs the student of their attendance rate and reminds them of ACE's 2016 Attendance Policy. The student is required to sign on the warning letter to acknowledge that they have been thoroughly informed of ACE's attendance policy and their attendance rate.

2nd warning: If a student's cumulative attendance falls under 85% during their enrolled period, they are again required to meet with the President/DOS. The President/DOS informs the student of their attendance rate and reminds them of ACE's 2016 Attendance policy. The student is required to sign on the warning letter to acknowledge that they have been thoroughly informed of ACE's attendance policy and their attendance rate.

Termination: If a student's cumulative attendance falls under 80% during their enrolled period, the student is sent a termination letter and dismissed from the school.

C. Cancellation and Refund Policy

Adams College of English (ACE)'s cancellation and tuition refund policy comply with applicable federal and California state laws and regulations and ACCET policies. Cancellation/withdrawal occurs when the student gives written notice of cancellation/withdrawal or fills out ACE's Exit Form and submits it to the Department of Administration.

Students Right to Cancel
If a student is rejected for enrollment agreement by ACE or never attend class (no-show) or cancels the enrollment agreement through attendance at the first day of class session or of the seventh day after enrollment, whichever is later, the student will obtain 100 percent refund of the amount paid for total tuition charge, less non-refundable application fee. The student can also mail, fax, or e-mail one of the two written options. The notification, if sent by mail, is effective when deposited in the mail, properly addressed with prepaid postage. ACE pays refunds within forty-five (45) calendar days of a student's cancellation.

Cancellation & Withdrawal notices are to be addressed to:
Adams College of English
3700 Wilshire Blvd. Suite 985
Los Angeles, CA 90010

Withdrawal from the program/school
ACE's refund policy is a pro rata refund for the students who have completed 60 % or less of the period of attendance. Students have the right to withdraw from a program at any time after the cancellation period. Before calculating the amount of refund per program, the non-refundable application fee is deducted from the total tuition charge. Then, the remainder is divided by the number of total hours of the enrolled period to calculate the hourly charge. The amount of what the student owes for the total clock hours of instruction completed in a program is determined by multiplying the total clock hours of instruction completed in the program with the hourly charge. The amount of refund is determined by deducting the amount of what the student owes for the total clock hours of instruction completed in the program from the remainder. ACE pays refunds within forty-five (45) calendar days of a student's withdrawal. For students who withdraw after 60% of their enrolled period, ACE does not provide a refund. In the event that no notice of withdrawal (written or verbal) is provided, ACE automatically administratively withdraws a student after s/he has been absent for a maximum of 30 consecutive calendar days (excluding ACE's school breaks) and completes a refund calculation, processing any refunds to or on behalf of the student. If a program is shut down due to unforeseen circumstances while a student is taking the program, they will be entitled to a refund. The 3% card service fee is non-refundable, and the wire service fee will be deducted from the refund amount.

Termination after start of class
ACE will refund a student who is terminated due to violation of ACE's written disciplinary and/or attendance policies or local, California state, or federal laws and regulations. Refund information including Last Date of Attendance (LDA) and Date of Determination (DOD) will be stored by Refund Calculation Sheet.

Formula for Refund Calculation: Refund Amount = A - (H x T)

REFUND TABLE (Based on Actual Cost of Educational Service):

Program	Tuition (excluding non-refundable application fee)	100 hours completed
ESL	$1,705 (*Tuition used as Sample: May not apply to all students)	$1,705- ($8.611 x 100 hrs) = $843.90 (refund amount)

A: Tuition fee excluding non-refundable application fee
H: Hourly charge depending on enrolled period
T: Total clock hours of instruction completed in a program

D. Student Records and Retention Policy

Adams College of English maintains individual records and information about students for the purpose of educational and personal services for five years. Each file will contain a copy of the student's: completed application form, enrollment agreement, I-20 (if applicable), bank statement, passport information, placement test, financial information, certificate(s) of completion (if applicable), record of extension (if applicable), withdrawal (if applicable), leave of absence, tuition information/refund information, exit tests, and any complaints or correspondence. All applicable documents must be signed.

It is the school's policy to comply fully with federal statutes and regulations regarding the confidentiality of student educational records. As required by the Family Educational Rights and Privacy Act of 1974, as amended, the following guidelines and procedures are intended to ensure confidentiality of records, to establish the right of students to inspect and view their records, to clarify the circumstances under which educational records may be released to third parties, and to establish the appropriate procedures to be followed by student for the correction of inaccurate or misleading data within the records. Copies will also be available upon request.

Records and Certificates of Completion will be kept by the institution with permanent accessibility to the certificate, date of completion and completed grades in all courses.

Maintenance of Records
The following records are kept like the following:
A. Admissions: Hard copy
B. Student Accounts: Electronically
C. Student Grades/Transcripts: Electronically
D. Attendance: Electronically
E. Counseling: Hard copy

Every Friday, ACE's Department of Administration uploads and backups all records on the school's Google Drive and also on two USB's (each for the President/DOS/CFO/DSO and DOA/PDSO).

Access to Records
Adams College of English students have the right to physically review their records in the presence of a designated school personnel. Where necessary and reasonable, an explanation and interpretation of the record will be provided by qualified personnel. Original records may not be removed from the file.

Copies: Where circumstances effectively prevent the student from exercising his/her right to inspect and review the record, the school will provide a copy of the records requested.

Right to File Complaints
If a student believes that his/her rights have been violated, he/she should first file a complaint with the head of the department which maintains the records in question.

E. Grading Policy

The grading scale below applies to the ESL and ESL Conversation Advanced programs. The grading percentages are consistent with industry norms in the educational sector.

Percentage	Explanation
90 – 100%	Excellent
80 – 90%	Good
70 – 79%	Satisfactory (minimum passing grade is 70%)
60 – 69%	Poor
0 – 59%	Failing

There is no direct percentage on the grading scale for the TOEFL iBT Test Preparation course. Students enrolled in the TOEFL course will be graded based on their attendance and participation in the course, as well as their performance on Practice TOEFL tests, which will be administered every 4th, 8th, and 11th week of the quarter. Students are expected to adhere to the ACE Satisfactory Progress Policy to continue taking the TOEFL Prep course.

The four elements of the course assessments are listed below, indicating the percentage of each category that contributes to the final cumulative course percentage.

Program	Daily Assignments	Bi-Weekly Quizzes	Midterm Exam	Final Exam
ESL Program (Morning)	20%	20%	30%	30%
ESL Conversation Advanced Program (Afternoon)	20%	20%	30%	30%
TOEFL iBT Test Preparation	100%	* Practice Test on 4, 8, and 11th week *Refer to Satisfactory Progress Policy (SPP) of TOEFL Preparation Program		

F. Satisfactory Progress Policy

Adams College of English (ACE) is required to adhere to all Federal regulations. ACE's Satisfactory Progress Policy (SPP) evaluates both the quality and quantity of students' academic work in a program. Students must maintain Satisfactory Progress in order to proceed to the next higher level program and/or complete. ACE is a school with an enrollment-based system, meaning students may enroll at any time during a program.

A. ESL/Conversation Programs

Qualitative Satisfactory Progress Standard

For ESL, students are graded with a percentage system. All students must obtain a cumulative grade of a minimum of 70% in order to proceed to the next higher level program and/or complete a program.

Quantitative Satisfactory Progress Standard

The quantitative satisfactory progress is measured by comparing the cumulative number of clock hours student has completed for a program with the number of clock hours the student has enrolled for the program. In order to proceed to the next higher level program and/or complete the program, the student must complete a minimum of 80% of the number of clock hours the student has enrolled for the program. The standard course length for enrollment for one course is 6 months in length at recorded 396 hours in length which is the approved length of program per ACCET approval

If a student satisfies both Qualitative Satisfactory Progress Standard with their cumulative grade of each respective category of their grade being met (ie. Reading, Vocabulary, and Grammar exceeding 70% and Listening, Speaking, and Conversation exceeding 70%) with their minimum Quantitative Satisfactory Progress Standard being met (ie. their attendance not disqualifying the students from endangering their status as international students in accordance with SEVIS minimum requirements), then students will be able to progress to the next level program of their current level that reflects the most accurate CEFR level / program that they are enrolled in. Students nearing the completion of their end of program with at least 12 weeks of study will be required to complete an exit test that gauges their CEFR level in reflection and comparison to their initial CEFR level upon admission per ACCET regulation and Adams College of English Policy. 12 weeks or 198 hours represents halfway point of a semester from which both institution and accrediting agency determines sufficient for students to be qualified to gauge their initial level of entry to their final exit CEFR. Students who exceed 12 weeks of completion up to their maximum length of study (3 years maximum per institution) set by ACCET guidelines will be expected to maintain their Qualitative Satisfactory Progress Standard per program and their Quantitative Satisfactory Progress Standard for their entire duration of enrollment

Warnings and Final Action

1st warning: If a student's cumulative attendance falls under 90% or grade falls under 70%, the student will receive their 1st warning letter. The student will be thoroughly informed of ACE's Satisfactory Progress Policy through meeting.

2nd warning: If a student's cumulative attendance falls under 85% or grade falls under 70% again during their enrolled period, they are again required to meet with the President/DOS. The student will be thoroughly informed of ACE's Satisfactory Progress Policy through meeting.

Final Action: If a student's cumulative grade remains under 70% for their first course, the student must repeat the program failed and pass the Satisfactory Progress Policy.

Termination: If a student's cumulative attendance falls under 80% at any time or grade falls under 70% after their repeat of failed program during their enrolled period, the student is sent a termination letter and dismissed from the school.

B. TOEFL iBT Test Preparation Program

Qualitative Satisfactory Progress Standard for TOEFL iBT Test Preparation

- Daily Performance: Students are required to maintain a minimum of 70% daily performance percentage in order to satisfactorily progress in the course. If the student does not maintain a 70% cumulative daily performance score based on their enrollment period, they will be disciplined in accordance with ACE's SPP.

-Practice Test Scores: Upon enrollment in the TOEFL iBT Test Preparation course, students will take the Northstar placement test to determine their TOEFL practice test score range. Refer to the chart below which determines the score range a student must maintain, based on their placement test score, in order to remain in good standing with ACE's SPP. Students' practice TOEFL iBT tests are required to fall within the range that the student placed in based on their individual placement tests at the time of enrollment.

Northstar Placement Test Score	Range (based on placement test score)	Required TOEFL practice test score range
51-100	Range 1	31-60
101- higher	Range 2	61-higher

Quantitative Satisfactory Progress Standard
The quantitative satisfactory progress is measured by comparing the cumulative number of clock hours student has completed for a program with the number of clock hours the student has enrolled for the program. The student must maintain a minimum of 80% of the number of clock hours the student has enrolled for the TOEFL iBT Test Preparation program.

Warnings and Final Action
1st warning: If a student's cumulative attendance falls under 90%, daily performance grade falls under 70%, or receives a practice test score lower than their test score range two consecutive times, the student will receive their 1st warning letter. The will be thoroughly informed of ACE's Satisfactory Progress Policy through meeting.

2nd warning: If a student's cumulative attendance falls under 85% or daily performance grade falls under 70% again during their enrolled period, they are again required to meet with the President/DOS. The student will be thoroughly informed of ACE's Satisfactory Progress Policy through meeting.

Final Action: If a student fails to maintain at least 50% of their placed range (3 Total Practice Tests: At least 2 out of 3 Practice Tests **OR** at least 1 out of 2 tests accounting for 1 Missed Practice Test) within a 3 month period, the following will occur:

1) Range 2 Students will be demoted to Range 1 (Students must place in Range 2 for 2 out of 3 Practice Tests without missing any Practice Test for 3 Months to be promoted to Range 2 again)

2) Range 1 Students must enroll in a different course.

All students may not miss 2 Consecutive Practice Exams or they must enroll in a different course

If a student who has not met the Satisfactory Progress Policy dropped from the TOEFL course and continues to maintain the Satisfactory Progress Policy in other ACE courses for 6 months, they will regain the right to take the TOEFL iBT Test Preparation Course again starting with their initial placement test range.

Termination: If a student's cumulative attendance falls under 80% the student is sent a termination letter and dismissed from the school.

Satisfactory Progress Monitoring
Each instructor has to submit ACE's Daily Attendance Sheet to ACE's Department of Administration daily and also has to submit student's grade to the Department biweekly. The Department of Administration; Director of Administration (DOA) and/or Administrative Assistant, will record each student's attendance daily and monitor each student's attendance records weekly. Also, the Department of Administration will record each student's grade and monitor the student's cumulative grades bi-weekly. The Administration Department will monitor the cumulative grade and number of clock hours completed to determine student progress.

Appeals
A student who does not meet any of the Satisfactory Progress Policy standards may submit an appeal in writing with evidence within 5 business days of ACE's notification of final action to the Department of Administration. The Department of Administration will analyze the student's reason of appeal, discuss with the President/DOS, and receive the appeal result from the President/DOS. The student will be notified by the Department of Administration within 3 business days of their result in writing.

G. Program Repeat Policy

A. ESL/Conversation Programs
1. Students enrolling in the ESL/Conversation Program after the halfway point of the semester (Midterm Point) will be required to repeat their program of their placed concurrent level. Students enrolling prior to the Midterm Point will progress to their next level course accordingly (Granted meeting standards of Qualitative and Quantitative Satisfactory Progress Policy).

2. For students who have successfully met ACE"S Satisfactory Progress Policy:
- May request with the Program Repeat Request Form only if their stay at ACE does not exceed 36 months

- May retake the program for a maximum of one time if needed to strengthen or train on additional skills under required conditions being: Student may repeat the program if their total cumulative grade is below threshold of 75%. Cumulative grades 75% or above will not be allowed to repeat the course.

Student must provide adequate reasoning as to the purpose of the repeat of the program. Student must have academic permission from the Director of School. Program Repeat Request Form must be signed for the repeated course

3. For students who have failed to achieve the Satisfactory Progress Policy Qualitative standards:
- May request with the Program Repeat Request Form only if their stay at ACE does not exceed 36 months
- May retake the program a maximum of one time with their learning plans to achieve satisfactory progress according to ACE.

Students enrolling in the ESL/Conversation Program may repeat a same program for a maximum of one time. They may repeat another program one more time if their stay at ACE does not exceed 36 months. Thus the students enrolling in the ESL Programs can repeat programs for a maximum of two times if their stay at ACE does not exceed 36 months.

B. Test Preparation Program
For students who have successfully met ACE"S Satisfactory Progress Policy:
- May retake the program without Program Repeat Request Form if needed to strengthen or train on additional skills if their stay at ACE does not exceed 36 months.

H. Change of Program Policy

Students who are interested in changing their program may do so after submitting the Change of Program Request Form, discussing with ACE's President/DOS and/or DOE, and receiving final approval by the President/DOS.

I. Exit Test Policy

All ACE students who have completed their programs must sign ACE's international student exit form. Additionally, all ACE students who have completed at least 12 weeks of enrollment are recommended to take a nationally standardized proficiency exit test, the M-EPT (Michigan English Placement Test), before exiting.

J. Notice Concerning Transferability of Credits and Credentials Earned at Our Institution

ACE's program does not provide credits and credentials, but a certificate of completion. However, all students must be informed of this notice from ACE:

"The transferability of program completion or the certificate of completion you earn at Adams College of English 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 is also at the complete discretion of the institution to which you may seek to transfer. If the Certificate of Completion that you earn at Adams College of English 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 Adams College of English to determine if your Certificate of Completion will transfer."

Adams College of English does not hold any transfer or articulation agreements between institutions that provide the transfer of credits earned in the program of instruction.

Adams College of English does not award credits pertaining to: experiential learning including assessment policies and procedures, provisions for appeal and all charges that a student may be required to pay.

K. Leave of Absence, Medical Leave & Vacation Policy

At Adams College of English (ACE), students receive a two-week school break every 11 weeks of the school year. In total, all students receive 8 weeks of regular school break out of the 12-month school year. ACE doesn't assess the students any additional charges as a result of the school breaks.

Leave of Absence Policy (LOA Policy)
A leave of absence is a temporary break in study during which time a student must be out of the United States, but considered to be continuously enrolled. A leave of absence may be granted for emergency situations such as a serious illness, debilitating injury, or death in the immediate family. A student must submit a written request for the medical leave along with required supporting medical documentation from a licensed medical doctor or clinical psychologist in advance of the beginning date of the leave, unless unforeseen circumstances prevent the student from doing so. The leave of absence must be approved by ACE's Principal Designated School Official (PDSO) or Designated School Official (DSO). A student must always talk to the PDSO or DSO before the student stops attending classes, otherwise the student risks having his/her SEVIS record terminated by the PDSO or DSO for unauthorized withdrawal. If a student is absent for a maximum of 30 consecutive calendar days without requesting a leave of absence, s/he must be withdrawn and terminated. ACE doesn't assess the student any additional charges as a result of the leave of absence.

The leave of absence must be limited to a maximum of 5 months in any 12-month period, consistent with federal requirements or one-half the published program length, whichever is shorter. Provided that the total of the leaves does not exceed this limit, multiple leaves of absence maybe permitted or an approved leave of absence may be extended for an additional period of time. If a leave of absence is 6 weeks or less, the student's previous records will be considered when calculating the completion of that particular program. If a leave of absence is more than 6 weeks, the student will be administered another placement test to ascertain proper placement, and the student will be treated as a new enrollment. Failure to return to a student's course of study after an approved leave of absence will result in a withdrawal and termination from the school

Medical Leave (Reduced Course Load) Policy
A medical leave is a temporary break in study for documented medical purpose during which time a student remains in the United States and is considered to be continuously enrolled with a reduced course load, consistent with federal regulations. A student must submit a written request for the medical leave along with required supporting medical documentation from a licensed medical doctor or clinical psychologist in advance of the beginning date of the leave, unless unforeseen circumstances prevent the student from doing so. The medical leave must be approved by ACE's Principal Designated School Official (PDSO) or Designated School Official (DSO). A student must always talk to the PDSO or DSO before the student stops attending classes, otherwise the student risks having his/her SEVIS record terminated by the PDSO or DSO for unauthorized withdrawal. If a student is absent for a maximum of 30 consecutive calendar days without requesting a medical leave, s/he must be withdrawn and terminated. ACE doesn't assess the student any additional charges as a result of the leave of absence. The length and frequency of the medical leave (reduced course load) must be limited to a maximum of 2 weeks and twice in any 12-month period without impeding ACE's Satisfactory Progress Policy (SPP), consistent with federal regulations. Failure to return to a student's course of study after an approved medical leave will result in a withdrawal and termination from the school

Vacation Policy
A vacation is a temporary break in a student's attending during which s/he is considered to be continuously enrolled, consistent with federal regulations. During the vacation time, the student remains in the United States. The student is granted to request the vacation once a year after the student completes an extended period of study, at least 12 consecutive weeks of attendance, but the student must satisfy ACE's Satisfactory Progress Policy (SPP). A student must submit a written request for the vacation in advance of the beginning date of the leave, unless unforeseen circumstances prevent the student from doing so. The vacation must be approved by ACE's Principal Designated School Official (PDSO) or Designated School Official (DSO). A student must always talk to the PDSO or DSO before the student stops attending classes, otherwise the student risks having his/her SEVIS record terminated by the PDSO or DSO for unauthorized withdrawal. If a student is absent for a maximum of 30 consecutive calendar days without requesting a vacation, s/he must be withdrawn and terminated. ACE doesn't assess the student any additional charges as a result of the vacation. The length of the vacation must be limited to a maximum of 4 weeks in any 12-month period without impeding ACE's Satisfactory Progress Policy (SPP), consistent with federal regulations. Failure to return to a student's course of study after an approved vacation will result in a withdrawal and termination from the school.

L. Policy Defining Minimum Levels of Education, Training, and Experience

Required of Instructors

ACE strictly promotes to hire instructors who have solid experience in the educational field. Minimum qualifications for ACE's instructional personnel are the following;

ESL instructors must meet one of the following educational credentials in order to be considered for an instructor position at ACE.

- A Bachelor's Degree in an English-related major or
- A Bachelor's Degree in any major with a TESOL/TEFL certificate.
- A Bachelor's Degree in any major with a minimum of three years of ESL teaching experience.

TOEFL instructors must meet one of the following educational credentials in order to be considered for a TOEFL instructor position at ACE.

- Bachelor's degree in English-related majors with a certificate (TESOL, TEFL, or equivalent) along with one year TOEFL teaching experience or
- Bachelor's degree in any majors with a certificate (TESOL, TEFL, or equivalent) with two years TOEFL teaching experience.

Currently, all of ACE's instructors meet the minimum qualifications. However, ACE respects and non-discriminates the right to have an equal employment opportunity. If instructor candidates have industry experience, but limited prior classroom experiences, they may be hired. Once hired, they might be assigned to the lowest level ESL program. They will be given samples of daily lesson plans, syllabus, curriculum, and textbooks for reference. They will also be provided observations of instructions for one week taught by instructors with experienced teaching methodologies and a solid classroom instruction.

M. Policy for Curricular Review

Curriculum review and revision is an important part of ACE's mission to provide high-quality English education to students. ACE continuously evaluates its curriculum and curricular objectives in order to provide our students with the best possible English education with focus on learning, development, and demonstration of English based on ACE's curriculum, course objectives, measurable objectives, and learning resources and materials.

The curriculum review schedule is an ongoing process. Throughout the school term, ACE provides the students with a student satisfaction survey in weeks 11 and 22, which includes survey questions about student satisfaction with the curriculum and how it is presented and taught throughout the progression of the course. Every 22-weeks faculty reviews the course curriculums in order to ensure course and measurable objectives are being achieved by students and the resources and textbooks follow the curriculum and course syllabus. These curriculum review and suggested revision meetings are documented in meeting minutes and filed for future reference and meetings.

The President/DOS of Adams College of English has the primary responsibility of overseeing and managing the review and revision process of program curriculums. Student satisfaction surveys and teacher feedback surveys are reviewed and complied by the President/DOS and revisions are made based upon the decisions of the Senior Management Team, which is the President/Director of School (DOS), the Director of Education (DOE), the Chief Financial Officer (CFO)/Principal Designated School Official (PDSO), and the Director of Administration/Designated School Official (DOA/DSO) and in accordance with regulatory and accreditation standards.

N. Policies and Procedures for Equipment & Supply Maintenance

Instructors are advised to take a thorough inventory of all supplies on a weekly basis and notify ACE's Department of Administration immediately when it comes to their attention. If articles are delayed for one reason or another and the instructor feels it important, he or she can bring it to the attention of the Director of Education (DOE) immediately or in the monthly faculty meetings. ACE considers the following items within the following categories.

Equipment

Physical assets that have an expected life of one year or more, do not lose their form or shape during use, and generally

have residual value following expiration of expected life.

Supplies
Assets with and expected life of less than one year and that are used up in the process of classroom or support work.

ACE's Director of Administration (DOA)/Designated School Official (DSO) has overall responsibility for maintaining equipment and supplies, as well as the Chief Financial Officer (CFO)/Principal Designated School Official (PDSO) to confirm expenses. This responsibility requires that careful records should be kept detailing the purchase of these assets. All faculty and staff are free to inform the CFO/PDSO or the DOA/DSO of additional equipment or supplies needed. Otherwise, all are expected to use supplies and equipment furnished. All are individually responsible for school-owned supplies and equipment under their control. No equipment may be taken outside of school for personal purposes.

O. Copyright Infringement and the Liabilities Students May Face for Unauthorized Use/Distribution of Materials

Adams College of English (hereby after called "ACE") respects the intellectual property rights of third parties and requires all users of ACE computer systems, servers or copy machines (including but not limited to computer networks, online/internet/web and related services) to comply with local, federal and international laws, especially those concerning intellectual property laws, including copyright laws.

It is against ACE's policy for any users of ACE's equipment or services to access, use, copy or otherwise reproduce, or make available to others any copyright- protected materials or software except as permitted under copyright law or specific license.

ACE adheres to **Copyright Law of the United States, Title 17 federal regulations**.
Fair use explicitly allows use of copyrighted materials for educational purposes such as criticism, comment, news reporting, teaching, scholarship, and research. Rather than listing exact limits of fair use, copyright law provides four standards for determination of the fair use exemption:

1. **Purpose of use:** Copying and using selected parts of copyrighted works for specific educational purposes qualifies as fair use, especially if the copies are made spontaneously, are used temporarily, and are not part of an anthology.
2. **Nature of the work:** For copying paragraphs from a copyrighted source, fair use easily applies. For copying a chapter, fair use may be questionable.
3. **Proportion/extent of the material used:** Duplicating excerpts that are short in relation to the entire copyrighted work or segments that do not reflect the "essence" of the work is usually considered fair use.
4. **The effect on marketability:** If there will be no reduction in sales because of copying or distribution, the fair use exemption is likely to apply. This is the most important of the four tests for fair use (U. S. Copyright Office)

Guidelines for Using Multimedia
Multimedia works are created by combining copyrighted media elements such as motion media, music, other sounds, graphics, and text. It is recommended that you use only small portions of other people's works.
What is considered a small portion?

- **Motion media:** Up to 10% or three minutes, whichever is less.
- **Text:** Text copying does not fall under fair use protection when the purpose is to substitute the purchase of a textbook, workbook, or compilation, and to copy a work whole. Copying textbook material is limited to follow fair use guidelines which is up to 10% or 1,000 words of a written work, whichever is less. (The limits on poetry are more restrictive.)
- **Music:** Up to 10% of an individual copyrighted musical composition, or up to 10% of a copyrighted musical composition embodied on a sound recording. However, no more than 30 seconds may be used

without gaining permission from the copyright owner or licensing collective.

- **Illustrations and photos:** Under the guidelines, "a photograph or illustration may be used in its entirety, but no more than five images by one artist or photographer may be incorporated into any one multimedia program. From a published collective work, not more than 10% or 15 images, whichever is less, may be used."
- **Numerical Data Sets:** Up to 10% or 2,500 fields or cell entries, whichever is less.

The following guidelines allow you to use multimedia without permission of lawfully acquired copyrighted works.

- You may incorporate portions of copyrighted works when creating your own multimedia projects for educational or instructional (not commercial) purposes.

  1) Students may incorporate "portions" of copyrighted materials for a project in a specific course.
  2) Students may display their own projects, use them in their portfolio, use the project for a job interview or as supporting materials in an application for school.
  3) Faculty may use their projects for class assignments, curriculum materials, remote instruction, for conferences, presentations, or workshops, or for their professional portfolio.

- Give attribution to the original source of all copyrighted material used.
- Place a copyright notice on the opening screen of the multimedia program and accompanying print material that "certain materials are included under fair use exemption of the U.S. Copyright Law...and are restricted from further use."
- Fair use of the copyrighted materials expires at the end of two years. To use the project again you need to obtain permission.

Guidelines for Print Materials:

- Single Chapter from a book, but printing a book is limited to follow fair use guidelines which is up to 10% or 1,000 words of a written work, whichever is less.
- A single article from a journal issue or newspaper
- A short story, essay, or poem from an individual work.
- A chart, graph, diagram, drawing, cartoon, or picture from a book, journal, or newspaper.

Guidelines for Distributing Copies

- Copies made do not substitute for the purchase of books or journals.
- Provide a copyright notice on the first page of the material copied. The American Library Association recommends using "Notice: This material is subject to the copyright law of the United States."
- Provide only one copy per student which becomes the property of the student.
- Copying the works for subsequent semesters requires copyright permission.
- Do not charge the students beyond the cost of making the photocopy.

Guidelines for Using Materials Found on the Internet

- Look on the web page to see if there is information on how to use the work. If guidelines exist - use them!
- Always credit the source of your information
- If you are using material from the Internet on your webpage ask permission or link to the site.
- If you gather and receive permission to use the material, keep a copy of your request for permission and their response.

Users shall not install, nor direct others to install, illegal copies of computer software or unlicensed software

onto any ACE-owned or operated computer system or server. Only software that has been legally purchased is to operate on ACE's equipment.

Users shall not make copies of ACE-owned or licensed software except where and only to the extent explicitly permitted according to the terms of the applicable license and shall not use ACE's hardware to make illegal copies of any copyrighted software for the purpose of selling, giving, personal use or lending this software to others (including but not limited to software from the public and departmental computer labs) or for any other unauthorized purpose.

ACE's software shall not be modified, revised, recast or adapted unless directed to do so in writing. Preventing copyright infringement is the responsibility of both ACE employees and students. Both ACE and its employees are subject to the provisions of the Copyright Act and penalties such as fines or imprisonment can be imposed on both organization and individual users within it.

ACE will investigate all claims and notifications of copyright and/or software license infringement (hereinafter collectively infringement). ACE reserves the right to conduct inquiries, including but not limited to monitoring network use, to determine whether the activities of any user of the school's computer systems or servers appear to be infringing. ACE will investigate all claims and notifications of infringement. If ACE determines that any users have infringed the intellectual property rights of others, such users will be contacted and appropriate action will be taken. ACE reserves the right to decide how to address or respond to any allegation of infringement in accordance with applicable law, including, but not limited to availing itself of the defenses, such as fair use, that are available to copyright defendants.

ACE will terminate, in appropriate circumstances, access to school computer systems, electronic networks and/or services provided to any user who is deemed to infringe third party intellectual property rights.

Further, where ACE has actual knowledge that any material or activity using material on the school's system or network is infringing, or is aware of facts or circumstances from which infringing activity is apparent, the school shall act expeditiously to remove or disable access to the material.

Users violating ACE copyright and Software License Infringement Policy may be subject to the full measure of disciplinary action up to and including warnings, suspension and termination of ACE student status and/or employment where applicable. ACE expressly reserves the right to terminate or suspend the user's network access if ACE, in its sole judgment, believes that circumstances relating to the infringement of third party intellectual property rights warrant such action. These policies are in addition to and do not affect or modify any other rights ACE may have under law or contract.

P. Student Grievance Policy

The process for advancing concerns/grievances to management is informed to students during student orientation with ACE's Orientation Packet. Also the process is informed to students though ACE's School Catalog. If a student has a grievance and wishes it to be recognized as such, a written complaint must be submitted to ACE's Department of Administration in letter format. The written grievance must clearly state the student's name, the nature of the complaint, the name(s) of all parties directly involved in the complaint, and any appropriate documentary evidence.

Steps towards resolution: based upon the information presented in the grievance, steps toward resolution shall begin with informal discussions headed by ACE President/Director of School (DOS). If satisfactory solutions cannot be reached within a reasonable period, the DOS will schedule a Senior Management meeting for hearing the grievance. Informal discussion between persons directly involved in a grievance is essential in the early stages of dispute reconciliation and shall be encouraged at all stages of the grievance procedure.

The Senior Management Team will come out solutions for the grievance. If satisfactory solutions cannot be reached within a reasonable period, the Senior Management Team will generate new strategic issues based upon the unsolved

grievance. Based upon the new strategic issues, the Senior Management Team will develop new goals and plans to solve the grievance and to improve school management.

If students/school has exhausted procedures and the problem has not been resolved, they have the right to contact the following (ACCET Complaint Procedure separately posted on student information board):

Bureau for Private Postsecondary Education (BPPE) at
Department of Consumer Affairs
1747 North Market Blvd., Suite 225 Sacramento, CA 95834
P.O. Box 980818, West Sacramento, CA 95798-0818, www.bppe.ca.gov
(916) 574-8900, Fax (916) 263-1897, Toll Free: (888) 370-7589

ACCET Accrediting Council for Continuing Education and Training
1722 N. St NW
Washington, DC. 20036
(202) 955-1113
(202) 955-1118
complaints@accet.org

Q. Student Behavior/Conduct

An important part of the training at ACE includes the development of professional attitudes and behaviors. ACE has created a professional environment in which students can grow and develop with the cultural varied expectations. Students are expected to conduct themselves in a business/professional manner.

Normal standards of professional business attire apply to all students and unconventional clothing cannot be permitted at College.

No Exception, No Discussion. Students who are dressed inappropriately may be subject to disciplinary action. The effectiveness of any program is dependent upon the full cooperation between students and the school's faculty/staff. Consequently, all students will be expected to extend their best efforts to work harmoniously and conscientiously with instructors and administrators to further their expectations. Students must adhere to high standards of academics, attendance, and conduct.
Students are expected to behave professionally and respectfully at all times. Enrolling students will receive a list of the rules of conduct at the time of enrollment. Students are subject to immediate dismissal for any activity or action that endangers another or for unethical conduct or violation of the rules of conduct.

The administration of the school reserves the right, in the exercise of their judgment, to dismiss a student on any of the following grounds, but not limited to:

Grounds for Disciplinary Action

1. Unsatisfactory Academic performance.
2. Unsatisfactory Attendance.
3. Unprofessional Behavior and/or conduct that reflects unfavorably upon the school and/or its students.
4. Use of Drugs, Narcotics, Alcohol (or under the influence), Gambling, Profanity.
5. Failure to meet Financial Requirements.
6. Inappropriate professional clothing worn during training.
7. Failure to abide by the Rules and Regulations of the school.
8. Failure to pay tuition (or any other charges) when due.
9. Breach of school enrollment agreement.
10. Cheating.
11. Falsifying school records.
12. Carrying a canceled or potentially dangerous weapon.
13. Disorderly conduct, which interferes with the learning process of any other student, instructor, or the general progress of the class.
14. Instigation and/or participation in rebellious activities against the school and/or its student(s).

15. Solicitation, which reflects unfavorably upon the school and/or its students.
16. Vandalism of school property.
17. Fighting (physical or verbal)
18. Verbal confrontation with any employee and or student

Disciplinary action may include, but not limited to, a verbal or written warning, probation, suspension, or dismissal. A student dismissed for unsatisfactory or unprofessional behavior or conduct, may request re-admittance into their program by following the procedure set forth under Reinstatement as noted in this catalog.

R. Performance Fact Sheet

In compliance with the California Postsecondary Education Act of 2009, University of the People provides the following Statements of Fact The Bureau for Private Postsecondary Education (BPPE), as the regulatory body for private postsecondary schools for the State of California, requires that each school provide the following information to students, prior to enrollment, as evidence of recognition of the need to address consumer protection:

- Completion rates for each program of instruction
- Placement rates for each program of instruction
- License-examination rates for any program to which that statistic is applicable
- Salary or wage information for each career, occupation, trade, job, or job title, as applicable, for which students are prepared

COMPLETION RATE OF PROGRAM: Previous calendar year of 2024
ESL Beginning: 90%
ESL Intermediate I: 95%
ESL Intermediate II: 92%
ESL Advanced I: 95%
ESL Advanced II: 100%
Conversation Intermediate: N/A
Conversation Advanced: 100%
TOEFL iBT Test Preparation: 100%

ACE does not offer any license, certification, or job related programs and does not place students for employment post completion/graduation. Therefore, the number of students who complete license-examination, the number of students who are placed, or the starting salaries you can earn after finishing the educational program(s) are not applicable.

This fact sheet is filed with the Bureau for Private Postsecondary Education. Regardless of any information you may have relating to completion rates, placement rates, starting salaries, or license exam passage rates, this fact sheet contains the information as calculated pursuant to state law.

A student or any member of the public may file a complaint about this institution with the Bureau for Private Postsecondary Education by calling toll-free(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/

Any questions a student may have regarding this fact sheet that have not been satisfactorily answered by the school may be directed to:

Bureau for Private Postsecondary Education
1747 North Market Blvd., Suite 225 Sacramento, CA 95834
P.O. Box 980818, West Sacramento, CA 95798-0818, www.bppe.ca.gov
(916) 574-8900, Fax (916) 263-1897, Toll Free: (888) 370-7589

III. STUDENT SERVICES

List of the various students services provided by Adams College of English (ACE) to enhance students' academic, personal, and/or professional development are the following;

1. Computer Lab: Have homework left to do or don't have a computer? Don't worry! Our computer lab is free to use for ACE's students. Study, practice, surf, and entertainment are all available with high-speed internet.

2. Academic counseling: ACE assists and provides counseling for students who would like to transfer into higher-level educational institutes. Make an appointment to obtain information today for you to create your road to success!

3. Transportation: ACE is located in the midst of Koreatown, Los Angeles. Prospective and current students may take the Metro Transportation in order to come to school with a approved Student Pass. For more information regarding bus and subway routes, times, and locations, please visit www.metro.net.

4. Housing information: ACE does not offer any housing programs and therefore has no responsibility finding or assisting a student with housing. ACE also does not have dormitory facilities until our control. A variety of housing options are located within a reasonable distance from the school by car, public transportation, bike or walking. These options can range from $2000—$2,500 for a studio/single or $2,500 - $3,000 for a one bedroom.

5. 1:1 Tutoring: Gain assistance or additional assistance in learning the English language with ACE's Director of Education!

6. Student library with access to various education references, textbooks, and resources for students who want to further their educational goals

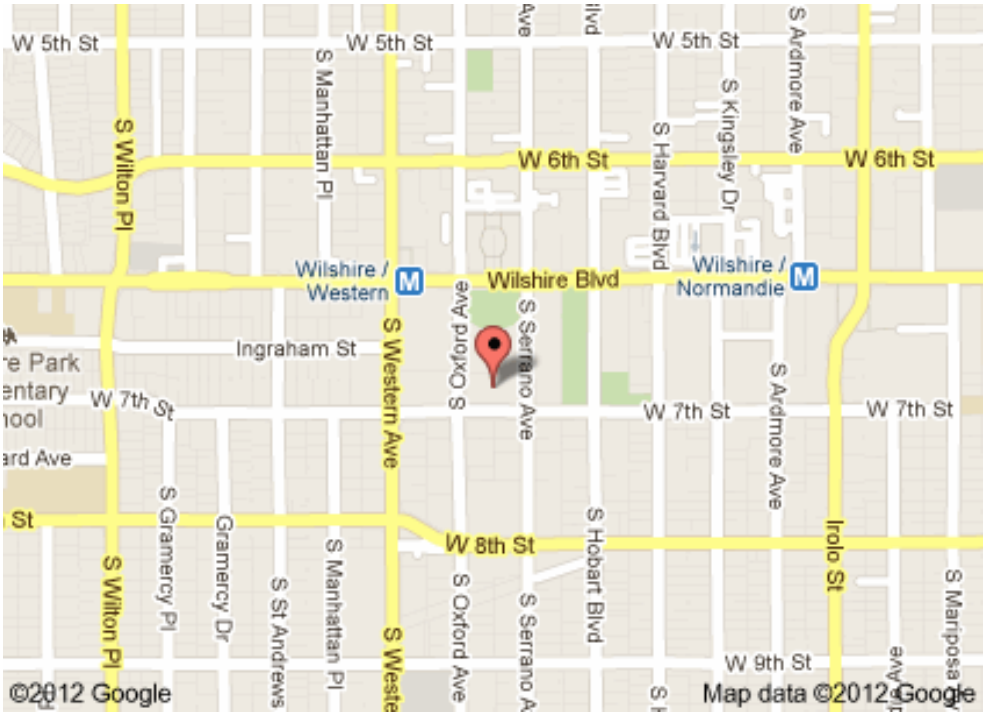
Any questions a student may have regarding this catalog that have not been satisfactorily answered by the institution may be directed to the Bureau for Private Postsecondary Education at:

1747 North Market Blvd., Suite 225 Sacramento, CA 95834
P.O. Box 980818, West Sacramento, CA 95798-0818, www.bppe.ca.gov
(916) 574-8900, Fax (916) 263-1897, Toll Free: (888) 370-7589

A student or any member of the public may file a complaint about this school with Accrediting Council for Continuing Education & Training (ACCET) at:

ACCET Accrediting Council for Continuing Education and Training
1722 N. St NW
Washington, DC. 20036
(202) 955-1113
(202) 955-1118
complaints@accet.org

IV. CONTACT US



Adams College of English
3700 Wilshire Blvd. Suite 985
Los Angeles, CA 90010
(T) 213-427-5547 | (F) 213-427-5549
www.adamscollege.edu | admissions@adamscollege.edu
School Hours
Monday - Friday
8:30 AM- 5:30 PM