

Adams College of English 2019 School Catalog



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Updated: 01/01/2019
For 01/01/2019 - 12/31/2019
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JANUARY						
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ESL Program (Morning)
 Monday through Friday
 9:00 a.m. - 12:36 p.m.

- ▶▶▶ ESL Beginning
- ▶▶▶ ESL Intermediate I
- ▶▶▶ ESL Intermediate II
- ▶▶▶ ESL Advanced I
- ▶▶▶ ESL Advanced II

TOEFL iBT Test Preparation Program (Morning)
 Monday through Friday
 9:00 a.m. - 1:00 p.m.

- ▶▶▶ Reading
- ▶▶▶ Listening
- ▶▶▶ Speaking
- ▶▶▶ Writing

ESL Conversation Program (Afternoon)
 Monday through Friday
 1:10 p.m. - 5:10 p.m.

- ▶▶▶ ESL Conversation Intermediate
- ▶▶▶ ESL Conversation Advanced

ESL Conversation Program (2.5 Day Program)
 Monday/Wednesday/Friday or
 Tuesday/Thursday/Friday

- ▶▶▶ ESL Conversation Intermediate
 Tuesday & Thursday: 9:30 a.m. - 5:10 p.m.
 Friday: 1:10 p.m. - 5:10 p.m.
- ▶▶▶ ESL Conversation Advanced
 Monday & Wednesday: 9:30 a.m. - 5:10 p.m.
 Friday: 9:30 a.m. - 12:30 p.m.

Vacation Schedule
 Mar. 18 - Mar. 29 Sep. 16 - Sep. 27
 June 17 - June 28 Dec. 16 - Dec. 27

Holidays and Observances
 Jan. 1 - New Year's Day
 Jan. 21 - Martin Luther King Day
 Feb. 18 - President's Day
 May 27 - Memorial Day
 July 4 - Independence Day
 Sep. 2 - Labor Day
 Oct. 14 - Columbus Day
 Nov. 11 - Veterans Day
 Nov. 20-29 - Thanksgiving Day/Weekend
 Dec. 25 - Christmas Day

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. On December 2013, ACE and its five ESL programs received three year accreditation by the Accrediting Council for Continuing Education and Training (ACCET).

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. Goals

ACE's goals 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 goals consist of the following;

- To provide English language education programs including test preparation that are educationally sound, up-to-date, of high quality, and demonstrably effective.
- To staff highly qualified and self-motivated instructors who will encourage students to improve their English language and test-taking skills.
- To maintain student-centered, positive, and well-equipped learning environments including appropriate student services for high student satisfaction.
- To administer systematic, effective, and measurable assessment systems for students to achieve their academic, professional, and personal goals.
- To create student-centered strategic business plans for high quality English language education including test preparation.
- To provide equal learning opportunities regardless of the basis of age, race, ethnic origin, gender, sexual orientation, or religion.

D. F-1 Student Regulations

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

The Certificate of Eligibility for Nonimmigrant (F-1) Student Status (School Copy, pages 1-3). 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. (See F-1 Regulations)

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. Admissions Procedure

All students who wish to attend ACE must follow the procedures below in order.

As a prerequisite to admission, applicants must:

- be at least 18 years of age or older;
- hold a valid high school diploma or its equivalent.

Overseas Students

1. Submit online application, or e-mail or mail hard copy application to ACE along with the following required documents: Copy of valid passport, current proof of financial responsibility, and proof of last education completed or equivalent.
2. Pay initial fees.
3. Schedule a visa interview with the embassy (or consulate) after receiving acceptance from ACE. Proof of acceptance includes ACE's Acceptance Letter and initial I-20.
4. Approval of F-1 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 I-20 to enter America.
5. After the student has entered the United States, the student must report to ACE with the following items: Passport with F-1 visa, I-94, address in the United States, tuition and tuition.
6. All students are required to take the placement test, go over contract terms, and receive orientation before paying tuition and signing ACE's Enrollment Agreement.

Transfer/Domestic 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: Copy of valid passport, F-1 visa, I-94, current school's I-20, current proof of financial responsibility, proof of last education completed, and ACE's Transfer Release Form.
2. Pay initial fee.
3. Bring or send ACE's Acceptance Letter and Transfer Release Form to current school and request for SEVIS I-20 release.
4. After the student has been released from their school, all students are required to take the placement test, go over contract terms, and receive orientation before paying tuition and signing ACE's Enrollment Agreement.

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.

F. Admissions Requirement

FEES AND DOCUMENTS	OVERSEAS STUDENTS	TRANSFER/ DOMESTIC STUDENTS
Passport copy (at least 6 months before exp. date)	YES	YES
Visa Copy	N/A	YES
Bank Statement (within past 3 months)	\$17,000 (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	\$200	\$0
Express Mailing Fee (Non-Refundable)	\$100	N/A

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 Intermediate (Conversation Management and Accent Reduction & Idioms & Listening/Speaking)	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
ESL Conversation Intermediate (2.5 Days/Weeks) (Conversation Management and Accent Reduction & Idioms & Listening/Speaking)	22 weeks	396 hours
ESL Conversation Advanced (2.5 Days/Week) (Conversation Management and Accent Reduction & Idioms & Discussion)	22 weeks	396 hours

J. Our Faculty and Their Qualifications

Faculty name	Assigned Programs	Qualifications	ESL Experience
Daniel Cameron (ESL Instructor)	ESL Advanced II Reading/ Vocabulary /Grammar	<ul style="list-style-type: none"> ◆ Bachelor's of Arts in English ◆ Master of Fine Arts in Creative Writing, Fiction 	◆ 6 years of English-teaching experience
	ESL Advanced I Listening/Speaking/Conversation		
Toni Joaquin (ESL Instructor)	ESL Advanced I Reading/ Vocabulary /Grammar	<ul style="list-style-type: none"> ◆ Bachelor of Arts in Physical & Forensic Anthropology ◆ TESL Certification 	◆ 5 years of English-teaching experience
	ESL Advanced II Listening/Speaking/Conversation		
	ESL Conversation Advanced Conversation Management and Accent Reduction & Idioms & Discussion		
Patrick Riley (ESL Instructor)	ESL Intermediate I Reading/Vocabulary/Grammar	<ul style="list-style-type: none"> ◆ Bachelor of Arts in English ◆ Master of Fine Arts in Motion Picture Producing 	◆ 7 years of ESL experience
	ESL Intermediate II Listening/Speaking/Conversation		
Joseph Gonzales (TOEFL Instructor)	TOEFL iBT Test Preparation	<ul style="list-style-type: none"> ◆ Bachelor of Arts in Chicano and Latino Studies ◆ Master of Arts 	◆ 10 years ESL teaching experience
Shara Johnson (ESL Instructor)	ESL Intermediate I Listening/Speaking/Conversation	◆ Bachelor of Arts in Psychology	◆ 12 years of ESL teaching experience
	ESL Intermediate II Reading/Vocabulary /Grammar		
Renee Ryle (ESL Instructor)	ESL Conversation Intermediate Conversation Management and Accent Reduction & Idioms & Listening/Speaking	◆ Bachelor of Arts in Scientific and Technological Communication	◆ 15 years of English teaching experience
	ESL Conversation Advanced Conversation Management and Accent Reduction & Discussion		
	ESL Conversation Intermediate Idioms		

K. Tuition and Fees

Initial Fees	
<i>*Applicable for initial/COS students</i>	
Application fee	\$150 (non-refundable)
*SEVIS fee	\$200 (non-refundable)
*Mailing fee	\$100 (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)

ACCELERATED CONVERSATION	
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)

* 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.

L. Student Tuition Recovery Fund (STRF)

It is a state requirement that a student who pays his or her tuition is required to pay a state imposed assessment for the STRF. The State of California created the Student Tuition Recovery Fund (STRF) to relieve or mitigate economic losses suffered by students in educational programs who are California residents, or are enrolled in a residency programs attending certain schools regulated by the Bureau for Private Postsecondary and Vocational Education.

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

1. You are a student in an educational program, who is a California resident, or are enrolled in a residency program, and prepay all or part of your tuition either by cash, guaranteed student loans, or personal loans, and
2. You total charges are not paid by any third-party payer such as an employer, government program or other payer unless you have a separate agreement to repay the third party.

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

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

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 Intermediate Conversation Management and Accent Reduction

- Demonstrate communicative ability to express thoughtfully in five major themes: People; Men and Women; Relationships; Society and Life.
- Ability to Agree or Disagree on specific themes.
- Recognize and employ upper intermediate vocabulary in conversations about a variety of topics.
- Able to use vocabulary within context.
- Utilize short phrases to indicate an opinion, give strong advice, describe a sequence of events, and offer examples.
- Practice of stress, rhythm, intonation through interactive speaking tasks.
- Improve natural speech by practicing common expressions for each target sound.
- Demonstrate accuracy within a range of grammatical features such as the simple present, present perfect and future.
- Ability to use stress and intonation to show a contrast.
- Ability to apply stress in pronouns, compound nouns and phrasal verbs.

ESL Conversation Intermediate Idioms

- Demonstrate communicative ability and mastery over 600 idiomatic expressions within context of natural speech.
- Display ability to use English idioms within common situations, topic and functions in English.
- Gain grammatical knowledge and usage of idioms via example sentences and interactive sentences.
- Display ability to use idioms to discuss daily living and experiences such as: small talk between friends and colleagues; health and exercise; ability and experience; resting and relaxing; relationship and romance; financial situations; interactions with coworkers and business; etc.
- Improve natural speech by practicing idioms via interactive speaking activities

ESL Conversation Intermediate Listening & Speaking

- Provide students the opportunity to be active and involved learners.
- Lessons will focus on improving listening, speaking, pronunciation and public speaking skills.
- Lessons will expose students to conversational situations that can serve as a basis for conversation practice with a cross-cultural focus.

- Lessons will provide multiple structured and communicative activities for speaking, listening, grammar, writing, pronunciation and public speaking activities.
- Teach students to produce and recognize high-frequency idioms and expressions.
- Contextualize the study of pronunciation by integrating it with the study of idioms.

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
Northstar 1: Reading and Writing - 2nd Edition	John Beaumont	Pearson Education
NorthStar 2: Reading and Writing - 3rd Edition	Natasha Haugnes / Beth Maher	Pearson Education
NorthStar 3: Reading and Writing - 3rd Edition	Laurie Barton / Carolyn Dupaquier Sardinias	Pearson Education
NorthStar 4: Reading and Writing - 3rd Edition	Andrew K. English / Laurie Monahan English	Pearson Education
NorthStar 5: Reading and Writing - 3rd Edition	Robert F. Cohen / Judy L. Miller	Pearson Education
Northstar 1: Listening and Speaking - 2nd Edition	Polly Merdinger / Laurie Barton	Pearson Education
Northstar 2: Listening and Speaking - 3rd Edition	Robin Mills and Laurie Frazier	Pearson Education
Northstar 3: Listening and Speaking- 3rd Edition	Helen S. Solorzano / Jennifer P.L. Schmidt	Pearson Education
Northstar 4: Listening and Speaking- 3rd Edition	Tess Ferree and Kim Sanabria	Pearson Education
Northstar 5: Listening and Speaking - 3rd Edition	Sherry Preiss	Pearson Education
Basic English Grammar - 3rd Edition	Betty Azar / Stacy Hagen	Pearson Education
*Basic English Grammar Part A	Betty Azar / Stacy Hagen	Pearson Education
*Basic English Grammar Part B	Betty Azar / Stacy Hagen	Pearson Education
Fundamentals of English Grammar - 4th Edition	Betty Azar / Stacy Hagen	Pearson Education
*Fundamentals of English Grammar - Part A	Betty Azar / Stacy Hagen	Pearson Education
*Fundamentals of English Grammar - Part B	Betty Azar / Stacy Hagen	Pearson Education
Understanding and Using English Grammar - 4th Edition	Betty Azar / Stacy Hagen	Pearson Education
*Understanding and Using English Grammar - Part A	Betty Azar / Stacy Hagen	Pearson Education
*Understanding and Using English Grammar - Part B	Betty Azar / Stacy Hagen	Pearson Education
*Impact Topics; 30 Exciting Topics to Talk about in English with Audio CD	Richard R. Day and Junko Yamanaka	Longman Asia ELT
*Pronunciation Pairs; An Introduction to the Sounds of English, Second Edition with Audio CD	Ann Baker and Sharon Goldstein	Cambridge University Press
*Everyday Idioms for Reference and Practice; Book One with Audio CD	Ronald E. Feare	Addison Wesley Longman
*All Clear 2; Listening and Speaking, Third Edition with Audio CD	Helen Kalkstein Fragiadakis	Thomson Heinle
*Taboos and Issues	Richard MacAndrew and Ron Martinez	Cengage Learning EMEA
*Well Said; Pronunciation for Clear Communication, Third Edition with Audio CD	Linda Grant	Heinle

*The Idiom Advantage; Fluency in Speaking and Listening	Dana Watkins	Pearson Education Company
*More Discussion Starters; Activities for Building Speaking Fluency	Keith S. Folse and Jeanine Ivone	The University of Michigan Press
*Impact Topics; 30 Exciting Topics to Talk about in English with Audio CD	Richard R. Day and Junko Yamanaka	Longman Asia ELT
*ETS The Official Guide to the TOEFL Test Fourth Edition	Educational Testing Service	Educational Testing Service
*Delta's Key to the TOEFL iBT Advanced Skill Practice Revised Edition	Nancy Gallagher	Delta Publishing Company
*Barron's TOEFL iBT 14th Edition	Pamela J. Sharpe, Ph.D.	Barron's Education Series, Inc.
*Cambridge Preparation for the TOEFL Test Fourth Edition	Jolene Gear and Robert Gear	Cambridge University Press
*ETS The Official Guide to the TOEFL Test Fourth Edition	Educational Testing Service	Educational Testing Service

O. Facilities and Equipments

ACE's instructions are held in six classrooms at the location 3700 Wilshire Blvd, Los Angeles, CA 90010: four at Suite 985, one at Suite 982 and Suite 993. Each classroom is equipped with a T.V., CD Player, personal staff computers, HDMI and VGA connection, and whiteboard. 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.

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.

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 ■ Tardy □ Tardy □	Absent □ Absent ■ 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 □ Tardy □	Absent ■ 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 □ Tardy □	Absent ■ 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 □
2:26 p.m. - 2:40 p.m. Break		Tardy □	Absent ■
2:40 p.m. - 3:50 p.m. (Idioms)	◇ Arrive after 2:45 p.m. ◇ Depart before 3:45 p.m.	Tardy □	Absent ■
3:50 p.m. - 4:00 p.m. Break		Tardy □	Absent ■
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 ■

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 □
9:56 a.m. - 10:05 a.m. Break		Tardy □	Absent ■
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		Tardy □	Absent ■
12:00 p.m. - 1:00 p.m. (Writing)	◇ Arrive after 12:105 p.m. ◇ Depart before 12:55 p.m.	Tardy □	Absent ■

ESL Conversation Program (2.5 days/week)

Class times	Classroom Arriving/Departing Times	Tardy or Absent	
8:30 a.m. - 9:46 a.m. (Conversation Management and Accent Reduction)	◇ Arrive 8:30 a.m. - 8:45 p.m. ◇ Arrive after 8:45 a.m. ◇ Depart before 9:41 a.m.	Tardy ■	Absent □
9:46 a.m. - 10:00 a.m. (Break)		Tardy □	Absent ■
10:00 a.m. - 11:10 a.m. (Idioms)	◇ Arrive after 10:05 a.m. ◇ Depart before 10:45 a.m.	Tardy □	Absent ■
11:10 a.m. - 11:20 a.m. (Break)		Tardy □	Absent ■
11:20 a.m. - 12:30 p.m. (Listening, Speaking, Conversation for Intermediate)	◇ Arrive after 11:25 p.m. ◇ Depart before 12:25 p.m.	Tardy □	Absent ■

(Discussion for Advanced)		
Lunch break (12:30 p.m. – 1:10 p.m.)		
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 ■

- Accelerated Conversation Intermediate: Tuesday and Thursday (Morning/Afternoon), Friday (Afternoon)
- Accelerated Conversation Intermediate: Monday and Wednesday (Morning/Afternoon), Friday (Morning)

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

Students Right to Cancel

Students have the right to cancel the enrollment agreement and obtain 100 percent refund of the amount paid for total tuition charge, less non-refundable application fee through attendance at the first day of class session, or of the seventh day after enrollment, whichever is later. Cancellation occurs when the student gives written notice of cancellation or fills out ACE's Exit Form and submits it to the Department of Administration. 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.

Cancellation 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 prorated 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. Students who are terminated after their start dates who have completed 60% or less of the period of attendance shall also be eligible for refund. 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. The school pays refunds within 45 days of a student's cancellation or withdrawal. The amount of refund is determined as the followings;

Formula for Refund Calculation: $R - (H \times T)$

Withdrawal or Termination After Start of Class:

1. ACE will refund students who are terminated before 60% of their enrolled period due to violation of the institution's written disciplinary and/or attendance policies or local, state, or federal law within 45 days of termination date.
2. For students who withdraw before 60% of their enrolled period, ACE retains a prorated amount of tuition. For students who withdraw after 60% of their enrolled period, ACE does not provide a refund.
3. Extended enrolled period: For students who withdraw after completing their first enrolled period but before 60% of their extended enrolled period, ACE retains a prorated amount of tuition. For students who withdraw after 60% of their enrolled period, ACE retains all of the tuition for that enrolled period.
4. All withdrawals must be requested in writing (e-mail, ACE's Exit Form, or letter).

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

Program	Tuition (excluding non-refundable application fee)	100 hours completed
ESL	\$1,705	$\$1,705 - (\$8.611 \times 100 \text{ hrs}) =$ \$843.90 refund amount

R: 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.

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 three USB's (each for the President/DOS, CFO/PDSO, and DOA/DSO).

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. 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 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.

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 is required to sign on the warning letter to acknowledge that they have been thoroughly informed of ACE's Satisfactory Progress Policy.

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 is required to sign on the warning letter to acknowledge that they have been thoroughly informed of ACE's Satisfactory Progress Policy.

Termination: If a student's cumulative attendance falls under 80% or grade falls under 70% again during their enrolled period, the student is sent a termination letter and dismissed from the school.

B. 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
100- 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. 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.

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 student is required to sign on the warning letter to acknowledge that they have been thoroughly informed of ACE's Satisfactory Progress Policy.

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 is required to sign on their 2nd warning letter to acknowledge that they have been thoroughly informed of ACE's Satisfactory Progress Policy.

Termination: If a student's cumulative attendance falls under 80%, daily performance grade falls under 70% again, receives a practice test score lower than their test score range three consecutive times, 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.

F. Program Repeat Policy

Students under different circumstances may repeat a program if needed.

A. ESL Programs

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 if needed to strengthen or train on additional skills

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 to achieve satisfactory progress according to ACE.

B. Test Preparation Program

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 if needed to strengthen or train on additional skills

G. 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.

H. Exit Test Policy

All ACE students who have completed at least a total of 12 or more weeks of enrollment are required to take a nationally standardized proficiency test (Michigan English Placement Test) before exiting. The test result will be included in the student's file and progressive report.

I. 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."

J. Vacation & Leave of Absence Policy

Vacation Policy

At Adams College of English (ACE), students receive a two-week vacation every 11 weeks of the school year. In total, all students receive eight weeks of regular school vacation out of the 12-month school year.

Leave of Absence Policy (LOA Policy)

A leave of absence is defined by ACE as a temporary break in a student's attendance during which s/he is considered to be continuously enrolled. If a student wishes to take a leave of absence but not be terminated from ACE, the student must request leave of absence in writing in advance of the beginning date of a leave of absence, unless unforeseen circumstances prevent doing so. The student must sign and date the Leave of Absence Request Form and provide evidence. If a student takes a leave of absence without providing the required documentation and being approved by ACE, the student will get terminated.

1. Medical/Family Emergency/Service Leave of Absence

Students may take this leave of absence due to a documented health reason, family emergency, or service. Satisfactory documentation shall be from a verifiable source other than the student and can include a note from a health care provider or military order. For a Medical/Family Emergency/Service of Leave of Absence, the student:

- may apply for this LOA for a maximum of half of their enrolled period. However, if this LOA exceeds five (5) months in duration, the student must obtain a new Form I-20 or new visa/Form I-20 before entering the country.
- must apply for this LOA at least 2 business days prior to planned leave.
- must provide documentation as evidence.

2. Personal Leave of Absence

Students may request to take this leave of absence due to any personal issues that have arose, but must be approved by the President/Director of School prior to planned leave. For the Personal Leave of Absence, the student:

- may apply for this LOA for a maximum of 6 weeks or half of their enrolled period, whichever is shorter.
- must apply for this LOA at least 5 business days prior to planned leave.
- must have satisfactory attendance and grades.
- may apply for this LOA maximum two times a year.

If a leave of absence is four (4) 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 four (4) weeks, the student will be administered another placement test to ascertain proper placement, and the student will be treated as new enrollment.

An approved leave of absence may be extended for an additional period of time provided that the extension request meets all of the applicable requirements, and the total length of the leave of absence does not exceed the maximum limit in any 12-month period.

Failure to return to a student's course of study after an approved leave of absence will result in a withdrawal from the school and impact the student's immigration status if studying as a nonimmigrant.

K. 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.

L. 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 compiled 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 Designa

ted School Official (PDSO), and the Director of Administration/Designated School Official (DOA/DSO) and in accordance with regulatory and accreditation standards.

M. 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 an 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.

N. 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. Specifically, users are prohibited from:

Copying or reproducing any licensed software on or by ACE's equipment, except as expressly permitted by the software license. Also, users may not use unauthorized copies of software on ACE-owned computers.

Copying, downloading, or uploading audio recordings, music, television shows, photographs, movies, videos and other kinds of copyright, trademark or patent-protected files that can be conveyed electronically without the intellectual property owner's per

mission. These files could include MP3, wav, midi, or other audio files; QuickTime, avi or other movie files; gif, jpeg or other picture files; as well as any other media files. Using Peer-to-Peer (P2P) programs to distribute music, videos, etc. without copyright permission is against the Digital Millennium Copyright Act.

Copying or reproducing any copyrighted material on or by ACE equipment, except as expressly permitted by the copyright owner's permission or by license. Also, it is prohibited to use ACE-copyrighted material, except as expressly permitted by the copyright owner's permission or by license. Users shall not modify, revise or alter in any way ACE-copyrighted material, except where and only to the extent explicitly permitted by ACE.

Posting copyrighted material on an ACE-owned or operated website (official or personal).

Accepting or using unlicensed software on ACE's computer systems or servers received from any third party.

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 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.

O. 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 through 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
2535 Capitol Oaks Drive Suite 400,
Sacramento, CA 95833.
(916) 431-6959, 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

P. 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 the

air 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.

Q. 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 2018

ESL Beginning: N/A
ESL Intermediate I: 93%
ESL Intermediate II: 93%
ESL Advanced I: 88%
ESL Advanced II: 100%
Conversation Intermediate: 87%
Conversation Advanced: 93%
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.

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
P.O. Box 980818 Sacramento, CA 95798-0818
<http://www.bppe.ca.gov/>
Phone: (916) 574-7720

III. STUDENT SERVICES

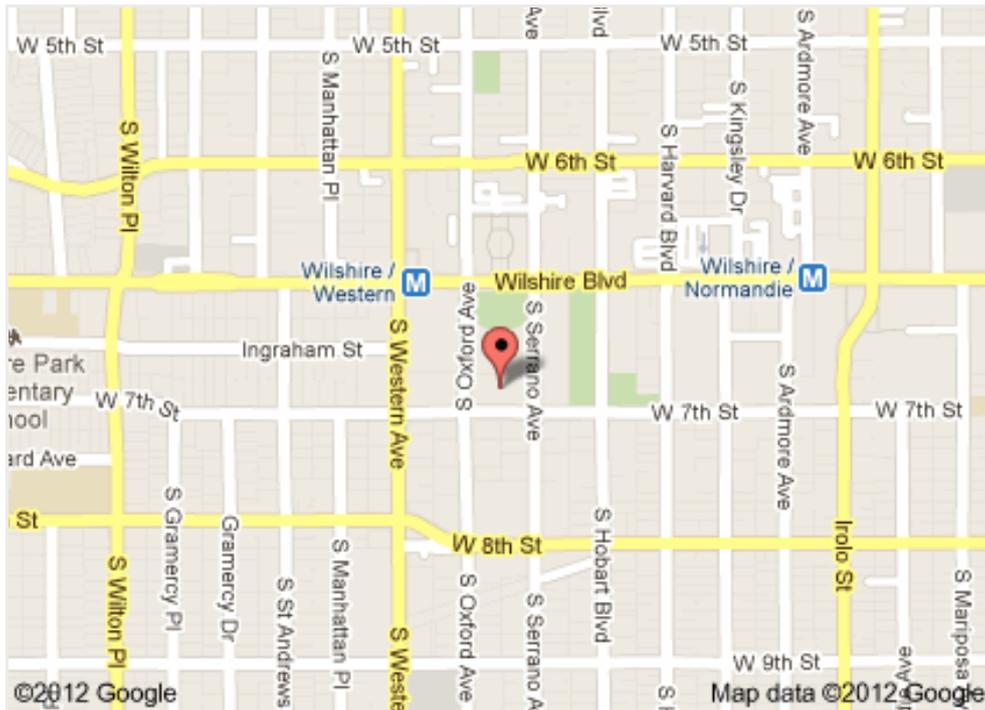
List of the various students services provided by Adams College of English (ACE) to enhance students' academic, personal, and/or professional development are the following;

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 \$1,000—\$1,600 for a single or studio or \$1,100 - \$2,000 for a one bedroom.
5. Library Access: Pio Pico Library is accessible right behind ACE's campus. Additionally, ACE's computer lab is available for students' use.
6. 1:1 Tutoring: Gain assistance or additional assistance in learning the English language with ACE's Director of Education!

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:

2535 Capital Oaks Drive, Suite 400, Sacramento, CA 95833
P.O. Box 980818, West Sacramento, Ca 95798-0818
Website address: www.bppe.ca.gov
Telephone #'s: (888) 370-7589 | (916) 431-6959
Fax #'s: (916) 263-1897

IV. CONTACT US



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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