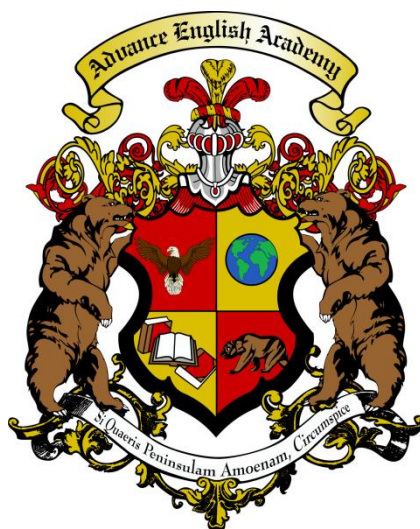


# Advance English Academy



## School Catalog

Revised: March 2024

Effective Dates of this Catalog  
January 1, 2024 – December 31, 2025

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

Prior to enrollment, the institution will provide a prospective student, either physically or electronically, with a school catalog.



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## **Mission Statement**

The mission of Advance English Academy is to provide a high-quality English language program, in a friendly and compassionate learning environment. Advance English Academy strives to equip students with their desired English competence, and to provide an opportunity to develop their lifelong-lasting learning ability.

Through the recruitment and development of qualified faculty members, Advance English Academy endeavors to assist and support students in achieving their educational goals.

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

## **Institutional Goals and Objectives**

**Advance English Academy will continue to have a stable financial basis.**

- Financial planning and budgeting processes will be ongoing, realistic and strategically guided by the mission and goals of the school. The scope and diversity of programs and services as well as the number and diversity of students will be considered when making budgetary decisions.
- will maintain student enrollment rate.

**Advance English Academy will align its priorities to continually provide quality programs and services.**

- will establish guidelines and processes for the continuing evaluation of our program.
- will remain accredited.
- will facilitate international students' linguistic development and promote personal enrichment through the study of the English language.
- will empower students with the ability to advance in an increasingly English-based, global community.
- will enhance students' learning process by integrating workshops & volunteer projects into the current ESL curriculum.

**Advance English Academy will strengthen and develop the quality of its staff and faculty as well as foster a supportive working and learning environment.**

- will provide incentives to attract top English language instructors.
- will provide professional development.
- will provide grants to CATESOL & TESOL conferences.
- The school will continue to strengthen its friendly environment in order to retain and recruit high quality staff and faculty.

**Advance English Academy will increase efforts to enrich student life and the learning environment.**



- will continually enhance the campus' physical environment.
- will continue planning and implementing efforts designed to enhance delivery of social, cultural, recreational, and community involvement.
- will create a stable, safe and academic environment conducive to intensive English language study.

## **Educational Program Objectives**

### **English as a Second Language (ESL)**

The objective of our ESL courses is to improve students' competence in key General English skill areas: Grammar, Vocabulary, Speaking, Reading, Listening, and Writing. *Please see the Program Descriptions section for more details.*

### **Business English**

The objective of our Business English courses is to provide students with a comprehensive overview of Business English topics as well as relevant practice in all major English skill areas, including Reading, Writing, Speaking, and Listening. *Please see the Program Descriptions section for more details.*

## **School History**

Advance English Academy started in San Francisco in 2006. Advance English Academy started by offering free (vocational) English as a Second Language classes to primarily new immigrants, and refugees. In 2007, we changed our focus to offering avocational ESL programs to primarily international students, while retaining our focus on volunteering in the community. In 2012, we added our Berkeley location.

Advance English Academy 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 reorganization under Chapter 11 of the United States Bankruptcy Code (11 U.S.C. Sec. 1101 et seq.).

## **Courses & Clock Hours of Instruction**

Advance English Academy provides a 104-week (1872 hour) Intensive English Program. All levels are 18 hours weekly and advancement is available after 13 weeks: Beginner, 234 hours; Low-Intermediate, 234 hours; Mid-Intermediate, 234 hours; High-Intermediate, 234 hours; Advanced, 234 hours; High-Advanced, 234 hours.

Advance English Academy also offers a 52-week (936 hour) Business English Program.



Advance English Academy has open-enrollment, which allows students to begin classes on any given Monday.

## **Admission Requirements**

### Admission Requirements for all students:

1. Students must complete and sign an Application Form.
2. Students must submit a bank statement dated no more than 3 months old to demonstrate proof of finances.
3. Students must have proof of health insurance, or complete the Health Insurance Waiver.
4. Students must submit a copy of his/her passport
5. Students must submit a copy of his/her high school or university transcript or diploma.
6. Students must have graduated from high school, or earned a GED, and be at least 18 years of age.
7. Students cannot transfer from a college or university, unless students were enrolled in an affiliated IEP. Exceptions are made case by case by the senior management: students requesting an exception should write a letter of explanation.
8. Advance English Academy offers English language training. Student's proof of English language proficiency is not required.
9. Students must pay any applicable application fees and optional mailing fees prior to acceptance
10. Students must take an ESL placement test.
11. Students must read and sign the Enrollment Agreement Form.

### For students transferring in

In addition to the above documents, transfer-in students must submit a copy of their visa, I-94, and previous I-20. Once accepted, Advance English Academy will issue the student a Letter of Acceptance, and a Transfer Form. Students will receive a new I-20 from Advance after they have enrolled and attended orientation.

### For students applying from abroad

Once a student from abroad is accepted has arrived in the U.S., they will need to submit copies of their visa and I-94 to the school.

## **Transferred Credits and Experiential Learning Policy**

Our institution does not accept credits earned at other institutions or through challenge examinations and achievement tests. Our institution does not have any transfer or articulation agreements with any other college or university that provides for the transfer of credits earned in the program of instruction. Our institution does not grant credit to a student for prior experiential learning. Our institution does not provide ability-to-benefit testing.

## **NOTICE CONCERNING TRANSFERABILITY OF CREDITS AND CREDENTIALS EARNED AT OUR INSTITUTION**



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

## **Holidays and Breaks**

The Advance English Academy observes following national holidays:

Martin Luther King Day, Presidents' Day, Memorial Day, Juneteenth, Independence Day, Labor Day, Columbus Day, Veterans' Day and Thanksgiving Day.

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

## **Proficiency Assessment Exams**

The Mid-Term and Quarterly-End Proficiency Assessment Exams are tailored for each level/program. The exams are given twice per quarter. The Mid-Term Exam is administered on the 6<sup>th</sup> or 7<sup>th</sup> week of the 13-week program, and the Quarterly-End Exam is administered at the 12<sup>th</sup> or 13<sup>th</sup> week. Students who fail to take the Mid-Term and Quarterly-End Exams may be expelled from school and risk having their I-20 terminated if there is a persistent failure to take the exams. Make-up exams are arranged for students who missed any Proficiency Assessment Exams by the Academic Director.

## **Kind of Training**

We provide focused and intensive English training to assist our students in attaining their academic and professional goals. Any instruction given at our institution will occur in English, and will not occur in a language other than English. At this time, we offer ESL and Business English programs. Our programs are not designed to lead to positions in a profession, occupation, trade, or career field requiring license.

## **Targeted Student Population**

The student body is composed of adults, aged 18 and up. No particular segment or sub-set of the general population is targeted. However, many students are of Brazilian, Colombian, and Thai nationality. We also have students from many other countries, including China, South Korea, Mongolia, Turkey, Jordan, etc. There has been no substantial shift in the population over the past 24 months, nor any related impact on Advance English Academy's mission.





## Student Records

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

Advance English Academy maintains all records required by the Bureau of Private Postsecondary Education (BPPE), in accordance with CEC Sections 70810 (b) (15) and 71930. In addition to permanently retaining a transcript as required by section 94900(b) of the Code, Advance English Academy maintains for a period of 5 years the pertinent student records described in Section 71920 from the student's date of completion or withdrawal. Advance English Academy maintains records relating to federal financial aid programs as provided by federal law, if applicable. A record is considered current for three years following a student's completion or withdrawal. Advance stores all hard copies appropriately in the fire proof file cabinets at the main campus at 275 9th Street, Suite 300, San Francisco, CA 94103. Electronic student files are stored in Dropbox and SEVIS (Student and Exchange Visitor Information System) with limited access for authorized personnel. All records are stored without loss of information or legibility for the period within which the record is required to be maintained by the Act and can be immediately reproduced exact, legible printed copies of stored records available for students upon request. For a record that is no longer current, Advance English Academy reproduces exact, legible printed copies within two business days.

To obtain any records, students may file a request to Administrative Assistants at all times during normal business hours. All administrative assistants are trained to operate and explain the operations of the procedures of obtaining any student records in any case of inspection or requests for copies. Any authorized person by the act will be given immediate access to the document reproduction devices for the purpose of inspecting and copying stored records, and shall, upon request, reimburse the institution for the reasonable cost of using the institution's equipment and material to make copies at a rate not to exceed ten cents (\$0.10) per page. All records that the institution is required to maintain by the Act shall be made immediately available by the institution for inspection and copying during normal business hours by BPPE and any entity authorized to conduct investigations.

If the institution closes, Advance English Academy and its owners are jointly and severally responsible to arrange at their expense for the storage and safekeeping in California of all records required to be maintained by the Act for as long as those records must be maintained. The repository of the records shall make these records immediately available for inspection and copying, without charge except at a rate not to exceed ten cents (\$0.10) per page, during normal business hours by any entity authorized by law to inspect and copy records.





## **Student Dismissal**

Students must comply with all the rules and regulations of the US government and Advance. Students must attend all classes regularly. Chronic absenteeism (see “Attendance Policy” section) and lack of academic progress (see “Satisfactory Progress” section) may result in expulsion and the termination of the student’s I-20. Students who are more than a month late on their payment without contacting the office also face the risk of expulsion. Students should behave professionally and respectfully at all times. Students risk termination and expulsion for unethical conduct or violation of Advance’s rules and regulations.

## **Advance’s Rules of Conduct**

Advance English Academy students are expected to act in a mature and responsible way at all times. The following lists behavior that can potentially result in dismissal.

### List of Unacceptable Behavior

- Violation of any of the Advance English Academy's policies or procedures;
- Verbal or/and physical abuse to a fellow student or the institution’s employees;
- Refusing to follow the teacher's instructions pertaining to course work;
- Refusal to sign the Enrollment Agreement;
- Refusal to pay tuition or chronic late payment;
- Disrespect, or rudeness towards a fellow student, or the institution’s employees;
- Violation of safety rules that endanger the safety of others;
- Being intoxicated with street drug or alcohol or unauthorized controlled substance while at school;
- Unlawful possession of dangerous or illegal firearms, weapons or explosives in school;
- Involving in criminal conduct or acts of violence, or making threats of violence toward anyone on school premises;
- Negligently causing the destruction or damage of school property, or the possessions of fellow students or employees in any manner;
- Stealing or unauthorized possession or removal of school property from the premises without prior permission from management or unauthorized use;
- Unethical or offensive conduct on the institution’s property;
- Use of school telephone, fax, computers, office supplies, or other school properties without approval from the office;
- Smoking in restricted areas;
- Posting, removing or altering notices on the school premises without the permission from management;
- Selling, or collecting funds for any reason on the school premises;
- Downloading any harmful files, or creating or modifying any of the computer files or programs of the school that would affect the computer system;



## School Location

Advance English Academy  
275 9<sup>th</sup> Street  
San Francisco, CA 94103

2161 Shattuck Avenue  
Berkeley, CA 94704

Phone: (415) 552-1001

Fax: (415) 552-1002

[info@advanceesl.com](mailto:info@advanceesl.com)

Website: [advanceesl.com](http://advanceesl.com)

## Tuition and Fees

The length of study for the full ESL program (from Beginner level through High Advanced level) is 1872 hours (104 weeks, i.e. two years). Please note that a student's actual educational program length may be shorter or longer depending on their starting level, need to repeat a level, etc. (The maximum time a student may spend at the school is three years.) Students may pay the tuition for their educational program in 4-week installments.

The length of study for the Business English program is 936 hours (52 weeks). Students may pay the tuition for their educational program in 4-week installments.

Fees are subject to change at any time with notice either by addendum to the catalog or publication of a new catalog. The tuition covers the cost of all classroom instruction, use of library, computer lab, wifi, along with access to all the facilities of Advance English Academy. Tuition fees are to be paid, every 4 weeks on the Monday that tuition is respectively due.

If there remains an outstanding debt on tuition over one month, a student may be expelled for non-payment.

Students will be charged as follows:

### ESL Program

*Total Charges for Educational Program:*

\$14,300 (for 1872-hour / 104 week program: see note above regarding program length variability)

*Charges for Period of Attendance:*

\$550 per 4 weeks (see below for details)

### Business English Program



*Total Charges for Educational Program:*  
\$7150 (for 936-hour / 52-week program)

*Charges for Period of Attendance:*  
\$550 per 4 weeks (see below for details)

Unless otherwise specified, fees are as follows:

Applicable to new students:

Application Fee.....\$ 100 (non-refundable upon submission of application)

Testing Fee.....\$20 (non-refundable after initial test code generated)

Applicable to all students:

Tuition – ESL ..... \$550 (per 4 week installment)

Tuition – Business English.... \$550 (per 4 week installment)

Textbook (ESL or Business English).....\$80 (available from third party if not available at school: refundability depends on where book is purchased\*)

Only for applicable students:

International Processing Fee.....\$100 (Students applying from overseas only) (non-refundable upon submission of application)

Additional testing fee..\$10 (Per additional test as needed) (non-refundable after test code generated)

Student ID..... \$20 ( ESL & Business English) (non-refundable once issued to student)

Bounced Check Fee.....\$100 (non-refundable upon payment)

I-20 Extension Fee.....\$50 (non-refundable upon payment)

Late Fee.....\$50 (Charged to students >7 days late on tuition payment) (non-refundable upon payment)

**\*Note:** As textbooks are not always sold by the school, students are responsible for purchasing textbooks on their own (e.g. from third-party sellers). In cases where textbooks *are* bought directly from the school, they are refundable within 7 days if they remain in the same condition



as when they were sold. In cases where textbooks are bought from a third party (e.g. Amazon.com), refundability depends on the third-party refund policy.

## **Program Descriptions**

Advance English Academy provides an ESL (English as a Second Language) program with six levels of instruction. The duration of each level is three months (234 hours). The duration of an entire eight-level program is 104 weeks (1872 hours). All courses are instructed in English: Beginner, Low-Intermediate, Mid-Intermediate, High-Intermediate, Advanced, and High-Advanced. A Business English program is also offered. This program has been designed to provide students with a comprehensive overview of Business English topics as well as relevant practice in all major English skill areas, including reading, writing, speaking, listening. The Business English program is divided into four courses, the duration of each course being 3 months (234 hours). The duration of the entire Business English program is 52 weeks (936 hours).

**Note:** For programs described below, class sessions are held at 275 9<sup>th</sup> Street and 2161 Shattuck Avenue locations (see “School Location” section above; please speak with Advance staff about specific class locations).

### **ESL (English as a Second Language) Program**

*Length of the Program:* 1872 hours

*Sequence and Frequency of Lessons or Class Sessions:* Classes meet 18 hours per week. There are 6 levels in the program. Each level lasts 13 weeks (234 hours). Total amount of time for all levels in program: 104 weeks (1872 hours).

### **Beginner ESL**

*Length of the Course:* 234 hours

*Sequence and Frequency of Lessons or Class Sessions:* Classes meet 18 hours per week for 13 weeks.

The objectives of this course are to introduce students to basic conversational (productive) skills and to develop an initial familiarity and ease in initial expressions in English. In listening and speaking, students focus on developing competency in everyday conversational situations. In writing and grammar, students focus on modeling and constructing simple, grammatically-accurate sentences. In reading, students focus on reading simplified narratives.



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

Here are performance objectives for Beginner Level students: speak short and simple sentences effectively in a variety of everyday survival situations; understand expected behavior in everyday survival situation; follow speech that is slow and carefully articulated; improve clarity and accuracy of pronunciation; learn the sounds, rhythms and intonation of standard American English; learn essential elements of sentences; recognize and use simple tenses in affirmative, negative, and interrogative forms; introduce simple and compound sentences in affirmative, negative, and interrogative forms; write descriptive and narrative sentences; learn how to use a dictionary; make predictions using visuals and titles; use pronunciation cues to assist in comprehension; use pictures and context to deduce meaning; identify sequence of narrative; scan to locate information in text.

### **Low-Intermediate ESL**

*Length of the Course:* 234 hours

*Sequence and Frequency of Lessons or Class Sessions:* Classes meet 18 hours per week for 13 weeks.

The objectives of this course are to advance the student's word recognition skills, promote a broader general vocabulary and continue to improve each student's conversational, listening, reading and writing skills. In listening and speaking, students focus on developing confidence and effectiveness in a variety of social situations. In writing and grammar, students learn to group and develop their ideas into well-configured paragraphs. In reading, students focus on reading simplified materials.

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



Here are performance objectives for Low-Intermediate Level students: speak confidently and effectively in a variety of everyday social situations; understand expected behavior in these everyday social situations; improve clarity and accuracy of pronunciation through accent reduction training; develop consistency in using the sounds, rhythms and intonation of standard American English; develop speaking confidence through oral presentations in a variety of everyday topics; develop listening confidence through listening activities; understand more complex sentences and clauses; understand the features of a paragraph (topic sentences, supporting sentences); give special emphasis to idea formation within paragraphs; demonstrate logical connections and transitions between ideas; develop the writing process through review and editing; use of dictionaries and thesaurus in the writing process; focus on the following rhetorical structures (definitions, processes, and comparison/contrast); make predictions from visuals and titles; predict main idea from title; deduce word meaning through context; scan to locate information in the text; identify and use transition words to understand the relationship between ideas.

### **Mid-Intermediate ESL**

*Length of the Course:* 234 hours

*Sequence and Frequency of Lessons or Class Sessions:* Classes meet 18 hours per week for 13 weeks.

The objectives of this course are to develop students' competence of communicating and expressing ideas as well as the ability of dealing with problems and situations where students meet unpredictable language. In listening and speaking, students focus on developing consistent competency in listening, speaking and pronunciation. In writing and grammar, students learn the essential elements of extended written pieces. In reading, students focus on reading on non-simplified material.

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

Here are performance objectives for Mid-Intermediate Level students: speak confidently and effectively using idiomatic and complex speech; communicate using non-verbal language; understand intermediate-level conversational exchanges from TV and other media; consistently use correct rhythms and intonation of standard American English; identify and work on individual pronunciation problems; develop speaking confidence through oral presentation; develop listening confidence through listening activities; add additional syntactical focus-clauses (e.g., noun, adjective, adverb); expand on idea formation between paragraphs; develop





confidence in all verb tenses; develop paraphrasing and summarizing skills; familiarize students with writing different kinds of developmental paragraphs; make predictions from titles, subtitles, and headlines; skim and identify the main ideas of short readings; scan text for specific information; deduce word meanings using surrounding text and connectors; use punctuation cues to assist comprehension; distinguish between fact and opinion statements.

### **High-Intermediate ESL**

*Length of the Course:* 234 hours

*Sequence and Frequency of Lessons or Class Sessions:* Classes meet 18 hours per week for 13 weeks.

The objectives of this course are to develop students' advanced competence of communicative skills and to develop critical writing skills. In listening and speaking, students focus on developing advanced communication skills. In writing and grammar, students learn to write critically and learn to write periodical pieces. In reading, students learn to read with a large degree of independence, and readily grasp the essential meaning related to his/her field.

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

Here are performance objectives for High-Intermediate Level students: formulate and defend personal opinions and beliefs using logical arguments; understand and summarize main ideas and details of native speaker dialogues; develop proficiency in advanced questions formulation through native speaker interviews; consistently use level-appropriate grammar and self-correction of obvious mistakes; use sounds, stress and intonation well enough to be understood by a native speaker; develop speaking confidence and knowledge of American culture through oral presentation and skits; develop critical writing skills; evaluate the substance and credibility of arguments; express own views, opinions, thoughts on current events, contemporary issues; understand the difference between revision and editing; make predictions from titles, subtitles, and headlines; skim for main ideas; scan for specific information; read for meaning with minimal stopping for context clues; deduce word meaning in context; distinguish between fact, opinion, persuasion, and editorial.





## **Advanced ESL**

*Length of the Course:* 234 hours

*Sequence and Frequency of Lessons or Class Sessions:* Classes meet 18 hours per week for 13 weeks.

The objectives of this course are to provide students with simulated academic/workplace communications and to develop students' confidence in their ability to function in an English speaking environment. Students focus on using English in a variety of authentic native speaker-like situations, integrating speaking, reading, writing, and listening competencies. In listening and speaking, students focus on developing abilities to initiate, sustain, and conclude conversations and discussions on a wide variety of topics of personal, social, and academic interest. In writing, students focus on writing an essay or report which develops an argument systemically, with appropriate highlighting of significant points and relevant supporting detail. In reading, students focus on developing their abilities to read a variety of authentic materials on familiar or unfamiliar topics, using different reading strategies to interpret the texts.

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

Here are performance objectives for Advanced Level students: use the language fluently, accurately and effectively on a wide range of general, academic, vocational or leisure topics, making clear the relationships between ideas; communicate spontaneously with good grammatical control without much sign of having to restrict what she/he wants to say by adopting a level of formality appropriate to the circumstances; vary intonation, and place sentence stress correctly in order to express finer shades of meaning; express clearly and without much sign of having to restrict language use; argue a formal position convincingly, responding to questions and comments and answering complex lines of counter argument fluently, spontaneously and appropriately; write an essay and report, which develops an argument systemically with appropriate highlighting of significant points and relevant supporting detail; follow most lectures, discussions and debates with relative ease; take detailed notes during lecture on topics in his/her field of interest, recording the information accurately and close to the original that the notes can be useful to other people; understand standard spoken language, live



or broadcast, on both familiar and unfamiliar topics normally encountered in personal, social, academic or vocational life; summarize long, demanding texts; scan quickly through lines and complex texts, locating relevant details.

### **High-Advanced ESL**

*Length of the Course:* 234 hours

*Sequence and Frequency of Lessons or Class Sessions:* Classes meet 18 hours per week for 13 weeks.

The objective of this course is to prepare students who are getting ready for college studies or other academic environments. Students are expected to read college course readings indifferent fields; listen to lecture or other podcasts with ease; express opinions with solid and supportive arguments in different topics of discussions; and write essays, opinion writing, or other academic writing utilizing strategies and organization. After completing this course, students should be ready to enroll in a higher education institute with more confidence in listening, speaking, reading, writing, and critical thinking. Note: This course comes in four different versions, (A),(B), (C), and (D), each with its own textbook.

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

Here are performance objectives for Advanced Level students: use the language fluently, accurately and effectively on a wide range of general, academic, vocational or leisure topics, making clear the relationships between ideas; communicate spontaneously with good grammatical control without much sign of having to restrict what she/he wants to say by adopting a level of formality appropriate to the circumstances; vary intonation, and place sentence stress correctly in order to express finer shades of meaning; express clearly and without much sign of having to restrict language use; argue a formal position convincingly, responding to questions and comments and answering complex lines of counter argument fluently, spontaneously and appropriately; write an essay and report, which develops an argument systemically with appropriate highlighting of significant points and relevant supporting detail; follow most lectures, discussions and debates with relative ease; take detailed notes during



lecture on topics in his/her field of interest, recording the information accurately and close to the original that the notes can be useful to other people; understand standard spoken language, live or broadcast, on both familiar and unfamiliar topics normally encountered in personal, social, academic or vocational life; summarize long, demanding texts; scan quickly through lines and complex texts, locating relevant details.

## **Business English Program**

*Length of the Program/Course:* 936 hours

*Sequence and Frequency of Lessons or Class Sessions:* Classes meet 18 hours per week for 52 weeks. Total amount of time for the program: 52 weeks (936 hours).

The objective of this course is to provide students with a comprehensive overview of Business English topics as well as relevant practice in all major English skill areas, including reading, writing, speaking, and listening.

Admission into the Business English program requires a CEF (Common European Framework) English proficiency level of B2 (“High Intermediate”) or above. Students wishing to enter the program must either place into a level of B2 or higher on the school placement exam, or progress to the High Intermediate level (correlated with B2) within the school’s English as a Second Language program.

Here are the performance objectives for the Business English program: read and understand a wide range of business-related texts, and be familiar with associated English vocabulary; listen to and understand audio-visual materials focusing on business-related topics, and be familiar with English vocabulary and idioms frequently encountered in English oral communication; use spoken English to discuss business-related topics, using appropriate grammar and vocabulary; write about business-related topics using appropriate grammar and vocabulary.

## **Refund of Tuition**

### **CANCELATIONS, WITHDRAWALS, AND REFUNDS**

**STUDENT'S RIGHT TO CANCEL:** The student has the right to cancel their enrollment and obtain a refund of charges paid through attendance at the first class session, or the seventh day after enrollment, whichever is later. If a student wishes to cancel, the school requests that the student give written notice to the school via mail, email, or hand delivery.

**STUDENT'S RIGHT TO WITHDRAW FROM THIS PROGRAM:** A student has the right to withdraw from this program of instruction at any time and receive a refund of tuition if the student has completed 60 percent or less of the period of attendance.



**REFUNDS:** The refund policy for students who have completed 60 percent or less of their paid period of attendance shall be a pro rata refund. The pro rata refund shall be calculated by taking the total amount paid by the student for the current period of financial obligation (i.e. paid period of attendance) minus the partial amount associated with weeks during this period that the student has actually attended. Specifically, the refund equals the weekly charge for the program multiplied by the number of weeks remaining in the paid period of attendance (after subtracting weeks the student attended during this period). (Please note that if a student is present in class on a given day of a week, the entire week is considered an “attended week” for calculation purposes.)

For instance, the weekly charge of the program tuition fee is \$137.50 (\$550 paid period of attendance divided by 4 weeks). If a student has paid \$550 for 4 weeks, and he/she only attended classes for 1 week, the total refund will be \$412.50, which is calculated as follows: \$550 (the total amount the student paid for the period of attendance) - \$137.50 (the weekly charge multiplied by the 1 week the student attended) = \$412.50. (Please note that if the student has received federal student financial aid funds, the student is entitled to a refund of moneys not paid from federal student financial aid program funds. Note: Our school does not currently participate in Title 4 federal student aid programs.)

Please note that for refund calculation purposes, the student’s Last Date of Attendance (LDA) is the last day the student is physically in class. Also, note that our school will pay refunds within 45 days of a student’s cancellation or withdrawal. The precise date on which these 45 days begin (also referred to as the Date of Determination) is one of the following:

- (a) the date the student gives notice of withdrawal to the institution; if the student gives advance notice, then the date will be the Last Date of Attendance (LDA);
- (b) the date the institution administratively withdraws the student (for example, if the student has been absent without excuse for 30 days);
- (c) the date the institution terminates the student due to the student’s failure to adhere to the institution’s attendance, conduct, or student progress policy.

Note: For students who cancel or never attend the school (“no-show”), the refund is due a maximum of 45 calendar days from the first scheduled day of class or the date of cancellation, whichever is earlier.

## **Policies on Student Rights**

### **Student Grievance Procedures**

This institution is dedicated to fair dealing and professional conduct. Should any student have a complaint, the student is asked to discuss the matter directly with an instructor or administrator. That instructor or administrator will engage in an informal process endeavoring to settle the dispute in good faith. That informal process will involve three steps: 1: an effort to define the problem, 2: an effort to identify acceptable options for resolution, and 3: an attempt to resolve



the conflict through the application of one or more of those options for resolution. The student may thereafter choose to file a written complaint directly with the institution's School Director, who will work to resolve the matter. That individual will investigate all formal (written) complaints, endeavor to resolve all such complaints, and record an entry into the institution's official log. The formal process will require the student's submission of a written description of the specific allegations and the desired remedy, accompanied by any available documentary items. The School Director will notify the student of the decision reached within 14 days. 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 telephone # (888) 370-7589 or by completing a complaint form, which can be obtained on the bureau's Internet Web site [www.bppe.ca.gov](http://www.bppe.ca.gov).

### **Nondiscrimination Policy**

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

### **Academic Freedom**

This institution is committed to assuring full academic freedom to ADVANCE ENGLISH ACADEMY instructors. Confident in the qualifications and expertise of its instructors, the institution encourages its faculty members to exercise their individual judgments regarding the content of the assigned courses, organization of topics and instructional methods, providing only that these judgments are made within the context of the course descriptions as currently published, and providing that the instructional methods are those officially sanctioned by ADVANCE ENGLISH ACADEMY.

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

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





### **Sexual Harassment**

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

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

### **Individual Responsibility**

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

## **Copyright Infringement Policies**

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

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



## **Attendance Policy**

All students, regardless of visa status, are required to maintain a minimum of 80% quarterly attendance. Full-time students are required to attend 18 hours per week of classroom instruction throughout the period of enrollment. Note that depending on a student's visa status, regulations may require the student to study part-time. Instructors are trained upon starting at Advance to keep strict attendance records using Advance's school management software, Quickschools. The Operations Manager oversees the instructors' entry of attendance and monitors students' attendance rates. Students are able to view their own daily attendance via the Quickschools student portal.

The Operations Manager issues attendance Warning Letters on a monthly basis to students whose attendance rate drops below 80% quarterly attendance. When a student receives a first or second Warning Letter, the student must meet with the Academic Director for counseling. The student will be expelled (and, for F-1 students, his/her I-20 terminated) if she/he fails to meet attendance requirements after the second Warning Letter.

Regardless of number of Warning Letters, a student who has 0% attendance after 30 days will also be immediately expelled following the 30th day of absence.

Students who arrive in class more than 5 minutes late or who are late arriving back from breaks are considered tardy. If a student is tardy 3 times, the student is considered absent for one day of class for attendance calculation purposes. Note that a student who arrives late and leaves early will be marked absent. Also, note that students who arrive and leave on time but miss significant content in between will also be marked absent.

Please note that excused absences (i.e. days when students inform the school that they will be absent in order to take care of personal business, e.g. court appointments, DMV exams, etc.) are still considered absences for attendance calculation purposes, and will not increase the maximum number of allowable absences.

## **Vacation Policy**

### *Fixed Vacation*

Most continuing students are eligible for one week of fixed vacation at the beginning of each quarter. New students scheduled to start that quarter, as well as continuing students who have received attendance warning letters in the past two months, are not eligible for this week of fixed vacation. For these students, "Orientation to San Francisco" class activities will be held during this week.

### *Flexible Vacation*

In addition, continuing students are eligible for six additional weeks of flexible vacation after three full quarters of study. Students may divide up these six weeks however they like, however they can only be used at the beginning of a quarter, and are added on to the fixed week.





For example, a student may choose to use three weeks of flexible vacation in one quarter (this would make a four week vacation, including the fixed vacation week), two weeks of flexible vacation the next quarter (for a vacation length of three weeks, including the fixed week), and one week of flexible vacation the following quarter (for a vacation length of two weeks, including the fixed week).

Students cannot use their earned flexible vacation if they have received attendance warning letters in the past two months.

Every year, on the anniversary of each student's completing three full quarters, any remaining flexible vacation will expire, and students will be granted a new six weeks of flexible vacation.

### *Other Factors*

Students taking a vacation must return to continue their studies following their vacation. A student who fails to do so will be expelled (and, if an F-1 student, their I-20 terminated).

As noted above, a student who has received a Warning Letter in the last 2 months may not take a vacation.

Students wishing to take a vacation must fill out a Vacation Request Form in advance, and await approval before their vacation request is confirmed. This form must be approved by the Academic Director and a school DSO.

F-1 students wishing to take a vacation must be sure to extend their I-20 (if necessary) so that their Program End Date does not fall inside or immediately after their vacation dates.

F-1 students planning on going abroad during their vacation must provide the school with flight information, a copy of their passport, and their I-20, which must be signed by a DSO prior to their departure. They must submit to the school a copy of the new I-94 on their passport when they return to the US.

Please note that students returning from any time away from the school that exceeds six months are required to re-assess their English proficiency by retaking the placement exam.

## **Medical Leave**

Should a medical condition require a student to apply for medical leave while remaining within the U.S., the student may submit a request for medical leave. The request must be accompanied by a U.S. doctor's letter stating the start and end period of the requested leave. F-1 students whose medical leave is granted will be placed on Reduced Course Load in SEVIS.

If the school approves the request, the student's leave must not exceed the dates in the medical documentation. The maximum time granted for medical leave is 180 days per calendar year. Should the issuance of one or repeated medical leaves be such that it would significantly interfere with the planned completion of the program of study, the Director or his/her assignee may dismiss a student from the program and issue the appropriate refunds, as may be required.



The student must submit the request and supporting medical documentation in advance of the beginning date of the medical leave, unless unforeseen circumstances prevent the student from doing so. In the latter case, if no leave of absence request is received within one month, the student will be expelled.

Students returning from a medical leave after a minimum of six months are required to re-assess their English proficiency by retaking the placement exam.

## **Leaves of Absence**

Should special circumstances require that a student leave the U.S. for a limited amount of time and then return to continue their studies, the student may apply for a leave of absence. In order for the school to approve the leave of absence, the student must submit a written request, and the amount of time requested must be reasonable given the circumstances.

Except in rare cases, the leave of absence should not exceed 6 weeks, and in no case may the leave of absence exceed five months. If a student repeatedly resorts to the use of a leave of absence, and if such applications show a pattern of delays, or should the issuance of a leave of absence be such that it would significantly interfere with the planned completion of the program of study, the Director or his/her assignee may dismiss a student from the program and issue the appropriate refunds, as may be required.

A student must submit a written request for a leave of absence in advance of their departure date, unless unforeseen circumstances prevent the student from doing so. In the latter case, if no leave of absence request is received within one month, the student will be expelled.

Please note that students returning from time away from the school that exceeds six months are required to re-assess their English proficiency by retaking the placement exam.

## **Class Break Times**

Class break times at Advance English Academy are as follows:

### Morning Period (9:00 am - 1:30 pm)

Break Schedule:

Break #1: 9:50 am - 10:00 am

Break #2: 10:50 am - 11:10 am

Break #3: 12:10 pm - 12:20 pm

### Afternoon Period (2:00 pm - 6:30 pm)

Break Schedule:

Break #1: 2:50 pm - 3:00 pm

Break #2: 3:50 pm - 4:10 pm

Break #3: 5:10 pm - 5:20 pm



Evening Period (5:00 pm - 9:30 pm)

Break Schedule:

Break #1: 5:50 pm - 6:00 pm

Break #2: 6:50 pm - 7:10 pm

Break #3: 8:10 pm - 8:20 pm

## **Student Responsibilities for Maintaining F-1 Status**

All F-1 students enrolled at our school should be aware of their responsibilities for maintaining F-1 status, including:

1. Maintaining full-time study (18 hours per week)
2. Not working in the U.S. unless authorized to do so
3. Contacting your DSO immediately if:
  - Your address or contact information changes
  - You plan to travel outside the U.S.
  - You plan to take a leave of absence
  - You plan to transfer to a new school

For more information about maintaining your F-1 status, please visit the U.S. Department of Homeland Security's website here:

<https://studyinthestates.dhs.gov/students/maintaining-status>

## **Visa**

Advance English Academy admits students from other countries. Upon the school's approval of an international student's application, Advance will issue the student an I-20 form to be used at the student's visa interview. Prior to issuing the I-20, students must submit to the school all required application documents, including application form, copy of passport, application fee, international processing fee (if applying from abroad), testing fee, and a bank statement proving the student is sufficiently funded. Once a student has been officially accepted by Advance, they will receive a Letter of Acceptance and I-20.

## **Orientation**

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

## **Grades and Satisfactory Progress**

### **Academic Progress**

Students' academic progress is measured as a percentage. The breakdown for each course is as follows:



Exams (60%):

- Mid-Term Exam (30%)
- Quarterly-End Exam (30%)

Class Participation (30%):

- Presentation/Projects (10%)
- Engagement/Promptness (10%)
- Quizzes/Assignments (10%)

Attendance (10%)

### **Timing of Exams**

The Mid-Term Exam is given at the 6th or 7th week of the 13-week program. The Quarterly-End Exam is administered in the final week. Students who do not take the Mid-Term or Quarterly-End Exam, must make up the exam within 2 weeks. Make-up exams are arranged for students by the Academic Director. Students who do not make up their missed exams are given a warning and are not allowed to advance to the next level. If a student misses and does not make up their exam for two consecutive quarters, or shows a pattern of this behavior, the school may expel the student. (This does not apply to students on medical leave or vacation.)

### **Satisfactory Progress**

#### *ESL*

Students who get a final course grade of at least 80% are making satisfactory progress. They progress from their current level to the next level.

The length of the final, highest level (High Advanced) is one year (four quarters). Students who show overall improvement over the course of the year are considered to be making satisfactory progress. Students may not study in High Advanced beyond the length of one year.

#### *Business English*

The length of the Business English program is one year (four quarters). Students who show overall improvement over the course of the year are considered to be making satisfactory progress. Students may not study in Business English beyond the length of the one-year program.

### **Failure to Make Satisfactory Progress**

Students who fail to make satisfactory progress are notified at the end of the quarter by their instructor and/or the Academic Director or Operations Manager and will have to repeat their level.

*Students repeating a level more than once (i.e. have taken same level twice)*

Students repeating a level more than once are required to meet with the Academic Director for academic counseling. During the academic counseling, a study plan will be created and given to



students as a guiding tool. The Academic Director will arrange subsequent academic counseling, to assess the students' progress.

*Students repeating a level more than twice (i.e. have taken same level three times)*

Students who fail to advance three times are not allowed to continue their study in the program unless their instructor indicates that one more attempt is warranted. The student will again be required to meet with the Academic Director for academic counseling and a study plan.

*Students who repeat a level more than three times (i.e. have taken same level four times)*

Students who fail to advance four times in the same level are not allowed to continue their study in the program.

*Total length of time allowed at school*

Under no circumstances can students study at the school more than a total of 36 months.

### **Appeal**

Students who do not pass the 80% grade are allowed to file an appeal with the Academic Director to advance to a higher level. The student must submit a written within 2 weeks after receiving their final grade. The Academic Director will review the request, conference with the student's instructor, and make an appropriate decision within 2 weeks of receiving the appeal.

### **Instructor Petition**

Instructors can petition the Academic Director to allow students within the 70-79% range to move to the next level (i.e. a "soft pass"). This is not the same as an appeal, as it is initiated by the instructor, not the student. Any final decision will be approved by the Academic Director.

### **Initial Placement Trial Period**

Students who have had their initial placement test have 4 weeks to request a level transfer if they believe have been misplaced.

### **Exiting Students**

There are a few requirements for students to exit out in good standing: students must take the Exit Test; students must have paid all fees to date; students' attendance must be in good standing.

### **I-20 Extension**

Students with F-1 Visas who wish to extend their study at Advance English Academy, must fill out an Extension Request Form, explaining why they need to extend their program and length of the extension. Extensions may be from 1 month to 12 months only, and students must have a valid academic reason for an extension. Also, students need to provide a bank statement with adequate funds, proportional to the length of the extension.



## **Catalog Policies**

Rules governing student conduct, admissions policies, graduation requirements, and other aspects of Advance English Academy's operations are subject to change. Please check with the School Director if the student has questions regarding the content of this catalog. 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 Capitol Oaks Drive, Suite 400, Sacramento California, 95833, <http://www.bppe.ca.gov/>, (916) 431-6959, Toll Free: (888) 370-7589, Fax: (916) 263-1897. As a prospective student, you are encouraged to review this catalog prior to signing an enrollment agreement. This catalog does not constitute a contract or enrollment agreement, nor does it constitute a statement of the conditions of a contract between the student and this institution. The relationship of the individual student to this institution is governed by applicable state law. Please refer to the student's enrollment agreement or enrollment contract for the specific terms under which the student is to enroll.

## **Facilities & Equipment**

All equipment used is owned by Advance English Academy.

Advance English Academy provides sufficient equipment for instructors and students, including desks, chairs, whiteboards, markers, pens, pencils, erasers, paper, textbooks, grammar books, dictionaries and electronic translators, computers, projectors, TV monitors, copy machines, and printers.

Advance English Academy utilizes 275 9<sup>th</sup> Street, San Francisco and 2161 Shattuck Avenue, Berkeley for its operation. Below is the floor plan:

### **San Francisco Location:**

Classrooms: 8

Bathrooms: 2

Administrative areas: 2

Teachers' areas: 2

Reception: 1

Kitchen: 1

Student lounge: 1

(Note 1: The space also has a library in one of the teachers' areas, and another mobile cart library, whose location is not fixed.)

### **Berkeley Satellite Location:**

Classrooms: 5

Student lounge: 1

Reception: 1

Teacher lounge/Library: 1

Kitchen: 1





## **Library & Learning Resources**

Multiple learning resources are available for instructors and students, including a book lending library; wireless internet access throughout school; and other teaching/learning resources. The library contains resources for both teachers and students. Various books are available for students and instructors. Students and instructors can request additional new books that help their learning and teaching.

Students are allowed to check-out books from the school library, to further their learning outcomes, by completing the Book and Material Check-out Sheet with the Administrative Assistants, or the Academic Director. Instructors may check-out any instructional related resources such as grammar, vocabulary, pronunciation, reading, writing, speaking, Business English, or other audio materials, by completing the Instructor Material Check-out Sheet, which is available in the teacher's room.

Wireless internet access is available to everyone throughout the school to enhance their learning experience and to accommodate different learning styles.

Other additional teaching/learning resources are easily accessible to instructors and students, including items listed below. Students may request to utilize any of these resources in advance.

Desks, chairs, whiteboards, markers, pens, pencils, erasers, paper, laptops, projectors, TV monitors, copy machines, printers, and audio players.

## **Student Services**

### **Academic Counseling**

All students may discuss academic challenges, program and course selection and placement, college or university goals, and other academic issues with the Academic Director. Appointments are required.

### **School Library and Other Facilities**

Students can take advantage of our school facilities including a school library with many English language books, a kitchenette for preparing and eating one's own food, and free wi-fi Internet for all students.

### **Cultural Celebrations and School Excursions**

Advance English Academy offers cultural celebrations exposing international students to American cultural traditions such as Thanksgiving and Halloween. Advance also conducts school trips for interested students to such favorite locations as Lake Tahoe, Napa Valley, and Point Reyes National Seashore. Photos from these events and trips are shared on the school's Facebook page.

### **Volunteer Projects**

At least once a year, Advance students participate in a group volunteer project in the San Francisco Bay Area that the school arranges and organizes. Students have a chance to interact with native speakers while they contribute to the beautification of their community. A student





can check the bulletin board about the next volunteer event. Some of the volunteer activities that Advance students have participated in include: arranging crafts for the visitors to the Zeum Children's Museum; sorting fruit at the San Francisco Food Bank; habitat restoration at Crissy Field of the Presidio; China Beach cleanup; restoration of the gardens on Alcatraz; helping with a multitude of projects under the guidance of the National Park Service; helping underserved San Franciscans to connect to social & medical services through Project Homeless Connect; and much more.

## **Housing**

**ADVANCE ENGLISH ACADEMY DOES NOT A HAVE RESPONSIBILITY TO FIND OR ASSIST A STUDENT IN FINDING HOUSING.** The institution does not have a dormitory facility under its control. You can find studio apartments relatively close to our institution in the \$1000 to \$2000 per month range. Advance is happy to provide students with local maps of the area.

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

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

## **Student Interaction**

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

## **Accreditation**

Advance English Academy has been accredited by ACCET (Accrediting Council for Continuing Education & Training), since April 2015. Advance English Academy is currently approved through April 30, 2024. ACCET's offices are located at 1722 N St NW, Washington DC, 20036. Phone: (202) 955-1113.

## **Financial Aid Program**

This institution does not participate in federal and state financial aid programs. This institution does not offer any form of financial aid. If a student obtains a loan, the student will have to repay the full amount of the loan plus interest, less the amount of any refund, and that, if the student receives federal student financial aid funds, the student is entitled to a refund of the money not paid from federal financial aid funds.



## **Placement Services and Job Classification**

Please note that our school only offers English language training; our program is not designed to lead to positions in a profession, occupation, trade, or specific career field. As such, we do not provide any placement services. Similarly, there is no specific job or job classification code that our program prepares our graduates for.

## **Faculty**

Advance English Academy has sufficient and qualified faculty members. The minimum requirement for instructional faculty is (1) a Bachelor's Degree, and (2) a certification in TEFL/TESL along with a minimum of one year of experience teaching EFL /ESL, OR a minimum of ten years' experience teaching EFL/ESL.

. The preferred requirement for instructional personnel is a Master's in TESOL, Applied Linguistics, or a closely related field; previous teaching experience in ESL programs abroad; and candidates who are multilingual.

Advance English Academy recognizes the importance that quality instructors have on our program's success. All Advance English Academy's instructors will regular professional development training and be encouraged to participate in CATESOL/TESOL conferences to maintain instructors' knowledge in the field.

## **Advance Emergency Preparedness Plan**

### **School Announcement and Emergency Protocols**

In the event of an emergency, the school will attempt to announce the emergency as soon as possible to students and staff via a number of channels: verbally, by email and/or text message.

For general and specific information about emergency protocols and the particular steps to take during an emergency at the school, please see the "General Information" and "Emergency-Specific Information" sections below.

### **Plans for Minimizing Educational Disruption in the Case of an Emergency**

In the event of class cancellation due to an emergency, the school will to the extent possible arrange for makeup sessions to be held on Fridays.

### **Short-Term Plan Implementaion**

#### **Communication Protocol**



The Compliance Director will send out immediate notifications to students, faculty, and staff via emails and Slack messaging about the class cancellations and Friday makeup sessions.

### **Makeup Session Schedule**

The duration of Friday makeup sessions will correspond to the duration of the classes missed due to the emergency. In the event that multiple days of classes need to be made up, additional missed day(s) will be rescheduled for the following Friday(s).

### **Faculty Guidance and Support**

The Academic Director will offer guidance and support to faculty members for conducting makeup sessions, managing student attendance, and addressing academic concerns. In cases where regular teachers are not available to teach on Fridays, substitute teaching will be arranged.

### **Student Support Services**

The Director of Student Services will provide support services and resources for students affected by both the emergency itself and class cancellations / make-up scheduling, including referrals to external services for the former, and referrals to academic counseling with the Academic Director for the latter.

### **Government Mandates and Emergency Situations**

The Compliance Director will monitor updates and directives from government authorities and emergency management agencies regarding declared states of emergency, civil unrest, or other emergency situations.

### **Long-Term Plan Implementaion**

In the event that the emergency is a long-term one, additional steps will be taken:

#### **Offering Additional Days and Times at Other School Location**

In the event that the emergency affects one school location (e.g. San Francisco) but not the other (e.g. Berkeley, or vice-versa), the Operations Manager and other senior staff will determine days and times when additional classes at the unaffected location can be opened to accommodate students from the affected location. The Academic Director will communicate with faculty and students about the updated times for classes in the other location.

#### **Applying for IDL (Interactive Distance Learning) Certification**

In the event that the emergency develops into a long-term situation lasting not just days or weeks, but months, the Compliance Director will look into applying for IDL (Interactive Distance Learning) certification in order to move classes online. As our ability to hold IDL classes will also be dependent on federal DHS regulations affecting F-1 students, the Compliance Director will stay abreast of relevant information and developments made available by DHS. The Compliance Director will keep other staff informed of updates in this regard, and when appropriate will inform faculty and students on any progress in this direction as well.



## General Information

### **Emergency Contact**

Police, Fire, EMS ----- Dial 9-1-1

### **What You Can Do**

Following these simple steps can help you stay safe before and during an emergency:

- Keep your photo ID with you at all times if possible.
- Review this emergency plan
- Provide emergency contact info to those in need.
- When asked to evacuate your classroom/school, take only what is necessary (e.g. your wallet, car keys, ID and medications).
- Comply quickly and calmly with instructions from emergency responders.

### **Communication Protocols**

Utilize verbal communication, emails, and text messages to pass on and receive information related to the emergency and emergency response.

### **Emergency Evacuation**

In the event that an evacuation is needed due to a fire or other emergency:

- Remain calm, do not rush or panic.
- Evacuate your building at the nearest safe exit, do not use the elevator.
- Once evacuated, proceed to the designated assembly area (see below) and wait for further instructions.
- Staff and instructors should take a headcount after evacuation and notify the first responders if anyone is missing.
- DO NOT return to an evacuated building unless told to do so by first responders and/or authorized personnel.

### **Emergency Assembly Areas**

<b>Location</b>	<b>Evacuation Assembly Area</b>
San Francisco Campus	9 <sup>th</sup> Street (sidewalk), Clementina Street (sidewalk)
Berkeley Campus	Shattuck Avenue (sidewalk), Center Street (sidewalk)

## Emergency-Specific Information

### **Earthquakes**

- Drop, cover, and hold on when the ground starts shaking.
- If you are inside, drop to the ground, take cover under a sturdy table or other piece of furniture, and hold on until the shaking stops.
- If a sturdy table or desk is not available, cover your face and head with your arms and crouch in an inside corner of the room.
- Stay away from glass, windows, outside doors and walls, and anything that could fall on you, such as lighting fixtures or furniture.



- Stay inside until the shaking stops and it is safe to go outside. Do not exit a building during shaking.
- If you are outdoors, move away from buildings, streetlights, and utility wires.
- If you are in a moving vehicle, stop as quickly as safety permits and stay inside the vehicle. Avoid stopping near or under buildings, trees, overpasses, and utility wires.
- Once the shaking stops, proceed with caution; avoid roads, overpasses, bridges, or ramps until you know they are safe.

### **Fire**

- If it's small put it out with a fire extinguisher, if life-threatening evacuate the building and call 911 from a safe location.
- If you see smoke under the door or the handle is hot, find another way out by staying low to the ground to avoid smoke.
- If your clothes catch on fire stop, drop, and roll to put the flames out.
- Do not go back inside the building until instructed to do so. Fires can structurally damage buildings making them unsafe to occupy.

### **Severe Weather - Heavy Rains and Flooding**

- While outside, avoid walking, biking, driving, or traveling through moving water.
- If it has been raining for several hours or steadily for several days, be alert to the possibility of a flood.
- Be aware that flooding may occur and must move to higher ground. Do not wait to move.
- Be on the lookout for safety hazards and report them to 911.

### **Lockdown**

- Remain calm.
- Notify everyone around you of the lockdown.
- Lock or barricade the doors.
- Turn off lights, silence phones and assistive devices, and draw blinds.
- Move away from doors and windows.
- Move or use furniture to provide added protection.
- Follow instructions from responding police, fire, and other first responders.
- DO NOT leave until an all-clear message is received.

### **Violent and suspicious behavior**

- If you witness a **criminal act** or you notice **suspicious persons or situations**, immediately call 911, and notify the school administrators/instructors if possible.
- DO NOT ATTEMPT to apprehend or interfere with a criminal or interfere in a violent incident except in cases of self-protection.
- If you are confronted by a violent person, avoid arguments and confrontations.
- If you are in a non-secure area, use your best judgment and take the necessary steps to ensure your safety and leave the area when you can.
- If you are in a secure area, keep communication channels open and remain there until instructed otherwise by authorized personnel.



### Medical emergencies

- Call 911 immediately.
- Do not move the patient.
- Send someone to meet responding personnel at the building entrance and guide them to the emergency location. If possible, one person should remain with the patient until EMS arrives.
- Provide First Aid if you are trained, after obtaining consent from the person.

For more information on how to respond to different emergencies:  
<https://www.sf.gov/information/be-prepared-disasters-san-francisco>



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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 P.O. Box 980818, West Sacramento, CA 95798-0818, [www.bppe.ca.gov](http://www.bppe.ca.gov), Tel # (888) 370-7589 or by fax (916) 263-1897, Tel # (916) 431-6959 or by fax (916) 263-1897.

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