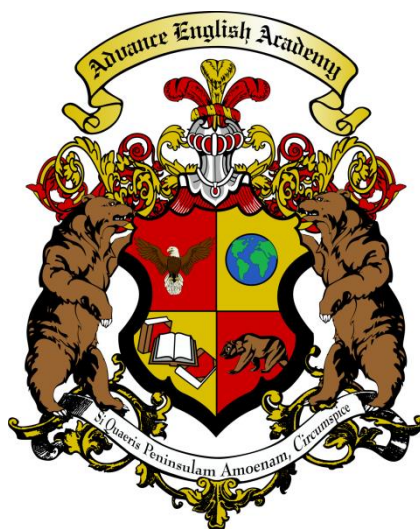


Advance English Academy



School Catalog

Revised: November 19, 2018

Effective Dates of this Catalog
January 1, 2018 – December 31, 2019

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

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



Table of Contents

Mission Statement	4
Institutional Goals and Objectives	4
Educational Program Objectives	5
School History	5
Courses & Clock Hours of Instruction	6
Admission Requirements	6
Transferred Credits and Experiential Learning Policy	7
Holidays and Breaks	7
Proficiency Assessment Exams	7
Kind of Training	7
Targeted Student Population	8
Student Records	8
Student Dismissal	9
Advance's Rules of Conduct	9
School Location	10
Effective Dates of this Catalog	10
Tuition and Fees	10
Program Descriptions	11
STRF Disclosure & Statements	16
Refund of Tuition	18
Cancellation Policy	19
Policies on Student Rights	19
Copyright Infringement Policies	20
Transcripts	21



Attendance Policy	21
Vacation Policy	22
Medical Leave	23
Leaves of Absence	23
Concurrent Enrollment	24
VISA	24
Orientation	24
Grades and Satisfactory Progress	24
Exiting Students	26
I-20 Extension	26
Catalog Policies	26
Facilities & Equipment	26
Student Services	28
Student Interaction	29
BPPE Approval Notice	29
Accreditation	29
Financial Aid Program	29
Faculty	30
The Owner & Director	30



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 expand instruction and services to meet the needs of international students.

- will develop and offer an ESL instructor training program

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 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 increase efforts to provide quality alternative access and learning opportunities.

- will provide sufficient information technology infrastructure services



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.
- will reduce employee turnover rate by 30% annually

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.*

Test of English as a Foreign Language (TOEFL) Preparation

The objectives of this course are to improve each student's speaking, listening, writing and reading skills and to improve their scores on sample TOEFL exams as measured by commercially available sample TOEFL tests. *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, refugees, and a few international students. We moved into our current location at 1370 Mission Street, Suite 300 in 2007. We expanded into Suite 200 in 2008 and Suite 400 in 2014. We are now offering ESL/TOEFL courses in Berkeley location, which has been an additional location since 2012.



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 Intensive English Program. All programs 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; Upper High-Intermediate, 234 hours; Advanced, 234 hours; High-Advanced, 234 hours; Proficiency, 234 hours; TOEFL, 234 hours. 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.
12. Students must read and sign the Student Performance Fact Sheet 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:

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

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

Proficiency Assessment Exams

The Mid-Term and Quarterly-End Proficiency Assessment Exams are tailored for each level/program. The exams are given twice per quarter. The Mid-Term Exam is administered on the 6th or 7th week of the 13-week program, and the Quarterly-End Exam is administered at the 12th or 13th 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 acquiring 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 propose to offer 8 ESL courses and one iBT



TOEFL Preparation course. Our program is not designed to lead to positions in a profession, occupation, trade, or career field requiring license.

Targeted Student Population

The student body to be served will include adult members (18 years old and older) of the English Language Learners (ELL). All students should have at least 3-months of previous English language education prior to the Beginner ESL course. No particular segment or sub-set of the international population is targeted. It is expected that many students will be of Spanish, Mongolian, Japanese, Brazilian, Russian and Thai descent, or as politics and economies continually alter the demographics of student body.

Student Records

Hard copies of student records for all students are kept for 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 1370 Mission 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
1370 Mission Street, Suite 300
San Francisco, CA 94103

2161 Shattuck Avenue
Berkeley, CA 94704

Phone: (415) 552-1001

Fax: (415) 552-1002

captain@advanceesl.com

Website: advanceesl.com

Effective Dates of this Catalog

Effective from January 1, 2018 to December 31, 2019.

Tuition and Fees

The length of study for a given educational program (ESL level or TOEFL class) is 13 weeks. However, students may pay for shorter periods of attendance (paying, for example, for a 4 week period on a monthly basis), rather than paying the 13-week tuition payment in one lump amount.

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.

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

There is a \$100 fee for returned checks.

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



Students will be charged as follows:

ESL Program

Total Charges for Educational Program:
\$1745

Charges for Period of Attendance (see below for details):
\$1625 (Morning Classes)

TOEFL Program

Total Charges for Educational Program:
\$1745

Charges for Period of Attendance (see below for details):
\$1625

Unless otherwise specified, fees are as follows:

Application Fee	\$ 100*
Tuition – ESL Morning	\$1625 (13 weeks) \$500 (4 weeks)
Tuition – TOEFL	\$1625 (13 weeks) \$500 (4 weeks)
Testing Fee	\$20 (New students) / \$10 (Per additional test as needed)*
Student ID	\$ 20* (Optional)
Registered Mail/Express/FedEx	\$ 50 / \$ 100 / \$ 150* (Optional)
International Processing Fee	\$ 100 (Only applicable to students applying from abroad)*
Bounced Check Fee	\$ 100 (Only for applicable students)*
Late Fee	\$ 50 / week late (Only for students late for tuition payment)*
I-20 Extension Request Fee	\$ 50 (Additional \$100 for Late Request)* (As needed)
Transcript Fee	\$ 15 (1 st transcript is free of charge)* (Optional)
STRF Fee	\$ 0 (For each \$1000 charge and this fee is not refundable.)*

***Note:** All charges marked as “*” are non-refundable.

Program Descriptions

Advance English Academy provides an ESL (English as a Second Language) program with eight levels of instruction. The duration of each level is three months (234 hours). The duration of an entire eight-level program is 1872 hours. All courses are instructed in English: Beginner, Low-Intermediate,



Mid-Intermediate, High-Intermediate, Upper High-Intermediate, Advanced, High-Advanced, and Proficiency. A TOEFL iBT Preparation program is also offered. This program has been designed to provide students with systematic preparation for the TOEFL iBT, an exam required for entrance to many U.S. universities and colleges. The length of our TOEFL course is 3 months (234 hours).

Note: For programs described below, class sessions are held at 1370 Mission 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 8 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.

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

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

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.

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



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

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.

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

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

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.

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

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



able to discuss complex topics such as economics or culture. Topics in the High-Intermediate class include: agreeing and disagreeing, formal and informal language, idioms and phrasal verbs, abstract concepts, humor, and professional vocabulary.

Upper-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.

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

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

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.

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

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



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.

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

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

Proficiency ESL

Length of the Course: 234 hours

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

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

Students who complete Proficiency Level are expected to have the highest level of English as Second Language skills. Students should be able to communicate with native speakers in an academic environment without requesting for repetition or paraphrasing. Students should be able to comprehend reading passages in most of the topics and listening materials that are aimed at native speakers with little difficulty. Students should have critical thinking and be able to agree and disagree based on their own judgments. Students should have complete foundation of grammatical structures in language production. Students should be able to speak with ease about most subjects relevant to modern life and have specialized knowledge of the vocabulary of different academic field. Topics in the Proficiency Level class include; intercultural communication; education; mass media and technology; gender; and occupation; and academic preparation (understanding lectures, and being able to write academically).



iBT TOEFL Program

Length of the Program/Course: 234 hours

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

This is a course of study designed to assist students in preparing for the iBT Test of English as a Foreign Language (iBT TOEFL). iBT TOEFL is a test that is used by many colleges and universities to assess the English competency of non-native English speakers. In the iBT TOEFL Preparation course, the following subjects will be taught: Grammar, Vocabulary, Reading, Writing, Listening, Speaking, and test-taking strategies. These courses will focus on the Vocabulary Grammar, etc. that is relevant to the iBT TOEFL examination. The focus of the class is the TOEFL iBT (Internet Based Test), but it will also help TOEFL ITP (the Institutional TOEFL) students. The class will also benefit TOIEC, IELTS, GMAT& GRE students.

The objectives of this course are to improve each student's speaking, listening, writing and reading skills and to improve their scores on sample TOEFL exams as measured by commercially available sample TOEFL tests.

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

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

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

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

STRF Disclosure & Statements

PART ONE

The State of California established the Student Tuition Recovery Fund (STRF) to relieve or mitigate economic loss suffered by a student in an educational program at a qualifying institution, who is or was a California resident while enrolled, or was enrolled in a residency program, if the student enrolled in the institution, prepaid tuition, and suffered an economic loss. Unless relieved of the obligation to do so, you must pay the state-imposed assessment for the STRF, or it must be paid on your behalf, if you are a student in an educational program, who is a California resident, or are enrolled in a residency program, and prepay all or part of your tuition.



You are not eligible for protection from the STRF and you are not required to pay the STRF assessment, if you are not a California resident, or are not enrolled in a residency program.

PART TWO

It is important that you keep copies of your enrollment agreement, financial aid documents, receipts, or any other information that documents the amount paid to the school. Questions regarding the STRF may be directed to the Bureau for Private Postsecondary Education, 2535 Capitol Oaks Drive, Suite 400, Sacramento, CA 95833, (916) 431-6959 or (888) 370-7589.

To be eligible for STRF, you must be a California resident or enrolled in a residency program, prepaid tuition, paid or deemed to have paid the STRF assessment, and suffered an economic loss as a result of any of the following:

1. The institution, a location of the institution, or an educational program offered by the institution was closed or discontinued, and you did not choose to participate in a teach-out plan approved by the Bureau or did not complete a chosen teach-out plan approved by the Bureau.
2. You were enrolled at an institution or a location of the institution within the 120 day period before the closure of the institution or location of the institution, or were enrolled in an educational program within the 120 day period before the program was discontinued.
3. You were enrolled at an institution or a location of the institution more than 120 days before the closure of the institution or location of the institution, in an educational program offered by the institution as to which the Bureau determined there was a significant decline in the quality or value of the program more than 120 days before closure.
4. The institution has been ordered to pay a refund by the Bureau but has failed to do so.
5. The institution has failed to pay or reimburse loan proceeds under a federal student loan program as required by law, or has failed to pay or reimburse proceeds received by the institution in excess of tuition and other costs.
6. You have been awarded restitution, a refund, or other monetary award by an arbitrator or court, based on a violation of this chapter by an institution or representative of an institution, but have been unable to collect the award from the institution.
7. You sought legal counsel that resulted in the cancellation of one or more of your student loans and have an invoice for services rendered and evidence of the cancellation of the student loan or loans.

To qualify for STRF reimbursement, the application must be received within four (4) years from the date of the action or event that made the student eligible for recovery from STRF.

A student whose loan is revived by a loan holder or debt collector after a period of noncollection may, at any time, file a written application for recovery from STRF for the debt that would have otherwise been eligible for recovery. If it has been more than four (4) years since the action or event that made the student eligible, the student must have filed a written application for recovery within the original four (4) year period, unless the period has been extended by another act of law.

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



Note: Authority cited: Sections 94803, 94877 and 94923, Education Code. Reference: Section 94923, 94924 and 94925, Education Code

Refund of Tuition

STUDENT'S RIGHT TO CANCEL: In accordance with BPPE policy, 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: As per BPPE policy, 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 the period of attendance shall be a pro rata refund. According to California Code of Regulations, a pro rata refund pursuant to section 94919(c) or 94920(d) or 94927 of the Code shall be no less than the total amount owed by the student for the portion of the educational program provided subtracted from the amount paid by the student. The amount owed equals the daily charge for the program (total institutional charge, divided by the number of days in the program), multiplied by the number of days remaining in the paid period of attendance after subtracting days the student attended, or was scheduled to attend, prior to withdrawal. (Please note that if a student is present for at least one day of a scheduled week, the remaining days of that scheduled week are also included for calculation purposes.) For instance, the daily charge of the program tuition fee is \$17 (\$1560 divided by 91 days). If a student has paid \$1560 for 91 days (13 weeks), and he/she only attended classes for 14 days, the total refund will be \$1322, which is calculated from \$1560 (the total amount the student has paid) minus \$238 (\$17 daily charge, multiplied by 14 days).

As per BPPE policy, 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.

In accordance with ACCET's policies, 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 (referred to by ACCET 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.

Please note that our school’s refund policy combines the requirements of both BPPE and ACCET, always giving precedence to the aspects that are most beneficial to the student.

Cancellation Policy

In accordance with BPPE policy, 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.

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. 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.

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 statutes and regulations concerning the use of computing facilities.



5. Students may not copy commercial software in violation of copyright laws.
6. Students may not use the computer system for personal financial gain or profit.
7. Students may not upload or download software illegally. It is a serious federal crime.
8. Students may not send or receive copyrighted material without permission.
9. Students may not use computer programs to decode access control information.
10. Students may not attempt to circumvent or subvert system security measures.
11. Students may not access an electronic database without the permission of its creator. Mere browsing of a database may mean the copying of a copyrighted digital product. In each of the instances below, one or more copies is made;
 - A) When a work is placed in a computer whether on disk or in remote access memory (RAM);
 - B) When works, including hard copy, photographs, sound recordings, etc. are digitized;
 - C) When a document is transferred from one computer user to another;
 - D) When a file is downloaded from an outside server;
 - E) When a file is uploaded from an outside server.

Transcripts

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

Attendance Policy

All students, regardless of visa status, are required to maintain a minimum 80% cumulative attendance. (This change is retroactive for all students to August 2015.) Full-time students are required to attend 18 hours per week of classroom instruction throughout the period of enrollment. Note that depending on the student's visa status, regulations may require students to study part-time.

Students must attend their scheduled classes, and attendance reminder emails may be sent out to students with unexplained absences of more than a week. If a student has 0% attendance after 30 days, he/she will be expelled (and, for F-1 students, his/her I-20 terminated).

As well, Warning Letters will be issued on a monthly basis to students whose attendance rate drops below 80% cumulative attendance. When a student receives a first or second Warning Letter, the student must meet with the Academic Director/Director for counseling. Documented counseling will be placed in the student's file. 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.

Additionally, students whose quarterly attendance is below 80% at the end of the quarter will also be given a warning letter (or expelled, if it is the student's third warning letter), even if their cumulative attendance is above 80%.



Students who arrive at class more than 15 minutes late, or leave class more than 15 minutes early, 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.

Instructors will keep strict attendance records, and Advance English Academy will input attendance in the students' files weekly. A Warning Letter is waived (a student's Warning Letter will be removed from his/her attendance record) after 12 months of continuous enrollment with no further warning letters and satisfactory academic advancement.

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.

Students returning from vacation after a minimum of six weeks 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 in written form and be accompanied by a 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 weeks 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.

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

Concurrent Enrollment

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

Visa

Advance English Academy admits students from other countries. Advance will vouch students' status by issuing I-20 after students filled out the application form, submitted the passport, \$100 of application fee, \$100 tuition deposit(if applying from abroad) and a bank statement which proved the students are sufficiently funded. Once a student has been officially accepted to Advance, the student will receive a Letter of Acceptance and an I-20 in 5-8 business days after applied.

Orientation

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

Grades and Satisfactory Progress

All programs are 18 hours weekly and Advancement is available after 13 weeks (an academic quarter). Total clock hours for each level/quarter is 234 hours. For all ESL levels together, the total



clock hours is 1872. As the TOEFL class is not differentiated by level, its total clock hours is 234. Student's academic performance and progress is graded by percentages, and evaluated with multiple assessment elements, as follows:

Proficiency Assessment Exams (60%): Mid-Term Exam (30%), and Quarterly-End Exam (30%);
Class Participation (30%): Presentation/Projects (10%); Engagement/Promptness (10%);
Quizzes/Assignments (10%); Attendance (10%)

The Mid-Term and Quarterly-End Proficiency Assessment Exams are tailored for each level. Student performance in the Mid-Term Exam & Quarterly-End Exam is graded by percentages. The exams are given twice per quarter. The Mid-Term Exam is administered in the 6th or 7th week of the 13-week program, and the Quarterly-End Exam is administered on the 12th or 13th week. 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 in 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.) Make-up exams are arranged for students who missed any Proficiency Assessment Exams, by the Academic Director.

Students must receive 80% final course grade to progress from one level to the next level. If a student has failed to meet the minimum benchmarks for academic progress, the student will repeat the same course the following quarter, provided that the student's maximum cumulative total length of the study is no more than 36 months. In the case of the test preparation course (TOEFL course), a student is making appropriate academic progress when his/her practice test scores demonstrate an overall improvement, provided that the student's maximum cumulative total length of the study of TOEFL is no more than 4 quarters.

Students who fail to meet the requirements for advancement to the next level are notified at the end of the quarter by their instructor and/or the Academic Director. Students repeating a level more than once are required to meet with the Academic Director for academic counseling. During the academic counseling, a learning 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 who fail to advance three times, and do not exhibit signs of progress; an increase of their score in subsequent Quarterly-End Exams; an improvement in their classroom performance and participation, and maintaining attendance, are not allowed to continue their study at Advance. Students who fail to advance four times in the same level, are not allowed to continue their study at Advance.

Students who do not meet the advancement requirement may be allowed to advance to a higher level through an appeal. (Except in rare circumstances, appeals are not usually granted for students receiving a final grade of less than 70%.) The student must fill out a written request (via a class transfer form or written statement) within 1 week after receiving their final grade. The Academic Director will review the written request and supporting documentation if appropriate, conference with the student's instructor, and make an appropriate decision within 2 weeks of receiving the appeal.



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. You are also encouraged to review the School Performance Fact Sheet, which must be provided to you prior to signing an enrollment agreement. This institution reserves the right to adopt, amend, or repeal rules and policies that apply to students. Changes in the content of this catalog will be posted on bulletin boards and shown as a supplement to this catalog. This catalog does not constitute a contract or enrollment agreement, nor does it constitute a statement of the conditions of a contract between the student and this institution. The relationship of the individual student to this institution is governed by applicable state education codes, state regulations, and college policies.

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

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, laptop, projectors, DVD player, TV monitor, copy machine, printer, CD/tape player, camera, ID maker, fax machine, Ping-Pong table and Wii.

Advance English Academy utilizes 2nd, 3rd and 4th floors at 1370 Mission Street Suite 300, San Francisco and 2161 Shattuck Avenue, Berkeley for the operation. Below is the floor plan:



San Francisco Location:

4th floor

Classrooms: 5
Bathroom: 1
Student Lounge: 2

3rd floor

Classrooms: 3
Multimedia room: 1
Bathroom: 1
Teacher's lounge/Reference library: 1
Computer lab: 1
Office: 1
Reception/Student lounge: 1
Kitchenette: 1

2nd floor

Classrooms: 3
Multimedia room/Student lounge: 1
Bathroom: 1
Computer lab: 1
Office: 1
Kitchen: 1
Student lounge/Library: 1

Berkeley Satellite Location:

2nd floor

Classrooms: 4
Student lounge: 1
Computer lab: 1
Reception: 1
Teacher lounge /Library: 1
Bathroom: 1

Library & Learning Resources

Multiple learning resources are available for instructors and students, including a book lending library; two computer laboratories with DSL; wireless internet access throughout school; and other teaching/learning resources. The library contains resources for both teachers and students. Books that are available for students include graded readers, grammar and punctuation reference books, workbooks with additional practice exercises, USA College and University guides, works of fiction and non-fiction, and books related to living in the United States and the San Francisco Bay Area. Books that are available to instructors, include ESL textbooks, books on specific subjects and skills, such as grammar, vocabulary, pronunciation, reading, writing, speaking, iBT TOEFL preparation,



and Business English, etc. Students and instructors can request additional new books that helps 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. The check-out sheets are available in the Academic Director's office for students' convenience. Instructors may check-out any instructional related resources such as grammar, vocabulary, pronunciation, reading, writing, speaking, iBT TOEFL preparation, or other audio materials, by completing the Instructor Material Check-out Sheet, which is available in the teacher's room.

Computers with DSL are available to students in the computer labs, to enhance their learning experience and to accommodate different learning styles. Also, additional on-line instructional TOEFL resources and iBT TOEFL practice tests are available to TOEFL students. Wireless internet access is available to everyone throughout the school.

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

Hardware:

Desks, chairs, whiteboards, markers, pens, pencils, erasers, paper, laptop, projectors, DVD players, TV monitors, copy machines, printers, CD/tape players, camera, and a ping-pong table.

Software:

Wii, Roku, cable with DVR, and Netflix are available for instructors and students to utilize for English learning through games, movies, or other multimedia

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.

BPPE Approval Notice

This institution is a private institution, and it is approved to operate by the Bureau for Private Postsecondary Education. The approval to operate means the institution's compliance with state standards, and the institution is licensed to operate, but it does not imply either of the following: (1) The institution or its educational programs are endorsed or recommended by the state or by the bureau (2) The approval to operate indicates that the institution exceeds minimum state standards.

Accreditation

Advance English Academy has been accredited by ACCET (Accrediting Council for Continuing Education & Training), since April 2015, for a period of three years, until April 15, 2018. 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.

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 two years 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 receive professional development training monthly and be encouraged to participate in CATESOL/TESOL conferences to maintain instructors' knowledge in the field.

Faculty List

Butler, Janet, M.A. TESOL;
Estay, Daniel, B.A. Social Science/Education;
Jaramillo, Matt, M.A. TESOL;
Lancaster, Brian, cert. TESOL;
Lee, Ryan, cert. TESOL;
Ortiz, Noemi, M.A. TESOL;
Rice, Richard, B.A. History;
Terrall, Ben, cert. TESOL;

The Owner & Director

Zachary B. Captain, owner & director, has worked tirelessly in international education for over 15 years. Mr. Captain has been teaching English since 1995. He has taught ESL at Yale University, University of Bridgeport, Teikyo Post University, intensive English programs, and, most recently, at a private graduate school where he was responsible for the creation of a successful intensive English Language Department. Mr. Captain has experience teaching abroad, as faculty of the English Department at Myung Duk, a leading foreign language high school in Seoul, Korea.

Mr. Captain received a Masters of Science (MS) in Education from Southern Connecticut University, in 2000, and a Bachelors of Art (BA) from San Francisco State University.



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, CA 95833, www.bppe.ca.gov, (888)370-7589 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.