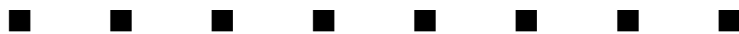




INTENSIVE ENGLISH PROGRAM

Student Catalog (GGLS)

Effective January 1, 2024 – December 31, 2025



Golden Gate Language School is an equal opportunity educator and employer. This publication is available in alternative formats upon request. Contact the Office of Registrar, 37365 Fremont Blvd. Fremont, CA 94536 USA | (408) 816-0970
www.goldengatecollege.com

Open the Golden Gate to English Fluency



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PRESIDENT'S MESSAGE

Welcome to Golden Gate Language School (GGLS)!


We are delighted to have you join our community of learners who are passionate about mastering the English language. Our program is designed to equip you with the skills, knowledge, and confidence needed to excel in English, whether for academic, professional, or personal purposes.

Throughout the program, you will have the opportunity to engage with experienced instructors, participate in interactive lessons, and immerse yourself in a supportive learning environment. We are committed to helping you achieve your language goals and ensuring you have a rewarding and enjoyable experience.

Since our doors first opened in 1979, we have had the privilege of teaching English skills to international students and professionals from over 113 countries. We take great pride in our reputation for academic excellence and highly qualified instruction in a friendly and enriching atmosphere. The success of our students is attributed to our outstanding instructors and staff, as well as our carefully designed and continuously updated curriculum.

We are dedicated to making your stay at Golden Gate Language School a happy and memorable one. We strive to make this an enjoyable and rewarding learning experience for you.

Very truly yours,

A handwritten signature in cursive script that reads "Barbara Hecker".

President, Ph.D., J.D.

ACCREDITATION AND APPROVAL

ACCET - Accrediting Council for Continuing Education and Training

Golden Gate Language School (GGLS) and its ESL programs were accredited by the Accrediting Council for Continuing Education and Training (ACCET) from 2003 to 2022. GGLS's ESL program is currently seeking accreditation by ACCET, an agency recognized by the U.S. Department of Education. Information about GGLS's accreditation and ACCET may be obtained at:

Accrediting Council for Continuing Education and Training

1722 N St NW, Washington DC, 20036
Phone: (202) 955-1113 Fax: (202) 955-1118
Email: info@accet.org Web: <https://accet.org>

BPPE – California Bureau for Private Postsecondary Education

Golden Gate Language School (GGLS) and its ESL programs were recognized by California Bureau for Private Postsecondary Education (BPPE)'s Listing of Accredited Institutions and Programs until December 2022. GGLS is currently preparing to apply for the bureau's approval. GGLS is a private institution. Information about the Bureau for Private Postsecondary Education may be obtained at:

Bureau for Private Postsecondary Education

1747 N. Market Blvd., Ste. 225, Sacramento, CA 95833
or
P.O. Box 980818, West Sacramento, CA 95798
Telephone: (888) 370-7589 or (916) 574-8900
Fax: (916) 263-1897 or (916) 263-1897
Website: www.bppe.ca.gov

As a prospective student, you are encouraged to review this catalog before signing an enrollment agreement.

A student or any member of the public may file a complaint about this institution with the Bureau for Private Postsecondary Education by calling (888) 370-7589 toll-free or by completing a complaint form, which can be obtained on the bureau's internet website www.bppe.ca.gov. CEC §94909(a)(3)

INTERNATIONAL STUDENTS

This school is not authorized under federal law to issue I-20 forms for F1 visa sponsorship. However, the school can enroll international students who do not require F-1 sponsorship.

DISCLOSURE STATEMENT

This Catalog and its contents are reviewed annually and subject to change without notice, as the School deems necessary and appropriate. All disputes regarding School compliance with the contents are subject to exclusive resolution under the Grievance Procedure. Students are provided a copy of this document at the time of enrollment and expected to keep themselves apprised of any changes and are held responsible for knowledge of them.

This document is maintained on the Golden Gate Language School (GGLS)'s ESL program website at <https://goldengatecollege.com/wp-content/uploads/2024/07/StudentCatalog2024.pdf>.

GGLS's IEP Program does not participate in federal, state or private financial aid programs. CEC §94909(a)(10)

The school 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, nor has 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.) CEC §94909(a)(12)

GGLS'S ESL Program does not accept credits earned at other institutions or through challenge examinations and achievement tests. ESL Program does not have admissions requirements for ability-to-benefit students and has not entered into an articulation or transfer agreement with any other college or university regarding admission to GGLS's ESL Program. CEC §94909(a)(8)

If a student obtains a loan to pay for an educational program, the student will have the responsibility to repay the full amount of the loan plus interest, less the amount of any refund, and that, if the student has received federal student financial aid funds, the student is entitled to a refund of the money not paid from federal student financial aid program funds. CEC §94909(a)(11).

GGLS provides English language training (CIP CODE 32.0109), which does not lead to a degree nor licensure. (CEC §94909(a)(6))

All instruction occurs in English.

The school' ESL program is not a degree-granting institution. As a result, the school does not assist its graduates with finding gainful employment. That is GGLS's ESL Program does not provide placement services. CEC §94909(a)(13).

ADMINISTRATION

President	Dr. Barbara
Hecker	
Director	Dr. Liz Li
Registrar	Vivian Tsung
Administrative Officer	Jiawei Liu

LOCATION

The school's campus is located at
37365 Fremont Blvd. Fremont, CA 94536 USA
All classes are held at this location. No distance education is offered.

The website is <https://www.goldengatecollege.com>

The contact Information:
Telephone: (408) 816-0970
Email: info@goldengatelanguage.com

OUR MISSION

Golden Gate College ESL Program's mission is to provide international learners with high-quality English as a Second Language instruction in a welcoming and dynamic environment. We accomplish this through comprehensive, multi-level evaluations of our institution and programs, ensuring continuous improvement and excellence in our educational offerings.

INSTITUTIONAL GOALS

The institutional goals for Golden Gate College's ESL program are:

- To assist all learners in attaining their academic and professional goals.
- To provide a high quality, up-to-date and effective curriculum with a variety of course offerings.
- To enable all learners to communicate in English while furthering the understanding of American culture.
- To maintain a safe and friendly atmosphere and effective student services that promote respect for the diversity and dignity of all learners.
- To promote international understanding by supporting social interaction among all program participants.

- To demonstrate our continued commitment to excellence in education, and
- To uphold the highest standards of integrity in all areas of operation.

OUR SERVICES

Golden Gate Language School (GGLS) ESL Program's friendly and professional staff offers assistance in many areas. The following is a sample of the services provided, for more detailed information, please contact the school.

Conditional College Acceptance Program:

This program enables students to apply simultaneously to GGLS'S ESL Program and an affiliate college or university. The affiliate institution will conditionally accept the student even though his/her TOEFL score is below the institution's requirement. Upon fulfilling the English requirement at GGLS, the student automatically transfers to the affiliate institution.

Guaranteed Transfer to Affiliate Colleges without TOEFL: GGLS's ESL Program maintains formal transfer agreements with several regional and national colleges and universities. Affiliate institutions will waive their TOEFL requirement for students who have satisfactorily completed level 12 at GGLS.

College Transfer Assistance: The administrative staff can provide information and assistance for college transfer. Current college catalogues and applications are on file.

Student Visa Counseling: The Director can provide assistance throughout the visa process.

Cultural and Social Activities: The cultural and social events of the school are not only fun, but also provide great learning experiences for the students. There are many after school social and sports clubs, which meet each week. GGLS concludes each session with a graduation ceremony. The school also hosts many annual events such as

the Valentine Party, Halloween Costume Party and the Christmas Party. Examples of past field trips include San Francisco, Stanford University and Monterey.

Faculty: All of our English language instructors are highly qualified teaching professionals. All hold college degrees and certificates for teaching English as a Second Language or a related field.

Facilities and Equipment: GGLS offers students modern classrooms, video players, computers with Internet and email access, free wireless Internet access, and a well-equipped lunchroom with complimentary coffee and tea. The administrative offices are also conveniently located at the school.

The school is located at 37365 Fremont Blvd. Fremont, CA 94536 USA, in the heart of California's high-tech Silicon Valley. Our campus is in a safe office park, easily reached from Santa Clara, Mountain View, Sunnyvale, and East Bay cities. There is ample free parking, and we are also accessible by Light Rail and VTA bus #58. The mild climate and proximity to San Francisco, the Pacific Ocean, and several major universities offer students the opportunity to enjoy many cultural and recreational activities.

CERTIFICATE

Upon completion of studies, each student is awarded Golden Gate Language Schools' Certificate of Achievement.

AFFILIATIONS

GGLS's ESL Program is a certified member of **EnglishUSA** the American Association of Intensive English Programs (AAIEP), the Association of International Educators

(NAFSA), and the California Association of Teachers of English to Speakers of Other Languages (CATESOL).

INTENSIVE ENGLISH PROGRAM

This in-depth curriculum is designed to meet the needs of international students who are preparing to enter American colleges and universities, as well as professionals and other non-English speakers who wish to learn the language skills necessary for language fluency.

Class schedule: Most classes are held daily, Monday through Thursday, between the hours of 9:10 AM to 3:20 PM. For levels 7-12, college writing preparatory classes are held on Fridays between the hours of 9:10 AM to 12:00 PM. All classes are conducted at our school's location in San Jose, CA, or through Zoom for our IDL Program. Sessions are four weeks in length.

Beginning dates: Classes are held year-round. Session start dates are listed on the GGLS calendar. I-20 students should start classes at the beginning of a session. All other students may enter the program at any time.

Placement: All new incoming students must take the computerized Versant English Placement Test before beginning classes. This exam is scheduled by appointment and tests speaking, listening, writing and reading skills for placement into the Intensive English Program. See price list for cost.

Eligibility: Any post-secondary student, regardless of academic, personal or occupational goals, may take any class for which he/she is qualified for enrollment as determined by the Director. GGLS does not discriminate on the basis of age, race, ethnic origin, gender, sexual orientation, or religion. The minimum level of English language proficiency required for admittance is pre-level 1 with a knowledge of the English

alphabet as determined by the Versant English Placement Test.

Class Availability: A class may be subject to cancellation if it does not meet the minimum enrollment requirements established by Golden Gate Language Schools (GGLS).

Program Description: There are 12 levels of instruction and over 40 classes in the GGLS Intensive English Program (IEP). All classes are taught only in English. Students are placed at the correct English level of proficiency based on the scores of the Versant English Placement Test. Classes are 60 minutes long including a 10-minute break. Full-time attendance is 5 to 6 hours of class Monday through Thursday (80-108 hours per session). Part-time attendance is 4 hours of class or less per day (64 hours or less per session).

Intensive English Program Levels: Classes at each of the 12 levels of the Intensive English Program are listed below, along with each class objective, the number of hours of instruction per class per day, and the specific classes needed to complete each level. Each English proficiency level can be completed in four weeks.

IEP Tutoring: Private tutoring for Intensive English Program students is available after class. For more information and prices, see the Director.

RE: Readiness

All classes at this level are preparation for entry into Introduction to English 1 classes (IEP1). This level is designed for students who have had little or no exposure to the English language. These classes are offered on a private instruction basis.

IEP1: Introduction to English 1

Requirements for completion of level: Grammar, Listening/Speaking and Reading/Writing

GRAMMAR: 2 hours/M-Th
Structures introduced include the simple present and past of Be, WH questions, and nouns.

LISTENING/SPEAKING: 2 hours/M-Th
Students learn to build the skills necessary to understand spoken English and to express themselves.

READING/Writing: 1 hour/M-Th
Students learn basic reading comprehension and vocabulary along with simple sentence construction.

ELECTIVES: 1 hour/M-Th
GENERAL ENGLISH 1

Please refer to the Electives section for descriptions.

IEP2: Introduction to English 2

Requirements for completion of level: Grammar, Listening/Speaking and Reading/Writing

GRAMMAR: 2 hours/M-Th
Structures covered include present progressive, the simple past, and the future Be going to.

LISTENING/SPEAKING: 2 hours/M-Th
Students continue to learn the skills necessary to understand spoken English and to express themselves.

READING/Writing: 1 hour/M-Th
Continued study of basic reading comprehension and vocabulary along with

sentence completions and composition of single sentences.

ELECTIVES: 1 hour/M-Th
GENERAL ENGLISH 2

Please refer to the Electives section for descriptions.

IEP3: Introduction to English 3

Requirements for completion of level: Grammar, Listening/Speaking and Reading/Writing

GRAMMAR: 2 hours/M-Th
Structures covered include the simple present, nouns, adjectives and prepositions.

LISTENING/SPEAKING 2 hours/M-Th
Focus on bringing the student closer to self-expression through spontaneous, high interest topics with an emphasis on group interaction.

READING/Writing: 1 hour/M-Th
Systematic development of vocabulary and reading strategies with an emphasis on reading for meaning along with writing exercises that require completing sentences, compose single sentences, or write a short paragraph.

ELECTIVES: 1 hour/M-Th
GENERAL ENGLISH 3

Please refer to the Electives section for descriptions.

IEP4: Low Intermediate English 1

Requirements for completion of level: Grammar, Listening/Speaking, Reading/Writing and Writing

GRAMMAR: 1 hour/M-Th
Structures covered include the present progressive and the simple past.

LISTENING/SPEAKING: 2 hours/M-Th
Emphasis on listening and speaking activities that prepare a student for real-life situation.

READING/Writing: 1 hour/M-Th
Designed to improve general reading skills and expand vocabulary along with short paragraph-writing tasks.

WRITING: *1 hour/M-Th*
Teaches the skills needed for effective writing such as identifying parts of a paragraph and constructing a well-organized paragraph.

ELECTIVES: *1 hour/M-Th*
PRONUNCIATION 1
GENERAL ENGLISH 4
Please refer to the Electives section for descriptions.

IEP5: Low Intermediate English 2
Requirements for completion of level: Grammar, Listening/Speaking, Reading/Writing and Writing

GRAMMAR: *1 hour/M-Th*
Structures covered include the future tense and quantifiers.

LISTENING/SPEAKING: *2 hours/M-Th*
Emphasis on improving conversation skills by focusing on self-expression.

READING/WRITING: *1 hour/M-Th*
Designed to improve general reading skills and expand vocabulary along with short paragraph-writing tasks.

WRITING: *1 hour/M-Th*
Focus on skills needed for effective Academic writing such as constructing well-organized paragraphs, adding support and using signal words.

ELECTIVES: *1 hour/M-Th*
PRONUNCIATION 1
GENERAL ENGLISH 5
Please refer to the Electives section for descriptions.

IEP6: Low Intermediate English 3
Requirements for completion of level: Grammar, Listening/Speaking, Reading/Writing and Writing

GRAMMAR: *1 hour/M-Th*

Structure covered include advice and necessity modals, comparisons, and superlatives.

LISTENING/SPEAKING: *2 hours/M-Th*
Students improve speaking skills by focusing on content.

READING/WRITING: *1 hour/M-Th*
Designed to improve general reading skills and expand vocabulary along with short paragraph-writing tasks.

WRITING: *1 hour/M-Th*
Introduction to academic writing styles and the structures of formal written English.

ELECTIVES: *1 hour/M-Th*
PRONUNCIATION 1
GENERAL ENGLISH 6
Please refer to the Electives section for descriptions.

IEP7: Intermediate English 1
Requirements for College Track completion of level: Grammar, Listening/Speaking, Reading, Writing, and University Success

GRAMMAR: *1 hour/M-Th*
Structure covered include present, past, and future tense.

LISTENING/SPEAKING: *2 hours/M-Th*
Students learn communication strategies to share their opinions in discussions, present information, and find solutions to problems.

READING: *1 hour/M-Th*
Develop academic reading skills with an emphasis on reading for meaning, skimming and scanning. Material focuses on high interest reading on academic subjects.

WRITING: *1 hour/M-Th*
Continue to practice using a variety of academic writing styles and the structures of formal written English.

UNIVERSITY SUCCESS:
ORAL COMMUNICATION *1 hour/M-Th*
Designed to prepare students for mainstream academic environments with an emphasis on communication skills.

UNIVERSITY SUCCESS:

WRITING *3 hours/Fridays*

Designed to prepare students for mainstream academic environments with an emphasis on writing skills.

ELECTIVES: *1 hour/M-Th*

- AMERICAN IDIOMS 1
- AMERICAN IDIOMS 2
- BUSINESS CONVERSATION 1
- BUSINESS CONVERSATION 2
- PRONUNCIATION 2
- TOEFL iBT LISTENING
- TOEFL iBT READING
- TOEFL iBT SPEAKING
- TOEFL iBT WRITING
- GENERAL ENGLISH 7

Please refer to the Electives section for descriptions.

IEP8: Intermediate English 2

Requirements for College Track completion of level: Grammar, Listening/Speaking, Listening Comp., Reading, Writing, and University Success

GRAMMAR: *1 hour/M-Th*

Structure covered include the present perfect and ability, possibility and permission modals.

LISTENING/SPEAKING: *2 hours/M-Th*

Students learn communication strategies to share their opinions in discussions, present information, and find solutions to problems.

READING: *1 hour/M-Th*

Continue to develop academic reading skills with an emphasis on reading for meaning, skimming and scanning. Material focuses on high interest reading on academic subjects.

WRITING: *1 hour/M-Th*

Focuses on techniques and formats important to college-level academic writing. Students learn how to compose, critique, edit and revise their work.

UNIVERSITY SUCCESS:

ORAL COMMUNICATION *1 hour/M-Th*

Designed to prepare students for mainstream academic environments with an emphasis on communication skills.

UNIVERSITY SUCCESS:

WRITING *3 hours/Fridays*

Designed to prepare students for mainstream academic environments with an emphasis on writing skills.

ELECTIVES: *1 hour/M-Th*

- AMERICAN IDIOMS 1
- AMERICAN IDIOMS 2
- BUSINESS CONVERSATION 1
- BUSINESS CONVERSATION 2
- LISTENING/SPEAKING 8
- PRONUNCIATION 2
- TOEFL iBT LISTENING
- TOEFL iBT READING
- TOEFL iBT SPEAKING
- TOEFL iBT WRITING
- VOCABULARY 1
- GENERAL ENGLISH 8

Please refer to the Electives section for descriptions.

IEP9: Intermediate English 3

Requirements for College Track completion of level: Grammar, Listening/Speaking, Listening Comp., Reading, Writing, and University Success

GRAMMAR: *1 hour/M-Th*

Structure covered include requests and advice modals, nouns, quantifiers and articles.

LISTENING/SPEAKING: *2 hours/M-Th*

Students learn communication strategies to share their opinions in discussions, present information, and find solutions to problems.

READING: *1 hour/M-Th*

Continue to develop academic reading skills with an emphasis on reading for meaning, skimming and scanning. Material focuses on high interest reading on academic subjects.

WRITING: *1 hour/M-Th*

Continued focus on techniques and formats important to college-level academic writing. Students will be able to write various types of paragraphs.

UNIVERSITY SUCCESS:
ORAL COMMUNICATION 1 hour/M-Th
Designed to prepare students for mainstream academic environments with an emphasis on communication skills.

UNIVERSITY SUCCESS:
WRITING 3 hours/Fridays
Designed to prepare students for mainstream academic environments with an emphasis on writing skills.

ELECTIVES: 1 hour/M-Th
AMERICAN IDIOMS 3
AMERICAN IDIOMS 4
ADVANCED BUSINESS ENGLISH 1
ADVANCED BUSINESS ENGLISH 2
CULTURALLY SPEAKING 1
CULTURALLY SPEAKING 2
CURRENT EVENTS
LISTENING/SPEAKING 8
LISTENING/SPEAKING 9
PRONUNCIATION 2
SPEECH 1
SPEECH 2
TOEFL iBT LISTENING
TOEFL iBT READING
TOEFL iBT SPEAKING
TOEFL iBT WRITING
VOCABULARY 1
VOCABULARY 2
GENERAL ENGLISH 9

Please refer to the Electives section for descriptions.

IEP10: High Intermediate English 1
Requirements for College Track completion of level: Grammar, Listening/Speaking, Listening Comp., Reading, Writing, and University Success

GRAMMAR: 1 hour/M-Th
Structures covered include superlatives, gerunds and infinitives.

LISTENING/SPEAKING: 2 hours/M-Th
Students learn communication strategies to share their opinions in discussions, present information, and find solutions to problems.

READING: 1 hour/M-Th

Continue to develop academic reading skills with an emphasis on reading for meaning, skimming and scanning. Material focuses on high interest reading on academic subjects.

WRITING: 1 hour/M-Th
Continued focus on college-level academic writing. Students will be able to write various types of paragraphs and peer review the writings of others.

UNIVERSITY SUCCESS:
ORAL COMMUNICATION 1 hour/M-Th
Designed to prepare students for mainstream academic environments with an emphasis on communication skills.

UNIVERSITY SUCCESS:
WRITING 3 hours/Fridays
Designed to prepare students for mainstream academic environments with an emphasis on writing skills.

ELECTIVES: 1 hour/M-Th
AMERICAN IDIOMS 3
AMERICAN IDIOMS 4
ADVANCED BUSINESS ENGLISH 1
ADVANCED BUSINESS ENGLISH 2
CULTURALLY SPEAKING 1
CULTURALLY SPEAKING 2
CURRENT EVENTS
LISTENING/SPEAKING 8
LISTENING/SPEAKING 9
PRONUNCIATION 2
SPEECH 1
SPEECH 2
TOEFL iBT LISTENING
TOEFL iBT READING
TOEFL iBT SPEAKING
TOEFL iBT WRITING
VOCABULARY 1
VOCABULARY 2
GENERAL ENGLISH 10

Please refer to the Electives section for descriptions.

IEP11: High Intermediate English 2
Requirements for College Track completion of level: Grammar, Critical Thinking 1 and Reading, Writing and University Success

GRAMMAR: 1 hour/M-Th

Structures covered include reflexive and reciprocal pronouns, phrasal verbs and modals.

CRITICAL THINKING 1: 2 hours/M-Th
College level, integrated skills approach. Students analyze an argument, distinguish biased from objective texts and express their own opinions on a variety of topics.

READING: 1 hour/M-Th
Continue to develop academic reading skills with an emphasis on reading for meaning, skimming and scanning. Material focuses on high interest reading on academic subjects.

WRITING: 1 hour/M-Th
Continued focus on college-level academic writing. Students will be able to write various types of paragraphs and peer review the writings of others.

**UNIVERSITY SUCCESS:
ORAL COMMUNICATION** 1 hour/M-Th
Designed to prepare students for mainstream academic environments with an emphasis on communication skills.

**UNIVERSITY SUCCESS:
WRITING** 3 hours/Fridays
Designed to prepare students for mainstream academic environments with an emphasis on writing skills.

ELECTIVES: 1 hour/M-Th
AMERICAN IDIOMS 3
AMERICAN IDIOMS 4
ADVANCED BUSINESS ENGLISH 1
ADVANCED BUSINESS ENGLISH 2
CULTURALLY SPEAKING 1
CULTURALLY SPEAKING 2
CURRENT EVENTS
LISTENING/SPEAKING 8
LISTENING/SPEAKING 9
PRONUNCIATION 2
SPEECH 1
SPEECH 2
TOEFL iBT LISTENING
TOEFL iBT READING
TOEFL iBT SPEAKING
TOEFL iBT WRITING
VOCABULARY 1

**VOCABULARY 2
GENERAL ENGLISH 11**

Please refer to the Electives section for descriptions.

IEP12: High Intermediate English 3
*Requirements for completion of level:
Grammar, Critical Thinking 1 and Reading,
Writing and University Success*

GRAMMAR: 1 hour/M-Th
Structures covered include the passive, conditional sentences and indirect speech.

CRITICAL THINKING 2: 2 hours/M-Th
Continued development of critical thinking skills. Students analyze an argument, distinguish between and respond to various opinions on a variety of topics.

READING: 1 hour/M-Th
Continue to develop academic reading skills with an emphasis on reading for meaning, skimming and scanning. Material focuses on high interest reading on academic subjects.

WRITING: 1 hour/M-Th
Continued focus on college-level academic writing. Students will be able to write various types of essays and peer review the writings of others.

**UNIVERSITY SUCCESS:
ORAL COMMUNICATION** 1 hour/M-Th
Designed to prepare students for mainstream academic environments with an emphasis on communication skills.

**UNIVERSITY SUCCESS:
WRITING** 3 hours/Fridays
Designed to prepare students for mainstream academic environments with an emphasis on writing skills.

ELECTIVES: 1 hours/M-Th
AMERICAN IDIOMS 3
AMERICAN IDIOMS 4
ADVANCED BUSINESS ENGLISH 1
ADVANCED BUSINESS ENGLISH 2
CULTURALLY SPEAKING 1
CULTURALLY SPEAKING 2
CURRENT EVENTS
LISTENING/SPEAKING 8

LISTENING/SPEAKING 9
PRONUNCIATION 2
SPEECH 1
SPEECH 2
TOEFL iBT LISTENING
TOEFL iBT READING
TOEFL iBT SPEAKING

TOEFL iBT WRITING
VOCABULARY 1
VOCABULARY 2
GENERAL ENGLISH 12

Please refer to the Electives section for descriptions.

ELECTIVES

Please see the Director regarding the availability of a course.

Business Courses

Advanced Business English 1: Focus on effective communications in international business situations. Skills learned include using culturally appropriate negotiating strategies and leading and participating in effective business meetings.

Open to IEP levels: 9, 10, 11, 12

Advanced Business English 2: Continued focus on effective communications in international business situations. Skills learned include using culturally appropriate negotiating strategies and leading and participating in effective business meetings.

Open to IEP levels: 9, 10, 11, 12

Business Conversation 1 (Intermediate): Focus on developing business skills such as taking part in meetings, telephoning, and socializing.

Open to IEP levels: 7, 8

Business Conversation 2 (Intermediate): Focus on developing presentation and negotiation skills.

Open to IEP levels: 7, 8

Conversation Courses

American Idioms 1: Students learn frequently used phrasal American idioms with an emphasis on speaking, listening and writing.

Open to IEP levels: 7, 8

American Idioms 2: Students learn frequently used phrasal American idioms with an emphasis on speaking, listening and writing.

Open to IEP levels: 7, 8

American Idioms 3: Teaches students to recognize and produce frequently used American idioms with an emphasis on improving pronunciation, listening and speaking skills.

Open to IEP levels: 9, 10, 11, 12

American Idioms 4: Teaches students to recognize and produce frequently used American idioms with an emphasis on improving pronunciation, listening and speaking skills.

Open to IEP levels: 9, 10, 11, 12

Culturally Speaking 1: Students share and compare their own cultural thoughts and traditions with contemporary American customs and everyday situations.

Open to IEP levels: 9, 10, 11, 12

Culturally Speaking 2: Students continue to share and compare their own cultural thoughts and traditions with contemporary American customs and different everyday situations.

Open to IEP levels: 9, 10, 11, 12

Current Events: An exploration of current issues in the news. Students will learn to express supporting and opposing opinions and lead a discussion.

Open to IEP levels: 9, 10, 11, 12

Consider the Issues 1: Students will develop listening, discussion, presentation, and critical thinking skills and be able to express their own opinions on complex issues.

Open to IEP levels: 8, 9, 10, 11, 12

Consider the Issues 2: Students continue to develop listening, discussion, presentation, and critical thinking skills and to express their own opinions on complex issues.
Open to IEP levels: 9, 10, 11, 12

Speech 1 Advanced Communication Skills: Emphasis on developing strategies for making effective presentations.
Open to IEP levels: 9, 10, 11, 12

Speech 2 Advanced Communication Skills: Students further develop strategies for making effective presentations and continue study of speech techniques.
Open to IEP levels: 9, 10, 11, 12

Speech 3 Advanced Communication Skills: Students further develop strategies for making effective presentations and continue study of speech techniques.
Open to IEP levels: 9, 10, 11, 12

Pronunciation Courses

Pronunciation 1A: High beginning and low intermediate students are introduced to the International Phonetic Alphabet (IPA). They learn to speak more clearly and accurately with an emphasis on vowels and consonants
Open to IEP levels: 4, 5, 6

Pronunciation 1B: Students continue to learn to speak more clearly and accurately with an emphasis on sound, stress, rhythm, and intonation. **Open to IEP levels: 4, 5, 6**

Pronunciation 2A: Intermediate and advanced students are introduced to the International Phonetic Alphabet (IPA). They learn to speak more clearly and accurately with an emphasis on vowels and consonants
Open to IEP levels: 7, 8, 9, 10, 11, 12

Pronunciation 2B: Students continue to learn to speak more clearly and accurately with an emphasis on sound, stress, rhythm, and intonation.
Open to IEP levels: 7, 8, 9, 10, 11, 12

TOEFL Courses

TOEFL iBT Listening: Strategies for improving the test score such as identifying the main idea and detailed information and the speaker's attitude toward a particular topic. Practice tests are also given.
Open to IEP levels: 9, 10, 11, 12

TOEFL iBT Reading: Strategies for improving the test score such as understanding vocabulary from context, recognizing referents, and simplifying meanings of sentences. Practice test are also given.
Open to IEP levels: 9, 10, 11, 12

TOEFL iBT Speaking: Students improve their score by learning strategies to plan and respond to a question. Practice tests are also given. **Open to IEP levels: 9, 10, 11, 12**

TOEFL iBT Writing: Students improve their score by learning strategies to write a unified essay and correct their errors. Practice tests are also given.
Open to IEP levels: 9, 10, 11, 12

Vocabulary

Vocabulary 1: Students learn general and academic vocabulary through a variety of thematic readings and interactive exercises.
Open to IEP levels: 8, 9, 10, 11, 12

Vocabulary 2: Further expansion of academic vocabulary. The student will be able to identify prefixes, roots and suffixes as well as discover the meaning of new words via context clues.
Open to IEP levels: 8, 9, 10, 11, 12

General English

General English 1: Students develop the spoken and written language they need to communicate in their personal, academic, and work lives. In each lesson, students build collaborative and critical thinking skills needed in the 21st century.
Open to IEP levels: 1

General English 2: Students develop the spoken and written language they need to communicate in their personal, academic, and work lives. In each lesson, students build collaborative and critical thinking skills needed in the 21st century.

Open to IEP levels: 2

General English 3: Students develop the spoken and written language they need to communicate in their personal, academic, and work lives. In each lesson, students build collaborative and critical thinking skills needed in the 21st century.

Open to IEP levels: 3

General English 4: Students develop the spoken and written language they need to communicate in their personal, academic, and work lives. In each lesson, students build collaborative and critical thinking skills needed in the 21st century.

Open to IEP levels: 4

General English 5: Students develop the spoken and written language they need to communicate in their personal, academic, and work lives. In each lesson, students build collaborative and critical thinking skills needed in the 21st century.

Open to IEP levels: 5

General English 6: Students develop the spoken and written language they need to communicate in their personal, academic, and work lives. In each lesson, students build collaborative and critical thinking skills needed in the 21st century.

Open to IEP levels: 6

General English 7: Students develop the spoken and written language they need to communicate in their personal, academic, and work lives. In each lesson, students build

collaborative and critical thinking skills needed in the 21st century.

Open to IEP levels: 7

General English 8: Students develop the spoken and written language they need to communicate in their personal, academic, and work lives. In each lesson, students build collaborative and critical thinking skills needed in the 21st century.

Open to IEP levels: 8

General English 9: Students develop the spoken and written language they need to communicate in their personal, academic, and work lives. In each lesson, students build collaborative and critical thinking skills needed in the 21st century.

Open to IEP levels: 9

General English 10: Students develop the spoken and written language they need to communicate in their personal, academic, and work lives. In each lesson, students build collaborative and critical thinking skills needed in the 21st century.

Open to IEP levels: 10

General English 11: Students develop the spoken and written language they need to communicate in their personal, academic, and work lives. In each lesson, students build collaborative and critical thinking skills needed in the 21st century.

Open to IEP levels: 11

General English 12: Students develop the spoken and written language they need to communicate in their personal, academic, and work lives. In each lesson, students build collaborative and critical thinking skills needed in the 21st century.

Open to IEP levels: 12

GGLS POLICIES AND PROCEDURES

This section contains important information, policies and procedures that will help guide you through school. We have divided the information into sections: *Before Starting Classes, While Attending School, Leaving the School and Other Information.*

The staff and instructors are always here to help you. If you have any questions, please ask one of us.

BEFORE STARTING CLASSES

MATERIALS

You should have a notebook or a three-ring binder with college-ruled paper and several dividers, as well as pens, pencils and erasers.

OBTAINING YOUR CLASS SCHEDULE

When you register for classes, the Administrative Assistant at the front office will tell you the day and time to pick up your schedule, buy your books, and pay for your classes. If you pick up your schedule on the first day of class, go to the lobby area. If you have any questions regarding your schedule, please speak to the Director immediately.

BOOKS

Books are sold at the same time you receive your schedule. Most of our books are consumable; that is, you will need to write in them. If you want to sell your books back to the school at the end of the session, please make sure that they are clean and in good condition, and there are no visible answers or notes in them. GGLS will buy back only those books that are still used in the school's curriculum. For more information, please refer to **SELL YOUR BOOKS** in the **Leaving the School** section of this booklet.

SCHEDULE of TOTAL CHARGES

Charges and Tuition payments (initial and subsequent Periods of Financial Obligation or Enrollment Periods) are due and payable on or before the first day of class. You can pay for your classes when you pick up your schedule.

Tuition Payment

2 Sessions (8 weeks/20 hours per week)

Registration Fee (one-time)*	\$100
Tuition (General Track)	\$2,600
STRF*	\$0
Textbooks (avg.)	<u>\$350</u>
	\$3,050

Entire Program

12 sessions (48 weeks/20 hours per week):	
Registration Fee (one-time)*	\$100

Tuition (General Track)	\$14,400
STRF*	\$0
Textbooks (avg.)	<u>\$2,100</u>
	\$16,600

Other Charge

Placement Test Fee*	\$25
Express Mail Fee*	\$80
Check Bounce Fee*	\$35
Late Fee*	<u>\$10</u>
	\$150

* Nonrefundable

Prices are subject to change without notice

- The Registration Fee (as application fee) is one-time nonrefundable.
- The Placement Test Fee is nonrefundable once the test code is generated.
- The California Student Tuition Recovery Fund (STRF) is nonrefundable.
- Textbooks and material fees are nonrefundable.
- There is a late fee of \$10 for any balance outstanding by the end of the first day of class.
- There is a \$35 fee for any check returned by the bank.
- Students are expected to attend continuously for the contracted period of enrollment. No tuition credit is given for days missed for any reason. Any special circumstances will require written pre-approval from the Director.

Tuition includes the assessment for the Student Tuition Recovery Fund, CEC §94909(a)(14), CCR §76215(a) and CCR §76215(b). The State of California established the Student Tuition Recovery Fund (STRF) to relieve or mitigate economic loss suffered by a student in an educational program at a qualifying institution, who is or was a California resident while enrolled or was enrolled in a residency program, if the student enrolled in the institution, prepaid tuition, and suffered an economic loss. Unless relieved of the obligation to do so, you must pay the state-imposed assessment for the STRF, or it must be paid on your behalf, if you are a student in an educational program, who is a California resident, or are

enrolled in a residency program, and prepay all or part of your tuition.

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

It is important that you keep copies of your enrollment agreement, financial aid documents, receipts, or any other information that documents the amount paid to the school. Questions regarding the STRF may be directed to the Bureau for Private Postsecondary Education, 1747 North Market, Suite 225, Sacramento, CA 95834, (916) 431-6959 or (888) 370-7589.

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

1. The institution, a location of the institution, or an educational program offered by the institution was closed or discontinued, and you did not choose to participate in a teach-out plan approved by the Bureau or did not complete a chosen teach-out plan approved by the Bureau.
2. You were enrolled at an institution or 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 non-collection 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, that 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.

WHILE ATTENDING SCHOOL

STUDENT ORIENTATION

All new I-20 students must attend an Orientation Meeting held the first week of each new session. Information about F-1 status, Health Insurance, Social Security and

other important information are given. Attendance is required for I-20 students.

SCHEDULE CHANGES

All **schedule changes**, i.e. adding or dropping a class, must be completed within the first three days of class attendance. All schedule changes must be authorized by the Director. A Drop/Add Request Form must be completed and signed by instructors before any class change is complete.

BOOK RETURNS OR EXCHANGES DURING THE SESSION

You may return or exchange books for full credit or refund if you have schedule changes within the first two days of class attendance. You **MUST** bring the cash register receipt and the books must be in their original condition for a full refund.

CLASS TIMES AND PUNCTUALITY

All classes are 60 minutes long including a 10-minute break. Please refer to your class schedule for your class times.

You must be in class, ready to begin, at the designated times. If you are not on time, you may be considered tardy.

LUNCHROOM & LUNCH HOUR

Our lunchtime is 12:00 p.m. to 12:30 p.m. You may use the refrigerator and microwaves. Please don't leave any food in the refrigerator or counters to spoil. Wash and take home your dishes and throw away any trash.

HOMEWORK

Your teachers will assign homework. If you cannot complete an assignment because it is too difficult for you, please speak to your teacher.

MIDSESSION FEEDBACK

Instructors will provide you with written feedback in the middle of each session. At the same time instructors will notify the Director regarding students whose progress and/or attendance is unsatisfactory.

SPEAK ONLY ENGLISH

GGLS encourages students to speak English at the school. "Speaking English consistently" is so important that it is one of the criteria for the *Student of the Week* award, which is presented at the weekly school assembly.

SOCIAL ACTIVITY CLUBS

Each session, new social activity clubs form that reflect the interests of the students. They usually meet once per week at lunch or after school. For example, one session may have clubs for tennis, basketball, international cooking, American movies, and reading.

CULTURAL ACTIVITIES

Throughout the year, you will learn about American holidays and traditions. Cultural activities include an Easter egg hunt, a Halloween costume party, Thanksgiving celebration and Christmas caroling.

SCHOOL TRIPS

School trips are organized excursions to places of interest in Northern California. The date, destination and cost of each trip will be announced in advance. Students need to be in good academic standing to be eligible to participate in field trips that are offered during class hours. Every participating student (or his/her sponsor if the student is under 18) must sign a field trip release form before the trip begins.

WIRELESS ACCESS

There is free WIFI throughout the school. Your class schedule will have the current password to access the Internet.

COMPUTERS

Computers are available from 9:00 a.m. to 4:00 p.m., Monday through Friday. You may use them for class work, word processing, Internet, and email.

Using the Computers

- **DO NOT** change the desktop or any of the settings.
- **DO NOT** save any documents you have created on the computer's hard drive. Personal files and folders will be deleted

from all computers every week. To save personal documents, please email them to yourself.

- **DO NOT** bring food or drinks into the computer area.
- Please print only what you need.
- Please print only one copy - don't waste paper and ink.
- If there is no more paper, ask for assistance in the lobby.

LIBRARY RESOURCES

There is a bookcase in the hallway with resource material such as dictionaries, pronunciation books and graded readers. You may use these materials at any time. Be sure to put them back after you have used them.

GGLS STUDENT CARD

You can create a digital student ID by downloading the ID123: Digital ID Card App from the AppStore or Google Play. The student card may be used for discounts at some movie theaters, museums, aquariums, and parks.

NOTICE OF CHANGE OF ADDRESS

You must inform the school immediately of any change of address or telephone number. Please fill out the **Change of Address** form located at the front office.

COMMENTS AND SUGGESTIONS

We are constantly trying to improve the school. If you have any comments or suggestions, please tell us. Your feedback is very important.

IF THERE IS A PROBLEM OF ANY KIND, PLEASE SPEAK WITH US RIGHT AWAY!

Talk to your instructor or one of the administrative staff members. We want to help each of you complete your classes successfully and reach your goals as quickly as possible.

GRIEVANCE PROCEDURE

Golden Gate College strives to maintain a friendly, caring environment in which all

students are treated fairly, but as in any complex organization, misunderstandings and even conflicts can arise from time to time. As a student, you have a right to try to resolve any conflicts you may have with the school. Below are the steps you should take to solve the problem.

- 1) Your first step must be to try to solve the problem informally. Meet with the other person(s) and try to solve the problem.
- 2) If you are unable to solve the problem by yourselves, you need to bring your complaint to the attention of the Director. If necessary, the Director will arrange a meeting with you and the other person(s) involved. All parties involved in the problem should try to find a solution at this level.
- 3) If you are still not satisfied, you can file a formal grievance. At this level, your complaint must be made in writing. On a sheet of paper, write your name, the date of the complaint, and the date when the problem occurred. You should describe the details of the event, what violation was committed, what facts establish the violation, what remedy you request. Grievances must be filed within 30 days of the event and submitted to the President of GGLS. The President will review your complaint and respond to you within 30 days.

In the event that you have exercised the GGLS's formal student complaint procedure, and the problems or issues have not been resolved, you have the right and is encouraged to take the following steps:

1. Complaints should be submitted in writing (by email or mail) to the ACCET office. Complaints received by phone will be documented, but the complainant will be requested to submit the complaint in writing.

2. The letter of complaint must contain the following information:
 - a. Name and location of the ACCET institution;
 - b. A detailed description of the alleged problem(s);
 - c. The approximate date(s) that the problem(s) occurred;
 - d. The names and titles/positions of all individual(s) involved in the problem(s), including faculty, staff, and/or other students;
 - e. What was previously done to resolve the complaint, along with evidence demonstrating that the institution's complaint procedure was followed prior to contacting ACCET;
 - f. The name, email address, telephone number, and mailing address of the complainant. If the complainant specifically requests that anonymity be maintained, ACCET will not reveal his or her

name to the institution involved;
and

- g. The status of the complainant with the institution (e.g. current student, former student, etc.).
 3. In addition to the letter of complaint, copies of any relevant supporting documentation should be forwarded to ACCET (e.g. student's enrollment agreement, syllabus or course outline, correspondence between the student and the institution).
 4. SEND TO:
ACCET
Chair, Complaint Review Committee
1722 N Street, NW Washington, DC 20036
Telephone: (202) 955-1113
Email: complaints@accet.org
Website: www.accet.org
- Complainants will receive an acknowledgement of receipt within 15 days.

SATISFACTORY ACADEMIC PROGRESS POLICY

Golden Gate College adheres to all state and federal regulations and maintains a Satisfactory Progress Policy (SPP) that evaluates both the quality and quantity of students' academic work. Students must maintain Satisfactory Progress to proceed to the next level and complete their program of study.

GGLS provides rolling enrollment, which permits students to enroll in courses at any time during a program. Students that are unable to enroll in classes before the midpoint may audit a course. Audited courses are not graded.

COURSE COMPLETION

Course completion shall occur when a student has finished a course load of one to three language skills (Grammar, Reading, Writing, Listening, and Speaking) with a C (2.0 GPA) average (or above) and has a cumulative attendance record of at least 80% of the course(s). In addition, students who are in levels two, six, and nine and are taking three or more classes, must take the Pearson Versant Progress Test (see page 19 for level rubric).

COURSE ADVANCEMENT

Course advancement shall occur when a student meets the course completion requirement. The student can then advance to the next level in the same language skill. For example, a student completes Reading 5 and Writing 5, the student can advance to level 6 Reading and Writing.

LEVEL COMPLETION

Description	CEFR	GSE	GGLS	Versant Test	Test Result
Beginning	A1	22-26	1		
		27-29	2	Progress Test	27-29 score needed to move up to the next level
	A2	30-32	3		
Low Intermediate	A2	33-35	4		
		36-38	5		
	A2+	39-42	6	Progress Test	39-42 score needed to move up to the next level
Intermediate	B1	43-44	7		
		45-47	8		
		48-50	9	Progress Test	48-50 score needed to move up to the next level
High Intermediate	B1+	51-52	10		
		53-55	11		
		56-58	12	Exit Test	56-58 score needed to complete the program successfully

Level completion shall occur when a student has finished a minimum course load of five language skills (Grammar, Reading, Writing, Listening, and Speaking) with a C (2.0 GPA) average (or above) and has a cumulative attendance record of at least 80% of that level. In addition, students who are in levels two, six, and nine must take the Pearson Versant Progress Test (see page 19 for level rubric).

LEVEL ADVANCEMENT

Level advancement shall occur when a student meets the course completion requirement.

PROGRAM COMPLETION

Program completion shall occur when a student has finished a minimum of one or more levels (course or level completion) with

a C (2.0 GPA) average (or above). In addition, a student must have a cumulative attendance record of at least 80% at the end of his or her chosen period of enrollment, and he or she has taken the Pearson Versant Exit Test successfully corresponding to that level's GSE score. (see the following level rubric).

GUARANTEED TRANSFER WITHOUT TOEFL PROGRAM

Golden Gate Language Schools maintains a formal Guaranteed Transfer Agreement with several regional and national colleges and universities. Each participating institution will waive its TOEFL score requirement for students who have completed level 12 at GGLS's ESL Program.

To complete the Guaranteed Transfer Program, students must finish the maximum course load of seven classes, maintain a C (2.0 GPA) average (or above), have a cumulative attendance record of at least 80%, and receive a 56-58 on the Pearson Versant Test after completing level 12.

ATTENDANCE POLICY

Regular and on time attendance is required to reach the goals established for each class and to maintain the quality of education at Golden Gate Language Schools.

TARDINESS

It is unacceptable to be late for class. How many minutes you are late determines your status. You are:

	<u>Minutes after class begins</u>
Late	1-10 minutes
Absent	11+ minutes

EARLY DEPARTURE

It is unacceptable to leave your class early. How many minutes you leave early determines your status.

	<u>Minutes before class ends</u>
Late	10 minutes or less
Absent	11+ minutes

BEING “LATE” CAN AFFECT YOUR GRADE

Each two (2) “late’s” will be counted as one (1) “absent.”

TYPES OF ABSENCES

Excused absences include family and personal emergencies, special religious holidays and extraordinary circumstances such as required college orientations.

Unexcused absences include but are not limited to personal obligations such as airport pick-ups, friends visiting from abroad and DMV appointments.

MAKE-UP WORK

Students must petition the Director to make up missed work. A written request must be submitted within five (5) days of the missed work. The Director will review the request and provide a written notice outlining a decision within two business days. Students granted permission to make up the missed work must complete the work with their instructor by the end of the course.

FAILING “F” GRADE AND ABSENCES

Any type of absence of 8 or more days will result in a failing “F” grade.

MANDATORY DISMISSAL

Any type of absence of 10 or more consecutive days will result in mandatory dismissal.

CONSEQUENCES OF EXCESSIVE ABSENCES

Students must maintain a cumulative attendance rate of 80%. You and, if applicable, your advisor or sponsor will be notified if your attendance reaches the 80% level. Absences from class of more than 20% (or more than four hours per class hour per four-week session) will affect your grades.

ABSENCES for a 16- or 32-Hour Course will have the following effect on grades:

# of Absences	% of Absences From Class	Consequence
1 - 3	6% - 19%	No change in grade

4 - 5	25% - 31%	Half-grade drop
6 - 7	37% - 44%	Full-grade drop
8+	50%+	F (Failing)

If you are unable to attend a class, you must notify the school within 24 hours.

You or your sponsor should call GGLS at (408) 374-9954 to inform a staff member or leave a message on the GGLS answering machine (24 hours a day).

ACADEMIC POLICY & CONSEQUENCES

Grades are assigned at the end of each session. Grade definitions are as follows:

Symbol Definition Grade Point Value

A	Excellent	4.0
A-		3.7
B+		3.3
B	Good	3.0
B-		2.7
C+		2.3
C	Satisfactory	2.0
C-		1.7
D+		1.3
D	Passing*	1.0
D-	Failing	0.7
F	Failing	0
AU	Audit†	No Value
W	Withdrawal††	No Value

Students must maintain a cumulative Grade Point Average (GPA)††† of 2.0 (C) or risk Academic Probation or Academic Jeopardy, which can lead to dismissal.

* Students can pass a course with a “D” grade. However, the cumulative GPA of 2.0 must be maintained to advance to the next level.

† Students who take 2 weeks or less of a four-week session, qualify for **Audit**. If a student chooses to audit a class, he/she will not receive a final grade. Please discuss this option with the Director before enrolling.

†† Students who request withdrawal from a class must consult with the Director.

††† Cumulative GPA is determined by dividing the total number of grade points earned by the total number of classes taken. One class can be 1 or 2 hours in length. A grade point with “No Value” is not counted towards the GPA.

REPEATING CLASSES

A class may be repeated a maximum of two times to improve a “D”, “D-” or “F” grade provided that a student’s maximum cumulative total length of the language

training does not exceed more than 36 months.

CONSEQUENCES OF FAILURE TO MEET SATISFACTORY ACADEMIC PROGRESS

PEARSON VERSANT TEST

A student will take the Pearson Versant Test to check the students' progress. This test will be taken at the end of level two, six, nine and at the end of their program. If a student fails to receive a passing GSE score for his or her level (see page 19 for level rubric), the student will repeat the level or be put into the level he or she tested into. Moreover, the student will receive an Individual Learning Plan. If GGLS's ESL Program does not offer the appropriate language level, the Director will suggest the student transfer to another school. If a student disputes the test results, the student may retake the test one additional time.

INDIVIDUAL LEARNING PLAN

A student receives an Individual Learning Plan (ILP) if they fail to meet satisfactory progress. An ILP is a plan of action to help students raise their grades and set their academic goal. Students can reach their goal by following the set paths laid out in the Intensive English Program. Also, students can get further help in order to meet the required standards by signing up for private instruction, joining study groups, or clubs during lunch.

VERBAL WARNING

A student receives verbal warnings if his or her academic progress is less than satisfactory during the first session.

If a student is failing a class with a D- (0.9 GPA) or F (0 GPA) or has a cumulative GPA of below 2.0 during mid-session, the Director receives the information from the instructors on the 'Mid-Session Feedback Form'. The Director meets with the student.

If the student is still failing a class with a D- (0.9 GPA) or F (0 GPA) or has an cumulative

GPA of below 2.0 at the end of the first session, the instructors notify the Director a few days before the end of the session through the 'End of Session Student Information Form'.

Subsequently, the Director meets with the student within two days after she receives the form from the instructors. The student is given a verbal warning to improve his or her grade during the second session. In addition, the student is given an ILP during the meeting and discuss it with the student, which the student is advised not only to follow, but also to achieve at least a C (2.0 GPA). In addition, the Director will suggest to the student to enroll in GGLS's tutoring program called 'English Plus'. The Director will also suggest ESL websites that may be useful for the student and/or school clubs such as Listening Club or Coffee Talk that GGLS offers. After the consultation, the student will be given the ILP and a verbal warning' note is made in the student's file and the ILP is filed in the student's file.

ACADEMIC PROBATION

If a student's grade has not risen to at least a 2.0 GPA during the second session, the student is placed on Academic Probation and the ILP is reviewed.

If a student's grade has not risen to at least a C (2.0 GPA) at the end of the second session, the Director will place him or her on 'Academic Probation'. A copy is put into his or her student file. Furthermore, the Director will review the ILP during the meeting and discuss it with the student, which the student is advised not only to follow, but also to achieve at least a C (2.0 GPA). In addition, the Director will suggest to the student to enroll in GGLS's tutoring program called 'English Plus'. The Director will also suggest ESL websites that may be useful for the student and/or school clubs such as Listening Club or Coffee Talk that GGLS offers. After the consultation, the student will be given the ILP, and the official academic letter, which

he or she has to sign. Copies of both letters are placed into the student's file.

ACADEMIC JEOPARDY

If a student's GPA continues to stay below 2.0 during the third consecutive session, he or she will be placed in 'Academic Jeopardy'. Subsequently, the Director will consult with the student one last time to help him progress by reviewing the ILP, and to explain to him the consequences that would follow if the student fails to raise his or her GPA. At the end of the meeting, the student is given the official jeopardy letter, which he or she has to sign. A copy of the ILP and Jeopardy letter are put into his or her student file.

DISMISSAL

Should a student remain in less than satisfactory progress status with a GPA below 2.0 at the end of the third session, the Director will meet with the student and dismiss him or her.

All above procedural steps will be noted in the student's digital and hardcopy files.

APPEAL

Any student wishing to appeal his/her 'Dismissal' must do so in writing within five working days from the date of the 'Notice of Dismissal'. The appeal is received by the Director who will require proof that the student's academic performance was misjudged. The school officials deciding the appeal are the Director and the President. The appeal will be decided within five working days from the date the written appeal is received by the Director. The student will be notified in writing no later than five working days from the appeal filing.

LEAVING THE SCHOOL

GRADUATIONS

- Graduating students can receive a Certificate of Achievement. Please fill out the **Graduation Notice** form at least 5 – 7 days before your last day of class. The form is located at the front office.

- We will have a graduation ceremony on the last day of the session during lunch for those students who have completed their programs.
- Every quarter (3 months), on the last day of the session, classes are shortened and GGLS will have a potluck lunch and graduation ceremony to celebrate with the graduates.

SELL YOUR BOOKS

The school will buy back used books if they are part of the current curriculum, in good condition, and all answers are completely erased. If the book comes with a CD-ROM, the original CD must be returned and in usable condition. Books can be returned according to the schedule posted at the end of the session in the lunchroom. Students will receive 50% of the price paid for each book.

STUDENT'S RIGHT TO CANCEL

- You have the right to cancel the Enrollment Agreement and get a refund. The institution, for all students, without penalty or obligation, shall refund 100 percent of the amount paid for institutional charges, less a reasonable deposit or application fee not to exceed two hundred and fifty dollars (\$250), if the notice of cancelation is made prior to or on the first day of instruction or the seventh day after enrollment whichever is later.
- Cancelation shall occur when you give notice of cancelation. You or your sponsor can do this verbally (in person or by phone) or written (by email or postal mail).
- The notice of cancelation need not take any particular form and, however expressed, it is effective if it shows that you no longer wish to be bound by this Agreement.

Withdrawal from the program

- You may withdraw from the program at any time. The refund policy below will be used to calculate your refund based on your last date of attendance (LDA).

- Failure to comply with school policies such as attendance or academic progress can result in automatic withdrawal. If it becomes necessary for the school to automatically withdraw you from our program, the refund policy below will be used to calculate your refund based on your last date of attendance (LDA).

Refund Policy Cancellation

- Rejection: If an applicant is rejected by GGLS for enrollment, a full refund will be made.
- Visa Denial: If a prospective student has his/her visa application rejected, GGLS shall refund 100 percent of the amount paid for institutional charges, less a reasonable deposit or application fee not to exceed two hundred fifty dollars (\$250) clearly itemized in the enrollment agreement as nonrefundable.
- Program Cancellation: If GGLS cancels a program subsequent to a student's enrollment, GGLS will refund all monies paid by the student.
- Cancellation Prior to the Start of Class or No Show: If an applicant accepted by GGLS cancels prior to the start of scheduled classes or never attends class (no show), GGLS shall refund 100 percent of the amount paid for institutional charges, less a reasonable deposit or application fee not to exceed two hundred fifty dollars (\$250) clearly itemized in the enrollment agreement as nonrefundable.

Program, Schedule, or Session Change

- Program, schedule or session changes that result in refund will be processed within 30 days of the date of the approved change.

Withdrawal/Termination

- Refunds will be calculated based on the last date of attendance (LDA). If the LDA is before or at 60% of their period of financial obligation, GGLS will retain a prorated amount of tuition. For students whose last date of attendance occurs after 60% of the period of obligation, GGLS

will retain all of the charges for that period.

Refunds can only be paid to the person or company from whom the funds originated and in the form of the original payment. Agency students: should you shorten your period of enrollment or period of financial obligation, please also contact your agency.

BPPE: CEC §94920 Mandatory Cancellation, Withdrawal, and Refund Policies

(a) *The institution shall advise each student that a notice of cancellation shall be in writing, and that a withdrawal may be effectuated by the student's written notice or by the student's conduct, including, but not necessarily limited to, a student's lack of attendance.*

(b) *Institutions shall refund 100 percent of the amount paid for institutional charges, less a reasonable deposit or application fee not to exceed two hundred fifty dollars (\$250), if notice of cancellation is made through attendance at the first-class session, or the seventh day after enrollment, whichever is later.*

(c) *The bureau may adopt by regulation a different method of calculation for instruction delivered by other means, including, but not necessarily limited to, distance education.*

(d) *The institution shall have a refund policy for the return of unearned institutional charges if the student cancels an enrollment agreement or withdraws during a period of attendance. The refund policy for students who have completed 60 percent or less of the period of attendance shall be a pro rata refund.*

TRANSCRIPTS

You will receive a copy of your transcript. In order to receive the official transcript, you must complete a Transcript Request Form and make your payment. It could take up to two weeks to prepare the transcripts.

RETENTION OF STUDENT RECORDS

Application materials from accepted applicants who do not enter a program will be retained in the Admissions Office. All application materials will be destroyed after six months.

All official student financial and academic records are kept in file for 7 years after the

graduation date or withdrawal date and transcripts shall be maintained permanently. To maintain confidentiality, any information regarding a student must be authorized by the student and the Director before any records are released.

MAINTAINING F-1 STUDENT STATUS

It is **your responsibility** as a student to maintain your F-1 status. The following information is provided to help you understand US Immigration and Golden Gate Language School policies. Please speak with the Director if you need assistance.

I-94 ARRIVAL/DEPARTURE RECORD

You must obtain your I-94 Arrival and Departure Record online. This document is required to apply for a driver's license, register a car, or contact the U.S. Citizenship and Immigration Services. Please go to www.cbp.gov/I94 and print out your I-94.

ENROLLMENT CHANGES

If you terminate your enrollment, you have 60 days in which to obtain an I-20 from the new school and complete your transfer. Failure to comply will place you "out of status" and you will no longer be in the U.S. legally.

NOTE: If you wish to extend your stay in the U.S. beyond the expiration date on the Form I-20, you must request an extension. Please see the Director. Without such a request, SEVIS (Student Exchange Visitor Information System) will automatically declare you "out of status."

REPORTING REQUIREMENT

If you enter the United States using a GGLS's I-20, you are required by law to report to GGLS on the date specified on the I-20. Failure to do so will place you "out of status" and is a violation of US. Immigration law.

REGULAR ATTENDANCE

To maintain F-1 student status, you must be enrolled full-time in the Intensive English Program and maintain regular attendance. A minimum attendance of 80% is required. Please refer to the ***ATTENDANCE POLICY*** in **While Attending School** section of this booklet.

VACATION POLICY

A student may take a vacation of up to 3 months after completion of **seven** consecutive sessions. If a student plans to leave the U.S. during your authorized vacation, you must obtain a travel signature on your I-20 form from the Director.

If a student is on vacation for more than 90 days, he or she will need to take the Versant test and be placed in the corresponding level.

LEAVE OF ABSENCE (LOA)

A Leave of Absence is an authorized temporary break in a student's attendance. After obtaining the LOA authorization from the GGLS Director, the student must depart the U.S. within 15 days. A Leave of Absence may not be longer than five months.

While the student is on a Leave of Absence, his/her SEVIS record will be temporarily terminated. The student must inform the GGLS Director at least one month in advance of his/her date of return so that the Director can request the re-activation to student status from SEVIS.

Upon approval of the re-activation, GGLS will update the student's I-20 to show the new starting date and mail the updated document to the student for re-entry into the United States.

If a student is on a Leave of Absence for more than 90 days, he or she will need to take the Versant test and be placed in the corresponding level.

MEDICAL LEAVE

If a student needs to go on medical leave, the student must show the Director a doctor note

requesting medical leave. The student must then fill out the medical leave request form and sign it. The Director will go over the form with the student so that he or she understands when to return to school. The student is then given a copy of the MLRF and the original along with the doctor's note is filed in the student's folder.

The PDSO or DSO will go into the student's SEVIS record and register the student under medical leave.

If a student is on medical leave for more than 90 days, he or she will need to take the Versant test and be placed in the corresponding level.

TOEFL, COLLEGE AND OTHER INFORMATION

THE TOEFL® TEST

If you are planning to take the TOEFL iBT Test (internet based TOEFL), refer to the Educational Testing Service website for more information at: www.ets.org.

GUARANTEED TRANSFER WITHOUT TOEFL PROGRAM

Golden Gate Language Schools maintains a formal guaranteed transfer agreement with several regional and national colleges and universities. Each participating institution will waive its TOEFL score requirement for students who have successfully completed level 12 at GGLS's ESL Program. Local institutions participating in this program are indicated in the list of colleges and universities on the next page. See the Director for additional information.

TRANSFERABILITY OF CREDITS AND CREDENTIALS EARNED AT OUR INSTITUTION

The transferability of credits you earn at GGLS's ESL Program is at the complete discretion of an institution to which you may

seek to transfer. Acceptance of the certificate you earn in the Intensive English 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 the ESL Program. GGLS does not award credit or offer assessments for prior experiential learning.

APPLYING TO A US COLLEGE OR UNIVERSITY

It is important that you begin applying several months before you enter a US college or university. Often it takes more than four months to request, receive, and complete the application form, to take the required tests, to get letters of recommendation, and to have your school records evaluated by the college admissions officer. It is a good idea to apply to at least three colleges in order to get accepted to a school of your choice without delay.

Request Information and Application

You may request information and application materials for international students by emailing the colleges, which interest you.

Fill Out and Send Application

When you receive the materials from the college of your choice, read through all the information and application forms. Then, if you do not understand everything, you may ask the Director to help you. Fill out the application and return it to the college before the deadline. Allow at least 4 weeks to gather all of your documents.

TOEFL WAIVER GUARANTEED TRANSFER PROGRAM AFFILIATES

Local Community Colleges – Two-Year Institutions & Certificate Programs

Aviation Institute of Maintenance
Fremont, CA 94539
www.aviationmaintenance.edu

Cañada College
Redwood City, CA 94061
www.canadacollege.edu

College of San Mateo
San Mateo, CA 94402
www.collegeofsanmateo.edu

De Anza College
Cupertino, CA 95014
www.deanza.edu
Mission College
Santa Clara, CA 95054
www.missioncollege.edu

Evergreen Valley College
San Jose, CA 95135
www.evc.edu
Northwestern Polytechnic University
Fremont, CA 94539
www.npu.edu

Foothill College
Los Altos Hills, CA 94022
www.foothill.edu
Peralta Community College District
Oakland, CA 94606
https://web.peralta.edu

San Jose City College
San Jose, CA 95128
www.sjcc.edu

Skyline College
San Bruno, CA 94066
www.skylinecollege.edu

UCSC Silicon Valley Extension
Santa Clara, CA 95054
www.ucsc-extension.edu

West Valley College
Saratoga, CA 95070
www.westvalley.edu

Out-of-State Community Colleges – Two-Year Institutions

Red Rock Community College
Lakewood, CO 80401
www.rccc.edu

Southwestern Oregon Community College
Coos Bay, OR 97420
www.socc.edu

Local College/Universities – Four-Year Institutions

Lincoln University
Oakland, CA 94612
www.lincolnuca.edu

Notre Dame de Namur University
Belmont, CA 94002
www.ndnu.edu

(ITU) International Technology University
Santa Clara, CA 95134
www.itu.edu

Out-of-State College/Universities – Four-Year Institutions

Texas Wesleyan University
Fort Worth, TX 76105
www.txwes.edu

USEFUL GENERAL INFORMATION

HOUSING

GGLS is non-residential. The school does not offer dormitory facilities and has no responsibility to assist a student in finding housing. However, the school lists services that offer housing. Below is a list of housing opportunities:

1. International Student Placements

Students experience living with a host family and learn about American culture while making life-long friendships.

<https://isphomestays.com>

info @isphomestays.com

2. 4Stay

Students can search and book off campus housing

<https://goldengatelanguagehousing.4stay.com>

3. KAPI Residences

Students share fully furnished apartments that are close to GGLS

<http://www.kapiresidences.com>

bayarea@kapiresidences.com

Housing is readily available in and around San Jose. The average rent prices include the following:

- Studio: \$2,502
- 1 bedroom: \$2,796
- 2 Bedroom: \$3,371

LEGAL AGE

Twenty-one is the legal age in California. This means that you must be 21 to buy or drink alcoholic beverages or to go to a nightclub.

SMOKING

In California, smoking in public places is not allowed. This includes restaurants, office buildings, airplanes and stores. You must be 21 to buy cigarettes. For more information, call the City Manager's office of your city.

TRANSPORTATION & PARKING

Santa Clara County has a public bus system and light rail system, which serves cities within the county such as Cupertino, Mountain View, San Jose and Milpitas. For information on trip planning, go to the *VTA*

(Valley Transportation Authority) website: www.vta.org or call customer service at (408) 321-2300.

Caltrain is the train system, which connects cities on the San Francisco Peninsula from Gilroy to San Francisco. The Baby Bullet express makes it possible to travel between San Jose and San Francisco in less than one hour. The website is: www.caltrain.com.

BART (Bay Area Rapid Transit) is the transportation system, which connects cities on the San Francisco Peninsula with cities in the East Bay. The website is: www.bart.gov.

Other types of transportation include taxi and rideshare companies such as Uber and Lyft. If you need a taxi you must call a taxi company to pick you up.

GGLS is located in a safe office park with ample free parking.

DRIVING INFORMATION

If You Have a Tourist Visa: You may drive in California with a valid driver license from your home country.

If You Have a Student Visa (I-20): If you are an international student (F-1) and you want to drive a car in California you will need to apply for a California Driver License. Wait 10 days after you enter the United States. The 10-day-wait period gives government databases time to update your arrival information. Your SEVIS record needs to be updated and in "Active" status. GGLS places your SEVIS record in "Active" status 3-5 days after you register for your classes.

DMV (Department of Motor Vehicles)

1. Schedule an appointment with the DMV office. For faster service, make an appointment online at <http://dmv.ca.gov> or call 1-800-777-0133.

DMV

600 North Santa Cruz Ave,
Los Gatos, CA

2. What to bring to the DMV:

- Passport
- The electronic I-94 Form

- I-20 Form
- Cash for the required fee
- Driver license from your home country if you have one

3. What to do and say at the DMV:

- Ask for a Driver License application (DL44).
- Fill out the application form while you are waiting to be called.
- In the space for Social Security Number, write “Not Eligible”
- When it is your turn to see the clerk, go to the window and present your application.
- At that time, you should say: **“I am an international student on a student visa. I do not have a social security number because I am not eligible for work.”**
- Present your passport, I-94, and I-20. (The clerk will make copies of your documents and enter your information into the computer.)
- Pay the required fee.
- Take the vision test.
- Take the traffic laws and sign (written) test.
- Have your photo taken.
- Have your fingerprint taken.

Note: The application and written test including all the waiting in line will take from 2-4 hours. The DMV will not offer written exams after 4:30 p.m.

4. Driving Test

If you **have** a driver license from your home country and you pass the written test, you are required to take a driving test.

- Visit www.dmv.ca.gov to schedule a driving test appointment. (Driving tests are not given without an appointment.)
- Bring to the appointment proof of insurance for the vehicle you are using for the driving test.
- After you pass your driving test, you will be issued an interim license valid for 60 days until you receive your new photo license in the mail.

If you **do not** have a driver license from your home country and you have passed the written test, you will receive a Driving Permit. The Driving Permit is valid for one year. You must practice driving and take your driving test within one year. The driving permit only allows you to drive if a licensed driver (18+ years old) is with you in the car. If you **do not pass the written test** the first time, you have two more chances.

These instructions are subject to change. Please check the DMV website at: dmv.ca.gov for the most up-to-date information.

Car Insurance

If you buy or rent a car, you must have liability insurance. If you rent a car, you can purchase insurance from the rental company. If you buy a car, you will be required by the insurance company to show a valid California Driver License in order to purchase insurance. If you are involved in an accident and have no insurance, your California Driver License will be suspended.

Car Registration

The car you drive must be currently registered. The license plate must have a sticker on it for the current year. If you purchase a car, you must register the change of ownership with the DMV within 10 days. You must show proof of car insurance to register your car. If you do not register your car, you will be fined for driving a car without registration.

Driving Under the Influence (DUI) of Alcohol or Drugs

It is against the law to Drive Under the Influence (DUI) of drugs or alcohol. This includes certain medicines that your doctor may prescribe. These medicines usually have a label warning you not to drive while taking them. If you are stopped, you will be asked to take some physical tests near your car. You may also be asked to take a blood, breath or urine test. If you refuse, you will automatically lose your license for six months,

even if you are not drunk. Anyone found guilty of DUI will go to jail for at least two days and has to pay a fine.

Accident Reports

If you are involved in a car accident in which there is damage of \$500 or more to any car, or if someone is hurt, you must file an accident report with the Department of Motor Vehicles within 15 days. This is required even if you are not at fault. If you contact your insurance agent, he/she can file the report for you.

If you are in an accident with a car while the driver is inside, you must stop and exchange information with the other driver such as Driver's License number, car registration, insurance company and policy number, license plate, address and phone number. Again, this is required even if you see no damage or if you think it is not your fault. The exchange of this information is for your own protection. If there is significant damage or injury, call the police. Get the case number of the police report and inform your insurance company immediately about the accident.

Hit and Run Accident

If you hit a parked car and cannot find the owner, you must leave your name and address, even if you see no damage. If you do not leave a note, you can be found guilty of "hit and run".

Identification

If you are stopped by a police officer in your car or anywhere else, you must identify yourself and give your address to the officer. If you refuse, this can be considered a crime. If you give false information to an officer, such as a false name, this, also, is a crime.

IMMIGRATION STOP

If you are legally in the United States, you should have no problems with the Immigration Service. If you are stopped by an Immigration Officer, you must identify yourself and show your immigration papers or passport. If you are ever picked up by the

Immigration Service, give your name only, do **not sign any papers**, ask for an immediate court hearing and ask to be allowed to call your family, your school, friends or an attorney.

FOR YOUR SAFETY

While you are in the United States, there are some general safety rules which you should remember. Please follow these guidelines to make your stay here as safe and pleasant as possible.

Basic Rules:

- Be sure you know where you are at all times. Know the names of the streets you travel on a daily basis.
- If you must travel somewhere alone, make sure a friend or relative knows where you are going and when you are expected back.
- Do not accept rides with strangers or with persons who may be intoxicated.
- Never reveal your phone number, personal information or the fact that you are home alone to a stranger on the phone.
- Carry a cellular phone.
- Carry only necessary cash and credit cards.
- If you feel uneasy, uncomfortable or fearful of someone- seek help IMMEDIATELY-do not wait! Trust your feelings the first time.
- Make sure you know how to use **9-1-1 for an emergency**. Call this number from any phone if you need the Police, Fire Department, Ambulance or Highway Patrol. If you use a public phone, you do not need to put money into the phone. Provide the person on the phone with any information they ask for. Do not hang up the phone before the operator tells you that help is coming. Help will be sent your way as soon as possible

On Foot:

- Be aware of your surroundings.
- Try not to travel alone after dark.
- Do not take "short cuts". Stay on well-traveled public routes.

- If you carry a purse, keep it closed and close to your body.
- Don't use a portable music player such as an MP3 player when walking alone.
- If you think you are being followed: cross the street and change directions, look back so the person realizes you spotted him/her, go to a public place and call a friend to pick you up.

By Bike:

- Try to park in well-lit, frequently traveled areas.
- Lock your bike with a U-shaped bicycle lock or case-hardened chain.
- Keep a record of your bicycle's make, model, and manufacturer's serial number

By Car:

- Always lock your car.
- Keep your keys in your hand while you walk to your car.
- Park in well-lit areas.
- After dark, try to have someone you trust walk you to your car.
- Don't leave valuable items in plain view inside your car.
- Don't drive alone at night if possible.
- Never pick up hitchhikers.
- If your car breaks down and someone stops to help you, ask that person to call the police for you. Don't accept rides.
- If you see police lights on the car behind you, don't pull over until you are in a well-lit, populated area.

Using ATMs:

- Use automatic teller machines (ATMs) that are located at the banks.
- Try not to use ATM at night. Find ATMs located in well-lit areas and avoid using an ATM alone.
- Do not stand at an ATM and count your money.
- Do not use any ATM that looks like it has been tampered with.

EARTHQUAKE INFORMATION

If an earthquake happens while we are at school, please follow these simple steps:

When it starts

- Don't panic - stay calm
- Protect yourself from falling objects. Quickly go under a table or desk, or stand in a doorway, or duck down in a corner or near a firm wall
- **STAY AWAY FROM WINDOWS!**

When it stops

- Stay calm
- Follow staff instructions
- Don't light a match or lighters
- **NO SMOKING!**
- Leave the school through the nearest exit
- Assemble in a group in the middle of our parking lot, away from the building, away from power lines
- Do not leave the school grounds without telling a staff member
- Follow GGLS staff instructions

For more information about how to be prepared, please see the following website: www.ready.gov/earthquakes. At home, make sure you have at least the following:

- Flashlights and batteries
- Drinking water
- First aid kit
- Portable radio with batteries or car radio
- Contact person outside this area
- Meeting point where you will find your friends or family.

OPENING A BANK ACCOUNT

If you plan to be in the US for 6 months or more, you should open a bank account. Most banks will require you to bring two or more of the following documents with you to the bank:

- Passport (Form I-94, Form I-20)
- Foreign or California Driver License
- Major credit card (Visa or MasterCard)

A Social Security number is **not** required, you

will, however, have to sign additional form(s) provided by the bank.

These banks are located close to GGLS:

Chase Bank

77 Holger Way Avenue
San Jose, CA 95134
<https://www.chase.com>

Wells Fargo Bank

3920 Rivermark Plaza
Santa Clara, CA 95054
<https://www.wellsfargo.com>

East West Bank

338 Barber Lane
Milpitas, CA 95035
<https://eastwestbank.com>

U.S. Bank

100 N. Milpitas Blvd., Suite 100
Milpitas, CA 95035
<https://www.usbank.com>

HSBC Bank

603 E. Calaveras Blvd.
Milpitas, CA 95035
<https://www.us.hsbc.com>

SOCIAL SECURITY CARD

Social Security numbers (SS#) are issued only for the purpose of withholding taxes from wages earned in the United States. You can apply for a SS# **only** if you have employment authorization from the Immigration Service or are offered part-time employment on a college or university campus. You do not need a SS# to get a driver license, open a bank account or rent an apartment.

If someone asks you for a SS#, simply tell them that you do not have nor need one. You can use your passport, I-94, I-20 driver license, CA ID card, or credit card for identification purposes.

FACULTY

CARVALHO, ANDREA

M.A. in TEFL, Columbia International University, Columbia, SC; B.A. in Religious Education with emphasis TESOL, Davis College, Johnson City, NY; Teaching Experience from 2004 to present.

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