

Golden Gate
Language Schools

INTENSIVE ENGLISH PROGRAM

Student Catalog

Effective January 2019 – December 2019



Open the Golden Gate to English Fluency



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LETTER FROM THE PRESIDENT

On behalf of the faculty and staff of Golden Gate Language Schools (GGLS), I would like to warmly welcome you to our school. Since our doors first opened in 1979, we have had the privilege of teaching English to international students and professionals from over 70 countries.

I take great pride in our reputation for academic excellence, and I founded Golden Gate Language Schools with the purpose of giving every learner a program of personalized quality instruction in a friendly and enriching atmosphere. I feel that the success of our students is due to our outstanding staff and our carefully designed and updated curriculum. All of our instructors are highly qualified. Most of them have either lived or traveled outside of the United States and are very aware of the challenges one experiences in a foreign country.

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

Very truly yours,
Silke Gurlich
President

Administration

President	Silke Gurlich
Director	Susanne Wilkins
Registrar	Vivian Tsung
Administrative Assistant	Minako Schweitzer
Educational Assistant	Andrea Carvalho

Golden Gate Language School's mission is to provide quality English as a Second Language instruction to international learners in a friendly and dynamic environment. We measure the achievement of our mission through multi-level evaluations of our institution and programs.

The institutional goals for Golden Gate Language Schools 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 Schools' 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 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 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: GGLS offers students modern classrooms, computers with Internet and email access, a well-equipped lunchroom with complimentary coffee and tea, and free wireless Internet access. The administrative offices are also conveniently located at the school.

Location: The school is located in San Jose, 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.

ACCREDITATION AND APPROVAL

Golden Gate Language Schools is accredited by the Accrediting Council for Continuing Education and Training (ACCET), a U.S. Department of Education recognized agency. The school is a private institution and approved by the California Bureau of Private Postsecondary Education (BPPE) to be in compliance with state standards.

AFFILIATIONS

GGLS is a certified member of 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).

AUTHORIZATION

This school is authorized under federal law to enroll non-immigrant alien students.

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: All classes are held daily, Monday through Friday, between the hours of 9:15 AM to 3:30 PM at our school's location in San Jose, CA. Sessions are four weeks in length. The scheduled time for each class will vary by session.

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 Golden Gate Language School (GGLS) English Placement Test before beginning classes. This exam is scheduled by appointment only and tests grammar, conversation, listening comprehension and writing skills for placement into the Intensive English Program.

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 GGLS 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.

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 GGLS English Placement Test. Most classes are 90 minutes long including a 15-minute break. Full-time attendance is 4.5 to 6 hours of class per day. Part-time attendance is 3 hours of class or less per day.

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, Conversation and Reading.*

GRAMMAR: Structures introduced include the simple present and past of Be, WH questions, and nouns. 1.5 hours/day

CONVERSATION: Students learn to build

the skills necessary to understand spoken English and to express themselves.
1.5 hours/day

READING: Students learn basic reading comprehension and vocabulary.
1.5 hours/day

ELECTIVES: 1.5 hours/day
LISTENING COMPREHENSION 1
PRONUNCIATION 1
Please refer to the Electives section for descriptions.

IEP2: Introduction to English 2

Requirements for completion of level: Grammar, Conversation and Reading.

GRAMMAR; Structures covered include present progressive, the simple past, and the future Be going to. 1.5 hours/day

CONVERSATION: Students continue to learn the skills necessary to understand spoken English and to express themselves.
1.5 hours/day

READING: Continued study of basic reading comprehension and vocabulary.
1.5 hours/day

ELECTIVES: 1.5 hours/day
LISTENING COMPREHENSION 2
PRONUNCIATION 1
Please refer to the Electives section for descriptions.

IEP3: Introduction to English 3

Requirements for completion of level: Grammar, Conversation and Reading.

GRAMMAR; Structures covered include the simple present, nouns, adjectives and prepositions. 1.5 hours/day

CONVERSATION: Focus on bringing the student closer to self-expression through spontaneous, high interest topics with an emphasis on group interaction.
1.5 hours/day

READING: Systematic development of vocabulary and reading strategies with an emphasis on reading for meaning.
1.5 hours/day

ELECTIVES: 1.5 hours/day
LISTENING COMPREHENSION 3
PRONUNCIATION 1
Please refer to the Electives section for descriptions.

IEP4: Low Intermediate English 1

Requirements for completion of level: Grammar, Conversation, Writing and/or Reading

GRAMMAR: Structures covered include the present, past and future tenses, as well as gerunds and infinitives. 1.5 hours/day

CONVERSATION: Emphasis on listening and speaking activities that prepare a student for real-life situation. 1.5 hours/day

WRITING: Teaches the skills needed for effective writing such as identifying parts of a paragraph, and constructing a well-organized paragraph. 1.5 hours/day

READING: Designed to improve general reading skills and expand vocabulary.
1.5 hours/day

ELECTIVES: 1.5 hours/day
PRONUNCIATION 1
LISTENING COMPREHENSION 4
Please refer to the Electives section for descriptions.

IEP5: Low Intermediate English 2

Requirements for completion of level: Grammar, Conversation, Writing, and/or Reading

GRAMMAR: Structures covered include the quantifiers, adverbs of manner, modals, comparative and superlative. 1.5 hours/day

CONVERSATION: Emphasis on improving conversation skills by focusing on self-expression. 1.5 hour/day

WRITING: Continued study of skills needed for effective writing such as constructing well-organized paragraphs, adding support and using signal words. 1.5 hour/day

READING: Designed to develop academic reading skills with an emphasis on reading for meaning, skimming and scanning. Material focuses on high –interest reading on academic subjects. 1.5 hours/day

ELECTIVES: 1.5 hours/day
LISTENING COMPREHENSION 5
PRONUNCIATION 2
Please refer to the Electives section for descriptions.

IEP6: Intermediate English 1

Requirements for completion of level: Grammar, Conversation, Writing, and/or Reading

GRAMMAR: Review and expansion of present, past, and future tenses, and introduce present perfect. 1.5 hours/day

WRITING: Introduction to academic writing styles and the structures of formal written English. 1.5 hours/day

CONVERSATION: Students improve speaking skills by focusing on content. 1.5 hours/day

READING: 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. 1.5 hours/day

ELECTIVES: 1.5 hours/day
LISTENING COMPREHENSION 6
PRONUNCIATION 2
Please refer to the Electives section for descriptions

IEP7: Intermediate English 2

Requirements for College Track completion of level: Grammar, Reading, Writing and Listening Comprehension

GRAMMAR: Structure covered include modals, nouns, adjectives and adverbs. 1.5 hours/day

WRITING: Continued practice using a variety of academic writing styles and the structures of formal written English. 1.5 hours/day

LISTENING COMPREHENSION: Emphasis on improving listening skills for academic studies through a series of high-interest lectures. 1.5 hours/day

READING: 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. 1.5 hours/day

ELECTIVES: 1.5 hours/day
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
Please refer to the Electives section for descriptions.

IEP8: High Intermediate English 1

Requirements for College Track completion of level: Grammar, Reading, Writing and Listening Comprehension

GRAMMAR: Structure covered include gerunds and infinitives, phrasal verbs and modals 1.5 hours/day

WRITING: Focuses on techniques and formats important to college-level academic writing. Students learn how to compose, critique, edit and revise their work. 1.5 hours/day

LISTENING COMPREHENSION: Expansion of listening skills needed for class lectures and note-taking as well as techniques for inferential listening. 1.5 hours/day

READING: 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. 1.5 hours/day

ELECTIVES: 1.5 hours/day
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

Please refer to the Electives section for descriptions.

IEP9: High Intermediate English 2

Requirements for College Track completion of level: Grammar, Reading, Writing and Listening Comprehension

GRAMMAR: Review and expansion of present, past and future tenses, negative and tag questions, as well as gerunds and infinitives. 1.5 hours/day

WRITING: Continued focus on techniques and formats important to college-level academic writing. Students will be able to write various types of essays. 1.5 hours/day

LISTENING COMPREHENSION: Continuation of the listening skills needed for class lectures and note-taking such as inferential listening. 1.5 hours/day

READING: Students read analytically from a variety of genres and learn skills such as supporting answers with evidence from the text. 1.5 hours/day

ELECTIVES: 1.5 hours/day

ADVANCED AMERICAN IDIOMS 1
ADVANCED AMERICAN IDIOMS 2
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

Please refer to the Electives section for descriptions.

IEP10: High Intermediate English 3

Requirements for College Track completion of level: Grammar, Writing, Reading and Listening Comprehension

GRAMMAR: Structures covered include adjective clauses, modals and the passive. 1.5 hours/day

WRITING: Continued focus on college-level academic writing. Students will be able to write various types of essays and peer review the writings of others. 1.5 hours/day

LISTENING COMPREHENSION: Focus on the listening skills for class lectures. Students learn how to recognize lecture organization, use lecture cues and predict information. 1.5 hours/day

READING: Students continue to read analytically from a variety of genres and learn skills such as supporting answers with evidence from the text. 1.5 hours/day

ELECTIVES: 1.5 hours/day

ADVANCED AMERICAN IDIOMS 1
ADVANCED AMERICAN IDIOMS 2
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

Please refer to the Electives section for descriptions.

IEP11: Low Advanced English 1

Requirements for College Track completion of level: Grammar, Critical Thinking 1 and Writing

GRAMMAR: Structures covered include conditionals, indirect speech and embedded questions. 1.5 hours/day

CRITICAL THINKING 1: College level, integrated skills approach. Students analyze an argument, distinguish biased from

objective texts and express their own opinions on a variety of topics. 3 hours/day

WRITING: Continued focus on college-level academic writing. Students will be able to write various types of essays and peer review the writings of others. 1.5 hours/day

ELECTIVES: 1.5 hours/day

ADVANCED AMERICAN IDIOMS 1
ADVANCED AMERICAN IDIOMS 2
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

Please refer to the Electives section for descriptions.

IEP12: Low Advanced English 2

*Requirements for completion of level:
Critical Thinking 2, Writing and Reading*

CRITICAL THINKING 2: Continued development of critical thinking skills. Students analyze an argument, distinguish

between and respond to various opinions on a variety of topics. 3 hours/day

WRITING: Continued focus on college-level academic writing. Students will be able to write various types of essays and peer review the writings of others. 1.5 hours/day

READING: Students learn to read critically and analyze material more actively.

1.5 hours/day

ELECTIVES: 1.5 hours/day

ADVANCED AMERICAN IDIOMS 1
ADVANCED AMERICAN IDIOMS 2
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
VOCAULARY 1
VOCABULARY 2

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

Advanced American Idioms 1: 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

Advanced American Idioms 2: 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 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

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

Listening and Speaking 8: 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

Listening and Speaking 9: 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

Listening Comprehension

Listening Comprehension 1: Focus on improving listening skills while gaining confidence in conversation through communication practice activities.

Open to IEP level 1

Listening Comprehension 2: Students continue to focus on improving listening skills while gaining confidence in conversation through communication practice activities.

Open to IEP level 2

Listening Comprehension 3: Students learn essential skills such as listening for main ideas and details in a short description.

Open to IEP level 3

Listening Comprehension 4: Students develop a range of listening skills needed in social situations.

Open to IEP levels: 4

Listening Comprehension 5: Students learn strategies such as predicting what information might be heard.

Open to IEP level 5

Listening Comprehension 6: Students improve listening skills and explore different listening genres from a variety of real-world sources.

Open to IEP level 6

Pronunciation Courses

Pronunciation 1: Beginning and high beginning students are introduced to the International Phonetic Alphabet (IPA). They learn to speak more clearly and accurately with an emphasis on sound, stress, rhythm, and intonation.

Open to IEP levels: 1, 2, 3, 4

Pronunciation 2: Intermediate and advanced students are introduced to the International Phonetic Alphabet (IPA). They learn to speak more clearly and accurately with an emphasis on sound, stress, rhythm, and intonation.

Open to IEP levels: 5, 6, 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 tests 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

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.

TUITION PAYMENT

- All tuition payments are due and payable on or before the first day of class. You can pay for your classes when you pick up your schedule.

Example Schedule of Charges

2 Sessions (8 weeks/22.5 hours per week):

Registration Fee*	\$100
Tuition (General Track)	\$2,600
Textbooks (avg.)	<u>\$200</u>
	\$2,900

12 sessions (48 weeks/22.5 hours per week):

Registration Fee*	\$100
Tuition (General Track)	\$13,500
Textbooks (avg.)	<u>\$1,200</u>
	\$14,800

*(One-time, Non-refundable, Including Placement Test Fee)

Prices are subject to change without notice

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, 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 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 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, 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.

- The registration fee is non-refundable.
- The California Student Tuition Recovery Fund is non-refundable.
- 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.

International Students: Additional Payment Information

- The full balance of the tuition for the initial enrollment period is due on or before the first day of class.
- Proof of health insurance is due on or before the first day of class.
- The registration fee, SEVIS fee and SEVIS processing fee are non-refundable.
- The tuition deposit paid at the time of enrollment is refundable in all cases where the GGLS Form I-20 was not used for admittance to the US. Tuition deposit refunds must be requested ***within 60 days of the expected reporting date*** stated on page 1 (#5) of the Form I-20.

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 90 minutes long including a 15-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.

LUNCH HOUR

Our lunchtime is 12:00 p.m. to 12:45 p.m.

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	1-15 minutes
Absent	16+ 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	15 minutes or less
Absent	16+ minutes

BEING “LATE” CAN AFFECT YOUR GRADE

Each three (3) “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

The Director has the right to determine what is an excused or unexcused absence. A student may make up work for an excused absence only. All make-up work must be completed before the end of the session.

FAILING “F” GRADE AND ABSENCES

Any type of absence of 10 or more days will result in a failing “F” grade.

MANDATORY DISMISSAL

Any type of absence of 12 or more consecutive days will result in mandatory dismissal.

CONSEQUENCES OF EXCESSIVE ABSENCES

You must attend at least 90% of each class. You and, if applicable, your advisor or sponsor will be notified if your attendance reaches the 90% level. Absences from class of more than 20% (or more than six hours per class hour per four-week session) will affect your grades.

ABSENCES for a 30 Hour Course will have the following effect on grades:

<u># of Absences</u>	<u>% of Absences From Class</u>	<u>Consequence</u>
1 - 4	5% - 20%	No change in grade
5 - 7	25% - 35%	Half-grade drop
8 - 9	40% - 45%	Full-grade drop
10+	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:

<u>Symbol</u>	<u>Definition</u>	<u>Grade Point Value</u>
A	Excellent	4.0
A-		3.7-3.9
B+		3.3-3.6

B	Good	3.0-3.2
B-		2.7-2.9
C+		2.3-2.6
C	Satisfactory	2.0-2.2
C-		1.7-1.9
D+		1.3-1.6
D	Passing*	1.0-1.2
D-	Failing**	0.7-0.9
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 receive a D- on the Final Assessment have one of two options:

1. A student’s final course grade is dropped by one full grade.
2. A student can take an alternate Final Assessment only upon approval by the director.

*** Students who receive a F on the Final Assessment have one of two options:

1. A student receives a failing course grade.
2. A student can take an alternate Final Assessment only upon approval by the director.

† 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 1.5 or 3 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.

Academic Probation

A student who has a cumulative GPA of less than 2.0 (C) is given a verbal warning. With the Director’s approval, the student can repeat a class in which he/she received a “D”, “D-” or “F” grade. 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**.

Academic Jeopardy

If a student’s cumulative GPA remains below a 2.0 during the third session, the student is placed in **Academic Jeopardy**.

Dismissal

A student is dismissed if after three sessions, a student’s cumulative GPA is still less than 2.0.

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.

LUNCHROOM

Free coffee and tea are available in the kitchen area. Select a cup you can use regularly. Request a name label for your cup at the front office. At the end of each day, please wash your cup and hang it up.

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.

GGLS STUDENT CARD

You can create a digital student ID by downloading the ID 123 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.

GRIEVANCES

If you have a complaint, please bring it to the attention of the Director. If your grievance has not been satisfactorily resolved by the school, you may address your complaint to ACCET. The procedures for filing your grievance are posted.

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

- The student has the right to cancel the enrollment agreement and obtain a refund of charges paid through attendance at the first class session or the seventh day after enrollment, whichever is later. The Director must be officially notified in writing of all cancellations.

WITHDRAWAL FROM ALL CLASSES

- Student may withdraw from all classes after attending for two or more days. The Director must be officially notified in writing of all withdrawals. A withdrawal can also be effectuated by the student’s conduct, including but not limited to, a student’s lack of attendance (mandatory dismissal).

REFUND POLICY

- Refunds will be calculated from the date specified on the Withdrawal from All Classes form. The withdrawal date determines the percentage of days taken in a session. The amount to be refunded is the unused portion of the tuition less a withdrawal fee.

<u>Official Withdrawal Date</u>	<u>Amount of Withdrawal Fee</u>
0 – 1 st day	No withdrawal Fee
2 nd day – 60% of session	50% of unused tuition
61% or more of session	100% of unused tuition

CANCELLATION AND REFUND PROCEDURE

- Notify the Director of your intention to cancel your enrollment in writing.
- Complete the Notice of Withdrawal From All Classes form.
- Complete the Refund Request form.
- Refunds will be issued within 30 days.

NOTICE TO AGENCY STUDENTS

Should you shorten your Initial Enrollment period, please contact your agency.

- If your agency prepaid your tuition, you will need to request your refund from your agency.
- If you prepaid your tuition, you will receive the refund from the school less the fees GGLS paid to your agency.

TRANSCRIPTS

You may request a student copy or an official copy of your transcript at the front office. 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.

RECORD RETENTION

GGLS maintains records for each student. All official student financial and academic records are kept in this file for 7 years. 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 extend your stay in the U.S. beyond the expiration date on the Form I-20 without having requested continued attendance or a transfer, SEVIS (Student Exchange Visitor Information System) will automatically declare you "out of status."

REPORTING REQUIREMENT

If you enter the United States using a GGLS 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

You may take a vacation of up to 3 months after completion of **seven** consecutive sessions.

If you plan to leave the U.S. during your authorized vacation, you must obtain a travel signature on your I-20 form from the Director.

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.

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. 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

None of GGLS' clock hours are transferable to other institutions.

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

Local Community Colleges (Cont.)

De Anza College
Cupertino, CA 95014
www.deanza.edu

Evergreen Valley College
San Jose, CA 95135
www.evc.edu

Foothill College
Los Altos Hills, CA 94022
www.foothill.edu

International Culinary Center
Campbell, CA 95008
www.internationalculinarycenter.com

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.rrcc.edu

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

Yakima Valley Community College
Yakima, WA 98907
www.yvcc.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

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

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

USEFUL GENERAL INFORMATION

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

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.

PARKING

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 give 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

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

DMV (GGLS recommends)
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 you 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 (GGLS) 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.

QUESTIONS AND DISCLOSURES

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, www.bppe.ca.gov, toll-free telephone number (888) 370-7589 or by fax (916) 263-1897. CEC §94909(a)(3)

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. CEC §94909(a)(3)

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)

Golden Gate Language Schools does not participate in federal and state financial aid programs. CEC §94909(a)(10)

GGLS does not provide placement services. CEC §94909(a)(13)

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 does not accept credits earned at other institutions or through challenge examinations and achievement tests. GGLS 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. 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)

The school provides, at no charge, visa services and will vouch for student status. CCR §71810(b)(3)

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.

DOAN, NATHAN

M.A. in English as a Second Language, Hamline University, St. Paul, MN; Teaching Experience from 2014 to present.

KHODABAKHSH, LANET

B.S. in International Business, San Jose State University, San Jose, CA; Teaching Experience from 1987 to present.

O'BRIEN, JOSEPH

B.A. in Business Administration, University of Massachusetts, Amherst, MA; Teaching Experience from 1996 to present.

OLIVAR, SHEILA

M.A. of Divinity and Certificate in Language Teaching, Asia Pacific Nazarene Theological Seminary S.Y., Philippines; Teaching Experience from 1998 to present.

PRICE, KATHLEEN

M.A. in Spanish Literature, NY University in Madrid, Spain; B.A. in Spanish, University of Arizona, Tucson, Arizona; Teaching English and foreign languages for 15 years.

Golden Gate Language Schools – Session Calendar

START & END DATES	<i>Registration and Payment Due Date*</i>	Holidays
Year 2019		
January 3-January 30	Dec. 21, 2018	January 31 Recess Day
February 1-March 1	Jan. 28, 2019	February 18 Presidents' Day Holiday
March 4-March 29	Feb. 26, 2019	
April 1-April 29	Mar. 26, 2019	April 19 Easter Holiday April 30 Recess Day
May 1-May 29	Apr. 24, 2019	May 27 Memorial Day Holiday
May 30-June 26	May 23, 2019	June 26 Recess Day
June 27-July 26	Jun. 21, 2019	July 4-5 Independence Day Holiday
July 29-August 23	Jul. 23, 2019	
August 26-September 23	Aug. 20, 2019	September 2 Labor Day Holiday
September 24-October 21	Sep. 18, 2019	
October 22-November 18	Oct. 16, 2019	
November 19-December 18	Nov. 13, 2019	November 28-29 Thanksgiving Holiday

December 19, 2019 - January 3, 2020

Winter Vacation

Year 2020		
January 6-January 31	Dec. 18, 2019	
February 3-March 2	Jan. 27, 2020	February 17 Presidents' Day Holiday
March 3-March 30	Feb. 25, 2020	March 31 Recess Day
April 1-April 29	Mar. 25, 2020	April 10 Easter Holiday
April 30 1-May 28	Apr. 23, 2020	May 25 Memorial Day Holiday
May 29-June 25	May 22, 2020	
June 26-July 24	Jun. 19, 2020	July 3 Independence Day Holiday
July 27-August 21	Jul. 20, 2020	
August 24-September 21	Aug. 17, 2020	September 7 Labor Day Holiday September 22 Recess Day
September 23-October 20	Sep. 16, 2020	October 21 Recess Day
October 22-November 18	Oct. 15, 2020	
November 19-December 18	Nov. 12, 2020	November 26-27 Thanksgiving Holiday

December 21, 2020 - January 1, 2021

Winter Vacation

Students may enter the program at any time. For best class selection, we recommend that you follow the registration and payment deadlines given.

Golden Gate Language Schools

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