

CATALOG 2023-2024



# — BE ADVANCE —

CONTINUING EDUCATION

# — **BE ADVANCE** —

The provided statement accurately represents the policies and practices of Be Advance. The catalog serves as a comprehensive guide to the institution's policies, rules, regulations, and procedures as of publication. However, it is essential to note that the Be Advance reserves the right to modify or update any provision mentioned in the catalog.

If any changes are made to the catalog, Be advance will communicate such modifications through various means, including a revised catalog, addendum, supplement to the record, or any other written format that ensures students are notified. Be Advance is dedicated to keeping students informed about any alterations that may affect their academic journey, and students must stay updated on any changes made to the institution's catalog.

While the Institutions strives to maintain accuracy and timeliness in the catalog, students should consult relevant Be advance offices, advisors, or departments to obtain the most current and accurate information pertaining to academic programs, requirements, and policies.

Be Advance is committed to providing high-quality education and creating an environment conducive to personal and professional growth for its students. The institution prioritizes transparency and effective communication regarding any modifications to the catalog.

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## BE ADVANCE CATALOG

### Disclosure Statement

The provided statement accurately represents the policies, rules, and procedures of Be Advance. The catalog serves as a comprehensive summary of the institution's guidelines and regulations at the time of its publication. It is strongly recommended for prospective students to thoroughly review the catalog before finalizing their enrollment agreement.

Suppose there are any unanswered questions or concerns regarding the information presented in the catalog. In that case, prospective students are encouraged to seek clarification by directing their inquiries to Accrediting Council for Continuing Education & Training (ACCET) at the provided address. This ensures prospective students have access to additional resources and assistance in understanding the information contained within the catalog.

It is essential to acknowledge that Be Advance reserves the right to modify or amend any provisions mentioned in the catalog. The Institutions will release updates as necessary, guaranteeing at least an annual update. Upon enrollment, students are expected to adhere to the standards and guidelines outlined in the catalog unless otherwise notified through email or other official communication channels.

By providing regular updates and maintaining open lines of communication, Be Advance aims to ensure transparency and keep students informed about any changes to the policies, rules, and procedures. The institution strives to provide a conducive and supportive learning environment for all students throughout their academic journey.

## MESSAGE FROM THE PRESIDENT

Dear students,

Welcome to BE ADVANCE! We are delighted that you have chosen us as your educational institution. I hope this message finds you all in good health and high spirits. As the President of Be Advance, it is my privilege to extend my warmest greetings to each one of you.

At our institution, we take great pride in our commitment to providing exceptional educational opportunities to students from all walks of life. Our core mission centers around fostering an inclusive and transformative learning environment, offering comprehensive English as a Second Language (ESL) programs and Continuing Education that empower our students to reach their fullest potential.

For our students, we have meticulously crafted a comprehensive catalog that encompasses a wide range of courses and programs designed to cater to their unique needs and aspirations. Our ESL program spans six levels and consists of 900 hours of immersive language learning, tailored to nurture language proficiency, intercultural competence, and critical thinking skills. With a strong focus on academic readiness and English for specific purposes, our students are well-equipped to embrace their academic journey, excel in their careers, and contribute meaningfully to society.

Beyond the ESL program, we offer an array of continuing education opportunities, ensuring that our learners have access to lifelong learning and professional development. Our catalog boasts a diverse selection of courses that cater to various interests, industries, and career goals. From certificate programs to workshops, we are committed to helping our students stay ahead in an ever-changing world.

For our regulatory entities, we understand the importance of transparency, compliance, and quality. Our institution operates with the utmost dedication to adhering to all guidelines and standards set by the appropriate authorities. We welcome collaboration and open communication with regulatory bodies to ensure the continued enhancement of our educational offerings and the overall student experience.

As we move forward, we remain steadfast in our pursuit of excellence, innovation, and student success. Our commitment to delivering high-quality education and fostering a supportive learning environment is unwavering. We envision our institution as a global center of excellence, where students from all corners of the

world come together to learn, grow, and enrich their lives.

I extend my gratitude to each student, faculty member, staff, and regulatory entity for being an integral part of our educational journey. Together, we can create a better future through the power of education.

Thank you and let us embark on this exciting voyage of knowledge and discovery together.

Warm regards,

Sincerely,

*Maria Andreina Beloso*

*President*

## MISSION STATEMENT, OBJECTIVES, AND PURPOSE

### **Mission Statement:**

At Be Advance, our mission is to provide a transformative and inclusive learning environment for students from diverse backgrounds, offering comprehensive English as a Second Language (ESL) programs and Continuing Education opportunities. We are dedicated to empowering individuals to achieve linguistic proficiency, cultural understanding, and academic excellence, enabling them to thrive in an interconnected world.

### **Vision Statement:**

Our vision is to become a globally recognized center of excellence in English language education and continuing education in the United States. By fostering a dynamic learning community, we aim to empower students with the language skills, intercultural competence, and adaptability required to pursue personal and professional success. Through innovative teaching methods, dedicated faculty, and state-of-the-art facilities, we aspire to be a leading institution that embraces diversity, promotes lifelong learning, and prepares individuals to embrace the challenges and opportunities of an ever-changing global landscape.

### **Specific Objectives for ESL Program (Six Levels, 900 Hours).**

These specific objectives are designed to create a focused and effective ESL program that caters to the unique language learning needs of students, fostering their language proficiency, cultural competence, and overall personal and academic growth:

1. **Proficiency Advancement:** To enhance students' English language proficiency progressively through each level, ensuring a measurable improvement in reading, writing, speaking, and listening skills.
2. **Language Acquisition:** To facilitate the acquisition of essential vocabulary, grammar, and language structures, enabling students to communicate effectively in various every day and academic contexts.
3. **Intercultural Communication:** To foster intercultural communication skills, promoting understanding and empathy among students from diverse cultural backgrounds.

4. **Academic Readiness:** To prepare students for success in English-medium academic settings by equipping them with academic reading, writing, and presentation skills necessary for higher education.
5. **Task-Based Learning:** To implement task-based learning approaches that engage students in authentic and meaningful language tasks, promoting active learning and practical language use.
6. **Specialized Language Training:** To offer specialized language training for specific purposes, tailoring the curriculum to meet the language needs of students pursuing particular fields or professions.
7. **Language Assessment:** To conduct regular language assessments and progress evaluations, providing students with valuable feedback on their language development and areas for improvement.
8. **Language Proficiency Certification:** To prepare students for internationally recognized language proficiency exams, allowing them to demonstrate their language skills for academic and professional purposes.
9. **Language Immersion and Cultural Activities:** To organize language immersion experiences and cultural activities that provide students with opportunities to practice English in real-life settings and enrich their cultural knowledge.
10. **Student Support Services:** To provide comprehensive student support services, including academic advising, tutoring, and counseling, to ensure students' overall well-being and academic success.
11. **Technology Integration:** To leverage technology in language learning, incorporating interactive multimedia, language learning apps, and online resources to enhance the learning experience.
12. **Professional Development for Faculty:** To invest in the continuous professional development of faculty members, equipping them with the latest teaching methodologies and language teaching techniques.
13. **Student Engagement and Involvement:** To promote active student engagement in the learning process through group projects, discussions, and extracurricular activities that enhance language practice and social interaction.
14. **Community Engagement:** To encourage students to actively engage with the local community, facilitating language practice and cross-cultural understanding through service-learning opportunities.
15. **Graduation and Beyond:** To support students during the transition from the ESL program to higher education or the workforce, providing guidance and resources to ensure a successful future.



### **Main Attributes of the Institution**

1. **Comprehensive Curriculum:** The institution offers a well-structured and comprehensive curriculum that spans six levels, ensuring a systematic and progressive approach to language proficiency development. The curriculum covers all essential language skills, including reading, writing, speaking, and listening, as well as intercultural communication and academic readiness.
2. **Student-Centered Approach:** The institution prioritizes a student-centered approach, catering to the individual needs and learning styles of each student. Personalized attention, small class sizes, and ongoing support foster a conducive learning environment for all learners.
3. **Language Immersion Opportunities:** The institution provides ample language immersion opportunities, both within the classroom and through extracurricular activities. Students are encouraged to engage with native English speakers and participate in cultural events to enhance their language skills and cultural understanding.
4. **Continuous Assessment and Feedback:** The institution conducts regular assessments and progress evaluations to monitor students' language development throughout the program. Timely feedback is provided to students, enabling them to track their progress and identify areas for improvement.
5. **Language Proficiency Certification:** The institution prepares students for internationally recognized language proficiency exams, enabling them to obtain language certifications that are valuable for academic and professional purposes.
6. **Intercultural Support Services:** Recognizing the diverse backgrounds of its students, the institution offers intercultural support services to help students adapt to the local culture and community. This includes cultural orientation sessions and resources to promote cross-cultural understanding.
7. **Strong Student Support System:** The institution provides a strong support system for students, offering academic advising, tutoring, counseling, and additional language practice opportunities to ensure their success and well-being.
8. **Continuing Education Opportunities:** Beyond the ESL program, the institution offers a range of Continuing Education opportunities to foster lifelong learning and professional development for its students.
9. **Collaborative Learning Environment:** The institution promotes a collaborative learning environment, encouraging students to work together, exchange ideas, and engage in group activities to enhance language practice and social interaction.



10. **Global Network and Partnerships:** The institution maintains a global network and collaborates with reputable organizations and institutions to provide students with unique opportunities for international exposure and exchange programs.
11. **Strong Alumni Network:** The institution maintains a strong alumni network, connecting past graduates with current students and providing ongoing support and networking opportunities.

### **Purpose Statements**

1. **Creation of Learning Opportunities:** We provide learning opportunities that enable students to bridge theory and practice, empowering them to respond ethically to contemporary issues and complex problems.
2. **Flexible Educational Programs:** We offer online educational programs that cater to the needs of diverse learners, supporting student success and completion.
3. **Be Advance is committed to equipping our students with the knowledge, skills, and mindset necessary for success in their chosen field by adhering to our mission, objectives, and purpose.**



## GOVERNANCE

The Board of Directors of Be Advance is the governing body with the authority to make decisions and act on behalf of the Institutions. The board is responsible for setting the overall strategic direction, ensuring compliance with legal and regulatory requirements, and overseeing the Institution operation. The specific members of the Board of Directors, including their qualifications and roles, would typically be determined by the Institution and its governing documents.

### Staff

President : Maria Andreina Belloso

Academic Director: Oscar Belloso

Financial Director: Maria A Belloso

Admissions : Maria Carolina Landaeta

Librarian : Karelis Carrión

Student Services: Maria Cristina Belloso

Registrar: Claudia Belloso

## MAIN AREAS AND FUNCTIONS

What is the Be Advance Experience?

Be Advance experience is focused on providing quality education and a positive learning experience for every student. The Institution emphasizes the dedication, experience, and care of its staff and faculty and student's commitment to their goals.

The instructional delivery model at Be Advance includes a fully integrated virtual learning environment for both online education and hybrid students. This allows students to participate in live, real-time interactions with instructors and peers and access archived sessions for review. The Institution offers online and hybrid courses, providing flexibility in scheduling and a wide range of course offerings.

For online learning, Be Advance utilizes the Canvas Learning Management System, known for its user-friendly interface and ability to facilitate communication between instructors and students. Canvas allows students to access course materials, submit assignments, participate in discussions, and receive personalized feedback from instructors.

In the case of hybrid service delivery, Be Advance has a physical site location that is modern, well-equipped, and provides a safe and conducive learning environment. The location includes classrooms, lab, administrative offices, and an online library. The site is open on weekdays, and administrative staff and faculty are available during specified office hours. Faculty office hours are typically posted in the course syllabus.

Overall, Be advance strives to create a supportive and engaging learning environment, leveraging technology and qualified staff to deliver a high-quality education to its students.

Be Advance is located in the city of Sweetwater within Miami-Dade County, located 11430 NW 20<sup>th</sup> St, Ste 140, Sweetwater, FL 33172.

### DEPARTMENTS .

**Administration:** The President is responsible for overseeing the overall functioning of the Be advance. This includes supervising the implementation of the Institutional Effective Plan (IEP) and ensuring that Be Advance's strategic goals are met. The President also manages the day-to-day operations to benefit students, faculty, staff, and the community.

**Admissions:** Be Advance Admissions Department is responsible for receiving and processing applications from prospective students interested in enrolling in the ESL program and Continuing Education Programs. This includes verifying the completeness of applications, ensuring that all required documents are submitted, and checking for eligibility.

Admissions officers review and evaluate applications based on predetermined criteria such as English language proficiency, academic background, and other relevant factors. For the ESL program, special attention would be given to language proficiency levels and readiness for academic studies in English.

**Academy Department:** Plays a pivotal role in designing, implementing, and managing the ESL program and Continuing Education Program, ensuring that both local and international students receive comprehensive and high-quality instruction to prepare them for academic success and integration into the community.

**Student Services:** Be Advance believes that students who feel comfortable and safe and have easy access to academic and personal support are more likely to succeed professionally. To achieve this, the Student Services Officer can offer guidance and assistance to students inside and outside the classroom through the Student Services Office.

Be Advance firmly believes that creating a comfortable and safe environment for students and providing easy access to academic and personal support contributes to their professional productivity.

A range of services is offered to support students in various activities to foster student engagement and professional development. The objective is to monitor students' academic progress continuously, ensuring they receive a quality education and assisting those who may fall behind in their Student Academic Progress (SAP).

**Career Placement:** The Student Services office is committed to assisting students in securing rewarding employment upon graduation. The department collaborates with local, national, and international businesses in fields relevant to the school's programs. Students nearing graduation receive support in crafting resumes, identifying job opportunities and resources, and preparing for interviews with prospective employers. While the Be Advance strives to help interested students find employment, it does not guarantee job placement for graduates or enrolled students. Student Services offers ongoing support to graduates, conducts employer satisfaction surveys, and continuously tracks alumni outcomes in the workforce.

**Be Advance Library:** Be advanced Library is a dynamic space that combines physical and digital resources to support learning, research, and knowledge. The library's collection is closely aligned with the institution's curriculum and is continuously updated to stay current with the educational processes.

For access to the library's resources, faculty, staff, and students of Be Advance can use the OPALS online catalog. The catalog can be accessed through the institutional website or through a direct link provided to students during library orientation. By logging in with their assigned username and password, patrons can explore the library's collection, which includes over 900 holdings. Additionally, the catalog provides access to a variety of web-based resources, including 57+ databases with full-text journals, articles, podcasts, audio, and other digital resources. These resources are available through subscriptions to the Library Information & Resources (LIRN) and EBSCOhost, which provide access to 1667 eBooks.

LIRN offers access to various materials, including journals, newspapers, photographs, primary sources, and reference materials. It includes Gale/ Gale Books, Open Access Resources, and ProQuest resources. LIRN also provides access to the eBook collection on eBooks Central (Academic Complete), which offers over 202,000 eBooks. The library homepage also includes a direct link to contact the librarian for any inquiries or assistance needed. In the OPALS system, patrons can find other valuable resources such as APA Style Guidelines, the OWL Perdue University Guide to APA Citations, and the Miami Dade Public Library Systems.

## ACADEMIC INFORMATION

At Be Advance, class schedules and program lengths are designed to accommodate students' needs. Be Advance operates on a term-based system, with new classes starting every 12 weeks. The Academics



department schedules students into appropriate courses for their program. The beginning of a term marks the first day of classes, and students can register for classes until the end of the add/drop period. To provide convenience, morning, afternoon, and evening sessions are available, with a 10-minute break during each scheduled hour of class.

The duration of the programs varies based on the Program. ESL programs typically run for 6 levels 12 weeks each level . Students may need to attend consecutive terms to complete their programs within the specified time frame.

It is important to note that all courses at the Be Advance require additional out-of-class work as part of the official program. This may include tasks such as reading, writing assignments, projects, or reports assigned by the course instructor. The instructor will assess the quality of the out-of-class work and contribute to the student's final grade for each level.

**Prerequisite Requirements and Course Numbering :** To enroll in courses at Be Advance, students must fulfill any prerequisite requirements specified in the course syllabus and course descriptions provided in the Institution's catalog. These prerequisites are necessary for students to have the foundational knowledge and skills required for each level.

The courses at Be Advance are categorized and numbered based on their difficulty level and their position in the program's curriculum. Currently, the course numbers at Be Advanced range from 100 to 499.

## ADMISSIONS PROCEDURES

### Admission Requirements:

Prospective students must have a high school diploma or equivalent or be at least 18. Non-U.S.-issued documents must be evaluated by a member of the National Association of Credential Evaluation Services (NACES) at an additional cost.

### Admissions Process:

Prospective students should contact the Be Advance to schedule an appointment with an admissions representative to discuss their program of choice. The Recruitment Director will review the applicant's documents and determine if all admission requirements have been met. If approved, the Recruitment Director will sign the enrollment agreement, and the student will receive a copy of the agreement along with their acceptance letter. The applicants will be notified in writing if they do not meet the admissions criteria.

### Online Learning Environment

Prospective students must demonstrate the ability to be successful in an online learning environment and meet the technical requirements for participation in the program.

### Technology Requirements.

Online Courses are delivered through the CANVAS learning management system. Students are recommended to have a minimum internet connection and meet the following minimum requirements:

- a. Desktop or laptop CPU: 1GHz (2.5 GHz recommended)
- b. Memory RAM: 1GB or higher
- c. Video resolution: 1024x728
- d. Internet access: Fixed or wireless (1Mbps)
- e. Microphone and audio headphones
- f. Web browser: Mozilla Firefox v.22 or more recent
- g. Operating system: Windows XP or more recent
- h. Other software and plugins as necessary (Adobe Reader, Flash Player, Microsoft Office, or Open Office, etc.)
- i. Webcam for certain course activities that require video feedback or proctoring.

#### Proctorio

Be Advance uses Proctorio, an automated proctoring software, for identity verification and exam proctoring. Students must hold up their photo identification at the start of each exam and remain visible throughout the exam. Only approved Be Advance staff will review the student's screen, video, and audio recordings to ensure exam integrity.

#### Security

All information regarding the student is kept in-house and secured and is not available to anyone other than Be Advance employees needing access to the data and the student.

**Information Security:** Information transmission is encrypted to protect student identity and privacy. Student records are kept private by the Family Educational Rights and Privacy Act (FERPA) of 1974. The student's Written consent is required to release records to outside parties, except for authorized agencies, as required by law.

#### Class Security and Student Verification

- All classes are accessed through the secure Canvas learning management system.
- Students are scheduled and registered for their classes based on their time preferences and required courses.
- Access to classes is through a password-protected student account in Canvas.
- Student accounts include identifying information, including a picture.
- Only when logged into their account, can students access their classes by clicking on the class link, which takes them to the class resource page and into the virtual classroom.

Prospective international students should ensure they meet the English Test requirements specified and provide the necessary documentation for International Student F1 during the admissions process.

#### **Cancellation Policy:**

- a. Students can cancel their classes within the first week after the term start date.



- b. Be Advance will refund all classes made if canceled within this period.
- c. Cancellation notifications must be sent to Be Advanced in writing.

Academic Policies:

- d. Students must comply with the terms stated in the catalog, including any supplements or addenda, and all Be Advance policies.
- e. Students must familiarize themselves with the catalog and supplementary material that Be Advance provides.

Non-Discrimination Statement:

- Be Advance follows non-discrimination laws, admitting students without considering factors such as race, gender, sexual orientation, national origin, religion, marital status, etc.
- Discrimination is not practiced in admissions, educational programs, placement procedures, or employment practices.
- Prospective students should review and understand the policies and information outlined in the catalog and adhere to the non-discrimination statement while enrolling at Be Advance.

## STUDENT SERVICES

**Student Rights and Responsibilities:** Every member of the Be Advance student body is entitled to certain rights and must fulfill specific responsibilities upon enrollment. The Student Handbook and the Catalog contain information about student rights and obligations and the Institution's policies on academic dishonesty, illegal substances, and student conduct and discipline.

Be Advance ensures that students have access to their records as mandated by federal and state laws. The Institution complies with the Student Right to Know Act (PL 101-542) and has established policies that outline student rights. For inquiries about accessing student records, students can contact the Registration Department.

**Student Records:** Be Advance maintains two types of student files: academic and financial. Academic files are securely stored in a fire-resistant file cabinet in the file room, and the Registrar holds the keys. Financial files are also kept in a locked file cabinet at the office of financial assistance on-site.

Faculty files are stored in a locked cabinet in the Human Resources office. Be Advance follows the state of Florida retention requirements and appropriately disposes of files that have exceeded their retention period.

Be Advance can generate a student's academic transcript indefinitely. All student records at Be Advance are treated as private by the Family Educational Rights and Privacy Act of 1974 (FERPA). To release records to external parties, written consent from the student is required, except for authorized agencies as permitted by law.



The student's responsibility is to ensure that their personal information is updated with the student records department. Upon enrollment, students are required to provide accurate contact information and inform the Be advanced of any changes.

**Hold on Student Records:** A hold or service indicator may be placed on a student's official record under certain circumstances. Failure to fulfill financial obligations, such as tuition and debts, can result in a hold on the form. Disciplinary actions, academic suspension, or dismissal may also lead to a hold on enrollment. A hold restricts students from enrolling, receiving transcripts or grade reports, and accessing other university services. Removing a hold may take approximately two business days.

**Maintenance of Student Records:** Official academic records are maintained in the Registration Department. These records include admission applications, registration forms for each term, grades, and credits earned at the institution or transferred from other institutions, and other relevant documents related to the student's academic progress and status.

**Amendment of Records:** If a student believes that the information in their records is inaccurate, misleading, or infringes upon their privacy or rights, they can request Be Advanced officials responsible for record maintenance to amend them. The Institution will decide whether to fulfill the request within a reasonable timeframe. The official handling the records will consult with appropriate Institution officials for further evaluation. If the request is denied, the institution will notify the student of the refusal and their hearing rights.

**Hearing Procedures:** If a student's request to amend records is denied, they can appeal the decision to the Academic Affairs within thirty days and request a hearing. The Dean of Academic Affairs will appoint a hearing committee, including an administrator other than the one who denied the request and two faculty members. The decision of the Hearing Committee is final, with the option for a final appeal to the Be Advance President. The scope of the hearing is limited to the contents of the Be Advance's file, such as the accurate recording of a grade rather than the appropriateness of the grade. If dissatisfied with the hearing's outcome, students can submit a statement in the education record expressing their disagreement with the institution's decision.

**Transcript Requests:** Be Advance provides student transcripts upon request. If there are no holds on the record, students can request transcripts from the Registrar's Department by completing a transcript request form.

**Transcript Requests:** Be Advance will release the transcript to the student. Provided a hold does not exist, a student may request a transcript from the Registrar's Department by completing and delivering a transcript request form. Transcript requests may be made in person or by mail. The first transcript request is free of charge upon completion of a program. However, for any additional requests for official transcripts, Be Advance will charge \$15.00 per copy and \$5.00 per unofficial transcript. Official and unofficial transcript requests may take approximately five (5) to ten (10) business days to process.

**Safety Information:** Be Advance publishes the Annual Security Report, which can be found on the institution's website. The document details the institution's safety programs, crime statistics, and crime prevention. Furthermore, it includes the institution's policies and procedures to address alcohol and drug use, the reporting of crimes, sexual assault, and other matters.



**Housing:** Be advance does not have dormitory facilities under its control, and we do not aid the student in finding housing. The availability of accommodation near the institution is favorable, with the average for rent for a 1- bedroom apartment is approximately \$2500. Still, costs may vary depending on the specific location.

**Voter Registration:** Be Advanced encourages all eligible students to register to vote. The Library and the Student Services office can provide students with voter registration information, or students may register at <https://www.usa.gov/register-to-vote>.

**Drug-Free Environment:** Be Advance prohibits the unlawful manufacture, possession, use, sale, dispensation, or distribution of controlled substances and the possession or use of alcohol by students and employees on the property and at any school-sponsored activity. Any violation of these policies will result in appropriate disciplinary actions, including expulsion in the case of students and termination of employees, even for the first offense. Law violations may also be referred to the appropriate law enforcement authorities. If assistance is needed for drug abuse, the student should see a member of the administrative staff at Be Advance for referral assistance to local counseling centers.

**Alcohol Use:** Be advance, as an institution of higher education, is dedicated to the well-being of all members of Be Advance community--students, faculty, employees, and administrators. In a demonstration of its concern with the misuse of alcohol and other drugs, it is the policy of Be advanced to prevent substance abuse through education and prevention programs.

The institution recognizes alcoholism and drug abuse as an illness or treatable disorders, and it is the Be advance's policy to work with members of the institution community to provide channels of education and assistance. However, it is the individual's responsibility to seek help. The Institution also recognizes that possessing and using certain substances is illegal, and the institution is obligated to comply with local, state, and Federal laws.

- **Privacy Policy:** Be Advance understands that security and privacy are important issues for visitors to its website (the "Site") and recognizes its obligations to keep your information secure and confidential. That is why Be Advance maintains the following standards to help protect information that personally identifies you.
- **Policy Against Sexual Harassment:** The Education Amendments of 1972 prohibits discrimination based on sex in education programs and activities receiving Federal financial assistance. Sexual harassment of students can be a form of discrimination prohibited by Title IX. The Office for Civil Rights has long recognized that sexual harassment of students engaged in by school employees, other students, or third parties is covered by Title IX. It is also consistent with the United States Supreme Court precedent and well-established legal principles developed under Title IX and the related anti-discrimination provisions of Title VI and Title VII of the Civil Rights Act of 1964.
- Be Advance intends to protect all employees and students from sexual harassment. Not only is sexual harassment a violation of Title VII of the Civil Rights Act of 1964, but it also undermines the integrity of the employment and academic environment, debilitates morale, and interferes with the effectiveness of employees and students.



- **Policy Against Hazing:** In compliance with Florida law, Be Advance defines hazing as any act, whether physical, mental, emotional, or psychological, which subjects another person, voluntarily or involuntarily, to anything that may abuse, mistreat, degrade, humiliate, harass, or intimidate them, or which may in any fashion compromise their inherent dignity as a person. Hazing inherently conflicts with the purpose and goals of Be Advance. Therefore, such conduct will not be tolerated. Be Advance will try to guarantee that students will not be victimized by hazing. More information on preventing and reporting sexual harassment can be found in the Student Handbook.

**Library Use Policy:** Students at Be Advance are allowed and encouraged to borrow materials from the library's general collection and textbooks for two weeks, except for books currently being used for classes, which are limited to in-house use. The circulation of library materials is subject to the discretion of the library. If a borrowed item is lost, the student will be charged a replacement fee up to the current value of the article, and this fee must be paid before the student is allowed to register for the next term's classes. Reference and special collection items are typically not circulated to students without special permission. Still, exceptions may be granted by the librarian for the necessary and appropriate use of reference materials.

**Email and Internet Use Policy:** All email communications sent or received at Be Advance should be considered official correspondence. Emails must adhere to good taste, etiquette, courtesy, and consideration standards. Under certain circumstances, such as an internal investigation, the institution may retrieve emails as they are subject to subpoena and discovery in legal proceedings. Students are reminded to respect others' privacy and not attempt to access another individual's messages without their permission. All computers at the Be advanced have access to the Internet, and users are expected to exercise good judgment in selecting websites to visit and the amount of time spent using the Internet.

**Rules Concerning the Use of Computers:** Be Advance has established rules that apply to all users of its computers. Violations of these rules may be unlawful, and individuals found in violation may have their computer use privileges suspended immediately upon discovery. Users must familiarize themselves with and adhere to these rules to ensure proper and responsible use of the institution's computer resources.

**Copyright Policy:** Be Advance is committed to compliance with all Federal laws regarding copyright, as outlined in Title 17 of the United States Code. Copyright protection is crucial for individuals who have developed, created, or authored literary, dramatic, musical, artistic, and other intellectual works. This protection applies to published and unpublished works, regardless of the author's nationality or domicile. The institution upholds these copyright laws and expects its students and staff to do the same.

**Photograph Policy:** The Marketing Department respects intellectual property rights when procuring and using photographs. Be advance seeks written permission from photographers for the use and reproduction of their photographic art in publications, web pages, and displays. In appropriate cases, Be Advanced may purchase the copyright for photographs and arrange agreements for attributing authorship to the photographers.

**Ways to Opt-out of Photos Being Published, Directory Listings:** Faculty and staff members who do not wish to have their photos or personal information published can communicate their preference in writing to the Department of Marketing Communications. Students must update their personal information to reflect their preferences regarding using their photos and information in the institution's



directories.

## STUDENT POLICIES

**ACADEMIC CALENDAR:** The academic year consists of three 12-week terms, including the summer term, which is an integral part of the academic program. The Registrar's Office issues a specific academic calendar to assist students in planning their educational journeys.

**Integrity:** Academic Integrity means that every student acknowledges that the work they submit for assignments and examinations is their own or properly attributed. Students agree not to share assignments or exam contents with others or interfere with the progress of other students.

**Violations of Academic Integrity:** Violations of academic integrity hurt the student, the educational program, and the institution. Therefore, all forms of academic dishonesty are not tolerated.

Academic integrity can be compromised in various ways. Examples of academically dishonest behavior include, but are not limited to, the following:

**Cheating** refers to intentionally using or attempting to use unauthorized materials, information, or aids in any academic task. Examples include copying from another student, presenting someone else's work as one's own, submitting the same work for multiple courses without permission, using electronic devices during exams, obtaining, or using stolen evaluation materials, violating examination rules, or breaching any regulations related to academic conduct.

**Fabrication or Misrepresentation:** Fabrication involves providing or using false or altered information, data, or citations in academic assignments. Misrepresentation refers to giving incorrect or misleading information or failing to disclose relevant information. Fabrication or misrepresentation of academic records includes making false statements about academic credentials, concealing material information, forging signatures, or educational documents (which is also a crime), tampering with computer records, falsifying academic information on resumes, and falsifying communications about absences, missing assignments, exams, or course expectations and requirements.

**Plagiarism:** Plagiarism involves using or presenting another person's words, ideas, or sequence of statements as one's own in any academic task. Unauthorized dissemination of information stored on computer systems or electronic devices violates the owner's rights and is considered attempted theft. Examples of plagiarism include copying someone else's work and submitting it as one's own, not properly attributing quotes, paraphrasing or summarizing without giving credit, and copying or downloading articles or research papers without proper attribution (also known as cyber-plagiarism).

**Enabling Academic Dishonesty:** Enabling academic dishonesty refers to knowingly or passively allowing one's work to be used by another without proper attribution. It also includes participating in or failing to report known or suspected academic dishonesty.

**Obstructing Academic Progress:** Obstructing academic progress includes denying others access to scholarly resources, providing false or misleading information, stealing, defacing, misplacing, or

destroying library materials, or altering electronic files belonging to others without permission.

## STUDENT RESPONSIBILITIES & EXPECTATIONS FOR DISTANCE EDUCATION

Not all learners are well-suited for flexible learning options such as online and hybrid courses. It is important to assess one's strengths and weaknesses to determine if online learning is a suitable fit. If a student is considering enrolling in an online or hybrid course, it is advisable to consult with the Academics Department for guidance.

Successful online learning requires a specific set of skills. Be Advance provides an orientation to help students develop these skills. Still, students are expected to possess basic computer skills, including proficiency in using email, computers, and online tools. Familiarity with conducting online searches and utilizing online resources is also essential. Students participating in online courses are expected to have these fundamental computer skills, as their ability to succeed in the course may be impacted otherwise.

Attendance and active participation are crucial in online learning. The academic week for online courses begins on Monday at 12:00 a.m. Eastern Standard Time (EST) and ends on Sunday at 11:59 p.m. (EST). To be considered present for the week, students must engage in academic learning activities, such as submitting assignments, actively participating in discussion forums, or completing exams. Logging into an online class without active involvement does not count as attendance.

Acceptable evidence of academic attendance and participation in a distance education program includes submitting documents such as:

- Student submission of an academic assignment or exam
- Documented student participation in an interactive tutorial or computer-assisted instruction.
- Posting by the student in a discussion forum showing the student's participation in an online discussion
- Online students must meet the first week's attendance to be confirmed as active students.
- Students not fully operational by the end of the second week will be dropped with a withdrawn/failure grade.

Effective communication between faculty and students is crucial in ensuring student success. Consequently, at Be Advance, instructors must engage in regular and meaningful interaction with students in all online classes. This includes providing timely and substantial feedback on student assignments. Quality Matters also plays a significant role in hybrid and online courses by emphasizing the importance of interaction.

Key aspects of this interaction include:

1. Incorporating course activities that promote active learning and encourage student engagement.
2. Clearly stating response times for classroom communication and providing assignment feedback.

3. Ensuring that expectations for student interaction are clearly explained.

Definitions:

As per federal regulations, distance education refers to instructional delivery using technologies such as the internet, various transmission methods, audio conferencing, and physical media. It aims to provide instruction to students physically separated from their instructors while facilitating regular and substantial interaction between them, either synchronously or asynchronously.

Correspondence Course:

1. Correspondence courses are provided by institutions that deliver instructional materials, including exams, to students via mail or electronic transmission. Interaction between the instructor and student is limited, not regular or substantive, and primarily initiated by the student. These courses are typically self-paced.

2. If a course combines correspondence and residential training, the Secretary considers it a correspondence course.

3. Correspondence courses do not fall under the definition of distance education and are generally not eligible for financial aid.

Regular Interaction:

Regular interaction refers to recurring, predictable engagement integrated into the course design. It ensures that students in online and hybrid classes can access their instructors equally. For instance, in a one-credit class, regular interaction should occur for at least one hour per week, while a two-credit class should have two hours, excluding grading time.

Substantive Interaction:

Substantive interaction involves academic engagement initiated by the instructor. It goes beyond external communication and aims to support student learning.

Examples of Regular Interaction:

- Faculty presence, guidance, and proactive communication with students.
- Course structure and timeline established by the instructor, incorporating learning activities, online discussions, and lectures.
- Frequent interactions with students, which become expected.
- Instructor announcements in Canvas, guiding assignments, and additional information.
- Notification to students about instructor absence and when regular interaction will resume.
- Distribution of assignments and assessments throughout the course term.

Examples of Substantive Interaction:

- Follow-up questions on discussion boards to help students achieve higher levels of learning.

- Personalized feedback on assignments, discussions, and quizzes that guides students toward further knowledge and skills.
- Utilization, of course, materials (e.g., recorded webinars, videos, readings) to facilitate synchronous or asynchronous interactions, requiring student engagement with the instructor or participation in moderated online discussions.
- Providing constructive feedback on student assignments, explicitly highlighting areas of improvement, or guiding students to the next learning steps. Superficial comments like "good job" or "needs improvement" are not considered substantive.
- Instructor announcements addressing course content and upcoming assignments. Synchronous online meetings and chats to delve deeper into the course material and handle student inquiries.

## TECHNOLOGY REQUIREMENTS

Courses are delivered online using the CANVAS learning management system (LMS), which facilitates synchronous e-learning. To effectively participate in distance education, students must have a minimum Internet connection speed of 3 Mbps (Megabits-Per-Second). Additionally, students must meet the following minimum requirements:

- Reliable Internet access
- A compatible device (e.g., computer, laptop, tablet, or smartphone) with a current operating system.
- Sufficient storage capacity for course materials and assignments.
- Access to necessary software and applications as specified by the program.
- Basic computer skills, including proficiency in using email, web browsers, and word-processing software.
- Adequate hardware, such as a webcam and microphone, for engaging in online discussions and multimedia activities
- Regular access to an email account for communication with instructors and classmates
- Time management skills to effectively engage in online coursework and meet assignment deadlines

The following are the minimum requirements for students to participate in the online courses:

- Desktop or Laptop CPU: A minimum of 1GHz CPU is required, although a higher speed of 2.5 GHz is recommended.
- Memory RAM: At least 1 GB of RAM is required.
- Video resolution: The recommended video resolution is 1024x728.
- Internet Access: Students should have fixed or wireless internet with a minimum speed of 1 Mbps.
- Microphone and Audio Headphones: These are required for audio communication and participation in course activities.
- Web Browser: Mozilla Firefox version 22 or Chrome are the recommended web browsers.
- Operating System: Students should have Windows XP or a more recent version.
- Acrobat Reader: Students need to have Acrobat Reader installed, which is free software for

viewing PDF documents.

- Macromedia Flash Player: This software is required to view multimedia content
- Microsoft Office or Open Office: Students should have either Microsoft Office or Open Office installed for creating and editing documents.
- Webcam: A webcam is necessary for activities that require video feedback, test proctoring, or other third-party tools.

Students will have the necessary tools to engage in the online courses effectively by ensuring that their computer and internet connection meet these minimum requirements.

Mobile Devices: Although Canvas is compatible with Android and iOS mobile devices, it is primarily designed for desktop displays. While you can access Canvas on your mobile device, please note that certain features may not be fully available due to the use of Flash. Therefore, using a desktop computer for tasks such as submitting assignments, participating in discussions, and taking quizzes on Canvas. This will ensure a smoother and more comprehensive experience with all the platform functionalities.

\*Canvas is optimized for desktop displays.

## TECHNOLOGY PLUGINS AND SOFTWARE

- Flash:

Flash is necessary for recording audio and video in the Canvas Rich Content Editor, but it is not required for most other features. Please note that some browsers may no longer support Flash.

- Java: Java is required for screen sharing in Conferences. However, not all browsers support Java.
- JavaScript: JavaScript must be enabled in your browser to run Canvas.

Connectivity:

- High-speed internet connection: A reliable and fast internet connection such as Cable or DSL is required to access the educational platform, digital resources, classes, and video conferences.
- Internet web browser: You can use browsers like Firefox (version 3+), Internet Edge, Safari (version 3.1+), or Google Chrome.
- Personal email account: It is recommended to have a personal email account for communication purposes.

Software:

- Adobe Reader: Adobe Reader is necessary for reading PDF files downloaded from the student's course. Most browsers already have a built-in PDF reader add-on.
- Text editor: You should have a good text editor for preparing written work. Options include Microsoft Word, Google Docs (from the student's Gmail account), or using Notepad on PC or Mac. There are also other text editor options available.
- Screen Readers:





For students using screen readers, the latest versions of Safari for Macintosh, Internet Explorer for PC, or Firefox for PC are recommended. However, there is no screen reader support for Canvas in Chrome.

Internet Connection:

- A reliable and high-speed internet connection is required to access the educational platform, digital resources, classes, and video conferences.
- It is recommended to access Canvas using a computer that supports updated browser versions.
- Students and teachers are responsible for their own computers (hardware/software) and internet connection.

During exams, students must show their photo identification, such as a driver's license or passport, to the camera to confirm their identity. Throughout the exam, students must remain visible on the screen. Only approved Be Advance staff members can review the student's screen, video, and audio recordings while maintaining student privacy.

Security: Be Advanced maintains strict security measures to protect student information. All student data is kept in-house and secured, accessible only to authorized Be advanced employees who require access for administrative purposes. Information transmission is encrypted to safeguard student identity and privacy. Be Advance complies with the Family Educational Rights and Privacy Act of 1974 (FERPA), ensuring the confidentiality of student records. Written consent from the student is necessary to release documents to external parties, except for authorized agencies, as mandated by law.

Be Advance prioritizes the security of classes and the verification of student identity. To uphold this commitment, the following systems are in place:

- Students are scheduled for classes based on their preferred time and the required courses. They are then registered into the appropriate class.
- To access their classes, students must log into their password-protected CANVAS student account.
- The student's account includes their picture and other relevant identifying information, ensuring accurate identification.
- Once logged in, students can access their class by clicking on the class link, which will direct them to the class resource page and the virtual classroom.

Using the Canvas platform and password-protected accounts enhances the security of the classes and ensures that only authorized students can access their respective courses.

## GRADUATION POLICY

In order to obtain ESL Certificate students must achieve a minimum Cumulative Grade Point Average (CGPA) of 2.0. Additionally, students must successfully complete all required courses and fulfill the minimum credit hour requirements specified by their program. It is also essential for students to complete the program within a maximum number of credit hours attempted, which should not exceed 150% of the

total program length, as outlined in the Satisfactory Academic Progress policy.

To ensure eligibility for graduation, the Registrar will carefully review the academic records of students who are scheduled to complete their program, verifying that all academic requirements have been met. Moreover, students must be up to date with their financial obligations to the Be Advance to receive their official degrees.

Upon meeting all the requirements, Be Advanced will send the student an official degree and a copy of their transcript through direct mail. It is the student's responsibility to ensure that the institution possesses their current mailing address information before completing their course of study to ensure the prompt receipt of these official documents.

In addition to the academic requirements listed above, students must complete the following exit tasks:

1. **Assessment Evaluation:** Students must undertake pre- and Post-Test assessments. The Pre-test should be completed during the initial term of the program, while the Post-Test is to be completed in the final term. The results of these evaluations are confidential and have no impact on the students' academic progress. They play a role in assessing the program's learning outcomes and are used to review and enhance the program offered by the Be Advance.
2. **Graduate Survey:** Students must participate in the Graduate Survey during the term they plan to graduate. This survey is entirely confidential and is utilized to contribute to the Institution's strategic planning process.
3. **Graduate Exit Interview:** Besides completing the written graduate survey, graduates may be requested to attend an exit interview.

Students who have applied for graduation but do not meet the minimum requirements will receive detailed information regarding their progress up to that point and any remaining provisions that need to be fulfilled.

**Leave of Absence:** A leave of absence (LOA) allows students to interrupt their program of study temporarily. If students cannot attend classes for a term, they should apply for an LOA. Valid reasons for an LOA include medical situations, military service, family care, severe financial hardship, and other personal situations. Students do not need to apply for an LOA during institutionally scheduled breaks. Students must apply for an LOA in advance unless unforeseen circumstances prevent them (e.g., a student sustains injuries in a car accident and cannot submit a written LOA request). Students granted an LOA due to unforeseen circumstances must provide documentation for the LOA situation later.

Students may take an LOA for up to 180 days within 12 months. To apply, students must complete the appropriate LOA application paperwork with the Student Services Coordinator of the Be Advanced. All LOA requests must be submitted in writing, including the reason for the request and the submission date. The request will undergo review, and the student will be notified of the decision via email. While on an official LOA, students will not be subject to tuition rate increases or additional institutional charges. However, students who have received Federal Student Financial Aid will not be eligible for other aid while on an LOA.



Leave of Absence for Active Military Duty: Be Advanced provides a military leave of absence (MLOA) to students who are active members of the United States' uniformed military services and are called to active duty. An MLOA allows these students to be absent from the Be Advance without negatively impacting their admission status, grade point average, or institutional financial aid. The MLOA remains in effect until the student returns from service, and their Be Advance email accounts will remain accessible.

Students must notify the Be Advance within one month of receiving active-duty orders. To apply for MLOA, students must submit the appropriate form and supporting documentation to the registrar's office and the SCO (Student Services Coordinator).

Returning to Be Advance after MLOA: After fulfilling their military obligations, students should contact the student services and registrar's office for assistance with returning to Be Advance.

Suppose students plan to use VA education benefits upon their return. In that case, they should contact the SCO after registering for classes so that the SCO can report their enrollment to the Department of Veterans Affairs. Students will need to provide their DD214 discharge documents.

International students must adhere to the regulations of their student visas and, therefore, are not eligible for leaves of absence.

## TRANSFER CREDITS

Students who have previously attended a college or university for ESL Program that is accredited or approved may be eligible for transfer credit at Be Advance. To be considered for transfer, the courses taken at the previous institution should be substantially similar in content and degree level. A minimum grade of C- (2.0) for ESL is required.

It's important to note that Be Advance does not guarantee the acceptance of transfer credits. It is the responsibility of the student to arrange for official transcripts to be sent directly from their previous institution to the Be Advance for evaluation. The transcripts must be received within the student's first term at the Be Advanced for transfer credits to be officially granted. Failure to submit the transcripts within this timeframe may result in no transfer credits being awarded.

If students disagree with the initial evaluation of their transfer credits, they can request a secondary review. This can be done by contacting the Dean of Academic Affairs and submitting a formal request for re-evaluation.

Notice Concerning Transferability of Credits and Credentials Earned at Be Advance.



## GRADING SYSTEM

Be Advance students are assessed on their academic performance through various means, including in-class assignments, homework assignments, projects, attendance, quizzes, and exams, as specified in the course syllabus. It is important to note that a proctor supervises all exams to ensure fairness and academic integrity. The Cumulative Grade Point Average (CGPA) is calculated by assigning weights to the credit hours of each course. The credit hours are multiplied by the quality points earned in each class. The resulting values are then summed and divided by the total credit hours to obtain the CGPA. This weighted average provides a measure of a student's overall academic performance.

DELIVERABLE	% OF GRADE
Attendance and Class participation.	16%
Cases Presentations	10%
Discussion Forum	10%
Midterm	20%
Assignments	10%
Project	10%
Final Exam	24%
<b>Total</b>	<b>100%</b>

## ENGLISH AS A SECOND LANGUAGE

### (ESL) PROGRAM ( 900 HOURS).

At Be Advance, ESL students are actively involved in coursework that gives them the direction and tools they need to achieve the highest level of English proficiency. Academic, social, professional, and personal aspects of students' lives will all be impacted by their proficiency in English. There are six intensive levels in the ESL curriculum. Through testing at the right level of proficiency, student progress is consistently and accurately evaluated.

1. **Develop Proficiency:** The primary objective of the ESL program is to help learners develop proficiency in all language skills, including listening, speaking, reading, and writing. By focusing on these core areas, the program aims to equip learners with the necessary language tools to navigate real-life situations with confidence.
2. **Enhance Communication Skills:** The program seeks to foster effective communication skills among ESL learners. This objective involves improving their ability to express ideas, opinions, and emotions clearly and appropriately, both verbally and in writing. Special emphasis is placed on developing conversational fluency, expanding vocabulary, and refining pronunciation and intonation.
3. **Promote Cultural Understanding:** The ESL program aims to promote cultural understanding and sensitivity among learners. By exploring different cultures, customs, and traditions, learners develop a broader perspective and a deeper appreciation for diversity. This objective helps them become more empathetic and effective communicators in multicultural settings.
4. **Foster Academic Success:** Another goal of the ESL program is to support learners in achieving academic success in English-speaking educational environments. This objective involves developing academic language skills, such as comprehension of academic texts, critical thinking, and writing cohesive and well-structured essays. The program also focuses on strengthening research and presentation skills to equip learners for higher education or professional pursuits.
5. **Build Confidence:** Building learners' confidence in using English is a crucial objective of the ESL program. By providing ample opportunities for practice, constructive feedback, and a supportive learning environment, the program aims to boost learners' self-assurance. Increased confidence leads to improved language production and a willingness to engage in real-life interactions without fear of making mistakes.



6. Facilitate Language Integration: The ESL program seeks to facilitate the integration of learners into English-speaking communities. This objective involves familiarizing learners with social norms, cultural practices, and the everyday language used in their new environment. By equipping learners with the necessary linguistic and cultural knowledge, the program aims to empower them to engage actively and participate fully in their communities.

#### Placement Exam

Before starting the program, the student will be administered a placement exam to determine his/her level of English proficiency. Additionally, students are evaluated by instructors, who appropriately distribute grades indicating learning and growth. Grading components include grammar, oral communication, reading, writing, and integrated language skills. In cases where any of the required components have not been met, students are required to repeat the course.

#### Program Outcomes

When a student completes the program successfully, they will be able to: improve their grammar, reading, writing, oral communication, and study techniques.

Become a more competent, efficient, and perceptive academic reader who can communicate to others the substance and main ideas of what is read through writing and speaking. Improve their fluency in generating and interpreting spoken and written English.

Develop critical thinking abilities in relation to employing these tools for effective communication in an academic setting. Clearly and logically present ideas to achieve a specified goal and be appropriate for an intended audience.

PROGRAM ENGLISH AS A SECOND LANGUAGE		
COURSE NUMBER	COURSE TITLE	Clock Hours
Level 1		150 hrs.
ESLB000	Basic Grammar	34
ESBL001	Basic Reading	33
ESLB002	Basic Conversation and Listening	33
ESLB003	Basic Writing	34
ESLB004	Basic Lab	16
Level 2		150 hrs.
ESLB100	Beginner Grammar	33
ESLB101	Beginner Reading	33
ESLB102	Beginner Oral Communication and Listening	33
ESLB103	Beginner Writing	35
ESLB104	Beginner Lab & Academic vocabulary	16
Level 3		150 hrs.
ESLB200	Intermediate Grammar	33
ESLB201	Intermediate Reading	33
ESLB202	Integrated Language Application Skills I	33
ESLB203	Intermediate Writing	35
ESLB204	Intermediate Lab & Academic vocabulary	16
Level 4		150 hrs.
ESLB300	High-Intermediate to Advanced Grammar	33
ESLB301	High-Intermediate to Advanced Reading	33
ESLB302	Academic Listening and Speaking	33
ESLB303	High-Intermediate to Advanced Writing	35
ESBL304	High-Intermediate to Advance Lab & Academic vocabulary	16
Level 5		150 hrs.
ESLB400	Advanced Grammar	33
ESLB401	Advanced Reading	33
ESBL402	Integrated Language Application Skills II	33
ESBL403	Academic Writing	35
ESLB404	Advanced Lab & Academic vocabulary	16
Level 6 (Transition)		150 hrs.
ESLB500	Advanced Grammar	33
ESLB501	Advanced Reading	33
<b>ESLB502</b>	<b>English for Academic Purposes</b>	33

ESLB503	Advanced Writing Workshop	35
ESLB504	Advanced Lab & Academic vocabulary	16
	Total Clock Hours	900

Educational goals and objectives.

1.- Educational goals and objectives for an ESL (English as a Second Language) program with six levels, each lasting 12 weeks, requires careful consideration of language proficiency and skill development. The goal is to provide a comprehensive and progressive learning experience for students as they advance through the program.

**Level 1 (Beginner ):** Goal: Develop basic communication skills to understand and use simple, everyday English in common situations.

Objectives:

1. Introduce and practice foundational vocabulary related to greetings, numbers, family, colors, etc.
2. Develop basic sentence structures, including subject-verb-object patterns.
3. Enable students to engage in simple conversations about personal information (e.g., name, age, nationality).
4. Introduce present tense verbs and common adjectives.
5. Practice listening comprehension with basic audio materials.
6. Introduce strategies for effective language learning, such as using a bilingual dictionary and language apps.

**Level 2 (Elementary ):** Goal: Strengthen communication skills to participate in more complex conversations and express opinions.

Objectives:

1. Expand vocabulary to include daily routines, hobbies, food, and more.
2. Introduce past tense verbs and present continuous tense.
3. Enable students to ask and answer questions about past experiences.
4. Practice basic reading skills with simple texts and passages.
5. Enhance listening comprehension through dialogues and short narratives.
6. Introduce basic writing skills, such as simple paragraphs and emails.

**Level 3 (Pre-Intermediate - ):** Goal: Develop intermediate language skills for increased fluency and comprehension.

Objectives:

1. Expand vocabulary to cover a wider range of topics, including work, travel, and environment.
2. Introduce future tense and other verb forms (e.g., modal verbs).
3. Enable students to express opinions and give reasons using appropriate language.
4. Improve reading skills with longer texts and articles.
5. Enhance listening comprehension with various media, including videos and podcasts.
6. Develop basic presentation skills and group discussions.

**Level 4 (Intermediate ):** Goal: Enhance language proficiency to communicate confidently in various real-life situations.

Objectives:

1. Expand vocabulary for more specialized topics, such as technology, culture, and current events.
2. Introduce complex sentence structures and more advanced grammar concepts.
3. Improve reading comprehension skills with authentic materials.
4. Enhance listening comprehension with authentic speeches and interviews.
5. Practice writing essays and formal letters.





6. Develop critical thinking and analysis through discussions and debates.

**Level 5 (Upper-Intermediate ):** Goal: Develop near-native language skills for academic and professional contexts.

Objectives:

1. Expand academic and professional vocabulary.
2. Enhance fluency in various verb tenses and sentence structures.
3. Improve reading comprehension of complex academic texts.
4. Develop effective note-taking and summarizing skills.
5. Enhance listening comprehension with academic lectures and presentations.
6. Practice writing research papers and reports.

**Level 6 (Advanced ):** Goal: Achieve advanced language proficiency for professional and social success.

Objectives:

1. Expand advanced vocabulary and idiomatic expressions.
2. Enhance accuracy and complexity in writing.
3. Improve public speaking and presentation skills.
4. Develop the ability to analyze and discuss complex topics.
5. Engage in debates and academic discussions.
6. Prepare for standardized English language proficiency exams (e.g., TOEFL, IELTS).

## Lessons Plan.

### Level 1 (Beginner - 150 hours)

1. Greetings and Introductions (10 hours)
2. Numbers and Counting (10 hours)
3. Everyday Objects and Colors (10 hours)
4. Family and Relationships (10 hours)
5. Daily Activities and Routines (10 hours)
6. Basic Questions and Answers (10 hours)
7. Present Simple Tense (20 hours)
8. Nouns and Pronouns (15 hours)
9. Describing People and Things (15 hours)
10. Basic Prepositions (10 hours)
11. Past Simple Tense (20 hours)
12. Review and Assessment (20 hours)

### Level 2 (Elementary - 150 hours)

1. Likes and Dislikes (10 hours)
2. Food and Drinks (10 hours)
3. Hobbies and Leisure Activities (10 hours)
4. Time and Daily Schedule (10 hours)
5. Present Continuous Tense (15 hours)
6. Giving Directions and Locations (10 hours)
7. Past Continuous Tense (15 hours)



8. Talking about Future Plans (15 hours)
9. Comparatives and Superlatives (10 hours)
10. Modal Verbs (15 hours)
11. Present Perfect Tense (20 hours)
12. Review and Assessment (20 hours)

**Level 3 (Pre-Intermediate - 150 hours)**

1. Travel and Places (10 hours)
2. Shopping and Money (10 hours)
3. Talking about the Weather (10 hours)
4. Past Perfect Tense (15 hours)
5. Future Continuous and Perfect Tense (15 hours)
6. Expressing Hypothetical Situations (15 hours)
7. Expressing Obligation and Advice (15 hours)
8. Expressing Preferences and Opinions (15 hours)
9. Speaking with Clarity and Confidence (15 hours)
10. Formal Writing (emails, letters) (15 hours)
11. Presenting and Public Speaking (15 hours)
12. Review and Assessment (15 hours)

**Level 4 (Intermediate - 150 hours)**

1. Technology and Gadgets (10 hours)
2. Environmental Issues (10 hours)
3. Health and Well-being (10 hours)
4. Third Conditional and Mixed Conditionals (15 hours)
5. Academic Vocabulary and Language (15 hours)
6. Reading and Analyzing Academic Texts (20 hours)
7. Writing Summaries and Paraphrasing (20 hours)
8. Business English Vocabulary (10 hours)
9. Job Interview Preparation (10 hours)
10. Media Literacy and Analyzing News (10 hours)
11. Test Preparation Strategies (15 hours)
12. Review and Assessment (15 hours)

**Level 5 (Upper-Intermediate - 150 hours)**

1. Culture and Traditions (10 hours)
2. Global Issues and Current Events (15 hours)
3. Literary Analysis and Critical Thinking (20 hours)
4. Advanced Idioms and Expressions (15 hours)
5. Advanced Writing Skills (essays, arguments) (20 hours)
6. Public Speaking and Negotiation Skills (15 hours)
7. Real-life Role-plays and Simulations (20 hours)
8. Cross-Cultural Communication (10 hours)
9. Media Literacy and Analyzing Media Bias (15 hours)
10. Test Preparation and Mock Exams (15 hours)
11. Final Review and Assessment (15 hours)

**Level 6 (Advanced - 150 hours)**

1. Debates and Discussions on Complex Topics (20 hours)
2. Intensive Reading and Analyzing Literature (20 hours)
3. Advanced Writing Techniques (essays, reports) (25 hours)
4. Public Speaking and Persuasion (20 hours)
5. Career Development and Job Application (15 hours)
6. Real-world Problem Solving and Decision Making (20 hours)
7. Independent Research and Presentation (20 hours)
8. Language Proficiency Exam Preparation (25 hours)
9. Final Project and Presentation (15 hours)

#### 10. Graduation and Farewell (10 hours).

#### Instructional Materials.

##### Level 1 (Beginner )

**Required Book:** American Empower Starter/A1 Student's Book with Digital Pack (Cambridge English Empower) New Edition

by Adrian Doff (Author), Craig Thaine (Author), Herbert Puchta (Author), Jeff Stranks (Author), Peter Lewis-Jones (Author).

ISBN-13

978-1108862219

##### Instructional Materials:

1. Basic vocabulary flashcards (Greetings, Numbers, Colors, etc.).
2. Picture dictionaries with simple words and images.
3. Worksheets for practicing basic sentence structures.
4. Simple storybooks with easy-to-understand language.

##### Supplementary Books:

1. "Oxford Picture Dictionary" by Jayme Adelson-Goldstein and Norma Shapiro.
2. "Hello, World!" series by Jill McDonald.

##### Software:

1. Duolingo: An interactive language learning app for beginners.
2. BBC Learning English: Online resources with vocabulary and grammar exercises.

##### Learning Activities:

1. Role-play exercises for practicing greetings and introductions.
2. Vocabulary games, such as flashcard memory matching.
3. Short audio clips for listening comprehension practice.
4. Partner activities for practicing basic conversations.

##### Electronic Links:

1. ESL Kids Lab: Interactive games and activities for young learners.
2. British Council Learn English Kids: Fun online resources for beginners.

**Level 2 (Elementary )**

**Required Book:** American Empower Elementary/A2 Student's Book with eBook (Cambridge English Empower) New Edition

by Adrian Doff (Author), Craig Thaine (Author), Herbert Puchta (Author), Jeff Stranks (Author), Peter Lewis-Jones (Author)

ISBN-13

978-1108817516

Instructional Materials:

1. Intermediate-level vocabulary flashcards (Food, Hobbies, Time expressions, etc.).
2. Worksheets for past tense verb practice.
3. Short reading passages with comprehension questions.

Supplementary Books:

1. "Cambridge English Readers" series by various authors (graded readers).
2. "English Grammar in Use" by Raymond Murphy.

Software:

1. Rosetta Stone: A language learning software with immersive lessons.
2. Memrise: An app for vocabulary and grammar practice.

Learning Activities:

1. Pair and group activities for practicing past tense conversations.
2. Role-play exercises for ordering food in a restaurant.
3. Listening exercises with short videos or audio clips.

Electronic Links:

1. ESL Party land: Interactive quizzes and grammar exercises.
2. Breaking News English: News-based ESL lessons for reading and listening.

**Level 3 (Pre-Intermediate )**

**Required Books:**

American Empower Pre-intermediate/B1 Student's Book with eBook (Cambridge English Empower) New Edition

by Adrian Doff (Author), Craig Thaine (Author), Herbert Puchta (Author), Jeff Stranks (Author), Peter Lewis-Jones (Author)

ISBN-13

978-1108818124

Instructional Materials:

1. Pre-intermediate vocabulary flashcards (Travel, Shopping, Weather, etc.).
2. Worksheets for future tense and modal verb practice.
3. Short passages for reading and discussion.

Supplementary Books:

1. "Grammar in Context" series by Sandra N. Elbaum.
2. "Practical English Usage" by Michael Swan.

Software:

1. Babbel: An app for vocabulary, grammar, and speaking practice.
2. ESL Library: An online platform with lesson plans and materials.

Learning Activities:

1. Debate and discussion activities on environmental issues.
2. Real-world role-plays for buying tickets or giving directions.
3. Listening exercises with TED Talks or interviews.

## Electronic Links:

1. EngVid: Video lessons on various ESL topics.
2. Randall's ESL Cyber Listening Lab: Listening comprehension exercises.

**Level 4 (Intermediate )****Required Books:**

**American Empower Intermediate/B1+ Student's Book A with Digital Pack (Cambridge English Empower) New Edition**

**by Adrian Doff (Author), Craig Thaine (Author), Herbert Puchta (Author), Jeff Stranks (Author), Peter Lewis-Jones (Author)**

**ISBN-13**

**978-1108861540**

## Instructional Materials:

1. Intermediate-level vocabulary flashcards (Technology, Health, Business, etc.).
2. Worksheets for advanced grammar practice (Conditionals, Present Perfect, etc.).
3. Longer reading passages with comprehension activities.

## Supplementary Books:

1. "English for Business Communication" by Simon Sweeney.
2. "Focus on Grammar" series by Marjorie Fuchs and Margaret Bonner.

## Software:

1. FluentU: An immersive platform for learning with videos.
2. Anki: A spaced repetition flashcard app for vocabulary retention.

## Learning Activities:

1. Role-play scenarios for job interviews and negotiations.
2. Writing exercises for emails, reports, and essays.
3. Group discussions on global issues and current events.

## Electronic Links:

1. ESL Gold: Interactive grammar quizzes and exercises.
2. New York Times Learning Network: News-based ESL activities.

**Level 5 (Upper-Intermediate )**

**Required Books : Empower Upper-intermediate/B2 Workbook with Answers (Cambridge English Empower) Product Bundle – March 3, 2022**

**by Wayne Rimmer (Author)**

**ISBN-13**

**978-1108961356**

## Instructional Materials:

1. Upper-intermediate vocabulary flashcards (Culture, Literature, Advanced Idioms, etc.).
2. Worksheets for advanced writing skills (Essays, Summaries, Persuasive Writing, etc.).
3. Authentic materials, such as newspaper articles and literature excerpts.

## Supplementary Books:

1. "Advanced Grammar in Use" by Martin Hewings.

2. "Academic Writing: A Handbook for International Students" by Stephen Bailey.

Software:

1. Busuu: A language learning app with personalized courses.
2. Grammarly: An online writing assistant for grammar and style.

Learning Activities:

1. Literary analysis and discussion on short stories or excerpts.
2. Debates on controversial topics and persuasive speaking exercises.
3. Research projects on cross-cultural communication.

Electronic Links:

1. ESL Discussions: Conversation questions for group discussions.
2. TED-Ed ESL: TED-Ed lessons designed for English learners.

### **Level 6 (Required Books)**

**American Empower Advanced/C1 Student's Book with eBook (Cambridge English Empower)**  
by Adrian Doff, Craig Thaine, et al. | Jan 6, 2022

ISBN-13

978-1108817219

Instructional Materials:

1. Advanced vocabulary flashcards (Global Issues, Philosophy, Career Development, etc.).
2. Worksheets for critical thinking and problem-solving activities.
3. Authentic materials, such as academic papers and TED Talks.

Supplementary Books:

1. "Advanced Language Practice" by Michael Vince.
2. "The Globalization of World Politics" by John Baylis, Steve Smith, and Patricia Owens.

Software:

1. Lingoda: A platform offering live online classes with qualified teachers.
2. AnkiDroid: A mobile app for advanced vocabulary retention.

Learning Activities:

1. Independent research and presentation on a chosen topic.
2. Simulations of real-world scenarios and decision-making exercises.
3. Exam preparation and mock tests for language proficiency exams.

Electronic Links:

1. Stanford Online Writing Studio: Resources for academic writing.
2. Coursera: Online courses from top universities on various subjects.

## TUITION, FEES, AND OTHER EXPENSES

Programs	Total Credit hours	Unit credit cost	Application Fee	Graduation Fee	Technology Fee	Total Program cost
ESL NON-CREDIT PROGRAM	N/A	N/A	\$120	\$120	N/A	\$1,800
ESL PROGRAM	90	\$110	\$120	\$120	N/A	\$9,900

All tuition and fees are mandatory and are subject to change. In the event of a change in tuition or fees, students will be notified of the changes before the changes take effect at the BE Advance.

### Program Tuition and Fees

#### General Fees

Official Transcript Request Fee .....	\$15 per transcript
Returned Check Charge .....	\$50
Change of Program .....	\$50
A late fee.....	\$50

Please note that you are responsible for the amount of total program costs. If you obtain a student loan, you are responsible for repaying the loan amount plus any interest.

Other Charges: Beyond those listed in this Current Schedule of Charges, no additional expenses are required of the student to be paid to the Be Advance.



## SCHOLARSHIP POLICY

### Institutional Scholarships for Domestic and International Students

Be Advance Scholarship is available to all individuals interested in pursuing a degree. The scholarship recipients are selected before their first term and can maintain it throughout their academic journey provided, they meet satisfactory academic progress requirements and adhere to the general scholarship terms.

To ensure the scholarship remains active, students must adhere to the following guidelines:

- The academic year comprises the fall, spring, and summer terms for scholarship purposes.
- Students must enroll as full-time students and maintain full-time hours until the last add and drop period of each term.

General guidelines to note:

- The scholarship can be combined with other forms of financial aid but must not exceed the total cost of tuition and eligible fees.
- The scholarship remains in effect until graduation, as long as the student meets the retention requirements each term.
- The scholarship is intended to assist with tuition expenses.

Renewal of the scholarship is automatic if the student meets all the requirements. Failure to comply with the rules and regulations will lead to the forfeiture and cancellation of the scholarship.

To apply for the scholarship, students must be accepted and enrolled in a program, provide transcripts from previous educational institutions (if applicable), submit three reference letters, and write a personal essay.

The scholarship policy is a contractual agreement provided by the Office of Admission, serving as a guide to understanding the scholarship terms. Students should receive and review a copy of the policy when awarded the scholarship.





Scholarship Name	Criteria	Percentage	The Basis for Selection and Deadlines
<b>THE ACADEMIC SCHOLARSHIP</b>	This scholarship is granted to freshmen, transfers, and all continuing students (Domestic and International) according to their GPA. The required entry GPA is 3.0 or higher.	20%	<p>Recipients of this scholarship must maintain a minimum GPA of 3.0 for graduate students every term to continue to be eligible for the Academic Scholarship.</p> <p>Students awarded this scholarship will be required to perform 75 – 100 community/university service hours (hours are dependent on the level enrolled in). These hours are a mandatory component as a recipient of an Be Advance scholarship.</p>
	<b>Five are available each level</b>		This scholarship is awarded at the time of enrollment and renewed automatically.
			<b>Deadlines: Before the start of the term.</b>

<p><b>SCHOLARSHIP</b></p> <p><b>Rafael Belloso</b></p>	<p>This scholarship is offered to international students. The purpose of the scholarship is to help make their dream of studying in the U.S. an affordable reality.</p> <p><b>Five are available each level</b></p>	<p>30%</p>	<p>Students must be international students.</p> <p>Recipients of this scholarship must maintain a minimum GPA 3.0 for graduate students every term to continue to be eligible for the Scholarship.</p> <p>Students awarded this scholarship will be required to perform 40 – 80 community/Be Advance service hours (hours are dependent on the Level enrolled in). These hours are a mandatory component as a recipient of an Be Advance scholarship.</p> <p>This scholarship is awarded at the time of enrollment and renewed automatically.</p> <p><b>Deadlines: Before the start of the term.</b></p>
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<p><b>Alumni URBE Scholarship</b></p>	<p>Be Advance provides a scholarship valued at 50% of tuition for all alumni of Urbe. The scholarship is available for ESL students.</p> <p>The purpose of this scholarship is to help alumni Urbe , who choose to improve their English.</p> <p><b>Twenty are available each term</b></p>	<p>50%</p>	<p>Recipients of this scholarship must maintain a minimum GPA of 3.0 for every level to continue to be eligible for the Scholarship.</p> <p>Students awarded this scholarship will be required to perform 60 – 100 community/Be Advance service hours (hours are dependent on the level enrolled in). These hours are a mandatory component as a recipient of an Be advance scholarship.</p> <p>This scholarship is awarded at the time of enrollment and renewed automatically.</p> <p><b>Deadlines: Before the start of the term.</b></p>
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## WITHDRAWAL AND REFUND POLICY

A student has the option to withdraw from Be Advance for any reason by following the formal withdrawal procedures outlined in the Catalog's Withdrawal Policy. The withdrawal is considered official when the student submits the withdrawal form, notifies the Be Advance of their intention to withdraw, or when the Be advance determines that the student has stopped attending or failed to meet academic policies and initiates an administrative withdrawal, whichever comes first. The date of determination (DOD) is used to calculate the refund according to the institution's policy.

Withdrawals from the Be Advance or specific courses can occur under the following circumstances:

- Voluntary withdrawal requested by the student for any reason.
- Administrative withdrawal due to a violation of the Satisfactory Academic Progress Policy.
- Administrative withdrawal due to a violation of the Code of Conduct policy.

If a student is considering withdrawing from the Institution or a course, it is essential to keep the following points in mind:

- All voluntary and administrative withdrawals are subject to the Institutional Refund Policy.
- If a student withdraws from courses or the Institution during the first week of the term, it will be treated as a cancellation, and a full refund will be issued.
- From Week 2 through the last day of Week 5, a student can voluntarily withdraw from individual courses and receive a final grade of "W" for those courses. Any refund will be based on the terms of the Institutional Refund Policy.
- Once an (I) incomplete grade has been granted for a course, a student cannot withdraw from that course. If a Institution withdrawal is requested while a course is in (I) incomplete status, the (I) grade will be changed to an F.

*(THIS Policy is separate and distinct from any federal policy.)*

Students who withdraw from the Be Advance will receive a prorated assessment of tuition and fees minus application fees according to the following schedule:

Withdrawal date (Term week)	Refund %
The first week of classes (Students will not be held responsible for payment of fees; all payments received are eligible for a refund).	100%
During the second week of classes	80%
During the third week of classes	60%
During the fourth week of classes	40%
During the fifth week of class	20%
During the sixth week of class	0%
During the seventh week of class	0%
During the eighth week of class	0%

## ACADEMIC INTEGRITY PROCEDURES

Procedures for Handling Suspected Violations of Academic Integrity:

When a suspected violation of academic integrity occurs within or outside of a course, the following guidelines are followed:

### 1. Within Course Violations:

If a course instructor suspects a student of academic dishonesty, they are responsible for promptly addressing the situation. The instructor will meet with the student to discuss the alleged violation and consider any extenuating circumstances. The sanctions imposed and recommended remedies depend on the specific circumstances and the severity of the offense.

Possible sanctions may include failing an assignment, receiving a reduced grade in the course, or other appropriate academic penalties. In more serious cases, the instructor may impose more severe sanctions, such as failure of the course (resulting in a grade of F) or a recommendation for suspension or dismissal from the university. Remedies may involve assigning a substitute assignment, requiring the student to repeat the assignment under supervision, or other appropriate academic measures.

The instructor or staff member must inform the student about the nature of the offense, the date it occurred or was discovered, the supporting evidence, the meeting details to address the violation, the proposed sanctions, any required remedies, and the expected outcomes. A copy of this notification should be sent to the Dean of Academic Affairs and, if necessary, the Associate Dean.

### 2. Outside of Course Violations:

Procedures for suspected violations of academic integrity outside the context of a specific course follow the same guidelines as within-course violations. The difference is that the faculty member, staff member, or student who notices the breach contacts the appropriate course instructor or the Dean of Academic Affairs, depending on the nature of the offense. The accused student will then meet with the respective individual. The Academic Department will evaluate the complaint by interviewing the complainant and the accused student. If the violation is confirmed, the department will proceed with the abovementioned steps.

Staff members in academic units, such as the Associate Dean and Student Services, are responsible for informing students about the importance of understanding the Academic Integrity Policy outlined in the University Catalog and adhering to it strictly.

### ACADEMIC INTEGRITY APPEALS

Appeals Process:

If a student disagrees with the decision made by the accuser, they can appeal to the Dean of Academic Affairs within five academic days.

The appeal should include the following:

- A clear rationale for the appeal, supported by relevant documents.
- The written statement of sanctions or remedies imposed by the faculty member, the written decision of the accuser, and any relevant communications.
- A statement indicating the desired outcome of the appeal (e.g., dismissal of the charge, modification of sanctions or remedies) or a proposal for an alternative plan for remediation.

Appeals to the Associate Dean:

The Associate Dean assesses the student's appeal to determine whether the accuser followed the Academic Integrity Policy and whether the student had sufficient notice and opportunity to respond. Within five academic days of receiving the written appeal, the Associate Dean writes to the student and the instructor or staff member involved. Copies of the decision are provided to others who were copied on the original letter. If the student disagrees with the Associate Dean's decision, they can further appeal to the Dean of Academic Affairs within five academic days. The appeal should include any important information the student believes is necessary to counter the allegation of a violation of academic integrity.

Appeals to the Dean of Academic Affairs:

The Dean of Academic Affairs reviews the appeal letters and any additional documentation, such as letters from faculty members or the Associate Dean. Within five academic days, the Dean communicates the decisions in writing to all parties involved.

#### STUDENT GRIEVANCE POLICY

The purpose of the student grievance policy at Be Advance is to ensure a fair process for resolving student complaints against faculty, staff, or other employees. Be Advance has established three grievance procedures based on the nature of the grievance:

1. Standard Grievance Procedure: This procedure is for cases involving discrimination based on age, sex, race, ethnicity, religion, national origin, disability, or other conditions that violate students' rights as outlined in the Be Advance Catalog. It also covers unfair treatment that goes against students' fundamental rights.
2. Academic Grievance Procedure: This procedure is specifically for academic matters where students have a grievance. It includes appeals about classroom procedures, allegations of unfair treatment or grading by an instructor, attendance policies, and discrepancies between course requirements and the syllabus.
3. Harassment Grievance (Title IX) Procedure: This procedure addresses harassment and intimidation based on personal characteristics such as gender, sex, race, ethnicity, sexual orientation, etc. Harassment can be verbal or physical and may include forms like quid pro quo or creating a hostile environment. Title IX refers to the federal law prohibiting sex discrimination in education.

Note: If a student experience any of the above misconduct from another student rather than a Be Advance employee, they should report it immediately to a institution official who will take appropriate action based on the Student Code of Conduct. Retaliation will not be tolerated. Students seeking due process will not face harassment, intimidation, discouragement, or denial of access to the Grievance

Procedures. In certain situations, the president or vice president may make interim decisions regarding a student's status, such as allowing them to continue attending classes or temporarily removing them from campus until due process is completed.

## PROCEDURE FOR GRADE APPEALS

Procedure for Grade Appeals:

If a student believes their assigned grade for a course is inappropriate, they must follow the grade appeal process outlined below:

1. Discussion with Faculty:

- The student should first discuss the matter with the faculty member(s) involved.
- These discussions should be initiated as soon as possible after the grade is assigned but no later than ten academic days into the next term.

Conditions for Grade Changes:

- Incompletes: An incomplete grade (I) can be changed to a letter grade.
- Errors: Grades calculated or recorded incorrectly can be changed to the correct grade.
- Disputes: A disputed grade can be changed if the student successfully appeals it. A disputed grade is based on a disagreement over the evaluation or application of criteria, not on miscalculation or clerical mistake.

Note: An academic day refers to a school day when Be Advance classes are held. Initiating the discussion includes contacting the faculty of record through email, written correspondence (recommended), personal meetings, telephone calls, or messages. Saturday and Sunday are not considered academic days in this context.

Specific Policies:

- A grade change request is valid only if an error in grade calculation or recording or an incomplete grade has become an "F" despite meeting all course requirements.
- To request a change of final grade, the student must contact the professor who assigned the grade within ten academic days of the following term.
- If the professor is unavailable or does not respond within the deadline, the student has an additional ten academic days to contact the Dean of Academic Affairs/Associate Dean.
- In exceptional circumstances beyond the student's control, these timelines may be extended with written approval from the course instructor and, if necessary, the Dean of Academic Affairs.

A change of grade does not substitute for an incomplete grade. If a student has missing work at the end of a term, an incomplete grade may be assigned if warranted.

Using a grade change to alter an "F" to an "A" after the term's completion is inappropriate unless an error occurs.

Formal Grade Appeal:



- Appeal to the Dean of Academic Affairs:
- If the initial discussion with the faculty does not result in a satisfactory resolution, the student can appeal in writing to the department chair or appropriate administrator within seven academic days of the next term's first day.
- The Dean of Academic Affairs or appropriate administrator will review the case by communicating with the student and faculty member(s).
- The faculty member will provide a written response to the Dean of Academic Affairs regarding the student's appeal.
- The Dean of Academic Affairs or appropriate administrator can accept or deny the student's appeal.
- The Dean of Academic Affairs will notify the student and faculty member(s) of the decision in writing within ten academic days of receiving the appeal.
- If the Dean of Academic Affairs accepts the appeal and no further requests are made, a grade change will be initiated.

## PROCEDURE FOR RE-ADMISSION TO THE BE ADVANCE

According to the readmission policy at Be Advance, students who were previously enrolled but have not been enrolled for two consecutive or more terms must apply for readmission to return to active status and register for classes. This policy applies to students who have completed one or more courses at the university.

Applicants seeking readmission are considered new student applicants. They are subject to the same priority processing deadlines as all new students, regardless of their previous status (i.e., full-time, or part-time). Be Advance reserves the right to review all relevant student materials as part of the readmission process, which may include previous application documents and information. It's important to note that automatic readmission is not guaranteed.

The student is considered no longer active under the following circumstances:

- They have not been enrolled for two or more consecutive terms.
- They have officially withdrawn from the Be Advance by the withdrawal policy.

To pursue readmission, students should follow the institution's specific readmission procedures and submit the required application materials within the deadlines. These procedures may vary, so students should consult the institution's readmission guidelines or contact the appropriate office for more detailed information.

## Credit Requirements by Type of Instruction

1. For the typical student, a minimum of forty-five (45) hours of work planned and arranged by the faculty is required to gain one credit. Three credits require 135 hours of instructional activity (HIA).
2. The typical distribution of student learning time is approximately one-third instruction and two-thirds outside preparation.
  - a. One (1) credit = 45 Hours of Instructional Activity (15 hours EIA + 30 hours ELA)
  - b. Two (2) credits = 90 Hours of Instructional Activity (30 hours EIA + 60 hours ELA)
  - c. Three (3) 3 credits = 135 Hours of Instructional Activity (45 hours EIA + 90 hours ELA)



# Credits	Total Instruction Time (in hours)	Total Outside Preparation (in hours)	Weekly Instruction Time (in hours)	Weekly Outside Preparation (in hours)
3	45	90	3	6

Time Equivalencies for Instructional Activities: The term “equivalent instructional activity” (EIA) is synonymous with “in-class” and “direct faculty instruction,” particularly in a residential or blended course. One crucial point is that the EIA is not the time that faculty spend teaching the course but rather the amount of time a student would be engaged in this faculty-directed activity. Methods such as discussion boards, exams, and chats can serve as instructional time. However, logging on constitutes neither active faculty teaching nor active student learning.

The term “equivalent learning activity” (ELA) is synonymous with “student work” and includes all assignments or other academic activities required to be completed outside of instructional time. Student work may consist of reading, studying, writing, completing worksheets, research, etc.

Instruction time (1/3 of total time)	Outside preparation time (2/3 of total time)
<i>Activities that are typically instructor-led, guided, or facilitated, such as group discussions, field trips, and lectures.</i>	<i>Activities that students actively participate in such as reading, writing, and analyzing.</i>
Also referred to as: <ul style="list-style-type: none"> <li>• Instructor-led activity</li> <li>• Direct instruction</li> <li>• Class or seat time for blended courses</li> <li>• Equivalent Instructional Activities (EIA)</li> </ul>	Also referred to as: <ul style="list-style-type: none"> <li>• Student-led activity</li> <li>• Out-of-class work</li> <li>• Work done without instructor oversight.</li> <li>• Equivalent Learning Activities (ELA)</li> </ul>



### Holidays

Be Advance recognizes the following holidays, during which classes are not held and the University's administrative facility may be closed for business:

<b>Holidays and Observances</b>	
New Year's Day	1-Jan
Martin Luther King Jr. Day	16-Jan
President's Day	20-Feb
Holy Thursday	6-Apr
Good Friday	7-Apr
Memorial Day	29-May
Juneteenth	19-Jun
Independence Day	4-Jul
Labor Day	4-Sep
Columbus Day	9-Oct
Veterans Day	10-Nov
Thanksgiving	23-Nov
Day After Thanksgiving	24-Nov
Christmas Day Eve	24-Dec
Christmas Day	25-Dec
New Year's Eve	31-Dec

**Course Description.**

Code	Course	Description
Level 1		
ESLB000	Basic Grammar	Basic Grammar for ESL course is designed to provide non-native English speakers with a strong foundation in fundamental English grammar concepts. This course is suitable for beginners who have limited or no prior knowledge of English grammar. Through a structured curriculum, interactive exercises, and practical examples, students will gain confidence in using English grammar accurately and effectively in their everyday communication.
ESBL001	Basic Reading	Basic Reading for ESL course is designed to help non-native English speakers develop essential reading skills and strategies for understanding simple written texts. This course is specifically tailored for beginners who have limited experience with reading in English. Through a structured curriculum, engaging reading materials, and interactive activities, students will enhance their reading comprehension, vocabulary, and overall language proficiency.
ESLB002	Basic Conversation and Listening	The Basic Conversation and Listening for ESL course is designed to help non-native English speakers develop effective communication skills through interactive listening and speaking activities. This course is tailored for beginners who want to improve their ability to engage in simple conversations and understand spoken English in various contexts. Through a combination of practical exercises, dialogues, role-playing, and audio resources, students will gain confidence in their conversational skills and enhance their listening comprehension.
ESLB003	Basic Writing	This course is tailored for beginners who wish to improve their ability to compose clear and coherent sentences and paragraphs. Through guided writing exercises, grammar instruction, peer feedback, and individual practice, students will enhance their writing proficiency and gain confidence in expressing their thoughts in English.
ESLB004	Basic Lab	The Basic Language Lab for ESL Learners - Level 1 course is designed to provide non-native English speakers with an immersive language learning experience through a state-of-the-art language laboratory. This course is ideal for beginners who want to enhance their listening, speaking, and pronunciation skills in a controlled and interactive



		environment. Through a combination of technology-assisted exercises, audiovisual resources, and personalized guidance, students will build a strong foundation in spoken English and improve their overall language proficiency.
Level 2		
ESLB100	Beginner Grammar	The Beginner Grammar for ESL Learners - Level 2 course is designed as a continuation of Level 1, aimed at providing non-native English speakers with further insights and practice in fundamental English grammar concepts. This course is suitable for learners who have completed Level 1 or have a basic understanding of English grammar. Through engaging lessons, interactive exercises, and practical examples, students will build on their foundational knowledge and gain confidence in using more complex grammar structures accurately.
ESLB101	Beginner Reading	The Beginner Reading for ESL Learners - Level 2 course is designed to further develop the reading skills and strategies of non-native English speakers who have completed Beginner Reading - Level 1 or possess a basic proficiency in reading English. This course aims to expand students' ability to comprehend a wider range of texts and engage with more complex reading materials. Through guided activities, diverse reading selections, and interactive exercises, students will enhance their reading comprehension, vocabulary, and critical thinking skills.
ESLB102	Beginner Oral Communication and Listening	The Beginner Oral Communication and Listening for ESL Learners - Level 2 course is designed as a continuation of Level 1, focusing on further developing the speaking and listening skills of non-native English speakers. This course is suitable for learners who have completed Beginner Oral Communication and Listening - Level 1 or have a basic foundation in spoken English. Through interactive activities, practical exercises, and real-life simulations, students will strengthen their ability to communicate effectively in spoken English and enhance their listening comprehension.
ESLB103	Beginner Writing	The Beginner Writing for ESL Learners - Level 2 course is designed as a continuation of Level 1, aimed at building upon the foundational writing skills of non-native English speakers. This course is suitable for learners who have completed Beginner Writing - Level 1 or possess basic writing proficiency in English. Through guided writing exercises, interactive activities, and constructive



		feedback, students will refine their ability to compose coherent and structured written pieces while expanding their vocabulary and grammar knowledge.
ESLB104	Beginner Lab & Academic vocabulary	The Beginner Lab & Academic Vocabulary for ESL Learners - Level 2 course is designed to continue developing language proficiency by focusing on the expansion of academic vocabulary and integration of language skills in a laboratory setting. This course is suitable for learners who have completed Beginner Lab & Academic Vocabulary - Level 1 or have a basic understanding of academic English. Through a combination of specialized vocabulary instruction, language lab exercises, and academic content exposure, students will enhance their ability to comprehend and communicate effectively in academic contexts.
Level 3		
ESLB200	Intermediate Grammar	The Intermediate Grammar for ESL Learners - Level 3 course is designed to help non-native English speakers build upon their existing grammar knowledge and further refine their language skills. This course is suitable for learners who have completed Intermediate Grammar - Level 2 or have a solid understanding of intermediate English grammar concepts. Through comprehensive lessons, interactive exercises, and practical applications, students will deepen their understanding of grammar and become more proficient in using complex sentence structures.
ESLB201	Intermediate Reading	The Intermediate Reading for ESL Learners - Level 3 course is designed to further develop the reading skills and strategies of non-native English speakers who have completed Intermediate Reading - Level 2 or possess a solid foundation in reading English. This course aims to enhance students' ability to comprehend and analyze more complex texts, encouraging critical thinking and engagement with various topics. Through interactive activities, diverse reading materials, and guided discussions, students will expand their vocabulary, improve reading comprehension, and deepen their understanding of advanced language structures.



ESLB202	Integrated Language Application Skills I	The Integrated Language Application Skills for ESL Learners - Level 3 course is designed to enable non-native English speakers to integrate and apply their language skills in authentic contexts. This course is intended for learners who have completed Integrated Language Application Skills - Level 2 or possess a strong foundation in English language skills. Through interactive projects, collaborative tasks, and real-world applications, students will refine their language abilities and confidently navigate complex linguistic situations.
ESLB203	Intermediate Writing	The Intermediate Writing for ESL Learners - Level 3 course is designed to guide non-native English speakers toward honing their writing skills to a more advanced level. This course is suitable for learners who have completed Intermediate Writing - Level 2 or have a strong foundation in writing English. Through a combination of structured lessons, guided practice, and independent projects, students will refine their writing style, enhance their critical thinking abilities, and produce well-crafted written pieces.
ESLB204	Intermediate Lab & Academic vocabulary	The Intermediate Lab & Academic Vocabulary for ESL Learners - Level 3 course is designed to further enhance language skills by focusing on the integration of academic vocabulary within a laboratory setting. This course is intended for learners who have completed Intermediate Lab & Academic Vocabulary - Level 2 or have a solid foundation in academic English. Through a combination of specialized vocabulary instruction, interactive language lab activities, and academic content exposure, students will strengthen their ability to comprehend complex texts and communicate effectively in academic environments.
Level 4		
ESLB300	High-Intermediate to Advanced Grammar	The High-Intermediate to Advanced Grammar for ESL Learners - Level 4 course is designed to elevate language proficiency by delving into intricate grammar concepts and enhancing language accuracy. This course is suitable for learners who have completed Intermediate Grammar - Level 3 or possess a solid understanding of intermediate to advanced English grammar. Through comprehensive instruction, interactive exercises, and practical applications, students will refine their grammar skills, enabling them to communicate with precision and sophistication.



ESLB301	High-Intermediate to Advanced Reading	The High-Intermediate to Advanced Reading for ESL Learners - Level 4 course is designed to further develop the reading skills and strategies of non-native English speakers who aim to engage with complex and sophisticated texts. This course is intended for learners who have completed Intermediate Reading - Level 3 or possess a strong foundation in reading English. Through in-depth analysis, critical thinking activities, and exposure to a wide range of challenging texts, students will refine their reading comprehension, vocabulary, and analytical skills.
ESLB302	Academic Listening and Speaking	The Academic Listening and Speaking for ESL Learners - Level 4 course is designed to equip non-native English speakers with advanced listening and speaking skills required for academic success and effective communication in academic settings. This course is intended for learners who have completed Intermediate Listening and Speaking - Level 3 or possess a strong foundation in spoken English. Through interactive activities, authentic academic content, and practical exercises, students will develop their ability to comprehend complex spoken language and communicate confidently in various academic contexts.
ESLB303	High-Intermediate to Advanced Writing	The High-Intermediate to Advanced Writing for ESL Learners - Level 4 course is designed to refine and elevate writing skills to an advanced level of proficiency. This course is suitable for learners who have completed Intermediate Writing - Level 3 or possess a strong foundation in writing English. Through a combination of guided instruction, independent projects, and critical analysis, students will further develop their writing style, critical thinking abilities, and ability to communicate complex ideas effectively.
ESLB304	High-Intermediate to Advance Lab & Academic vocabulary	The High-Intermediate to Advanced Lab & Academic Vocabulary for ESL Learners - Level 4 course is designed to equip students with advanced language skills, specialized academic vocabulary, and the ability to apply language in laboratory and academic contexts. This course is intended for learners who have completed Intermediate Lab & Academic Vocabulary - Level 3 or possess a strong foundation in academic English. Through interactive language lab activities, exposure to authentic academic content, and practical application, students will enhance their language proficiency for advanced academic communication.
Level 5		



ESLB400	Advanced Grammar	The Advanced Grammar for ESL Learners - Level 5 course is designed to refine language mastery and provide a comprehensive understanding of advanced grammar concepts. This course is intended for learners who have completed High-Intermediate to Advanced Grammar - Level 4 or possess a solid foundation in complex English grammar. Through in-depth exploration, practical application, and critical analysis, students will elevate their language skills to communicate with precision and sophistication
ESLB401	Advanced Reading	The Advanced Reading for ESL Learners - Level 5 course is designed to empower non-native English speakers to engage confidently with complex and diverse texts across various disciplines. This course is intended for learners who have completed High-Intermediate to Advanced Reading - Level 4 or have a strong foundation in reading English. Through critical analysis, advanced reading strategies, and exposure to authentic materials, students will enhance their comprehension skills, critical thinking abilities, and appreciation for sophisticated written language.
ESBL402	Integrated Language Application Skills II	The Integrated Language Application Skills II for ESL Learners - Level 5 course is designed to build upon language proficiency and integrate advanced language skills in real-world contexts. This course is intended for learners who have completed Integrated Language Application Skills I - Level 4 or possess a strong foundation in integrated language skills. Through immersive experiences, authentic materials, and collaborative projects, students will refine their language abilities and confidently navigate sophisticated linguistic situations
ESBL403	Academic Writing	The Academic Writing for ESL Learners - Level 5 course is designed to equip non-native English speakers with advanced academic writing skills necessary for success in academic and professional environments. This course is intended for learners who have completed High-Intermediate to Advanced Writing - Level 4 or possess a strong foundation in writing English. Through rigorous instruction, practical application, and critical analysis, students will refine their ability to produce sophisticated and well-structured academic texts.



ESLB404	Advanced Lab & Academic vocabulary	The Advanced Lab & Academic Vocabulary for ESL Learners - Level 5 course is designed to further develop language proficiency by focusing on advanced academic vocabulary and its application within laboratory and academic contexts. This course is intended for learners who have completed High-Intermediate to Advanced Lab & Academic Vocabulary - Level 4 or possess a solid foundation in advanced academic English. Through specialized vocabulary instruction, interactive language lab activities, and exposure to complex academic content, students will strengthen their ability to comprehend advanced texts and communicate effectively in academic and scientific environments.
Level 6		
ESLB500	Advanced Grammar	The Advanced Grammar for ESL Learners - Level 6 course is designed to refine language mastery and provide an in-depth exploration of advanced grammar concepts. This course is intended for learners who have completed Advanced Grammar - Level 5 or possess a solid understanding of complex English grammar. Through comprehensive instruction, practical application, and critical analysis, students will further enhance their language skills to communicate with precision and sophistication.
ESLB501	Advanced Reading	The Advanced Reading for ESL Learners - Level 6 course is designed to further enhance the reading skills and strategies of non-native English speakers who aspire to engage with complex and diverse texts across various domains. This course is intended for learners who have completed Advanced Reading - Level 5 or possess a strong foundation in reading English. Through critical analysis, advanced reading techniques, and exposure to authentic materials, students will refine their reading comprehension, critical thinking, and ability to interpret intricate written language.
ESLB502	English for Academic Purposes	The English for Academic Purposes (EAP) - Level 6 course is designed to equip non-native English speakers with the advanced language skills required to succeed in academic settings and excel in higher education. This course is intended for learners who have completed EAP - Level 5 or possess a strong foundation in academic English. Through intensive instruction, authentic academic content, and practical application, students will develop the language proficiency necessary for academic research, critical analysis, and effective communication in diverse disciplines.



ESLB503	Advanced Writing Workshop	The Advanced Writing Workshop for ESL Learners - Level 6 course is designed to provide an immersive and intensive environment for refining advanced writing skills across a variety of genres. This course is intended for learners who have completed Advanced Writing - Level 5 or possess a strong foundation in advanced writing concepts. Through interactive workshops, personalized feedback, and collaborative projects, students will elevate their writing proficiency, critical thinking abilities, and creativity in producing sophisticated written works.
ESLB504	Advanced Lab & Academic vocabulary	The English for Academic Purposes (EAP) - Level 6 course is designed to equip non-native English speakers with the advanced language skills required to succeed in academic settings and excel in higher education. This course is intended for learners who have completed EAP - Level 5 or possess a strong foundation in academic English. Through intensive instruction, authentic academic content, and practical application, students will develop the language proficiency necessary for academic research, critical analysis, and effective communication in diverse disciplines.

**— BE ADVANCE —**