



SCHOOL CATALOG

(And Veterans' Information Bulletin)

Effective January 1, 2021 through December 31, 2022

Prospective students may request a copy of this catalog
either in written form and/or electronically.



"Some people dream of success... while others wake up and work at it."

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The Value of Career/Vocational Training

Many people feel their best option after high school is to go to a college or university and earn a bachelor's degree. While this isn't a bad plan, there may be a better option. A career training school offers many benefits that a four-year curriculum cannot...and it is often the more logical choice.

When someone graduates from college after four years, they get a degree and are ready to look for a job. The only problem is, they don't know where to start...their college courses did not give them the practical knowledge and skills employers look for in an applicant. They were never fully prepared for their chosen career.

How can a career training school help you get around this? There are many different ways that a career training school, or vocational college, will better prepare you for the real world.

- ▶ **Practical Classes** - Vocational schools offer a shorter program because they don't require you to take general education classes...the same ones you had in high school. The courses are highly focused and concentrate on a particular trade or skill-set.

- ▶ **Career Programs** - Career schools offer you classes where you actually learn how to perform a job instead of just giving you a general idea. They offer hands-on experience; the kind employers require. Courses offer real-world education, not theories and concepts.

- ▶ **Time** - Career colleges train you in a significantly shorter period of time so that you spend less time in the classroom and more time getting a job and earning a salary.

- ▶ **Job Placement** - Career training schools make sure you're prepared to get a job and keep that job. They give you the skills to step into your career immediately, with minimal on-the-job training.

Career training schools are geared toward making sure you succeed in a real-world environment. Their main goal is to get you trained and into a well-paying job. The programs are practical and insure that you have the knowledge and skills to succeed in your chosen field.

If you're unsure about the time and cost commitment of a four-year college curriculum, consider a more practical alternative: consider a career training school.

Welcome to The Accounting Academy Job Training Program Catalog!

Like many people, you're probably wondering...

- ▶ Why learn accounting, bookkeeping, administrative assistant, and tax preparation business office job skills?
- ▶ Don't I need a college degree to do this type of work?
- ▶ Are these careers I would like and be good at?



Why learn accounting, bookkeeping, and administrative assistant job skills?

These job skills are the foundation of business, and no matter what your occupation, it is important to understand the fundamentals of finance and office production. However, the best reason to develop these skills is to make it your life's work. A career in these fields offer a strong potential for advancement, interesting work, job security and mobility, choice of industries and businesses, good working conditions, and...excellent monetary rewards over the long-term.

Don't I need a college degree to get hired in these jobs?

No, definitely not. There are numerous entry and staff-level, accounting, bookkeeping, administrative assistant, and tax-related jobs that don't require a college degree: accounting technician; accounts receivable/billing clerk; accounts payable clerk; payroll clerk; bookkeeper; accounting clerk; and auditing clerk. Or you could start your own small business accounting and bookkeeping service. In fact, a college curriculum is not really designed to teach students hands-on, real-world, practical vocational job skills.

Are these careers I would like and be good at?

Accounting, bookkeeping and administrative assistant business office jobs are not for everyone. It demands high standards and above-average abilities. You must be reasonably intelligent and be willing to think and use reason and rationality, and to act independently with integrity and honesty. In addition, the nature of the work requires strict attention to detail, an affinity for numbers, a high level of productivity, an ability to maintain confidentiality, and good technical and communication skills. You'll also need to know or be able to develop basic typing and computer skills in the areas of data entry, word processing and spreadsheet preparation.

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School Mission

Mission Statement:

The Accounting Academy's mission is to prepare students for entry-level employment full-time, part-time, temporary agency placement, self-employment, and/or to enhance current job skills in accounting and bookkeeping and related fields by providing a hands-on, real-world and practical education and training program in a positive, professional, and supportive environment.

Goals and Objectives:

To provide a program of study and training that is educationally sound, current, high quality and real-world effective.

To maintain a clear and consistent admissions process that accurately represents the program and the institution while producing sufficient enrollments to sustain and maintain the program.

To provide effective student services that recognize individual differences and to ensure successful student retention, graduation, and employability where applicable.

To establish and maintain employer relationships to ensure industry contacts necessary for student success.

To demonstrate the effectiveness of private educational training, thereby providing essential skills to support a productive workforce.

To ensure proper and ethical administration of all financial aspects of the institution.

Planning and Management:

The institution has sound, written, one-year and multi-year plans that encompass both its educational and business objectives.

The plans support the mission, facilitate the accomplishment of the institutional goals, and are updated at least annually.

The plans include clearly defined specific objectives and operational strategies with time frames, resources, and measurable results identified for subsequent evaluation.

Statement of Non-Discrimination

General Policy

The school does not discriminate on the basis of race, sex, age, religion, national or ethnic origin, sexual orientation, disability, marital status, employment status, or prior military service in connection with admission to the facility, or in the administration of the school, or in its education and student services.

The school does not discriminate on the basis of handicaps that would not preclude employment or enrollment in the school. No qualified individual with a disability shall be denied access to and/or participation in services, programs, and activities of the school.

Nondiscrimination has been the policy of the school since its founding.

Specific Policy

The school is committed to providing equal educational opportunities for qualified candidates with disabilities in accordance with state and federal laws and regulations, including the American Disabilities Act of 1990 and Section 504 of the Rehabilitation Act of 1973.

To provide equality of access for students with disabilities, the school will provide accommodations to the extent necessary to comply with state and federal laws.

For each student, these accommodations will specifically address the functional limitations of the disability that adversely affect equal opportunity.

Student applicants who would like to request disability accommodations must make a request to the School Director.

School History

Overview

The development of the school curriculum and related educational and training materials began in 2000 and the initial application for approval was submitted to the California Department of Consumer Affairs' Bureau for Private and Post- Secondary Education in 2004. The Bureau awarded the school an approval to operate in 2006 and subsequently five-year annual approvals to operate through 2020.

Major Milestones

- 2004 - Obtained business license to operate as The Accounting Academy.
- 2004 - Submitted application for approval to operate to the BPPVE.
- 2005 - Opened San Marcos location in San Diego County.
- 2005 - Received temporary approval from BPPVE to operate.
- 2006 - Received permanent approval from BPPVE to operate.
- 2006 - Incorporated in California as American Business College, Inc.
- 2007 - Approved as a training provider by California Workers Compensation.
- 2007 - Approved as a training provider by San Diego Workforce Partnership.
- 2008 - Approved as a training provider by VA GI Bill & Defense Dept. MyCAA.
- 2009 - Branch location established in city of San Diego.
- 2010 - San Diego branch location approved by BPPE.
- 2011 - San Marcos campus temporarily closed pending new larger site.
- 2013 - New Carlsbad campus opened six miles from old San Marcos campus.
- 2014 - San Diego school relocated to a larger facility in same business park.
- 2016 - Carlsbad campus closed.
- 2016 - Filed application to SEVIS to train international students.
- 2017 - Added new administrative assistant program.
- 2018 - Application to SEVIS to train international students approved.
- 2020 – Filed application to BPPE to add three new programs.
- 2020 - Candidate for Accreditation by the Council on Occupational Education.

School Governance and Ownership

Institution

Corporate Name.....American Business College, Inc.
(A sub-chapter S Corporation)

DBA Name..... The Accounting Academy
(Website:theaccountingacademy.com)

San Diego Campus..... 7283 Engineer Road Suite H San Diego, California 92111
Tel: (858)836-1420 Fax:(858)836-1438
Email: accountingacademy@sbcglobal.net

School Ownership

Name.....William R. Setterlund, CPA (ret.)

Title..... President/Education Director

Percent of Ownership..... 100%

Percent Owned Since..... August 2005

Street Address..... 7283 Engineer Road Suite H

City/State/Zip..... San Diego, California 92111

Tel/Fax..... Tel:(858)836-1420 Fax:(858)836-1438

Email Address..... accountingacademy@sbcglobal.net

Website..... theaccountingacademy.com

Bureau for Private Postsecondary Education Approval to Operate

School catalog disclosures and how to contact the Bureau
regarding any unanswered questions about this catalog

Approval Disclosure Statement

The Accounting Academy, a division of American Business College, Inc., is a private educational institution, incorporated in the State of California.

The school is approved to operate in the State of California based on provisions of the California Private Postsecondary Education Act of 2009, effective January 1, 2010. Approval to operate means compliance with state standards as set forth in the California Education Code and 5, California Code of Regulations.

The institution was approved August 31, 2005 as a non-degree granting program and it has been continuously approved to date and through September 10, 2020. The institution was approved by the Bureau July 6, 2020 to offer its programs as an online method of instructional delivery.

Approximate Number of Days Between the School's Receipt of Student Quizzes, Exercises, Practice Sets, Etc. and the School's Distribution or Mailing of Evaluations

The approximate time or number of days that will elapse between a student's completion of quizzes, exercises, and practice sets, and the school's reporting of the results to each student is similar for both the onsite and online programs. For quizzes, students receive their results immediately after completing true/false, multiple-choice, or fill-in quizzes; for exercises, it varies from one to several hours depending on the type of exercise assigned; and, for practice sets, reporting back evaluation results to students can range from two to three days.

The approximate number of days that will elapse between the institution's receipt of student lessons, projects, or dissertations, and the institution's mailing of its response or evaluation is three days.

Any questions a student may have regarding this catalog that have not been satisfactorily answered by the institution may be directed to the Bureau for Private Postsecondary Education at:

Address: 1747 N. Market Blvd. Suite 225, Sacramento, CA 95834.

P.O. Box 980818, West Sacramento, CA 95798-0818 Web site Address:

www.bppe.ca.gov

Telephone and Fax #'s: (888) 370-7589 or by fax (916) 263-1897

(916) 574-8900 or by fax (916) 263-1897

As a prospective student, you are encouraged to review this **School Catalog** prior to signing an **Enrollment Agreement**. You are also encouraged to review the **School Performance Fact Sheet**, which must be provided to you prior to signing an enrollment agreement.

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

School Pre-Enrollment Disclosures
NOTICE CONCERNING TRANSFERABILITY OF CREDITS
AND CREDENTIALS EARNED AT OUR INSTITUTION

The transferability of credits you earn at the Accounting Academy is at the complete discretion of the institution to which you may seek to transfer. Acceptance of the Certificate you earn in the Administrative Assistant, Small Business Accounting and Bookkeeping Training, Tax Preparer, and Tax Preparer/Enrolled Agent programs is also at the complete discretion of the institution to which you may seek to transfer. If the certificates you earn at this institution are not accepted at the institution to which you seek to transfer, you may be required to repeat some or all of your coursework at that institution. For this reason, you should make certain that your attendance at this institution will meet your educational goals. This may include contacting an institution to which you may seek to transfer after attending the Accounting Academy to determine if your certificates will transfer.

Other Pre-Enrollment Disclosures

- The school is currently not accredited by a national accreditation agency.
- The school makes no expressed or implied claim and/or any assurance that the program will guarantee employment subsequent to graduation.
- The school makes no expressed or implied claim and/or any assurance that the program will guarantee accounting and bookkeeping clients subsequent to completion of training.
- These training programs do not provide English-as-a-Second Language instruction.
- We make no expressed or implied claim about the salary you may earn after completing the programs of instruction, or any claim that you may be able to repay a student loan from the salary received at a job obtained following completion of these training programs.
- We do not represent in any manner that these training programs might lead to employment in an occupation or job title for which a state licensing examination is required.
- We do not offer state or federal student loan guarantees or other federal financial grant-in-aid programs at the present time.
- If a student obtains a loan to pay for the courses of instruction, the student is personally responsible for repayment of the full amount of the loan plus interest, less the amount of any refund.
- The Accounting Academy is a private institution and is not affiliated with any public educational institution.
- The Accounting Academy has never filed, nor has it ever had filed against it, a petition in bankruptcy. The institution does not have a pending petition in bankruptcy, is not operating as a debtor in possession, has not filed a petition within the preceding five years, nor has it had a petition in bankruptcy filed against it within the preceding five years that resulted in reorganization Chapter 11 of the United States Bankruptcy Code.

NOTICE OF ELIBILITY FOR LICENSURE

The Accounting Academy programs are not designed to lead to positions in a profession, occupation, trade, or career field requiring licensure in California.

Housing Market Near the School

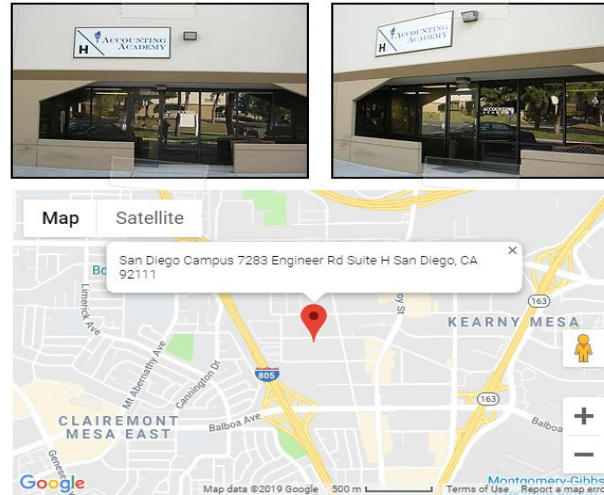
Location of Campus

The school is located in Southern California, in the County and City of San Diego, approximately nine miles north of downtown San Diego, in an area known as Kearny Mesa. It is just east of Interstate 805 between Balboa Blvd and Clairemont Mesa Blvd at 7283 Engineer Road Suite H, San Diego, California 92111.

San Diego Campus Location and Directions

From the South:
Take 805 North, exit
Balboa Ave East, turn
left on Ruffner Street, left
on Engineer Road.

From the North:
Take 805 South, exit
Clairemont Mesa Blvd.
East, turn right on
Shawline Street, left on
Ronson, right on Cardin,
left on Engineer Road



Approximate Cost of Housing and Apartments Near the School

The most recent housing market trend indicators for the Kearny Mesa area of San Diego show median sales price for homes at \$387 per square foot or \$509,500, and median

Bedrooms	Average Rent	Cheapest Rent	Highest Rent
Studio Apartments	\$1,897	\$1,351	\$3,834
1 Bedroom Apartments	\$2,257	\$1,320	\$3,220
2 Bedroom Apartments	\$2,698	\$1,750	\$4,394
3 Bedroom Apartments	\$3,159	\$2,485	\$3,932

apartment monthly average, cheapest, and highest apartment rents as shown below:

Approximate Cost of Airbnb Housing, Hotels, and Extended-Stay Prices Near the School

The most recent housing market trend indicators for the Kearny Mesa area of San Diego show Airbnb daily pricing ranging from \$22 to \$93 for a studio or one-bedroom apartment

The most recent housing market trend indicators for the Kearny Mesa area of San Diego for hotels show daily pricing ranging from \$89 to \$259. The most recent housing market trend indicators for the Kearny Mesa area of San Diego for extended-stay prices show daily pricing ranging from \$112 to \$120.

Housing

The school has no responsibility to find or assist a student in finding housing and it does not maintain housing for students, nor does it make recommendations regarding housing.

Facility and Equipment

Overview of Facility

The school's training center is located in the Kearny Mesa area of San Diego. The site is located in a professionally maintained business park in a central area of the city with sufficient student parking and special needs access. The inside of the school is configured in a modern, clean, and professional office setting with adequate heating and cooling systems, natural light, etc.

The institution maintains all valid permits applicable to the location of the institution, including a current business license, fireinspection clearance, etc.



Overview of Equipment

The school maintains state-of-the-art general office and specialized business equipment, including large, professional-grade desks and chairs; computers; monitors; keyboards and mice; printers; heavy-duty ten-key calculators; CD and video players; plasma televisions; scanners; electronic hole-punch and pencil sharpeners.



Library and Other Learning Resources

The school maintains a limited library of books, periodicals, videos, and other training materials. Students may check out any of the learning resources for a maximum of one week after signing out for the materials with the instructor.

Management and Faculty

William Setterlund – Chief Administrative Officer/Instructor

Mr. Setterlund is owner and founder of the school. He is a California Certified Public Accountant (inactive/retired). He holds a Bachelor of Science Degree in Accounting from California State University at Long Beach. He has fifty years of continuous accounting and bookkeeping experience with companies of all sizes and at all levels of responsibility. His background includes work at both for-profit and non-profit organizations, private and public corporations, and large and small CPA firms. Mr. Setterlund also owned and operated his own CPA accounting and consulting firm for twelve years.

Maria Miller - Instructor

MBA and bachelor's degrees in accounting, University of Phoenix, San Diego, California, Accountant/Tax Preparer, and independent consultant with over twenty years of taxation, auditing, and accounting experience.

Teresa Goodbody - Instructor

Bachelor's degree in accounting, Golden Gate University, San Francisco, and an MBA in accounting, National University, San Diego with twenty-two years of accounting, auditing, and finance experience.

Aura Berrera - Instructor

Bachelor's degree in accounting, Pepperdine University, Los Angeles with seventeen years of accounting, auditing, finance, and bookkeeping experience, including three years as an instructor at UCI College, Huntington Park, California.

Katrice Lassere - Instructor

Bachelor's degree in accounting, California State University, San Diego, California License Certified Public Accountant with eight years of auditing, and accounting experience.

Angie Lopez - Instructor

Bachelor's degree in accounting, California State University, San Diego, and CPA candidate, with eight years of auditing, and accounting experience.

Audrey Thifault - Instructor

Associates Degree in accounting, Cuyamaca College, San Diego, pursuing bachelor's degree in Accounting at San Diego State University with over twenty years of experience as a bookkeeper, accountant, and controller for various San Diego private and nonprofit organizations.

Summary of Educational/Training Programs

This school offers seven educational/training programs onsite and online. Each session is four and half hours, including a half-hour break, Mondays through Thursdays. The onsite sessions are held mornings from 8:30 am-1 pm and the online evenings sessions are from 5 pm -9:30 pm. Each program has a dedicated instructor.

A comprehensive course syllabus for each program is described on the following pages.

Course Code & Name	Hours	Reg Fee	Supplies	Tuition	Total Cost
AA-01 Small Business Accounting & Bookkeeping Training Program.....	600	\$100	\$400	\$7,000	\$7,500
AA-02 Administrative Assistant.....	234	\$100	\$300	\$4,700	\$5,000

Small Business Accounting & Bookkeeping Training Program Syllabus

Course Description

The curriculum and material are covered at a basic to intermediate level. Students are not required to have any prerequisite courses or training. They will learn accounting and bookkeeping by performing actual hands-on, real-world, practical work they would encounter on the job. Students learn real-world knowledge by working on and completing multiple manual and QuickBooks accounting practice sets consisting of realistic-looking and colorful source documents: customer sales invoices, vendor invoices, cash receipts and disbursements, employee time sheets and paychecks, bank statements, etc. In addition, students master keyboarding and ten-key at an advanced level of proficiency.

Educational Objectives

This training program specializes in preparing adult students for entry and middle-level positions in the accounting and bookkeeping field as accounting clerks and bookkeepers trained for jobs in the areas of general accounting, bookkeeping, billing, and collection, accounts payable, and payroll.

Length and Sequence/Frequency of Classes

The program is 600 clock hours and seven months. Mondays through Thursdays, four and 1/2 hour sessions.

Schedule of Total Charges for a Period of Attendance and Estimated Total Charges for Entire Program

The total charges for a period of attendance are based on the number of hours of student attendance times the average hourly estimated total tuition charge of \$11.67 ($\$7,000 \div 600$ hours). The estimated total charges for the entire program are \$7,500: registration \$100, tuition \$7,000, and materials and supplies \$400.

Method of Instruction

Onsite Method of Instruction

Onsite class sessions are conducted by a dedicated instructor at the school's four-classroom facility located in the central San Diego City area of Kearny Mesa. The site is located in a professionally maintained business park with sufficient student parking and special needs access. The inside of the school is configured in a modern, clean, and professional office setting with adequate heating and cooling systems, natural light, etc.

Small Business Accounting & Bookkeeping Training Program Syllabus-continued

Training Resources and Materials

The training program utilizes proprietary curriculum and training materials for both the onsite and online programs. They were developed and designed by the CPA owner, operator, and instructor with over fifty years of accounting and finance experience. The training materials include multiple manual and QuickBooks accounting practice sets of books. Students learn to set up a company's accounting records, process the monthly transactions, summarize the activity, reconcile the bank account, and prepare and analyze the financial statements. Throughout the program students are also tested using comprehensive multiple choice and true/false testing, as well as a large volume of practical exercises covering every module of the program.

Program Syllabus-Sequential Outline of Subject Matter, Skills to be Learned

Program Syllabus-Sequential Outline of Subject Matter, Skills to be Learned

WEEKS 1 & 2: ORIENTATION; WORLD OF ACCOUNTING; MASTERING THE CALCULATOR; TEN-KEY-BY-TOUCH; BUSINESS AND MENTAL MATH; SIMPLE AND COMPOUND INTEREST

Student Orientation; School Disclosures; Student Rights; Career Goals; World of Accounting; Tools of the Trade; Ten-Key by Touch; Ten-Key Worksheets; Mastering the Calculator; Sales Tax Keys; Sale/Cost/Margin Keys; Percentage Keys; Basic Math Review; Basic Math Quizzes; Mastering Mental Math; Mental Math Exercises; Understanding Simple and Compound Interest.

WEEKS 3 & 4: INTRODUCTION TO ACCOUNTING; ACCOUNTING EQUATION, DEBITS AND CREDITS

Introduction to Accounting; The Accounting Equation; Introduction to Debits and Credits; Entering Debits and Credits into General Accounts; T Accounts: A Debit and Credit Memory Tool; Transactions Using Debits and Credits and the General Ledger; Instructor-Led Debit & Credit Worksheets; and Multiple Debit and Credit Comprehensive Debit and Credit Practice Sets.

WEEKS 5 & 6: ACCOUNTING PRINCIPLES, CONCEPTS, PROCESS; ACCOUNTING FOR TIME, CALENDAR, DATES; WORLD OF ACCOUNTS; THE SIX JOURNALS; GENERAL LEDGER; FINANCIAL STATEMENTS

Accounting Principles, Concepts and Process; Accounting for Time, Calendar, Dates; The World of Accounts; The Chart of Accounts; The Six Journals; The General Ledger; The Five General Ledger Account Types; General Ledger Account; Financial Statements; Financial Ratio Analysis; Accounting for Cash; Accounts Receivable.

WEEKS 7 & 8: ACCOUNTING FOR CASH AND ACCOUNTS RECEIVABLE

Definition, Importance, and Nature of Cash; Types of Cash and Cash Equivalents; Importance of Controlling Cash; Cash Receipt and Disbursement journals; General Ledger Cash Account; Cash Receipt and Payment Transactions; Petty Cash; Bank Reconciliations; Definition and Nature of Accounts Receivable; Types of Accounts Associated with Accounts Receivable; Record Accounts Receivable Transactions into Journals and Ledgers; Calculate the Value of Accounts Receivable.

Small Business Accounting & Bookkeeping Training Program Syllabus-continued

WEEK 9: FIRST MANUAL PRACTICE SET – JS LANDSCAPING COMPANY

Read and Review Step-By-Step Instructions; Review Chart of Accounts; Set Up General Ledger; Enter Transactions into the Six Journals Using Debits and Credits; Foot and Cross Foot the Journals to Verify the Debits and Credits Equal; Post the Journal Total Debits and Credits to the General Ledger Accounts; Update the General Ledger Account Balances; Prepare Trial Balance; Reconcile the Bank Account; Prepare the Balance Sheet, Income Statement, and Financial Ratio Analysis.

WEEKS 10 & 11: INVENTORY, PREPAIDS, FIXED ASSETS, AND DEPRECIATION

Accounting for Inventory; Definition, Nature of inventory; Basic Inventory Transactions; Inventory Operating Cycle; Three Types of Inventory; Four Methods of Valuing Inventory; Inventory Turnover Rate; Markup and Margin Definitions; Selling Price Equation; Markdowns; Accounting for Prepaid Expenses; Definition of a Prepaid Expense; the Prepaid Expense Worksheet; Accounting for Fixed Assets and Depreciation; Definition and Types of Fixed Assets; Determine Cost; Definition and Purpose of Depreciation; the Four Depreciation Methods; Disposition of fixed assets

WEEK 12: SECOND MANUAL PRACTICE SET – ANDERSON LAW FIRM

Read and Review Step-By-Step Instructions; Review Chart of Accounts; Set Up General Ledger; Enter Transactions into the Six Journals Using Debits and Credits; Foot and Cross Foot the Journals to Verify the Debits and Credits Equal; Post the Journal Total Debits and Credits to the General Ledger Accounts; Update the General Ledger Account Balances; Prepare Trial Balance; Reconcile the Bank Account; Prepare the Balance Sheet, Income Statement, and Financial Ratio Analysis.

WEEK 13: ACCOUNTS PAYABLE, ACCRUED EXPENSES, ACCOUNTING FOR ERRORS

Accounting for Accounts Payable; Accounts Payable Concepts, Definitions, Functions, and Processes; Infinite Variety of Suppliers, Goods, and Services Affecting the AP Process; AP Purchasing/Payment Cycle; AP Payment Terms and Discounts; Manual AP Processing vs Computerized AP Processing; Basic Tools of An AP Clerk; Definition of Accrued; Definition of Accrued Expenses/Liabilities; Effect of Accrued Expenses/Liabilities on Financial Statements; Types of Accrued Expenses; Purpose and Method of Recording Accrued Expenses/Liabilities; How to Maintain Control Over Accrued Expenses/Liabilities; Definition of an Accounting Error; How Accounting Errors Occur; Different Types of Errors; How to Find Accounting Errors; How and When to Correct an Error.

WEEKS 14: THIRD MANUAL PRACTICE SET – ATLAS ARCHITECT

Read and Review Step-By-Step Instructions; Practice Set Includes Two Months of Activity; Complete One Full Month Before Moving On To the Next Month; Review Chart of Accounts; Set Up General Ledger; Enter Transactions into the Six Journals Using Debits and Credits; Foot and Cross Foot the Journals to Verify the Debits and Credits Equal; Post the Journal Total Debits and Credits to the General Ledger Accounts; Update the General Ledger Account Balances; Prepare Trial Balance; Reconcile the Bank Account; Prepare the Balance Sheet, Income Statement, and Financial Ratio Analysis.

Small Business Accounting & Bookkeeping Training Program Syllabus-continued

WEEK 15: ACCOUNTING FOR PAYROLL AND PAYROLL TAXES

Introduction and Overview of Payroll; Payroll History and Laws; Importance of Thorough Payroll Records; Employee hiring procedures; Typical Payroll Processes and Procedures. Six Categories of Workers; Employees vs Independent Contractors; Exempt vs Non-Exempt Employees; Four Categories of Exempt Employees; Payroll Transactions; Payroll Definitions, and Records Used in Payroll Accounting; How to Calculate Regular and Overtime Pay; Comp-time; Federal and State Tax Deductions; When Wages are Taxable; Rules for Depositing Federal and State Payroll Tax Deposits; Payroll Tax Forms; Complete a Full Manual Payroll Practice Set

WEEKS 16: MID-TERM GENERAL JOURNAL ENTRY EXAM; KEYBOARDING AND TEN-KEY PROFICIENCY TESTING; COMPREHENSIVE ACCOUNTING REVIEW OF PREVIOUS SECTIONS

Mid-Term General Journal Entry Exam; Keyboarding/10-Key Proficiency; Review of Accounting Principles and Process; Chart of Accounts; Six Journals; General Ledger.

WEEKS 17: FOURTH MANUAL PRACTICE SET – FREEDOM FURNITURE STORE

Read and Review Step-By-Step Instructions; Review Chart of Accounts; Set Up General Ledger; Enter Transactions into the Six Journals Using Debits and Credits; Foot and Cross Foot the Journals to Verify the Debits and Credits Equal; Post the Journal Total Debits and Credits to the General Ledger Accounts; Update the General Ledger Account Balances; Prepare Trial Balance; Reconcile the Bank Account; Prepare the Balance Sheet, Income Statement, and Financial Ratio Analysis.

WEEKS 18 & 19: FIFTH MANUAL PRACTICE SET – BETTY'S BAKERY

Read and Review Step-By-Step Instructions; Review Chart of Accounts; Set Up General Ledger; Enter Transactions into the Six Journals Using Debits and Credits; Foot and Cross Foot the Journals to Verify the Debits and Credits Equal; Post the Journal Total Debits and Credits to the General Ledger Accounts; Post Individual Customer and Vendor Debit and Credit Transactions to the AR and AP Subsidiary Ledgers; Update the General Ledger Account Balances and AR/AP Subsidiary Account Balance; Prepare Trial Balance; Reconcile the Bank Account; Prepare the Balance Sheet, Income Statement, and Financial Ratio Analysis.

WEEKS 20 & 21: INTRODUCTION TO QUICKBOOKS AND FIRST QUICKBOOKS ACCOUNTING PRACTICE SET - JS LANDSCAPING COMPANY

Introduction to QuickBooks; First QuickBooks Accounting Practice Set; Follow Step-By-Step Instructions; Create a New Company; Set Up Chart of Accounts, Customers, Set Up Charge Item List; Set Up Vendors, Configure QuickBooks for Manual Payroll; Set Up Employees, Enter Transactions; Prepare Trial Balance; Reconcile the Bank Account; Prepare the Balance Sheet, Income Statement, and Financial Ratio Analysis.

WEEKS 22 & 23: SECOND QUICKBOOKS ACCOUNTING PRACTICE SET - ANDERSON LAW FIRM

Second QuickBooks Accounting Practice; Follow Step-By-Step Instructions; Create a New Company; Set Up Chart of Accounts, Customers, Set Up Charge Item List; Set Up Vendors, Configure QuickBooks for Manual Payroll; Set Up Employees, Enter Transactions; Prepare Trial Balance; Reconcile the Bank Account; Prepare the Balance Sheet, Income Statement, and Financial Ratio Analysis.

Small Business Accounting & Bookkeeping Training Program Syllabus-continued

WEEKS 24 & 25: THIRD QUICKBOOKS ACCOUNTING PRACTICE SET – ATLAS ARCHITECTS

Third QuickBooks Accounting Practice; Follow Step-By-Step Instructions; Create a New Company; Set Up Chart of Accounts, Customers, Set Up Charge Item List; Set Up Vendors, Configure QuickBooks for Manual Payroll; Set Up Employees, Enter Transactions; Prepare Trial Balance; Reconcile the Bank Account; Prepare the Balance Sheet, Income Statement, and Financial Ratio Analysis.

WEEKS 26 & 27: FOURTH QUICKBOOKS ACCOUNTING PRACTICE SET – FREEDOM FURNITURE STORE

Fourth QuickBooks Accounting Practice; Follow Step-By-Step Instructions; Create a New Company; Set Up Chart of Accounts, Customers, Set Up Charge Item List; Set Up Vendors, Configure QuickBooks for Manual Payroll; Set Up Employees, Enter Transactions; Prepare Trial Balance; Reconcile the Bank Account; Prepare the Balance Sheet, Income Statement, and Financial Ratio Analysis.

WEEKS 28 & 29: FIFTH QUICKBOOKS ACCOUNTING PRACTICE SET – BETTYS BAKERY

Fifth QuickBooks Accounting Practice; Follow Step-By-Step Instructions; Create a New Company; Set Up Chart of Accounts, Customers, Set Up Charge Item List; Set Up Vendors, Configure QuickBooks for Manual Payroll; Set Up Employees, Enter Transactions; Prepare Trial Balance; Reconcile the Bank Account; Prepare the Balance Sheet, Income Statement, and Financial Ratio Analysis.

WEEKS 30 & 31: INTERNAL CONTROL/ETHICS; CREDIT AND COLLECTION; RECORD RETENTION

Internal Control and Ethics; Definition of Internal Control; Objective of Internal Control; Review Ways to Achieve Good Internal Control; Control Over Cash Receipts and Cash Payments; Nature of Accounting Ethics; Importance of Credit in Business; Definition, Types and Uses of Credit; Business vs Consumer Credit; Credit Ratings, Scores, and Rating Agencies; Government Regulation; Collection Principles; Collection Process; Fair Debt Collection Practice Act (FDCPA); Prepare Friendly, Diplomatic Demand Collection Letters; Collection agencies and How They Work; Skip Tracing; Credit and Collection Careers and Credit Professional, Trade Associations; Introduction and Overview of Record Retention; A General Guide to Record Retention.

WEEKS 32 & 33: BUSINESS LAW; PREPARE COVER LETTER AND RESUME; INTERVIEWING TIPS AND TECHNIQUES; TWO FINAL EXAMS

Business Law; Legal Structure and Nature of Business Entities; Business Entity Legal Liability; Key Elements of Contract Law; Uniform Commercial Code; Employment Law; Other Laws Affecting Businesses; Instructions and Practice Preparing Cover Letter and Resume; Practical Tips and Techniques on How to Ace An Interview; All-Inclusive General Journal Entry Final Exam; Comprehensive Multiple Choice Final Exam Over the Entire Training Program.

How Student Skills are Measured

Student reports of progress, attendance, and grades are summarized and published at the end of each month. Copies are distributed to the students and entered into the student's records. Requirements for Completion: (1) 90% or greater cumulative attendance; (2) minimum cumulative grade-point average of 70%; (3) completion of all exercises/practice sets; and (4) minimum 70% grade on two final exams.

Administrative Assistant Syllabus

Course Description

The program offers job training in basic and technical office skills, as well as a variety of general and specialized clerical duties required by every business. This includes, but not limited to typing, ten-key, computer hardware and software concepts, Microsoft Office suite, and good written, oral, telephone, and email communication skills. In addition, the program will teach students how to create and maintain organized files and records, learn good telephone habits, develop strong proofreading and editing skills for grammar and spelling, become competent in the use of basic business math, and acquire a basic knowledge of bookkeeping. The program also covers other key administrative assistant soft skills such as maintaining a positive attitude at work, time management, and business etiquette.

Educational Objectives

This training program offers a practical, real-world, hands-on learning experience for those who are seeking to acquire the job skills required to become an administrative assistant. The role of an administrative assistant goes beyond the traditional stereotype of a secretary. These professionals may be responsible for managing calendars, taking meeting minutes, preparing travel arrangements and handling expense reports. The curriculum and materials are covered at a basic level. Students will learn basic administrative assistant skills by performing the actual hands-on, real-world, practical work they would encounter on the job.

Length and Sequence/Frequency of Classes

The program is 234 hours and three months. Mondays through Thursdays, four and half hour sessions each.

Schedule of Total Charges for a Period of Attendance and Estimated Total Charges for Entire Program

The total charges for a period of attendance are based on the number of hours of student attendance times the average hourly estimated total tuition charge of \$22.22 ($\$5,200 \div 234$ hours). The estimated total charges for the entire program are \$5,500: registration \$100, tuition \$5,200, and materials and supplies \$200.

Method of Instruction

Onsite Method of Instruction

Onsite class sessions are conducted by a dedicated instructor at the school's four-classroom facility located in the central San Diego City area of Kearny Mesa. The site is located in a professionally maintained business park with sufficient student parking and special needs access. The inside of the school is configured in a modern, clean, and professional office setting with adequate heating and cooling systems, natural light, etc.

Training Resources and Materials

The training program utilizes a combination proprietary and third-party training materials for both the onsite and online programs. The proprietary curriculum was developed and designed by the CPA owner, operator, and instructor with over fifty years of accounting and finance experience. The third-party educational materials were developed by Labyrinth Learning Publishing, Berkeley, California. For the past 25 years, Labyrinth publishes a wide range of books and e-learning tools for community colleges, technical schools, and community education programs.

Administrative Assistant Syllabus - continued

Program Syllabus-Sequential Outline of Subject Matter, Skills to be Learned

WEEK 1: STUDENT ORIENTATION, WORLD OF ADMIN ASSISTANT, KEYBOARDING, TYPING, COMPUTER CONCEPTS, HARDWARE, SOFTWARE, AND WINDOWS BASICS

Student Orientation; School Disclosures; Student Rights; Career Goals; World of Administrative Assistant; Tools of Trade; Review Training Program Syllabus and Manual; Skills and Responsibilities of an Administrative Assistant; Mastering keyboarding and Typing Skills; basic organization skills; Key Computer System Components and Computer Terms; Hardware Components of the Computer; Software and Operating systems and Applications; User Files.

WEEK 2: ORGANIZATION SKILLS AT WORK, WINDOWS PROGRAM AND FILE MANAGMENT

Organization Skills at Work; The Windows operating system; Launching Windows Programs; Logging On; Sizing and Moving Windows; Running Multiple Programs; Switching Between Programs; Shutting Down Windows; Manage Files; Create and Use Folders; Rename Files and Folders; The Recycle Bin; Back Up Files.

WEEK 3: WORKING WITH WORD BASICS, CREATING AND EDITING BUSINESS LETTERS

Overview of Microsoft Word; How to Start Word and Work with Word's Ribbon interface; the Quick Access Toolbar and the Mini Toolbar; Open and Close Documents; Navigate Through Documents; Use Word's Help Feature; Exit Word. Business Letter Styles; Letter Formatting; Entering and Editing Text; Word Wrap; Text Selection; Drag and Drop; Undo and Redo; Copy and Move Text; Switch Between Documents; Save and Print Documents; AutoCorrect and Automatically Correct Common Errors.

WEEK 4: CREATING A MEMORANDUM AND A PRESS RELEASE

Create a Memorandum; Learn About Tabs; Insert and Format Dates; Insert Symbols; Automatic and Manual Page Breaks; Basic Proofreading Tools; Formatting Text; Format Painter; Find and Replace Text and Formats.

WEEK 5: TIME MANAGEMENT SKILLS, INTRODUCTION OF MICROSOFT EXCEL

Time Management Skills at Work; Introduction to Microsoft Excel; How to Use and Launch Excel; How to Navigate an Excel Worksheet; Entering Text and Numbers into Cells; Difference Between Worksheets and Workbooks; How to Save Worksheets and Workbooks.

WEEK 6: MICROSOFT EXCEL-EDITING, VIEWING, AND PRINTING WORKSHEETS

Select Cells and Ranges; Edit a Worksheet; Replace and Delete Entries; Use Undo and Redo; Using AutoCorrect, AutoFill, and AutoComplete; Use Different Views Before Printing a Worksheet.

WEEK 7 MICROSOFT EXCEL-WORKING WITH FORMULAS AND FUNCTIONS

Formulas and Functions; Create and Modify Basic Formulas and Functions; AutoSum; Relative, Absolute, and Mixed Cell References; Copy Functions and Formulas; Display Cell formulas Rather Than Values.

WEEK 8: TELEPHONE SKILLS, MICROSOFT POWERPOINT-CREATING, PRESENTATIONS

Telephone Skills at Work; Basics of PowerPoint; Navigating the PowerPoint Window; Inserting Text; Applying Themes; The PowerPoint Ribbon; Inserting Slides; Automated Bulleted List Feature; Create a Basic presentation; Appropriate Slide Layout; Present a Slide Show and Save.

Administrative Assistant Syllabus - continued

WEEK 9: MICROSOFT POWERPOINT-DESIGNING THE PRESENTATION

Presentation Design; Improve Consistency; Format and Organize Text; Add slides; Outline Panel; Practice Using Slide Sorter View; Create Outline in Word; Import to PowerPoint to Automate Slide Creation; Format Painter; Organize Slides by Sections; Page Set Up; Print Preview; Print Set Up; Output Formats.

WEEK 10: POSITIVE ATTITUDE AT WORK, BUSINESSMICROSOFT ACCESS-OVERVIEW

Positive Attitude at Work; introduction to Access Database Program; Basics of Database Structure; Launch Access 2010; Elements of Access Welcome Window; Open Actual Database; Learning the Navigation Pane; Practice Opening Database Objects; Navigating Within Objects and Closing Objects; Close, Save and Exit Access.

WEEK 11: MICROSOFT OUTLOOK

Getting Started with Outlook; Outlook Email; Managing People in Outlook; Working with the Calendar; Tasks, Notes, and Integration.

WEEKS 12: BUSINESS ETIQUETTE, VOCABULARY, SPELLING, BASIC ACCOUNTING & BOOKKEEPING

Business Etiquette; Business Vocabulary; Business Spelling and Grammar; Introduction to Basic Accounting and Bookkeeping; Manual Accounting Practice Set; QuickBooks Practice Set.

WEEKS 13: COMPLETE PRACTICE SETS, PROGRAM REVIEW, COMPLETE MISSING WORK

How Student Skills are Measured

Student reports of progress, attendance, and grades are summarized and published at the end of each month. Copies are distributed to the students and entered into the student's records. Requirements for Completion: (1) 90% or greater cumulative attendance; (2) minimum cumulative grade-point average of 70%; and (3) completion of all exercises.

Maximum Number of Students - Student/Instructor Ratio

Overview

The accounting, bookkeeping and administrative assistant fields are new to most students and it requires learning new concepts and principles, as well as the ability to grasp many new specific tasks and procedures.

By its very nature, this knowledge, tasks, and procedures require a good work ethic, average intelligence, attention to detail and an ability to accomplish the required tasks efficiently and accurately.

As a result, the programs include a significant number of hours of hands-on, real-world, practical applications requiring the instructor to be constantly available for one-on-one assistance as the students complete their work.

It is for these reasons that the school strives to maintain relatively small number of students in each session to maintain a relatively low student-to-instructor ratio.

Maximum Number of Students

The maximum number of students per classroom is fifteen (15). However, most classes average around ten (10) students.

Student-to-Instructor Ratio

The maximum student-to-instructor ratio is fifteen (15) students to one (1) instructor, and the average student-to-instructor ration is ten (10) to one (1) instructor.

Dept. of Labor Job Classifications Each Program Prepares Graduates For

Overview

In order to report gainful employment of its graduates, the school is required to identify the job classifications each program prepares its graduates for using the United States Department of Labor's Standard Occupational Classification Codes, at the Detailed Occupation (six-digit) level.

U.S. Department of Labor Standard Occupational Classification Codes for each of the School's Programs each Program Prepares Graduates For:

SMALL BUSINESS ACCOUNTING & BOOKKEEPING TRAINING PROGRAM – SOC 13-000 BUSINESS & FINANCIAL OPERATIONS OCCUPATIONS

Dept. of Labor SOC	Dept of Labor Occupation Description
13-2011	Accountants and Auditors
13-2031	Budget Analysts
13-2041	Credit Analysts
43-3011	Bill and account Collectors
43-3021	Billing and Posting Clerks
43-3031	Bookkeeping, Accounting, And Auditing Clerks
43-3051	Payroll and Timekeeping Clerks
43-3061	Procurement Clerks
43-3071	Tellers
43-3099	Financial Clerks-All Other
43-4041	Credit Authorizers, Checkers, Clerks

ADMINISTRATIVE ASSISTANT – SOC 43-000 OFFICE & ADMINISTRATIVE SUPPORT

Dept. of Labor SOC	Dept of Labor Occupation Description
43-4051	Customer Service Representatives
43-4071	File Clerks
43-4081	Hotel, Motel, and Resort Desk Clerks Loan Interviewers and Clerks
43-4131	Loan Interviewers and Clerks
43-4141	New Accounts Clerks
43-4151	Order Clerks
43-4161	Human Resource Assistants
43-4171	Receptionists and Information Clerks
43-4199	Information and Records Clerks, All Other
43-5061	Production, Planning, and Expediting Clerks
43-5071	Shipping, receiving, and Traffic Clerks
43-5081	Stock Clerks and Order Fillers
43-9021	Data Entry Keyers
43-9061	Office Clerks, General
43-9199	Office and Administrative Support Workers, All Other

Occupational Outlook

According to the most recent information obtained from the United States Department of Labor's Bureau of Labor Statistics, the occupational for the institution's training programs is as follows:

Small Business Accounting & Bookkeeping Training Program – SOC 43-3031

The most total national employment for this occupation was 1.7 million workers, earning a median wage of \$19.92 per hour and \$41,230 per year. Projected job openings through 2029 are estimated at 162,100, with an anticipated growth rate of negative one percent.

Administrative Assistant – SOC 43-6014

The most total national employment for this occupation was 2.3 million workers, earning a median wage of \$18.12 per hour and \$37,690 per year. Projected job openings through 2029 are estimated at 195,200, with an anticipated growth rate of negative one percent.

Admission Requirements

Overview

The school accepts only those applicants who are capable of successfully completing the training program offered. Eligible students are those who have a high school diploma or General Education Diploma (GED) Certificate. The State of California Department of Consumer Affairs, Bureau for Private Postsecondary Education, pursuant to the California Education Code requires each student admitted to an undergraduate degree program, or a diploma program, to possess a high school diploma or its equivalent, or otherwise successfully take and pass the relevant examination.

International Students

The school is approved by the Department of Homeland Security and U.S. Immigration and Custom Enforcement (ICE) to enroll international students via the Student and Exchange Visitor Program (SEVP). Visa services are not provided, and the institution does not vouch for student status or any associated charges.

Ability-to-Benefit Students

The school does not offer specialized testing of prospective students who have not earned a high school diploma or GED. These prospective 'ability- to-benefit' students are therefore not qualified for admission to the training program.

Age

The minimum age for admission to the training program is 17 years old. A prospective student may be admitted prior to attaining 17 years of age if the student will reach the minimum age within the first half of the program. There is no maximum age limit for admission to the program.

Testing

A prospective student must complete and pass an entrance examination.

The exam is a basic intelligence test which assesses basic clerical skills in the areas of math, grammar and spelling, and general cognitive abilities. If a student fails the test, he or she may request a re-test within two weeks after the failed test. A second failure will preclude admission to the program.

Pre-Enrollment Assessment Interview

A prospective student is required to meet with the School Director prior to enrollment for a pre-enrollment interview. The Director will assess the student's relative degree of individual integrity and character, evaluate the student's potential for gaining true benefit from the program and decide with respect to the student's chances of success in the accounting profession.

Transfer and Articulation Agreements

The Accounting Academy has not entered into transfer or articulation agreements with any college or university that provides for the transfer of credits earned in the program of instruction.

Level of English Language Proficiency Required of Students

Overview of English Language Proficiency

The American Council on the Teaching of Foreign Languages (ACTFL) definition of proficiency is derived from mandates issued by the U.S. Government. These directives indicate that a limited English proficient student is one who comes from a non-English background and who has sufficient difficulty speaking, reading, writing, or understanding the English language and whose difficulties may deny such an individual the opportunity to learn successfully in classrooms where the language of instruction is English or to participate fully in our society.

General Definitions of English Language Proficiency

Language proficiency levels aren't always easy to define. Translators, interpreters, and linguists define different levels of language proficiency with different terms: bilingual, fluent, proficient, native speaker, and others.

The term native speaker is equal to that of "mother tongue," and it is generally safe to use these two terms interchangeably. A fluent speaker of a language is comfortable with the language; however, it is not necessarily their first, native tongue. A proficient English language person refers to a speaker who, while very skilled in the use of a language, uses the language with greater formality and less familiarity than a native or fluent speaker.

The School's Required Level of English Language Proficiency

The above attempts to clarify English language proficiency, but they are by no means concrete definitions. The school must test a student's basic proficient level of English language since the training program is conducted in that language. Students must be able to write, speak, read, and listen in English in order to be eligible for enrollment to the school.

Documentation of the Required Level of English Language Proficiency Students for whom English is not their native language and/or their second language, a Test of Language as a Foreign Language will be administered in order to document their English proficiency. Failure to pass this test will preclude the student from enrolling into the school's training program.

The school utilizes the Association of Classroom Teacher Tester's (ACTT) Combined English Language Skills Assessment (CELSA) testing program to verify English proficiency in three areas: reading comprehension; sentence structure and grammar; and sentence and syntax skills.

The student must attain an average combined score of 70% or better to demonstrate English proficiency. If the student scores less than the standard passing grade, he or she may re-take the test within five days. If the student again fails the testing, he or she must wait 90 days to re-take the test.

Award of Credit for Prior Experiential Learning

Prior Experiential Learning

Experiential learning is a process through which students develop knowledge, skills, and values from direct experiences outside a traditional academic setting. Experiential learning encompasses a variety of activities including internships, service learning, undergraduate research, study abroad, and other creative and professional work experiences.

This type of learning stimulates academic inquiry by promoting interdisciplinary learning, civic engagement, career development, cultural awareness, leadership, and other professional and intellectual skills.

School Policy Regarding Assessment of Prior Experiential Learning

It is the policy of the school to provide an opportunity for students to document acquired learning from life/work experiences in a format that can be assessed for awarding general program credit. This assessment identifies their learning from life experiences that correlate with certificate-level job-training achievement in the specific programs available at the school.

School Procedures Regarding Assessment of Prior Experiential Learning

The school utilizes a comprehensive survey and checklist to assess a student's general and specific life experiences and prior experiential learning activities. The checklist rates the student's knowledge of the specific programs available at the school using a comprehensive list of questions rated on a scale of 1 to 5, where 1 is no knowledge or confidence and 5 is expert knowledge and confident. Based on the results of this assessment, the school Education Director will make a determination if prior experiential learning credit will be awarded.

Provisions for Appeal

Students can appeal a prior experiential learning assessment decision by the Education Director within ten days following his decision. The appeal must be in writing stating the specific reasons for the appeal. Appeals filed after ten days will not be considered. The Education Director will respond with his final decision within ten days from the date of the student filed the appeal.

Charges a Student May be Required to Pay

Students will not incur or be required to pay or reimburse the school for any charges with respect to the assessment of prior experiential learning.

Transfer of Credit Policy – Page 1 of 2

Overview

It is the policy of the school to ensure fair and equitable treatment of students relative to transfer of credit. The criteria used by the school to evaluate transfer of credits are the quality of the credits earned relative to comparability and applicability to the school's training curriculum.

Generally, the school will only accept credits earned from an accredited institution, or if not accredited, an institution whose program is specifically aligned and consistent with established, recognized industry training standards.

The school maintains a written record of the previous education and training of eligible persons, veterans, and others, and with the record clearly indicating that credit was or was not granted, with appropriate notification given to each person, veteran, and others.

Requirements for Transfer of Credits

1. The credits must be a component of a college or university curriculum related to core courses in accounting that formed the basis for earning a four-year bachelor's degree in business administration.
2. Earning credit through examination is applicable only to students who have successfully passed the national Certified Public Accountant (CPA) exam.
3. The minimum acceptable grade and/or grade point average is 80% or better; equivalent to a 'B' average.
4. Students must be able support grade point averages, degrees, and other credit-related items by submitting the appropriate official documentation.

Procedures for Requesting Transfer of Credit

Students requesting acceptance of transfer of credits must submit a written request along with supporting documentation 30 days prior to the beginning of the first training session. The school will make a determination of the acceptability of credits and inform the student prior to the first session.

Transfer and Articulation Agreements

The Accounting Academy has not entered into transfer or articulation agreements with any college or university that provides for the transfer of credits earned in the program of instruction.

Transfer of Credit Policy - Page 2 of 2

Procedures for Appealing Transfer of Credit Decision

Students have a right to appeal transfer of credit decisions by submitting a written response within three business days to the School Director outlining in detail the reasons for objecting to the decision. The response should include appropriate documentation in support of the objection.

The School Director shall have three business days to review the appeal and submit to the student a written final determination.

How Transfer of Credits Adjust Total Program Charges

To the extent a student is granted transfer credit based on the above policies, procedures and requirements, total program charges will be adjusted as follows:

College or University Core Accounting Courses

Students who have completed a full-semester college or university core accounting course will be credited a one credit adjustment for each completed course; such total credit adjustments to be applied against total charges.

Successfully Passing the National CPA Exam

In addition to transfer credits applicable to college/university core accounting courses, students who have successfully passed the national CPA examination will be credited with additional five percent (5%) credit adjustment to be applied against total program charges.

How Transfer of Credit Adjusts Financial Aid

To the extent a student is granted transfer credit as described above and had qualified for local, state, or federal financial aid, the same credit adjustments applicable to non-financial aid students apply to financial aid students.

Transfer of Credit to other Institutions

The school will assist students when requesting transfer to other institutions, including providing guidance, counseling, official transcripts, and syllabi with other institutions, colleges, or universities.

Fees Assessed for Evaluating and Granting Transfer of Credit

The school does not charge students for testing, evaluating, or granting transfer of credit.

Transfer and Articulation Agreements

The Accounting Academy has not entered into transfer or articulation agreements with any college or university that provides for the transfer of credits earned in the program of instruction.

Veterans Admission Policies

And Veteran Confirmation Receipt of School Catalog
and other Documents Containing VA Policies

Military Veterans

The school is an approved training provider of the United States Veterans Administration's Educational Benefit Program. The school welcomes veterans from all branches of the military. It is committed to assisting veterans in the admission process, including an evaluation of all of his or her previous education and training. Based on this evaluation, the school will determine the applicable veteran's earned credit in accordance with the school's Transfer of Credit policy.

Veteran Confirmation Receipt of School Catalog and Other Documents and other Documents Containing Veteran Policies

I have received a copy of the school's Veterans Information Bulletin (School Catalog), the Veterans Bill of Rights, and the school's most recent School Performance Fact Sheet, and I acknowledge that I have read the rules, regulations, course completion requirements, and costs for the specific course in which I have enrolled.

Print Name (Veteran or Eligible Person): _____

Signature: _____

Social Security or C-Number: _____ Enrolled by: _____ Date: _____

Transfer and Articulation Agreements

The Accounting Academy has not entered into transfer or articulation agreements with any college or university that provides for the transfer of credits earned in the program of instruction.

Admission Policies for Students with Special Needs

Students with Special Needs

Students with special needs who meet the entrance criteria are encouraged to consider our training program. By working to create an accessible learning environment, the President/Director and faculty of the school endeavor to provide a program that will enable students with special needs to approach their training more effectively and to enhance understanding of student special needs within the school.

Special Needs Policy

The school strives to provide a fair and supportive learning environment for academically qualified students with special needs. To this end, the school seeks ways to develop and provide services which support the endeavors of students with special needs.

Special Needs Procedures

While students and faculty are expected to follow the procedures listed below, it is understood that allowances will be made for extenuating circumstances. In situations where there are no extenuating circumstances and the student has not followed these procedures, the policy will not apply.

Students

Prior to submitting an application, prospective students with special needs should meet with the School Director to discuss whether or not desired assistance is available and whether adaptations to teaching or evaluation procedures are needed and can be accommodated. There may be requests that the school is unable to meet.

Faculty

Instructors are expected to ask students with special needs to present themselves to discuss requested adaptations to teaching or evaluation procedures, and if appropriate, develop a process for implementing the accommodations.

Transfer and Articulation Agreements

The Accounting Academy has not entered into transfer or articulation agreements with any college or university that provides for the transfer of credits earned in the school's programs of instruction.

Accreditation and Federal Financial Aid Assistance

Overview

The institution does not offer degree programs that are accredited by an accrediting agency recognized by the United States Department Education. And the institution does not offer certificate programs that are accredited by an accrediting agency recognized by the United States Department of Education.

Since the school is currently not an approved training provider by the U.S. Department of Education under Title IV, it does not participate in any federal aid programs as administered by that agency.

However, the school is an approved training provider for several other federal and state agencies as described below. These agencies offer educational grants-in-aid to qualifying individuals based on available funding and other factors.

U.S. Veterans Administration Educational Benefit Program The school is an approved training provider for the Veterans Administration's Post 911 and VA Rehabilitation and other educational programs. Website: www.gibill.va.gov

U.S. Department of Defense MyCAA Program

The school is an approved training provider for the Department of Defense's Military Spouse MyCAA Educational Benefit program.

Website: www.militaryonesource.mil

U.S. Department of Labor

The school is an approved training provider for the Department of Labor's Rehabilitation Educational Benefit program. The department pays for job training for injured federal employees. Website: www.dol.gov

California Employment Development Department-CalJobs The school is an approved training provider for the California Employment Development Department via the Cal-Jobs program and the Workforce Partnership Career Centers. Websites: www.caljobs.ca.gov and www.edd.ca.gov

Assessment, Tracking and Grading System of Academic Progress – Page 1 of 2

Overview

The school monitors the academic progress of each student to evaluate and determine that he or she is making satisfactory academic progress toward understanding the training materials, is grasping, and effectively using newly obtained skills, and is meeting the minimum achievement standards of the program. The instructors monitor and document student academic progress and attendance on a daily basis. This information is accumulated on a weekly basis and forwarded to administration at the end of the month. If a student's attendance or progress drops significantly, the instructor notifies administration immediately.

Quantitative Progress Toward Program Completion

Students are required to make quantitative progress toward program completion. To be making satisfactory academic progress, a student must attend at least 90% of the scheduled class hours on a cumulative basis during each monthly evaluation period.

Qualitative Progress Toward Program Completion

Students are required to make qualitative progress toward program completion. To be making satisfactory academic progress, a student must maintain at least a minimum grade point average of 70% at the conclusion of each evaluation period.

Monthly Student Evaluation Attendance and Progress Reports

Student academic attendance and progress reports are prepared for all onsite and online programs on a cumulative basis at the end of each month. The reports are maintained in each student's file and copies are distributed to student within five days of month end.

Approximate Number of Days Between the School's Receipt of Student Quizzes, Exercises, Practice Sets, Etc. and the School's Distribution or Mailing of Evaluations

The approximate time or number of days that will elapse between a student's completion of quizzes, exercises, and practice sets, and the school's reporting of the results to each student is similar for both the onsite and online programs. For quizzes, students receive their results immediately after completing true/false, multiple-choice, or fill-in quizzes; for exercises, it varies from one to several hours depending on the type of exercise assigned; and, for practice sets, reporting back evaluation results to students can range from two to three days.

Maximum Time Frame for Completing the Program

The maximum time frame for completing for the schools programs are as follows:
Small Business Accounting & Bookkeeping Training Program, 33 weeks; Administrative Assistant, 13 weeks; Tax Preparer, 6 weeks; Tax Preparer/Enrolled Agent, 18 weeks; Accounts Receivable Specialist, 16 weeks; Accounts Payable Specialist, 16 weeks; and Payroll Specialist, 18 weeks.

Veterans Conditions for Interruption of Unsatisfactory Progress and Probation Policy

The above qualitative, quantitative, and satisfactory academic progress standards also apply to veteran and other affected students. Their educational benefits will discontinue whenever the veteran or eligible persons ceases at the point in time the student fails to maintain these minimum standards. Veterans and other eligible and affected students using VA educational vocational are permitted no more than two terms of probation during the training programs.

Consequences of Failure to Meet Satisfactory Academic Progress Standards

If a student fails to meet the cumulative 90% attendance or 75% grade average for any evaluation period, or both, he or she will be placed on warning for the next evaluation period. Failure to achieve either of these two standards at the end of the warning period will result in the administrative withdrawal of the student.

Students will be notified in writing when they are placed on warning and of the steps necessary to be removed from warning status. Students will also receive attendance or academic counseling from the School Director, as appropriate, when they are placed on warning. The school will notify a student by certified mail if he or she is being administratively withdrawn for unsatisfactory academic progress.

Appeal Process

The student may submit a written appeal of his or her dismissal within five calendar days of their receipt of the dismissal notice. The appeal must be accompanied by documentation of the mitigating circumstances that have prevented the student from attaining satisfactory academic progress and evidence that changes have occurred to allow the student to now meet standards of satisfactory academic progress. Only extraordinary circumstances will be considered, such as death or severe illness in the immediate family.

Before an appeal may be granted, a written academic plan must be provided to the student which clearly identifies a viable plan for the student to successfully complete the program within the maximum time frame allowed. The School Director will assess all appeals and determine whether the student may be permitted to continue in school on a warning status, despite not meeting the satisfactory progress requirements. The student will be sent the written decision within ten days of the school's receipt of the appeal. The decision of the School Director is final.

Students reinstated upon appeal are on a probationary status for the next evaluation period, during which time they must meet the terms and conditions set out in the School Director's letter granting the appeal. At the end of the evaluation period, and at the end of every evaluation period thereafter, the student's academic status will be reviewed.

The student may continue on probation as long as he or she meets the terms of the academic plan approved at the time the student's appeal was granted, and/or until such time as satisfactory academic progress status is regained.

The student reinstated after dismissal and appeal is not eligible for financial aid until he or she regains satisfactory progress status by meeting the minimum satisfactory academic progress standards.

Attendance and Makeup Policy – Page 1 of 2

Overview

The student has the right to cancel and obtain a refund of charges paid through attendance from the first class session, or the seventh business day after enrollment, whichever is later.

Minimum Attendance Standard

The school expects students to attend every training session every scheduled day. When you miss a class, you not only fall behind on new material, but you also miss the hands-on repetition that is so important in learning and developing your new skills. Employers are looking for graduates with perfect or near- perfect attendance.

The school's minimum attendance standard for graduation is ninety percent (90%) cumulative attendance in the classroom. Students are expected to call the school when they will not be in attendance so that the instructor can be advised.

Attendance Tracking

The student is required to sign at the start of each attendance day then sign out at the end of each attendance day in the attendance log-in sheet located near the entry to the school.

Each day the instructor records the student's class hour data in the student's electronic records. The cumulative attendance information is summarized on a progress report given to all students at each month-end.

If a student does not agree with any of the attendance data, he or she must submit a written appeal to the School Director within one week of the progress report distribution. At the end of the month after progress end date, the attendance data becomes permanent and can no longer be challenged.

Tardiness and Early Departures

The school's attendance policy expects students to be in class on time for every scheduled session. Late arrivals not only miss the material that has been presented, but it is disruptive both to the instructor and to fellow students.

If you consistently arrive late and/or depart early, the instructor will record a tardy and/or early departure. If a student is tardy and/or departs more than five times in a month, he or she will be placed on probation for the remainder of the session and will be required to meet with the School Director for counseling.

Attendance and Makeup Policy – Page 2 of 2

Attendance Probation

If a student does not maintain a cumulative attendance of at least ninety (90%) throughout the program, he or she will be placed on Attendance Probation. The student must meet with the School Director and abide by the terms outlined in the Attendance Probation notice.

At the end of the attendance probation period, a student must be making progress toward meeting the ninety (90%) cumulative attendance requirement and must have met all of the terms of the Attendance Probation. Failure to do so may result in termination from the school.

Makeup Class Work

All makeup class work must be prearranged with the instructor and must be completed outside normally scheduled class hours. Only time spent on instructor approved activities will count as makeup hours. Such activities may include completing class exercises, quizzes, viewing class lectures, videos, or other program-related assignments.

Students will have a ten-calendar-day period in which to make up class work. If the class work is not made up within the ten-day period, the applicable class work will be dropped five percent (5%) for each day not made up.

Consecutive Absences

A student who is absent for eight consecutive class days or fourteen consecutive calendar days without an approved leave of absence will be terminated.

Dismissal/Reinstatement

Any student dismissed for attendance related reasons such as consecutive absences, failure to maintain the ninety (90%) cumulative attendance, excessive tardiness or early departures, failure to meet the terms of attendance probation, or failure to return from a leave of absence, may be reinstated back into the program with the School Director's written authorization accompanied by the student's documentation of the makeup of all missed class work.

Leave of Absence General Policies

Definition of Leave of Absence

A leave of absence is a temporary break in a student's attendance during which he or she is considered to be continuously enrolled.

Leave of Absence Policy

A student must request the leave of absence in writing in advance of the beginning date of the leave of absence unless unforeseen circumstances prevent the student from doing so. If a student does not request a leave of absence within the time frame described below, he or she must be withdrawn from the program.

A leave of absence is limited to 14 calendar days within the six-month scheduled period of the student's training program. Multiple leaves of absence may be permitted provided the total of the leaves does not exceed fourteen (14) class days.

The student must sign and date the leave of absence request and specify a reason for the leave. The reason must be specified in order for the school to have a reasonable expectation of the student's return within the time frame of the leave of absence as requested.

The student must attest to understanding the procedures and implications for returning or failing to return to the training program. The school is required to document its approval of the leave of absence request in accordance with the above policies. The school will not assess the student any additional charges as a result of a leave of absence.

An approved leave of absence may be extended for an additional period of time provided that the extension request meets all of the above requirements, and the total length of the leave of absence does not exceed the specified limit as noted above.

VETERANS LEAVE OF ABSENCE POLICY

The school will provide a leave of absence to students who are affected individuals for any portion of a period of instruction such student was unable to complete, or for which such individual did not receive academic credit because he or she was called up for active duty or active service; and, if affected individuals temporarily withdraw from our course of study as a result of such active duty or service, the school will make every effort to minimize deferral of enrollment or reapplication requirements and will provide great flexibility with respect to administrative deadlines related to those reapplications.

Student Conduct and Termination Policy

Overview

The student has the right to cancel and obtain a refund of charges paid through attendance from the first class session, or the seventh business day after enrollment, whichever is later.

Student Conduct

Students shall be responsible for their personal conduct while attending classes. School rules must be followed at all times. School administration maintains the right to dismiss students for violation of school rules or for conduct which reflects unfavorably on the reputation or operation of the school.

Rules of Conduct

Students are required to maintain a clean and neat working area and maintain good personal grooming and attire.

All educational materials must be returned to the designated, proper places at the end of each class session.

Creating distractions during class sessions which impairs the reasonable freedom of other persons to pursue their studies is not acceptable.

Leaving the classroom during class hours without authorization from the instructor and/or School Director is not allowed.

Damaging or wrongfully dealing with any school property, including intellectual property, is grounds for dismissal.

Cheating during examinations and/or plagiarism of work product is subject to counseling, disciplinary action.

Students attending class under the influence of alcohol or prohibited drugs will not be allowed in class and will be subject to automatic dismissal.

Termination

If a student is terminated for any reason, subsequent readmittance will be determined on an individual basis at the sole discretion and assessment by the School Director.

Minimum Requirements for Completion

Overview

The minimum requirements for completion of the Accounting Academy's four programs: The Small Business Accounting & Bookkeeping Training Program; Administrative Assistant; Tax Preparer; and Tax Preparer/ Enrolled Agent; requires students to master real-world, hands-on, practical job skills. Thus, a major portion of the programs consists of becoming proficient at several specific small, medium, and large exercises, projects, and practice sets. This is in addition to maintaining a minimum cumulative grade-point average on quizzes and finals.

Exercises, Projects, and Practice Sets

All required projects must be completed to school standards including all manual and all computerized accounting and bookkeeping practice sets. Students can also volunteer for extra credit by completing additional practice sets that are available.

Tests and Grading Scale

The training program also consists of many tests, quizzes, and exercises. Students must maintain an average cumulative grade of 75% or better to graduate from the program. The grading scale is as follows:

Grade	Performance	Points	Value
A	Excellent	4.0	90-100%
B	Good	3.0	80-89%
C	Average	2.0	75-79%
F	Fail	>2.0	0-74%

Ten-Key Proficiency

Accountants and bookkeepers must be proficient and productive using the ten-key calculator and computer using all their fingers while still looking at the data and detail from which they are entering figures. A student must attain and maintain an average of 100 keystrokes per minute and at least 99% accuracy using the school's ten-key software testing program in order to be awarded a certificate of completion.

Final Exams

Students must score at least 75% on any required final exam in order to graduate from a program. If a student fails a final exam, he or she will be able to re-take the exam within one week of failing. A second exam failure will preclude a student from receiving a certificate of completion.

NOTICE OF ELIGIBILITY FOR LICENSURE

The Accounting Academy programs are not designed to lead to positions in a profession, occupation, trade, or career field requiring licensure in California.

Type of Credential Earned

Students who meet all the training program academic quantitative, qualitative and proficiency standards as outlined in the school's minimum requirements for completion will be awarded the following Certificate of Completion for the program successfully completed:



NOTICE OF ELIBILITY FOR LICENSURE

The Accounting Academy programs are not designed to lead to positions in a profession, occupation, trade, or career field requiring licensure in California.

Student Placement Assistance Services

Overview

The mission of the school is to prepare students for entry-level employment full-time, part-time, temporary agency placement, self-employment and/or to enhance current job skills in accounting and bookkeeping and related fields.

Therefore, to ensure the value and effectiveness of the program and to validate the quality of the training services, the school is committed to providing placement assistance services necessary for student success. To achieve this goal, the school provides these services both before and after graduation as described below.

Interviewing Skills and Techniques

The school devotes an entire session to teaching and instructing students on how to develop strong and effective interviewing skills and techniques.

Cover Letter and Resume Building

School staff assist and instruct students on how to prepare a professional and customized cover letter and resume which effectively highlights the specific accounting and bookkeeping job skills acquired during the program.

Employment and Occupational Information

Students will have access to current employment and occupational-related area job information from local newspapers, periodicals, and websites.

Internet Strategies

Students will learn how to post their cover letter and resume online and learn how to locate and evaluate job openings on the major career websites.

Employer Relationships and Referrals

The school continues to develop business relationships with potential employers, and job referrals are communicated to the students and alumni.

Temp Agencies and Recruiters

The school maintains relationships with temporary placement agencies and with recruiters who specialize in the accounting and bookkeeping field.

Individual Job Counseling and Assessment

The school also offers individual job counseling and assessment for those students who request it. Career and job placement advice is personalized to each student to develop a rational and effective plan for achieving his or her current and long-term career objectives.

Student Records Maintenance, Production, and Retention

Student Records Overview

The Accounting Academy adheres to the requirements of California Education Code Section 94900 and 5, and California Code of Regulations Sections 71810, 71920, and 71930 with respect to maintenance, production, and retention of STUDENT records. Accordingly, the school has adopted the following policies:

Student Records Policies

The school will maintain a file for each student who enrolls in the institution whether or not the student completes the educational service. These files will contain all of the following pertinent records:

1. Written records and transcripts of any formal education or training, testing, or experience that are relevant to the student's qualifications for admission to the institution or the institution's award of credit or acceptance transfer credits.
2. Personal information regarding a student's age, gender, and ethnicity if that information has been voluntarily supplied by the student.
3. Copies of all documents signed by the student, including contracts, instruments of indebtedness, and documents relating to financial aid.
4. Records of the dates of enrollment and, if applicable, withdrawal from the institution, leaves of absence, and graduation.
5. Student transcripts showing: (a) the courses or other educational programs that were completed, or were attempted but not completed, and the dates of completion or withdrawal; (b) credit awarded for prior experiential learning, including the course title for which credit was awarded and the amount of credit; (c) credit for courses at other institutions; (d) credit based on any examination of academic ability or educational achievement used for admission or college placement purposes; (e) the name, address, website address, and telephone number of the institution.
6. A copy of documents relating to student financial aid that are required to be maintained by law or by a loan guarantee agency.
7. Documents showing the total amount of money received from or on behalf of the student and the date or dates on which the money was received.
8. Documents specifying the amount of a refund, including the amount refunded for tuition and the amount for other itemized charges, the method of calculating the refund, the date the refund was made, and name and address of the person or entity to which the refund was sent.
9. Copies of any official advisory notices or warning regarding the student's progress; and complaints received from the student.

All Records Maintenance, Production, and Retention

All Records Overview

The Accounting Academy adheres to the requirements of California Education Code Section 94900 and 5, and California Code of Regulations Sections 71810, 71920, and 71930 with respect to maintenance, production, and retention of ALL records. Accordingly, the school has adopted the following policies:

All Records Policies

The school will maintain all records required by the above laws and regulations, including permanently retaining a transcript as required by section 94900(b) of the Code, and shall maintain for a period of 5 years the pertinent student records described in the above referenced Section 71920 from the student's date of completion or withdrawal, as well as the following:

1. The school will maintain records relating to federal financial aid programs as provided by federal law.
2. Records are considered current for three years following a student's completion or withdrawal. Records will be stored as hard copy files and on computer disks. These hard copy and computer disks records will be stored and secured to insure:
 - (a) No loss of information or legibility for the period within which the record is required to be maintained.
 - (b) For records that are current, the school will maintain functioning devices that can immediately reproduce exact, legible printed copies of stored records. The devices will be maintained in reasonably close proximity to the stored records at the school's primary administrative location in California.
 - (c) For non-current records, the school will insure the reproduction of exact, legible printed copies within two (2) business days.
 - (d) School personnel will be scheduled to be present at all times during normal business hours who know how to operate the devices and can explain the operation of the devices to any person authorized by law and regulations to inspect and copy the records.
 - (e) Any person authorized by law and regulations to inspect and copy records will be given immediate access to the document reproduction devices for the purpose of inspecting and copying the stored records for a nominal fee.
3. The school will maintain one set of all academy and financial records required by applicable law and regulation and will maintain these records in a manner secure from damage or loss, including storage in fire resistant cabinets.
4. All records that the school is required to maintain by CEC§94900 and 5, CCR§ 71810, 71920, and CCR§71930 will be made immediately available by the school for inspection and copying during normal business hours by the Bureau and any entity authorized to conduct investigations.

Student Rights to Access to Records and Privacy Policy

The Accounting Academy adheres to a policy of compliance with the Family Educational Rights and Privacy Act of 1974 (FERPA). Educational records as defined by FERPA include all records that schools or education agencies maintain concerning their students. FERPA affords students certain rights with respect to their education records.

Summary of Rights

The right to inspect and review their records. Students should contact the Director's Office to determine the location of appropriate records and the procedure for reviewing such records.

The right to request that any records believed to be inaccurate, or misleading be amended. The request should be submitted in writing to the Director's Office. If the request for change is denied, the student has a right to a hearing on the issue.

The right to consent to disclosures of personally identifiable information contained in the student's education records. The school must have written permission from the student before releasing any information from the student's record.

The right to file a complaint with the U.S. Department of Education and/or California's Bureau for Private Postsecondary Education if they feel their rights are being violated. Complaints should be in writing and sent to:

U. S. Dept. of Education

400 Maryland Avenue SW
Washington, D.C. 20202-4605

CA Bureau for Private Postsecondary Education

1747 N. Market Blvd. Ste 225 Sacramento, CA 95834 P.O. Box 980818 West Sacramento, CA 96709-0818

Upon request, the school will disclose education records without consent to officials of another school in which the student seeks or intends to enroll. The school may also disclose general 'directory' information without the student's prior consent. Directory information consists of:

Student Name	Dates of Attendance	Date Certificate Awarded
Student Address	Certificate Awarded	Enrollment Status
Telephone/Email	Primary Field of Study	Previous Education

Students have the right to prevent directory information from being released. In order to maintain directory information as confidential, a student must submit a written request prior to the end of his or her program training.

Other Student Services

Accreditation

The institution does not offer degree programs that are accredited by an accrediting agency recognized by the United States Department Education. And the institution does not offer certificate programs that are accredited by an accrediting agency recognized by the United States Department of Education.

Advising

Student advising is part of the teaching process and the delivery of supportive services provided to students. The School Director and the instructors are available to advise students and, if possible, assist them to overcome any difficulties they may encounter in the school. Students are encouraged to take advantage of this service whenever difficulties arise and when available.

Career Services

While the school provides assistance with job placement, no guarantee for employment or income level is made. Agencies and companies contact the school for likely candidates for employment. The School Director provides graduates with job leads and may arrange for an interview with prospective employers.

Housing

The school has no responsibility to find or assist a student in finding housing and it does not maintain housing for students, nor does it make recommendations regarding housing. However, there are a variety of accommodations available throughout the community. See Table of Contents for page number of this catalog for information about housing reasonably close to the school.

Transportation

Public transportation is available with stops located close to the school. It may also be possible for students to arrange for transportation by another student if schedules are compatible.

Reference Materials

The school maintains a number of reference materials, including books, trade publications, magazines and other pertinent and related audio and visual instructional aides. Reference materials are kept for use at the school and/or arrangements can be made with the School Director for home use.

Financial Aid

The school is currently not an institution recognized by the United States Department of Education and/or approved to offer financial aid in connection with Title IV programs.

Student Rights and Grievances and Complaint Procedure – Page 1 of 2

The Accounting Academy designates the Education Director to receive and resolve student grievances complaints. The Director is regularly accessible for reasonable periods of time before and after class sessions and during the range of time students are scheduled to attend.

Specific information with respect to the student complaint designee's name, title, address, and other contact information, is contained on a document entitled **Student Complaint Designee and Record of Student Complaint**. A copy of the signed and dated form is included on the next page and it is distributed to each student on the first day of class.

The School Director has the authority and duty to: investigate complaints thoroughly; reject complaints if, after investigation, they are determined to be unfounded; record a summary of the complaint and its disposition; notify appropriate agencies if the complaint is valid and involves a violation of law; determine effect on other students if complaint is valid; implement policies and procedures to avoid similar complaints in the future; and communicate directly with any person in control regarding complaints.

A student may lodge a grievance or complaint by communicating orally or in writing to any staff member of the Academy who is then obligated to transmit it as soon as possible to the designated complaint officer. Oral complaints must be resolved within a reasonable time or before a second complaint is lodged. The Academy may require the complaint be submitted in writing, in which case the Academy will provide the student with a written response, including a summary of its investigation and disposition, within ten (10) days of receiving the complaint.

A student complaint more than ninety (90) days after the event(s) and/or incident(s) will be considered invalid and will not be accepted for resolution by the School Director.

A student's participation in the complaint procedure and the disposition of a student's complaint will not limit or waive any of the student's rights or remedies. Any document signed by a student that purports to limit or waive his or her rights and remedies is void.

A student or any member of the public may file a grievance or complaint about this institution with the Bureau for Private Postsecondary Education by calling toll-free number (888) 370-7589 or by completing a complaint form, which can be obtained on the bureau's internet website at: www.bppe.ca.gov. Toll-free telephone #: (888) 370-7589 Web site Address: www.bppe.ca.gov

If a student or a member of the public has a questions, problem, grievance, or complaint about any aspect of the training or the administration of the school, that inquiry should be directed to the Education Director immediately.

If the issue is not resolved within at least two weeks of the grievance to the person's satisfaction by means of open discussion, the person may register a formal complaint in writing addressed to the school President.

Student Rights and Grievances and Complaint Procedure – Page 2 of 2

The letter will be reviewed in private by the President and a written response will be forwarded to the person involved.

If the problem is still not resolved to the person's satisfaction, a formal meeting will be scheduled after school hours. The meeting will offer the person a chance to voice the complaint or problem and any other party involved in the matter. The meeting will be a closed, private meeting and will not be open to the general population. Upon conclusion of the meeting, a formal written response will be given to the person that will recap the results of the meeting and any resolutions made to address the issue.

A student or any member of the public may file a complaint about this institution with the Bureau for Private Postsecondary education at:

The Bureau for Private Postsecondary Education

Address: 1747 N. Market Blvd. Ste 225

Sacramento, CA 95834

P.O. Box 980818, West Sacramento, CA 95798-0818

Web site Address: www.bppe.ca.gov

Telephone: (888) 370-7589 or by fax (916) 263-1807 (916) 574-8900

Complaints should be in writing and mailed, faxed, or emailed to the Bureau for Private Postsecondary Education. In addition to the complaint, copies of relevant supporting documentation should be forwarded.

Complaints received by phone will be documented and the complainant will be requested to submit the complaint in writing. See the grievance and complaint form on the next page for suggested information that should accompany the written document.

Student Rights and Grievances and Complaint Procedure



STUDENT COMPLAINT DESIGNEE & RECORD OF STUDENT COMPLAINT

INSTRUCTIONS: Before submitting this form to the School Director, please read the school's Student Complaint Policy given to you at the start of your first session. Please provide all information requested. Be specific when discussing the complaint. Attach additional materials as needed. Do not use this form for academic or disciplinary appeals.

Student Name	Date
Address	Telephone
City, State, Zip	Email
Student Signature	Enrollment Date

Student Complaint Designee			
Name	William R. Setterlund, CPA (Ret.)	Title	Education Director
		Date	July 1, 2019
Signature		Tel/Fax	(T) 858-836-1420 (F) 858-836-1438
Address	7283 Engineer Road, Suite H San Diego, California 92111	Email	accountingacademy@sbcglobal.net

Type of Student Complaint (check all that apply)	
<input type="checkbox"/> Sexual Harassment	<input type="checkbox"/> Race/Ethnicity
<input type="checkbox"/> Disability Accommodation	<input type="checkbox"/> National Origin
<input type="checkbox"/> Records Access/Disclosure	<input type="checkbox"/> Religion
<input type="checkbox"/> Age Discrimination	<input type="checkbox"/> Alienate
<input type="checkbox"/> Gender Discrimination	<input type="checkbox"/> Disability
<input type="checkbox"/> Marital Discrimination	<input type="checkbox"/> Other:

Summary of Complaint
(attach additional worksheets if needed)

Expected Resolution (attach additional worksheets if needed)

Send this form with full details and documentation related to your complaint to:
 William Setterlund, Education Director
 The Accounting Academy
 7283 Engineer Road Suite H
 San Diego, California 92111
 Telephone: 858-836-1420
 Fax:: 858-836-1438

If your attempt to resolve your grievance with the school fails, you may contact:
 Bureau for Private Postsecondary Education
 1747 N. Market Blvd Ste 225 Sacramento, CA 95834
 P.O. Box 980818 West Sacramento, CA 95798-0818
 Web site Address: www.bppe.ca.gov
 Toll-free telephone: (888) 370-7589
 Telephone: (916) 574-8900 Fax: (916) 263-1897

Student Right to Cancel – Page 1 of 2

Overview

The student has the right to cancel and obtain a refund of charges paid through attendance from the first class session, or the seventh business day after enrollment, whichever is later.

Students Who Receive Federal Student Financial Aid Funds

If the student has received federal student financial aid funds, the student is entitled to a refund of monies not paid from federal student financial aid program funds.

Rejection of Student Applicant

If a student application is rejected for enrollment by the school, a full refund of tuition monies paid will be made to the applicant.

School Program Cancellation

If the school cancels a program after a student's enrollment, the school will refund all monies paid by the student.

Student Withdrawal or Cancellation Prior to Start of Class or No Show

If an applicant accepted by the school cancels prior to the start of scheduled classes or never attends class (no-show), the school will refund all monies paid, less the non-refundable \$100 registration fee as described within this catalog and in the school's enrollment agreement.

Student Withdrawal or Cancellation from First Session through 7th Business Day

Students have a right to withdraw or cancel their Enrollment Agreement for school, without any penalty or obligation, within the seventh business day from the first day of the initial class session. A withdrawal or cancellation notice must be submitted in writing to the school Education Director.

Student Refund Re Withdrawal or Cancellation after 7th Business Day of First Session

Students have a right to withdraw or cancel training at the school at any time after the seventh day of the first session and have a right to receive a refund for that part of the course not taken on a pro-rata basis in accordance with Section 71750 of the California Private Postsecondary Education Act of 2009 described on the next page. A withdrawal or cancellation notice must be submitted in writing to the school Education Director.

School Closures

If the school closes before a student graduates, a student may be entitled to a refund. Contact the Bureau for Private Postsecondary Education at 1747 North Market Blvd. Suite 225, Sacramento, CA 95834, web site address at www.bppe.ca.gov, telephone (916) 574-8900, or fax number (916) 263-1897.

Withdrawals and Refunds Sec. 71750 California Private Postsecondary Education of 2009

(a) The school will make refunds that are no less than the refunds required under Section 71750 of the California Private Postsecondary Education Act of 2009.

Student's Right to Cancel – Page 2 of 2

(b) The school will not enforce any refund policy that is not specified in the school catalog as required pursuant to section 94909(a)(8)(B) of the California Education Code, and it will refund all institutional charges upon student's withdrawal. Withdrawal policy procedures pursuant to section 94909(a)(8)(B) of the Code include, at a minimum: the acceptable methods of delivery of a notice to withdraw; whether withdrawal can be accomplished by conduct, and if so, how; the positions to whom the notice to withdraw must be delivered; and the date that the notice to withdraw is considered effective, which shall be no later than the date received by the institution.

(c) A pro rata refund pursuant to section 94919(c) or 94920(d) or 94927 of the Code will be no less than the total amount owed by the student for the portion of the educational program provided subtracted from the amount paid by the student, calculated as follows:

(1) The amount owed equals the daily charge for the program (total institutional charge, divided by the number of days or hours in the program), multiplied by the number of days student attended, or was scheduled to attend, prior to withdrawal.

(2) Except as provided for in subdivision (a)(3) of this section, all amounts paid by the student in excess of what is owed as calculated in subdivision (a)(1) will be refunded.

(3) Except as provided herein, all amounts that the student has paid will be subject to refund unless the enrollment agreement and the refund policy outlined in the catalog specify amounts paid for an application fee or deposit not more than \$250.00, books, supplies, or equipment, and specify whether and under what circumstances those amounts are non-refundable. Except when an institution provides a 100% refund pursuant to section 94919(d) or section 94920(b) of the Code, any assessment paid pursuant to section 94923 of the Code is non-refundable.

(4) For purposes of determining a refund under the Act and this section, a student will be considered to have withdrawn from an educational program when he or she withdraws or is deemed withdrawn in accordance with the withdrawal policy stated in its catalog.

(5) If the institution has collected money from a student for transmittal on the student's behalf to a third party for a bond, library usage, or fees for a license, application, or examination and the institution has not paid the money to the third party at the time of the student's withdrawal or cancellation, the institution will refund the money to the student within 45 days of the student's withdrawal or cancellation.

(6) The institution will refund any credit balance on the student's account within 45 days after the date of the student's completion of, or withdrawal from, the educational program in which the student was enrolled.

Procedure to Cancel Enrollment Agreement or Withdraw from the Institution and Obtain a Refund – Page 1 of 2

Overview

The student has the right to cancel and obtain a refund of charges paid through attendance from the first class session and have a right to receive a refund for that part of the course not taken on a pro-rata basis in accordance with Section 71750 of the California Private Postsecondary Education Act of 2009.

Cancelling on or Before the First Day of Class

If tuition and fees are collected in advance of the start date of classes and you do not begin classes or withdraw on the first day of classes, the school will retain the non-refundable registration fee and will process a refund for all other tuition and fees paid. Refunds will be paid within 45 days.

Cancelling During the First Seven (7) Days After Enrollment

1. You have the right to cancel the enrollment agreement and obtain a refund of charges paid through attendance at the first-class session, or the seventh day after enrollment, whichever is later.
2. Cancellation shall occur when you give written notice of cancellation to the Education Director at 7283 Engineer Road Suite H, San Diego, California 92111.
3. Written notice of cancellation, if sent by mail, is effective when deposited in the mail properly addressed with postage pre-paid.
4. The written notice of cancellation need not take any particular form and, however expressed it is effective if it shows that you no longer wish to be bound by the Agreement.
5. You may request a cancellation form from the administration office. If the school has given you any equipment or supplies, you shall return it to the School, in unused condition, within 30 days following the date of your notice of cancellation. If you fail to return this equipment or supplies within the 30-day period, the school may deduct its documented cost for the equipment or supplies from any refund due to you. Once you pay for the equipment or supplies it is yours to keep without further obligation. If you cancel this agreement, the school will refund any money that you paid, less the deduction for equipment or supplies not timely returned in unused condition and the nonrefundable registration fee.
6. Refunds will be paid within 45 days after your notice of cancellation is received.
7. If you have received federal student financial aid funds, you are entitled to a refund of monies not paid from federal student financial aid program funds.

Procedure to Cancel Enrollment Agreement or Withdraw from the Institution and Obtain a Refund – Page 2 of 2

Withdrawing After the First Seven (7) Days After Enrollment

1. You have the right to withdraw from the program of instruction at any time.
2. The school will provide a pro rata refund of nonfederal student financial aid program monies paid to students who have completed 60% or less of the period of attendance within the current term. The period of attendance is defined as a 33-week term of instruction. The program includes a defined 33-week term. Students who withdraw from the program are not financially obligated beyond the current term.
3. If you withdraw from the course after midnight of the seventh day after enrollment, the school will calculate the amount you owe for the time you attended according to the following formula: The amount you owe shall be determined on a prorata basis if you have completed 60% or less of the period of attendance depending on how many days/hours remain at the time you withdrew from the course. After we compute the amount you owe for the time you attended, we will keep the non-refundable registration fee and the documented cost of any equipment or supplies that you received which you do not return in unused condition within 45 days of your withdrawal, as well as any STRF fees paid.
4. For the purpose of determining a refund, the student shall be deemed to have withdrawn from a program of instruction when any of the following occurs: (a) the student notifies the Education Director in writing or via email of the date of intent to withdraw; (b) the institution terminates the student's enrollment for failure to maintain satisfactory progress; failure to abide by the rules and regulations of the institution; and/or failure to meet financial obligations to the school; (c) The student does not return from a leave of absence; (d) the student fails to attend classes for seven consecutive days.
5. For the purpose of determining the amount of the refund, the date of the student's withdrawal shall be deemed the last date of recorded attendance. The amount owed equals the daily charge for the program (total institutional charge, minus non-refundable fees, divided by the number of days in the program), multiplied by the number of days scheduled to attend, prior to withdrawal.
6. For programs beyond the current payment period, students who withdraw prior to the next payment period, all charges collected for the next period will be refunded. If any portion of the tuition was paid from the proceeds of a loan or third party, the refund shall be sent to the lender, third party or, if appropriate, to the state or federal agency that guaranteed or reinsured the loan. If the student has received federal student financial aid funds, the student is entitled to a refund of monies not paid from federal student financial aid program funds.
7. If the amount paid is more than the amount owed for the time attended, then a refund will be issued within 45 days. If the amount owed is more than the amount paid, arrangements must be made to pay the balance due.

Veterans Administration Withdrawal and Refund Policy

Overview of Veterans Administration Refund Policy

It is the policy of the school to comply with and conform to all applicable Department of Veterans' Administration laws and regulations, as well as those of the California State Approving Agency for Veterans Education, and to clearly state these policies to prospective veteran student enrollees and others before enrollment, and to consistently apply these policies.

VA and CSAAVE Refund Policy

The school will provide a full refund to students who are affected individuals for that portion of a period of instruction such student was unable to complete, or for which such individual did not receive academic credit, because he or she was called up for active duty or active service; and, if affected individuals withdraw from our course of study as a result of such active duty or active service, the school will make every effort to minimize deferral of enrollment or reapplication requirements and will provide the greatest flexibility possible with administrative deadlines related to those applications.

A full refund includes a refund of required tuition and fees, or a credit in a comparable amount against future tuition and fees. A full refund is a 100% pro-rata refund, including a non-refundable registration fee of \$10 applicable to veterans and other eligible persons.

Example of a VA/CSAAVE Pro Rata Refund

The following sets forth an example of the amount of refund to which a student would be entitled if a student withdrew from the programs after completing a period of course hours, days, or weeks of instruction equivalent to 10%, 50%, and 75%, of the program of instruction, respectively.

<i>Program:</i>	<i>Tuition</i>	<i>10%</i>	<i>50%</i>	<i>75%</i>
Accounting & Bookkeeping	\$7,500	\$6,750	\$3,750	\$1,875
Administrative Assistant	\$5,000	\$4,500	\$2,500	\$1,250

Student Debt Collection Policy

Purpose

The school adopts as its collection goal the full collection of all outstanding student loans according to industry performance and professional standards. The purpose of this policy is to ensure that there is a consistent understanding of the process regarding the payment of student charges and how the school will deal with non-payment. Default rates will be maintained that are equal to or better than industry standards.

Policy

The school offers internal financing based on a student's reasonable assurance that he or she has the means and resources to repay any charges financed by the school.

Students who request tuition financing must complete a student loan and credit application prior to enrollment. The responsibility for ensuring payment of all financed charges remain the responsibility of the student.

Students who qualify for a monthly installment loan are required to enter into a Retail Installment Contract which obligates the student in accordance with the terms and conditions contained in the contract and with all federal and state 'truth-in-lending' regulations.

Students are required to adhere to the terms and conditions of the Retail Installment Contract, including timely payment of monthly installments. A monthly installment payment coupon book will be provided to students for their convenience. The school will mail statements each month showing the status of the account.

If any required monthly installment payment is more than ten (10) business days past due, the loan may be declared in default by the school.

The following action may be taken against a student with past-due debt:

- A \$10 late fee will be assessed for each late monthly payment.
- The entire outstanding loan balance may become due and payable.
- Academic progress reports may be withheld.
- Attendance reports may be withheld.
- Student transcripts may be withheld.
- Students may be unable to graduate and receive a certificate.

Student installment loans more than ninety (90) days past due may be placed with either a collection agency or an attorney at the discretion of the school and a \$1,500 fee added to the outstanding balance to reimburse the school for collection related expenditures.

Student Copyright Infringement Policy

Overview

Copyright infringement is the act of exercising, without permission or legal authority, one or more of the exclusive rights granted to the copyright owner under section 106 of the Copyright Act (Title 17 of the United States Code). As a general matter, copyright infringement occurs when a copyrighted work is reproduced, distributed, performed, publicly displayed, or made into a derivative work without the permission of the copyright owner.

The purpose of copyright law is to promote creativity, innovation, and the spread of knowledge. The law does this by balancing the right of both copyright holders and users of copyright materials.

Copyrighted School Educational Materials

The Accounting Academy training program is a privately-owned institution. It is the original creator and author of all the educational and training materials utilized in the program and it is the sole copyright owner. Identifiers with respect to copyrights have been affixed to the training materials. The school has not assigned any portion of its copyright to another person or persons.

Penalties

Penalties for copyright infringement include civil and criminal penalties.

Anyone found liable for civil copyright infringement may be ordered to pay either actual damages or 'statutory' damages at not less than \$750 and not more than \$30,000 per work infringed. For 'willful' infringement, a court may award up to \$150,000 per work infringed. In addition, courts, at their own discretion, may assess costs and attorney's fees.

Willful copyright infringement can also result in criminal penalties, including imprisonment of up to five years and fines of up to \$250,000 per offense.

For more detailed information, see the U.S. Copyright Office website at: www.copyright.gov

Student Tuition Recovery Fund – Page 1 of 2

Purpose of STRF

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

Non-Eligibility for STRF

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

(b) In addition to the statement required under subdivision (a) of this section, a qualifying institution shall include the following statement in its school catalog: “It is important that you keep copies of your enrollment agreement, financial aid documents, receipts, or any other information that documents the amount paid to the school.

Questions regarding the STRF may be directed to:

Bureau for Private Postsecondary Education at:

Address: 1747 N. Market Blvd. Ste 225, Sacramento, CA 95834

P.O. Box 980818, West Sacramento, CA 95798-0818

Web site Address: www.bppe.ca.gov

Telephone and Fax #'s: (888) 370-7589 or by fax (916) 263-1807

(916) 574-8900 or by fax (916) 263-1807

Eligibility for STRF

To be eligible for STRF, you must be a California resident or are enrolled in a residency program, prepaid tuition, paid or deemed to have paid the STRF assessment, and suffered an economic loss as a result of any of the following: 1. The institution, a location of the institution, or an educational program offered by the institution was closed or discontinued, and you did not choose to participate in a teach-out plan approved by the Bureau or did not complete a chosen teach-out plan approved by the Bureau. 2. You were enrolled at an institution or a location of the institution within the 120 day period before the closure of the institution or location of the institution or were enrolled in an educational program within the 120 day period before the program was discontinued. 3. You were enrolled at an institution or a location of the institution more than 120 days before the closure of the institution or location of the institution, in an educational program offered by the institution as to which the Bureau determined there was a significant decline in the quality or value of the program more than 120 days before closure.

Student Tuition Recovery Fund – Page 2 of 2

Eligibility for STRF - continued

4. The institution has been ordered to pay a refund by the Bureau but has failed to do so. 5. The institution has failed to pay or reimburse loan proceeds under a federal student loan program as required by law or has failed to pay or reimburse proceeds received by the institution in excess of tuition and other costs. 6. You have been awarded restitution, a refund, or other monetary award by an arbitrator or court, based on a violation of this chapter by an institution or representative of an institution, but have been unable to collect the award from the institution. 7. You sought legal counsel that resulted in the cancellation of one or more of your student loans and have an invoice for services rendered and evidence of the cancellation of the student loan or loans. To qualify for STRF reimbursement, the application must be received within four (4) years from the date of the action or event that made the student eligible for recovery from STRF.

Revived Student Loans

A student whose loan is revived by a loan holder or debt collector after a period of non-collection may, at any time, file a written application for recovery from STRF for the debt that would have otherwise been eligible for recovery. If it has been more than four (4) years since the action or event that made the student eligible, the student must have filed a written application for recovery within the original four (4) year period, unless the period has been extended by another act of law. However, no claim can be paid to any student without a social security number or a taxpayer identification number.

Questions regarding the STRF may be directed to:

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Bureau for Private Postsecondary Education

Tips For Students to Consider Before Enrolling at a Private Postsecondary School

To get the most out of your educational experience, do your homework and make an informed decision before making a commitment. The following list of "enrollment tips" is provided to assist students in determining what steps they may want to take when considering enrollment at a private postsecondary educational institution, or postsecondary "school."

1. INVESTIGATE THE SCHOOL YOURSELF BEFORE ENROLLING.

Prior to enrolling, interview students in the program, or take a tour of the school. Ask if the school will let you sit in or observe the class or course that you are interested in before enrolling.

2. CHECK OUR WEB SITE TO SEE IF THE SCHOOL HAS SIGNED A VOLUNTARY AGREEMENT.

If a school has entered into a voluntary agreement with the Department of Consumer Affairs they should comply with the student bill of rights.

3. GET A COPY OF THE STUDENT CATALOG.

A school's catalog contains important information that you will need to review prior to making a decision to enroll. Pay special attention to school policies, such as attendance, leave-of-absence, cancellation and refund.

4. GET A COPY OF AN ENROLLMENT AGREEMENT TO REVIEW ALL BINDING TERMS, CONDITIONS, COSTS AND STUDENT DISCLOSURES.

An enrollment agreement should reflect information about the school's total costs for the contracted-for course of instruction, a list of the charges that are non-refundable, the name and description of the program of instruction, the total amount of classes or hours needed to complete the program, payment schedules, cancellation and refund policies, and other mandatory disclosures regarding your rights and responsibilities as a student at the institution. (Education Code section 94810.)

5. CONTACT THE ACCREDITING AGENCY THAT THE SCHOOL CLAIMS TO HAVE ACCREDITATION FROM AND VERIFY THE SCHOOL'S CLAIMS.

To qualify for some state licensing examinations or for your degree to be recognized by certain employers, some educational programs and training must be obtained from a school that maintains "accreditation" from a U.S. Department of Education recognized accrediting agency. Be sure to check with the licensing agency or employer where you wish your educational experience to be recognized and verify accreditation status with the accrediting agency before enrolling. For more information about accreditation and to obtain a list of Regional and National Accrediting Agencies, visit the U.S. Department of Education Web site at: <http://www2.ed.gov/admins/landing.jhtml>.

6. REVIEW ALL ADVERTISING CAREFULLY AND COMPARE WHAT IS BEING ADVERTISED WITH WHAT IS DISCLOSED IN THE SCHOOL'S CATALOG AND COURSE SYLLABUS.

Make sure that the school is being truthful in what has been advertised. Watch out for hidden costs and promises that seem too good to be true.

7. REQUEST TO SEE THE SCHOOL'S STUDENT COMPLETION AND JOB PLACEMENT RATES.

A "student performance fact sheet" enables you to check to see whether students are staying in the class and finishing the course, and whether the school is assisting students in finding jobs after they have completed the course.

8. FIND OUT WHAT THE SCHOOL NEEDS FROM YOU.

If you are transferring from another school or enrolling for the first time at a post-secondary school, make sure you inquire as to what documents you will need to submit when you enroll.

9. MAKE SURE YOU KNOW THE AMOUNT AND TYPES OF FINANCIAL AID YOU WILL NEED BEFORE YOU ENROLL.

There are several options in obtaining financial aid to attend a school. Make sure you know whether you are going to receive or need Federal student loans, Pell grants, private loans or a combination of grants and loans, and understand what the advantages and disadvantages are of obtaining each type of loan or grant. Make sure you know the total amount of loans you are to receive. Match the amount of the loans against the total cost of tuition. For more information on financial aid, contact EDFund at <http://www.edfund.org/>, or the California Student Aid Commission at <http://www.csac.ca.gov>.

10. GET EVERYTHING IN WRITING.

Never accept a promise to deliver a service verbally. Make sure all contracted-for services are in writing and signed by a school official before you sign the enrollment agreement.

11. KEEP A COPY OF YOUR DOCUMENTS!

If you decide to enroll in a private postsecondary school, be sure to keep a copy of all contracts, policies, catalogs, disciplinary actions, attendance records, letters you've written to the school, etc. In the future, you may need to verify your payment obligations, any refunds owed to you by the school, or the educational services that you contracted to receive from the school.

12. LASTLY – ENJOY YOUR EDUCATIONAL EXPERIENCE!

California Department of Consumer
Bureau for Private Postsecondary Education
www.bppe.ca.gov