



LASC

Language Scholastics



STUDENT CATALOG

2020

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TABLE OF CONTENTS

INTRODUCTION

MISSION STATEMENT & INSTITUTIONAL GOALS

HISTORY & ACCREDITATION

LOCATIONS

OWNERSHIP

GENERAL INFORMATION

STAFF AND FAULTY

HOURS OF OPERATION

HOLIDAY CALENDAR

ACADEMIC CALENDAR

FACILITIES

ADMISSIONS

ADMISSION REQUIREMENTS

ADMISSIONS PROCESS

IMMIGRATION DEFINITIONS FOR STUDENTS

HOW TO OBTAIN F-1 STATUS

ARRIVAL AT A U.S. PORT OF ENTRY

MAINTAINING LAWFUL STUDENT STATUS

TUITION & FEES

STUDENT FEE INFORMATION

CANCELLATION, WITHDRAWAL, AND REFUND POLICY

FINANCIAL AID

SCHOOL CLOSURE, STATE OF CALIFORNIA TUITION RECOVERY FUND

ATTENDANCE

MINIMUM STANDARDS AND MONITORING

TARDINESS, LEAVE OF ABSENCE, EXCUSED ABSENCES

MAKE-UP HOURS

ATTENDANCE PROBATION

ACADEMIC RAMIFICATIONS
VACATION LEAVE OF ABSENCE

ACADEMICS

PLACEMENT
PROGRAM ADMISSION REQUIREMENTS
CHANGING PROGRAMS
STANDARDS, MONITORING, AND COMMUNICATION OF GRADES
PROGRESSION
ACADEMIC PROBATION POLICY
SUSPENSION/TERMINATION OF CANDIDACY, APPEALS PROCESS
COPYRIGHT
TEXTBOOKS
ACADEMIC HONESTY, CLASSROOM EXPECTATIONS, STUDENT CONDUCT
CONCURRENT ENROLLMENT
TRANSFERABILITY OF CREDITS
TRANSFER AGREEMENTS
CREDIT FOR PRIOR LEARNING

PROGRAMS AND COURSES

COURSE LISTING
ESL CORE PROGRAM
ENGLISH FOR ACADEMIC PURPOSES PROGRAM
BUSINESS ENGLISH
TOEFL TEST PREPARATION PROGRAM
IELTS TEST PREPARATION PROGRAM
PRIVATE TUTORING
COURSE DESCRIPTIONS

STUDENT SERVICES

LASC STUDENT SERVICES
HOUSING
GETTING AROUND
STUDENT FAQ

STUDENT SUPPORT

TRANSCRIPTS AND RECORDS

FILING A GRIEVANCE OR COMPLAINT
ABOUT THE CATALOG

INTRODUCTION

MISSION STATEMENT & INSTITUTIONAL GOALS

The mission of LASC is to provide quality English as a second language instruction to immigrants and foreign students living in southern California. The focus of our ESL instruction is to cultivate students' linguistic abilities for personal growth and development, and academic studies.

Institutional Goals:

- To enrich the knowledge and use of English for students seeking personal growth and development.
- To endow immigrants in the local community with the linguistic skills essential to better participate in American society.
- To prepare students to succeed at the collegiate level.
- To provide students with effective and passionate instructors.
- To provide a classroom environment with appropriate technology to facilitate teaching and learning.
- To partner with institutions of higher learning to provide our students with a diverse range of opportunities for educational advancement.
- To have various cultures studying and exchanging ideas with one another to promote cultural awareness and understanding.

HISTORY & ACCREDITATION

LASC was founded in 1982 for the purpose of providing quality ESL instruction to immigrants living in the Los Angeles area. LASC is a private institution and is approved by California's Bureau for Private Postsecondary Education (BPPE) and operates in compliance with state standards as set forth in the California Education Code and California Code of Regulations. LASC is accredited by the Council for Continuing Education & Training (ACCET), as recognized by the U.S. Department of Education.

LASC is certified by the Student and Exchange Visitor Program (SEVP) in association with the U.S. Department of Homeland Security and is authorized to issue I-20s for F-1 students wishing to study in the United States. Our Designated School Officials are also certified by the National Association of Foreign Student Advisers (NAFSA). LASC has also been designated as an approved ESL program by the Saudi Arabian Cultural Mission.

Selecting an English school can be a time-consuming and challenging process, but students can be at peace knowing that LASC's accreditation and certifications are long-standing and widely acknowledged. Our continuing accreditation is testament to our English school's commitment to excellence and prudence in all matters related to international student accommodation and education. For more information download our School Performance Fact Sheet, Annual Report, and brochure which can all be found on the homepage of our website www.lascusa.com

LOCATIONS & CONTACT INFORMATION

LASC offers three campuses across sunny southern California. Our locations are just minutes away from some of California's most popular tourist attractions. Our campuses are situated in areas that offer plenty of amenities, ample housing, and countless entertainment options. Learn how to surf at Huntington Beach, take a trip to Disneyland,

shop on Rodeo Drive, walk the stars on Hollywood Boulevard or cruise down Pacific Coast Highway to take in the sights. As an international hub, southern California provides incredible access to a wide variety of travel destinations. Big Bear, a famous ski and snowboarding resort, is a mere hour and a half drive away, while Palm Springs and Indio, home to the world-renowned Coachella music festival is only a two hour trip.

LASC offices are open from 8:30 am – 5:30pm Monday-Friday excluding holidays. Classes run from Monday to Wednesday from 8:50 am – 10:20 pm and Thursdays from 8:50 am – 9:00 pm. Visit our website www.lascusa.com.



Irvine

17320 Red Hill Ave., Suite 300
Irvine, CA 92614
Phone : (949) 756-0321
Fax : (949) 756-0344
Email : info@lascusa.com

Directions



Los Angeles

3530 Wilshire Blvd., Suite 190
Los Angeles, CA 90010
Phone : (213) 384-4123
Fax : (213) 384-4013
Email : info@lascusa.com

Directions



Rowland Heights

19119 E. Colima Rd., Suite 201
Rowland Heights, CA 91748
Phone : (626) 810-2003
Fax : (626) 810-2073
Email : info@lascusa.com

Directions

OWNERSHIP

LASC is owned and operated by Yong Kim.

GENERAL INFORMATION

STAFF & FACULTY

ADMINISTRATIVE STAFF

Chairman: Yong Kim
CEO: Jason Kim
CFO: Soon Kim
Administrative Manager: Ken Noojui
Academic Director: Lulwa Bordcosh

STUDENT REPRESENTATIVES

Every student is assigned a Student Representative. Our representatives are here to assist prospective and current students alike. They will guide you through the admissions process, help you with the necessary documents, and

help ease your transition to living in the United States. Our representatives assist our students with all things big and small, from immigration procedures to airport pickup. See full list [here](#).

FACULTY

Our faculty is comprised of over 30 teachers across our three campuses. Collectively, our instructors have taught in over 50 countries and carry decades of experience teaching English learners. All members of our faculty undergo continuing ELT training and many carry advanced degrees and certifications within the ESL industry. Our English instructors also participate in the TESOL community in California. They regularly attend, and occasionally present at, conferences through organizations such as CA-TESOL where they learn the most modern teaching methodologies and strategies. Our instructors are then able to benefit our student population by applying what they have learned into their own classrooms. See our current faculty [here](#).

ACADEMIC CALENDAR

Our programs are delivered on a quarterly system consisting of Spring, Summer, Fall, and Winter quarters and are on an open enrollment. Please contact our admissions office for current enrollment information or view our [calendar](#).

LASC will be closed for the following holidays:

- New Year's Day
- Birthday of Martin Luther King, Jr.
- President's Day
- Memorial Day
- Independence Day
- Labor Day
- Columbus Day
- Veterans Day
- Thanksgiving Day and day after
- Christmas Eve and Christmas Day

FACILITIES

All of LASC's classrooms are fully equipped with the necessary technology and resources to provide an optimal environment for students to excel in their studies. A large flat-screen television connected to the internet can be found in each classroom to maximize the delivery of visual supplements to lessons. Students have access to all school resources during the hours the school is in operation. The lounge provides students with opportunities to practice their English with each other and socialize.

ADMISSIONS

ADMISSIONS REQUIREMENTS

Prospective students must:

- 1) Be at least 16 years of age (F1 Students only).
- 2) Possess a valid visa, permanent residency, or U.S. citizenship.
- 3) Complete a personal interview and evaluation by an admissions representative.
- 4) Ability to Benefit Exam

*Applicants are assessed on an individual basis to determine the prospective student's ability to successfully complete his/her course of study.

ADMISSIONS PROCESS

ADMISSIONS PROCESS FOR F1 STUDENTS

Students who are outside the United States who require an I-20 to obtain an F1 Student Visa to study in the United States

Step 1	Fill Out Application
Step 2	Upload Required Documents <ul style="list-style-type: none">• Copy of Passport• Bank Statement Showing at Least \$20,000¹• Affidavit of Financial Support²
Step 3	Pay Your Fees \$150 Application Fee \$100 I-20 Mailing Fee (depending on destination)
Step 4	Wait for Your Acceptance Letter & I-20 After you submit your application, someone from our Admissions Department will contact you via email within two business days. Please allow 3-5 business days to receive your I-20 in the mail depending on destination.

¹ Bank statement must be dated within last 6 months. For each dependent bank statement must show an additional \$6,000. I-20 valid for one year.

² Only needed if bank statement is not in student's name.

Step 5	Pay Your SEVIS Fee here
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ADMISSIONS PROCESS FOR F1 TRANSFER STUDENTS

Students who are already in the United States and have a valid F1 visa and an I-20 from another school

Step 1	Fill Out the Online Application
Step 2	Upload Required Documents <ul style="list-style-type: none"> • Copy of Passport • Copy of Visa • Copy of Current I-20 • Copy of I-94 • Bank Statement Showing at Least \$20,000* • Affidavit of Financial Support* • Notice of Intent to Transfer Form
Step 3	Pay Your Fees \$150 Application Fee

ADMISSIONS PROCESS FOR CHANGE OF STATUS STUDENTS

Students who are currently in the United States under a different visa status and wish to obtain an I-20 to change their status to F1

Step 1	Fill Out Application
Step 2	Upload Required Documents <ul style="list-style-type: none"> • Copy of Passport • Copy of Visa • Copy of I-94 • Bank Statement Showing at Least \$20,000* • Affidavit of Financial Support*
Step 3	Pay Your Fees \$400 Application Fee

Step 4	Wait for Your Acceptance Letter & I-20 After you submit your application, please allow 3-5 business days for your I-20 to be ready for pick up.
Step 5	Pay Your SEVIS Fee here

ADMISSIONS PROCESS FOR TOURIST STUDENTS

Students who are on Tourist visas who would like to take part time classes during their stay in the States

Step 1	Fill Out Application
Step 2	Upload Required Documents <ul style="list-style-type: none"> • Copy of Passport • Copy of Visa
Step 3	Pay Your Fees \$150 Application Fee

ADMISSIONS PROCESS FOR LOCAL STUDENTS

Students who are American Citizens or Permanent Residents

Step 1	Fill Out Application
Step 2	Upload Required Documents <ul style="list-style-type: none"> • Copy of Passport of US Passport, Permanent Resident Card, or Driver's License
Step 3	Pay Your Fees \$150 Application Fee

IMMIGRATION DEFINITIONS

It is important that all students become familiar with the following terms as they are used frequently at LASC. It is essential that you understand these definitions and how they apply to your stay in the United States.

F-1 STUDENT VISA

LASC does not offer visa services. We will be more than happy, however, to answer any questions you might have regarding the F1 visa process. LASC is only allowed to grant documents for students admitted with F-1 visas. The F-1 visa is for students qualified to attend full time college, university, conservatory, academic high school and any institution with language-training programs in the United States. He/she should provide proof of sufficient, easily transferable funds to cover cost of living and tuition, and an application fee. The school must provide the student with a Form I-20 A-B. F -2 visas are given to spouse/children of an F -1 visa holder. For eligibility, they must possess a valid passport, show proof of sufficient funds to cover their stay, and must agree to depart the United States upon the termination of the foreign student's F-1. Once issued a visa, granted an I-20, and enrolled at our school, LASC is able to issue a "Verification of Enrollment" letter verifying your status as an F1 student enrolled at our institution.

FORM I-20 (CERTIFICATE OF VISA ELIGIBILITY FOR NONIMMIGRANT F-1 STUDENT STATUS)

Students who have been admitted to a school in the United States, require a student visa to enter the U.S. for study, and have documented their ability to finance their education, will receive a Certificate of Visa Eligibility (Form I-20 for F- 1 status) issued by the school through the internet-based Student and Exchange Visitor Information System (SEVIS). They should present this at a U.S. consulate (<http://usembassy.state.gov/>) abroad to certify eligibility to apply for an F-1 Student visa. This document, also known as a Visa Certificate, certifies eligibility to apply for an entry visa at a U.S. consulate abroad, and must be shown to a Department of Homeland Security (DHS) official at the time of entry into the U.S. in order to enter in student status. When traveling outside the U.S., those in F-1 status must carry either an initial or recertified I 20 and financial documentation if they intend to return to the U.S. to continue their studies or practical training. The I-20 and its corresponding electronic updates in SEVIS are a permanent record of one's activities as a student in the U.S. It is your responsibility to keep all I-20's issued to you throughout your student status, no matter how long you stay in the U.S. or how many times you travel abroad. The initial I-20 used when you enter the country and stamped by

the DHS is a very important immigration document. Make a copy of page 1 and page 3 to keep with your records.

SEVIS (STUDENT AND EXCHANGE VISITOR INFORMATION SYSTEM)

SEVIS is a data collection and monitoring system that creates an interface between institutions of higher education, the Department of Homeland Security (DHS), consulates and embassies abroad, and ports of entry. Schools are required to make regular electronic updates in SEVIS throughout each semester on the records of their enrolled students in F-1 status and their dependents. These updates include, but are not limited to, enrollment status, changes in address, changes in level of study, employment recommendations, and school transfers.

IMMIGRATION STATUS

This is often confused with "visa" but your immigration status, e.g., F-1, B-2, J-1, etc., is determined at the time of your entry into the U.S. by an immigration official and is noted on the Form I-94. You may have many visa stamps in your passport but, upon entry into the U.S., an immigration inspector will admit you in only one immigration status which is noted on the I-94 card (see above). Be sure the correct status is written on your I-94 card. Unlike your entry visa, your immigration status may be changed in the U.S. Refer to the U.S. Department of State web site at <http://travel.state.gov/visa/tempvisitors.html> for more information.

PASSPORT

Students in F-1 immigration status must keep their passports valid at least six months into the future at all times. You may obtain extensions of your passport through the nearest consulate or embassy of your country.

ENTRY VISA

Your entry visa is issued by a United States Consulate (<http://usembassy.state.gov/>) abroad and affixed into your passport. The only purpose of an entry visa is to apply for admission to the United States at the port of entry. The entry visa itself may expire while you are in the U.S., but your permission to stay in the U.S. remains valid. All international students requesting F-1 immigration status are required to have a valid F-1 entry visa stamp in their passport at the time of entry into the U.S. Your visa specifies the type of immigration status you will hold, the date until which you may enter the U.S., and the number of entries you may make before you must apply for a new entry visa stamp. The length of validity of each visa type is determined by an agreement between your home country and the U.S. government and is not necessarily tied to the length of your program of study. Please refer to the State Department's Visa Reciprocity information on their website for more details. NOTE THAT AN ENTRY VISA MAY BE ISSUED UP TO 120 DAYS IN ADVANCE OF A PROGRAM'S "REPORT DATE", BUT YOU ARE NOT PERMITTED TO ENTER THE U.S. MORE THAN 30 DAYS IN AVANCE OF THE REPORT DATE IN SECTION 5 OF THE I-20. F-1 entry visas cannot be obtained within the U.S. Application for a new stamp generally must be made in person at a U.S. consulate or embassy outside the U.S. The validity period of your visa does not determine the length of time you may remain in the U.S. after you enter. Your length of stay is determined by the expected completion date of your program as indicated on your I-20. You are admitted to the U.S. for "duration of status" in F. This is notated as "D/S" on your I-94 card. Refer to the Duration & Extension of Stay in the US section of the U.S. Department of State's website for more information.

HOW TO OBTAIN F-1 STATUS

This information is provided to help you get to LASC in appropriate immigration status in compliance with the U.S. Department of State (DOS) and Department of Homeland Security (DHS) regulations. U.S. government regulations require you to attend the school that issued the I-20 you use to enter the U.S. in F-1 status.

CAREFULLY READ AND FOLLOW THESE PROCEDURES:

Make an appointment at a U.S. Consulate to apply for an F-1 Student Entry Visa

(http://travel.state.gov/travel/tips/embassies/embassies_1214.html) You will require the I-20 form from LASC at the time of your appointment. DO NOT MAKE AN APPOINTMENT UNTIL you have received the I-20 or are sure that you will have the I-20 in time for the appointment.

NOTE that the processing wait times do not include extra time that may be required for security clearances. Locate the nearest U.S. Consulate: www.usembassy.gov and follow its instructions for applying for a visa including links to required forms). Make a list of documentation required for the interview. Note procedures for paying the visa application fee and any visa issuance fees, if applicable. Check your form I-20 for completeness and correctness! Your I-20 indicates that we have created a record for you in SEVIS (Student and Exchange Visitor Information System). Your unique assigned SEVIS ID number is in the upper right corner of page.

1. Check to see that all information is correct and that your expected completion date is in the future. If you have informed us that your dependents (husband, wife, or children under the age of 21) will come with you to the U.S., each of them will receive their own "dependent" I-20 needed for applying for their F-2 visas and entering the U.S. in F-2 status. If your family name is different from your dependents, be prepared to show documents that prove your relationship.
2. Make sure your passport is valid. When you apply for a visa or enter the U.S., your passport must be valid for at least 6 months into the future. Some countries are exempt from this requirement and have their passports automatically extended for 6 months which means that you can use your passport up until the written expiration date. This rule applies to subsequent entries to the U.S. while traveling as a student. Refer to the list of countries exempt from this rule.
(<http://foia.state.gov/masterdocs/09fam/0941104x1pdf>)
3. Pay the SEVIS fee (\$350) and print the receipt. Go to the web site <http://www.fmjfee.com> and follow the instructions. You will need the I-20 available because the SEVIS number is required. Print copies of the receipt - you will need one with you for the visa interview and you should keep one for your own records. You can only access the receipt at the time of payment so be sure your printer is working before paying the fee. Refer to information posted at <http://www.ice.gov/sevis/i901/faq.htm>.
4. Complete all required Department of State application forms. DS-156 (<http://evisaforms.state.gov/>) Everyone applying for a non-immigrant visa must complete this form. COMPLETE THIS ELECTRONIC FORM ON-LINE and take a printed copy with you to the interview. DS-158: Contact Information and Work History. For all F and J applicants. DS-157: Supplemental Non-Immigrant Visa Application Form. Required for male applicants between the ages of 16 and 45.
5. Refer to step one and follow instructions for paying any visa fees required in advance of your appointment. Procedures may vary from country to country, and even post to post, within the same country. Note that application and issuance fees are often based on reciprocity between that country and the United States.
6. Bring a passport-size photo less than six months old.
7. Prepare for your interview appointment by learning what to expect.
8. You will be applying for an F-1 student visa, a non-immigrant classification. According to U.S. immigration law, "Every alien shall be presumed to be an immigrant until he establishes to the satisfaction of the consular officer, at the time of application for admission, that he is entitled to a non-immigrant status." This means you need to establish that you have no intention of staying in the U.S. permanently, but are coming here for a temporary purpose, i.e. to pursue your education. While the consular officers are aware that it may be difficult for students to demonstrate strong professional and economic ties to their home countries, you should still bear this in mind as you prepare for your interview.
9. Checklist of what to take with you to your visa interview:

- A passport valid for at least six months
 - Form I-20 (sign the form under Item 11)
 - School admission letter
 - Completed visa applications (DS-156, DS-158, and, if applicable, DS-157) Remember to complete the DS-156 electronically and take a printed copy with you. Consulates have advised that the electronic version will speed up the process.
 - A photograph in the prescribed format (see Step 7)
 - A receipt for the visa application fee
 - A receipt for the SEVIS fee. If you have not received an official receipt in the mail showing payment and you paid the fee electronically, the consulate will accept the temporary receipt you printed from your computer. If you do not have a receipt, the consulate may be able to see your payment electronically if your fee payment was processed at least 3 business days before your interview.
 - Financial evidence that shows you have sufficient funds to cover your tuition and living expenses during the period you intend to study.
 - Any information that demonstrates your intention to return to your home country after finishing your studies in the U.S. This may include proof of property, family, or other ties to your community.
10. After the visa is processed, make sure you got what you requested! Check your passport to be sure you obtained an F-1 visa, and that any dependents obtained an F-2 visa. Also, be certain that the I-20 was returned to you as you must have the original with you when you arrive in the United States. Sometimes the document is returned to you in a sealed envelope, which must be presented to the immigration inspector when you arrive.

ARRIVAL AT A U.S. PORT OF ENTRY

Carry your ORIGINAL documents on your person or in a carry-on bag rather than packed in your luggage. You will have to present them to the immigration inspector upon your arrival, and you won't have access to your luggage until after you go through immigration inspection.

Your documents may include:

- valid, unexpired, passport (for at least six months into the future) with a valid, unexpired entry
- visa
- your I-20 visa certificate, signed by the school and by you
- original supporting financial documents, such as personal bank statements, a financial aid award or an offer letter from your department
- marriage license, school transcripts, medical records if applicable
- Immigration Inspection
- On the plane, a flight attendant will distribute the I-94 Arrival /Departure form to non-immigrants. You should complete the white form, NOT the green form that is for tourists from certain countries who are eligible for a 90-day visit without a visa.

Upon arrival, you will go first to immigration inspection. The immigration inspector will need to see the appropriate visa page in your passport and the appropriate supporting documents:

your passport with an F-1 entry visa with LASC noted on it (if it is your initial entry in F-1 status) form I-20, signed by both a Designated School Official (DSO) and you, and the I-94 form that you completed on the plane. If you are coming with your spouse and/or children, then the same attentiveness to how their admission is processed applies. Dependents of F-1 students should enter as "F-2 for D/S". Document Processing – Update of SEVIS Record In addition to processing the I-94 card, the Department of Homeland Security (DHS) will access the SEVIS student record that corresponds to your unique SEVIS ID number and update the record with information on your entry.

LASC is notified electronically of your arrival through your SEVIS record. BE PREPARED! It is to your advantage to know what to expect and to be mindful of what occurs at the port of entry. Immigration inspectors see many people in the course of a day, and mistakes can be made. Some inspectors may be less familiar with student documents than others. Having your documents processed properly at the time you arrive is extremely important. The I-94 card does not appear significant, but is the most important immigration document you will possess. It is the only document with a record of the status in which you were admitted to the United States, the date on which you entered, and at which port of entry. The I-94 is an important form. We recommend that you make two photocopies of both sides of the form; one to carry with you in your wallet, and the other to keep separately in case you need to replace it. Often, the immigration officer will staple it into your passport. Be aware that if you don't get a red immigration stamp on your I-20, it may present difficulties when applying for a Social Security number (SSN) or a NC State driver's license.

MAINTAINING LAWFUL STUDENT STATUS

Under United States immigration law, it is your personal responsibility to maintain lawful F-1 student status. By following the guidelines listed below, you should be able to maintain student status. It is your responsibility to maintain your legal status.

- Keep an unexpired passport valid for at least 6 months into the future.
- Contact your country's consulate for instructions if you need to extend your passport while in the U.S.
- Notify LASC of your address when you arrive and any time you change addresses.
- Upon your initial arrival in the U.S. to study at LASC, you must notify us of your local address in person. LASC will update your address electronically in the SEVIS record.
- Maintain full-time enrollment and normal, full-time progress toward your degree or certificate.
- You are expected to maintain registration and make academic progress. If you are enrolled at LASC for more than one academic year, you are ordinarily permitted an annual vacation period, during which time you are not required to register for courses. Only one vacation period per year is permitted and for most programs, this takes place during the summer semester.
- Obtain PRIOR authorization from LASC (if eligible) BEFORE dropping below a course of study.
- There are very limited exceptions to the enrollment requirement, so you must consult LASC in advance of any drop in course or you will be in violation of your status.
- Do not accept any employment, either on- or off-campus, without written permission from LASC and, if necessary, authorization from the Department of Homeland Security (DHS). Working without proper authorization is considered by the DHS as the most serious violation of its regulations. If you refer to your form I-94 card, you will see the statement, "Warning: a nonimmigrant who accepts unauthorized employment is subject to deportation." It is most important, therefore, that you consult with LASC before you accept an offer of employment or begin to work.
- Make timely transfers if you enroll at LASC after attending another school in the U.S

- DHS regulations specify that you must use the Visa Certificate of Eligibility (I-20) issued by the school you are attending (or plan to attend) when entering the U.S. Consequently, make sure that you use LASC's Certificate of Eligibility. You are required to report to LASC shortly after your arrival.
- Obtain extensions, as needed, of your permission to stay in the U.S. before your Certificate of Eligibility (Form I-20) expires. If you have valid academic or health reasons for requiring more time to complete your program than that which is authorized on the LASC I-20, you must request an extension through LASC. Notify LASC as soon as you know that you will need an extension and at least 30 days before the completion date noted on your I-20 in order to have enough time to obtain any necessary documents. If you require an extension because you will be starting a new program at LASC, you must apply for a new I-20 to begin a new program within 60 days of the completion of the first program.
- Once you have completed your studies that are authorized, you must leave the U.S. or change to another immigration status within the appropriate time allowed. This means that you are allowed to stay for the period of time to complete a program of study and a grace period. Those in F-1 status have a 60 day grace period in which to depart the U.S. or change to another status.
- Carry a copy of your I-94 card with you at all times. When traveling outside the Los Angeles and Orange County areas, you should bring the original I-94 card, I-20, and passport with you.
- If applicable, comply with Special Registration Procedures- Certain Foreign Nationals. Since September 11, 2002, certain non-immigrants are required to be fingerprinted and photographed at U.S. ports of entry. Special Registrants are also subject to departure procedures from ports of entry specifically designated for departure control. Currently, the published registration rule applies without exception to nationals or citizens of Iran, Iraq, Libya, Syria and Sudan. This list is subject to change at any time, and registration may be required of any non-immigrants of any nationality who are deemed by a consular officer or inspections officer to require closer monitoring. If you undergo Special Registration when you arrive, failure to comply with exit requirements has severe consequences.

TUITION AND FEES

Upon applying all students are required to pay a non-refundable \$150 application fee in addition to a \$100 mailing fee if applicable. A complete list of tuition and fees is on the next page. Students are also required to purchase textbooks for each class, the prices of which can be found on the next page. Total estimated charges for entire duration of program study including non-refundable fees is as follows: ESL \$12,240, EAP \$4,080 TOEFL/IELTS \$54,500, Business English \$8,160. Please note that total tuition and fee estimates vary according to duration of study and program and course schedule. Estimated costs of housing and other associated fees can be found in a the "Student Services" portion of this catalog.

FINANCIAL AID

LASC does not participate in federal or state financial aid programs. However, it is our duty to inform you that if you are a student who has obtained a loan to pay for an educational program, you will have the responsibility to repay the full amount of the loan plus interest, less the amount of any refund, and that, if you have received federal student financial aid funds, you are entitled to a refund of the moneys not paid from federal student financial aid program funds.



TUITION AND FEES

FULL TIME STUDENTS

	18 hours a week			26 hours a week	
	ESL /EAP/Business	TOEFL/IELTS	ESL	ESL	TOEFL / IELTS
	Morning		Afternoon		
1 week	\$180	\$200	\$160	\$250	\$260
4 weeks	\$680	\$750	\$600	\$900	\$980
12 weeks	\$2,040	\$2,250	\$1,800	\$2,700	\$2,940

*Unless otherwise indicated, all tuition rates are based on time of enrollment and will apply for the student's duration of study regardless of price increases in the future.

***LASC offers ESL evening classes when available. Evening classes are \$450 per month.**

PART TIME STUDENTS

	4 hrs/week	8 hrs/week	12 hrs/week	18 hrs/week
1 week	\$80	\$120	\$150	\$180
4 weeks	\$250	\$400	\$500	\$680
12 weeks	\$680	\$1,100	\$1,400	\$2,040

*Students requiring an I-20 are not eligible to enroll part time.

Supplemental Fee

Services	Fees
Application Fee	\$150
Tuition Deposit	3 months tuition
Express Mail Service	\$100(*depending on destination)
Change of Status Application Fee	\$400

*Late tuition payments are subject to a \$50 fee



PRIVATE LESSONS PRICE LIST

Session Time	Tuition
50 minutes	\$50
90 minutes	\$75
120 minutes	\$100

Semi-Private (two students per session)*

Session Time	Tuition
50 minutes	\$40
90 minutes	\$60
120 minutes	\$80

*sessions must be scheduled for same time for both students

Supplemental Fees

Services	Fees(US\$)
Application Fee	\$150
Express Mail Service	\$50
Airport Pick-Up	\$85
Housing Placement	\$250/\$350 (minor)

Tutoring Session Policy

Tutoring sessions can only be held at LASC/ESLA school campus. Any tutoring session held outside of campus will result in automatic termination of the student and the teacher.

1. Tutoring sessions are **non-refundable**. Make-up sessions may be scheduled for cancelled sessions. The advance notice for cancellations is **at least 24 hours**. Any cancellation made with fewer than 24 hours or without any notice, the student will be charged for the full cost of the session. **The make-up sessions must be scheduled with the administrator, not the instructor.**
2. Unfulfilled tutoring sessions may be converted into tuition credit for any classes or other tutoring sessions for the student only. The credit is good for a period of 1 year.
3. If the student is not present for the first 20 minutes of the session, it is considered a **no show**. **No show's** will be treated as a cancellation without notice and the student will be charged the full amount of the session.

Book List

Course	Book	\$	ISBN
ESL 1	Interchange Intro, Student Book with Online Workbook 5th Edition	\$50	9781316620144
ESL 2	Interchange 1, Student Book with Online Workbook 5th Edition	\$50	9781316620441
ESL 3	Interchange 2, Student Book with Online Workbook 5th Edition	\$50	9781316620342
ESL 4	Interchange 3, Student Book with Online Workbook 5th Edition	\$50	9781316620557
ESL 5	Passages 1, Student Book with Online Workbook 3rd Edition	\$45	9781107447004
ESL 6	Passages 2, Student Book with Online Workbook 3rd Edition	\$45	9781107447097
EAP 1	Mosaic 2 Listening & Speaking Sixth Edition	\$55	9780077595210
EAP 2	Mosaic 2 Reading Sixth Edition	\$55	9780077595128
Beginning Pronunciation	Pronunciation Pairs Student Book with Audio CD, 2nd Edition	\$35	9780521678087
Intermediate Pronunciation (A/B)	Clear Speech from the Start Student Book, 2nd Ed. w/ Integrated Digital Learn	\$35	9781108348263
Advanced Pronunciation (A/B)	Clear Speech, Student Book 4th Ed. with Integrated Digital Learning	\$35	9781108659338
Beginning Listening	Active Listening 1 Student's Book with Self-study Audio CD	\$40	9780521678131
Low Intermediate Listening	Active Listening 2 Student's Book with Self-study Audio CD	\$40	9780521678179
Upper Intermediate Listening	Active Listening 3 Student's Book with Self-study Audio CD	\$40	9780521678216
Low Intermediate Conversation	Let's Talk 1 Student's Book with Self-study Audio CD	\$40	9780521692816
Intermediate Conversation	Let's Talk 2 Student's Book with Self-study Audio CD	\$40	9780521692847
Upper Intermediate Conversation	Let's Talk 3 Student's Book with Self-study Audio CD	\$40	9780521692878
Beginning Grammar	Grammar and Beyond Level 1 Student's Book A and Online Workbook Pack	\$45	9781107678699
Intermediate Grammar A	Grammar and Beyond Level 2 Student's Book A and Online Workbook Pack	\$45	9781107660472
Intermediate Grammar B	Grammar and Beyond Level 2 Student's Book B and Online Workbook Pack	\$45	9781107636958
Advanced Grammar A	Grammar and Beyond Level 3 Student's Book A and Online Workbook Pack	\$45	9781107677944
Advanced Grammar B	Grammar and Beyond Level 3 Student's Book B and Online Workbook Pack	\$45	9781107689985
Academic Grammar A	Grammar and Beyond Level 4 Student's Book A and Online Workbook Pack	\$45	9781107655218
Academic Grammar B	Grammar and Beyond Level 4 Student's Book B and Online Workbook Pack	\$45	9781107638440
Low Intermediate List & Spk	Prism Intro Student's Book with Online Workbook Listening and Speaking	\$55	9781316620885
Low Intermediate Read & Writ	Prism Intro Student's Book with Online Workbook Reading and Writing	\$55	9781316624180
Intermediate List & Spk	Prism 1 Student's Book with Online Workbook Listening and Speaking	\$55	9781316620946
Intermediate Read & Writ	Prism 1 Student's Book with Online Workbook Reading and Writing	\$55	9781316624272
Upper Intermediate List & Spk	Prism 2 Student's Book with Online Workbook Listening and Speaking	\$55	9781316620977
Upper Intermediate Read & Writ	Prism 2 Student's Book with Online Workbook Reading and Writing	\$55	9781316624319
Advanced Listening & Speaking	Prism 3 Student's Book with Online Workbook Listening and Speaking	\$55	9781316620991
Advanced Reading & Writing	Prism 3 Student's Book with Online Workbook Reading and Writing	\$55	9781316624456
Advanced Idioms (A/B)	English Idioms in Use Intermediate Second Edition	\$35	9781316629888
Academic Listening & Speaking	Prism 4 Student's Book with Online Workbook Listening and Speaking	\$55	9781316621011
Academic Reading & Writing	Prism 4 Student's Book with Online Workbook Reading and Writing	\$55	9781316624746
Academic Vocabulary (A/B)	Academic Vocabulary in Use Second Edition	\$35	9781107591660
Dynamic Presentations	Dynamic Presentations, Cambridge Business Skills	\$25	9780521150040
Communicating Across Cultures	Communicating Across Cultures, Cambridge Business Skills	\$25	9780521181983
Writing for Business	Writing for Impact, Cambridge Business Skills	\$30	9781107603516
English for the Media	Cambridge English for the Media	\$35	9780521724579
International Negotiations	International Negotiations, Cambridge Business Skills	\$30	9780521149921
English for Job-Hunting	Cambridge English for Job-Hunting	\$35	9780521722155
Communicating in Business	Communicating in Business, Student's Book Second Edition	\$35	9780521549127
Academic Business English	Business Advantage, Upper Intermediate Student's Book	\$45	978051132176
TOEFL	<i>Book Determined By Instructor</i>		N/A
IELTS	<i>Book Determined By Instructor</i>		N/A



Mandatory Cancellation, Withdrawal, and Refund Policies

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

(2) LASC shall refund 100 percent of the amount paid for institutional charges, less a reasonable deposit or application fee not to exceed one hundred fifty dollars (\$150), if notice of cancellation is made through attendance at the first class session, or the seventh day after enrollment, whichever is later. LASC considers the program start date as the day of enrollment.

(3) LASC shall have a refund policy for the return of unearned institutional charges if the student cancels an enrollment agreement or withdraws during a period of attendance. All refunds are prorated and will be calculated on a basis of days attended. The amount owed equals the daily charge for the program multiplied by the number of days student attended, or was scheduled to attend prior to withdrawal. No refunds will be given for students who have attended over 60% of days paid.

Refund Due Dates

(1) If an applicant never attends class (no-show) or cancels the enrollment prior to the class start date, all refunds due must be made within forty-five (45) calendar days of the first scheduled day of class or the date of cancellation, whichever is earlier.

(2) In the event that no notice of withdrawal (written or verbal) is provided, LASC must automatically administratively withdraw a student after s/he has been absent for a maximum of 30 consecutive calendar days (excluding any scheduled breaks in the academic calendar) and complete a refund calculation, processing any refunds to or on behalf of the student.

(3) For an enrolled student, the refund due will be calculated using the last date of attendance (LDA) and be paid within forty-five (45) calendar days from the documented date of determination. The date of determination is the date the student notifies LASC of his/her intent to withdraw or the date LASC terminates the student due to the student's failure to adhere to LASC's attendance, conduct, or student progress policy.

In accordance with ACCET policy, LASC may not require written notification of withdrawal as a condition for making refunds nor charge any penalty for failure to notify the institution in writing. Students may also notify the institution by phone or in person. If a student does not notify the institution verbally or in writing, a refund must still be processed.

Case-Specific Cancellation Policies

(1) Rejection of Applicant: If an applicant is rejected for enrollment by LASC, or if a prospective student has his/her visa application rejected, a full refund of all monies paid, less non-refundable charges, will be made.

(2) Program Cancellation: If LASC cancels a program subsequent to a student's enrollment, LASC will refund all monies paid by the student.

Third Party Agents

(1) If an authorized overseas agent for recruiting students is utilized, LASC informs the student of its contractual relationship with the agent and how that relationship will affect the ability of the student to obtain a refund.

(2) If refund of tuition shall be given directly to the agent it is documented and it is the agent's responsibility to refund the student based on LASC's refund calculation.

(3) LASC is not responsible for any disputes that may arise between the two parties thereafter and trusts that the agent will treat the student equitably and fairly. LASC reserves the right to revoke its contract at anytime if it is found that the agent operates and/or communicates to prospective students in a dishonest or ethical manner.

Miscellaneous Policies

- 1. Students that have received an I-20 from LASC must enroll for a minimum of one quarter.*
- 2. LASC may not bill for a period in excess of twelve (12) month increments. Refund computations will apply to the current term at the time of withdrawal.*

SCHOOL CLOSURE, STUDENT TUITION RECOVERY FUND

The State of California created the Student Tuition Recovery Fund (STRF) to relieve or mitigate economic losses suffered by students in educational programs who are California residents, or are enrolled in a residency program attending certain schools regulated by the Bureau for Private Postsecondary Education. You may be eligible for STRF if you are a California resident or are enrolled in a residency program, prepaid tuition, paid STRF assessment, and suffered an economic loss as a result of any of the following:

- The school closed before the course of instruction was completed.
- The school's failure to pay refunds or charges on behalf of a student to a third party for license fees or any other purpose, or to provide equipment or materials for which a charge was collected within 180 days before the closure of the school.
- The school's failure to pay or reimburse loan proceeds under a federally guaranteed student loan program as required by law or to pay or reimburse proceeds received by the school prior to closure in excess of tuition and other costs.
- There was a material failure to comply with the Act or the Division within 30-days before the school closed or, if the material failure began earlier than 30-days prior to closure, the period determined by the Bureau.
- An inability after diligent efforts to prosecute, prove, and collect on a judgment against the institution for a violation of the Act.

However, no claim can be paid to any student without a social security number or a taxpayer identification number. It is a state requirement that a student who pays his or her tuition is required to pay a state-imposed assessment for the Student Tuition Recovery Fund. You must pay the state-imposed assessment for the Student Tuition Recovery Fund (STRF) if all of the following applies to you:

- You are a student in an educational program, who is a California resident, or are enrolled in a residency program, and prepay all of part of your tuition either by cash, guaranteed student loans, or personal loans
- Your total charges are not paid by any third-party payer such as an employer, government program or other payer unless you have a separate agreement to repay the third party.
- You are not eligible for protection from the STRF and you are not required to pay the STRF assessment if either of the following applies: you are not a California resident, or are not enrolled in a residency program and/or your total charges are paid by a third party, such as an employer, government program or other payer, and you have no separate agreement to repay the third party.

If LASC closes before a student graduates, s/he may be entitled to a refund. Contact the Bureau for Private Postsecondary Education if LASC cannot satisfactorily resolve your case.

Bureau for Private Postsecondary Education

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

www.bppe.ca.gov

(916) 431-6959

PENDING PETITION IN BANKRUPTCY, DEBT

LASC does not have a pending petition in bankruptcy, nor is operating as a debtor in possession, nor has filed a petition within the preceding five years, nor has had a petition in bankruptcy filed against it within the preceding five years that resulted in reorganization under Chapter 11 of the United States Bankruptcy Code (11 U.S.C. Sec. 1101 et seq.)

ATTENDANCE

MINIMUM STANDARDS AND MONITORING

Consistent classroom attendance is mandatory to maintain student visa status and demonstrate a commitment to education. A minimum of 80% cumulative attendance is required. Since enrollment may include electives, main courses, and/or intensive programs, the attendance rate is calculated via the overall rate for the total hours in which a student is enrolled. Failure to meet the attendance standards may result in termination and loss of visa status. Students are expected to attend all courses. Students who have not attended class for 30 consecutive calendar days will automatically be terminated as per SEVIS requirements. Student attendance is tracked and recorded on a daily basis. Students have access to their attendance records and attendance rates at all times via their individual student log-ins on our education management system. Students can also approach their respective Student Representative at any time for information about their attendance.

TARDINESS, LEAVE OF ABSENCE, EXCUSED ABSENCES

Students who arrive more than 5 minutes late to class will be marked tardy. Student who arrive more than 15 minutes late to class will be marked absent. Students must be present for the entire duration of class and the same conditions apply when leaving early or missing long periods within a class session. A student may be granted a leave of absence at the discretion of the Campus Manager. The request must be submitted in advance and accompanied by a valid reason. The period of non-attendance will not affect a student's attendance rate. Students facing extenuating circumstances or medical emergencies will be referred to the Campus Manager who will make a decision regarding excused absences on a case by case basis. Each leave of absence or excused absence approval must be documented in the student's file.

MAKE-UP HOURS

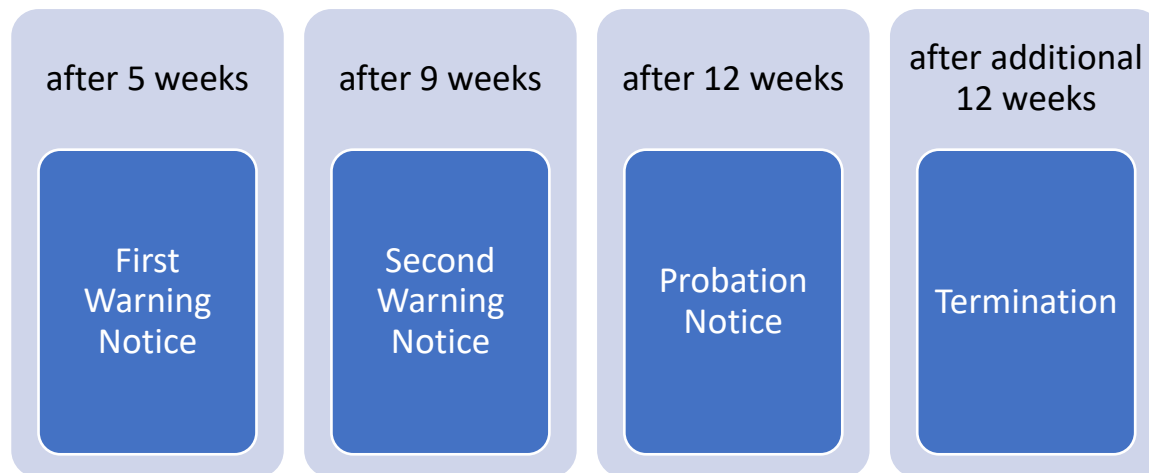
Since make-up classes will be implemented at the sole request of an individual student, he/she is responsible for the financial compensation for additional classes taken. Private tutoring hours can also count towards attendance make-up. All make-up classes should be equivalent to the proficiency level of the classes missed. Students are not allowed to complete independent assignments for attendance credit. Students are not allowed to take make-up classes in lieu of failing grades.

ATTENDANCE PROBATION

Students who fail to meet the overall 80 percent attendance requirement are given a series of written warning letters by their Student Representative. All warning/attendance status notices are sent to the student's email, posted on their AmpEducator accounts, and documented on the student's profile. These notices have read receipts to ensure students have received this information.

An initial attendance warning letter is issued during week 5 of the quarter to any student whose attendance rate is below the 80% minimum. If the student has not achieved an attendance rate of 80% by week 9, another warning is issued informing the student that they have until week 12 to meet minimum requirements. If by week 12 the student has still not achieved an 80% attendance rate, they are issued a written notice indicating their status as on Attendance Probation. Once a student is on attendance probation, he/she will have one quarter (12 weeks) to raise

their overall rate to 80% or higher. If this is not achieved, they will then be issued a Termination Notice informing them that their SEVIS record will be terminated. Students who fall below 50% at the conclusion of 12 weeks of enrollment may be terminated prior to being put on probation at the discretion of the Campus Manager.



ACADEMIC RAMIFICATIONS

Students not attaining a minimum attendance rate of 80% for their main course may be required to repeat the level and/or issued a learning plan that may require the student to complete extra assignments. LASC maintains waitlists for many of its popular courses and programs. Students with poor attendance may be dropped from the course(s) they are not attending so that waitlisted students can have an opportunity to participate in said course.

VACATION, LEAVE OF ABSENCE

Our vacation policy allows students to take a break without the missed days of the designated vacation period being counted as absences. To be eligible, a student must receive approval from the administration. Students completing two quarters are eligible for a one-month vacation. If a student decides not to take any time off after the completion of two consecutive quarters, he/she would be eligible to take a quarter (three months) off upon the completion of four quarters (12 months). Student must be in good academic and attendance standing and must submit, in writing, a formal notification of intent to take vacation at least a week prior to making any travel arrangements. Students are encouraged to utilize the breaks at the conclusion of each quarter for travel. Vacations during the middle of a quarter are discouraged as they disrupt students' academic progress. Students returning from a vacation/leave of absence of 3 months or more must take a placement check test before reenrolling in classes.

ACADEMICS

LASC's mission is to deliver consistent and high-quality programs to its students and it is part of policy to monitor whether students are satisfactorily progressing through the programs. All instruction takes place in English and any use of students' native language in the classroom setting is highly discouraged. LASC has set forth academic standards to which the students must perform and they must maintain that status throughout their course of study at LASC.

PLACEMENT

There is no English proficiency requirement to join our programs. All students, however, are required to take a placement test at time of enrollment to be properly placed into the correct program/level. For students whose initial placement was perhaps not an accurate assessment of their proficiency, the Head Teacher, in coordination with Student Representatives and appropriate faculty, will issue a case management to assess the situation, and a plan of action will be decided on a case by case basis. Alternatively, students could be asked to take a placement check test at any time to determine whether their current placement is accurate.

Students returning from a vacation/leave of absence of 3 months or more must take a placement check test before re-enrolling in classes. Students who fail this test will be required to repeat the last level they successfully completed/passed.

PROGRAM ADMISSION REQUIREMENTS

- ESL: no minimum requirement
- EAP: initial placement level 6; or upon completion of the ESL program; or with a case management issued by the Head Teacher/Academic Director
- TOEFL/IELTS: initial placement level 6; or upon completion of the ESL program; or initial placement level 5 upon teacher approval or with a case management
- Business English: a minimum initial level 5; or completion of ESL level 4

CHANGING PROGRAMS

Students wishing to change programs may do so at anytime as long as they meet the required pre-requisites and fill out a “notice of intent of program transfer” form with their student representative. In some cases, students switching from a single level program (i.e. TOEFL, IELTS, EAP, or Business English) to ESL may be required to retake the placement test at the discretion of the Head Teacher.

STANDARDS, MONITORING, AND COMMUNICATION OF GRADES

All students are given course grades that are a combination of the following: weekly quizzes, homework, class participation, midterm, and finals grades. Students’ grades will be based on the following:

- Quizzes: 20%
- Midterm Exam: 30%
- Final Exam: 30%
- Homework: 10%
- Participation: 10%

To successfully pass a class/level, a 80% overall grade is required. All students must maintain a cumulative GPA of 70 percent in all classes. Grades are recorded on a 100 point scale and calculated as percentages that correlate to the industry standard 4-point letter grade scale.

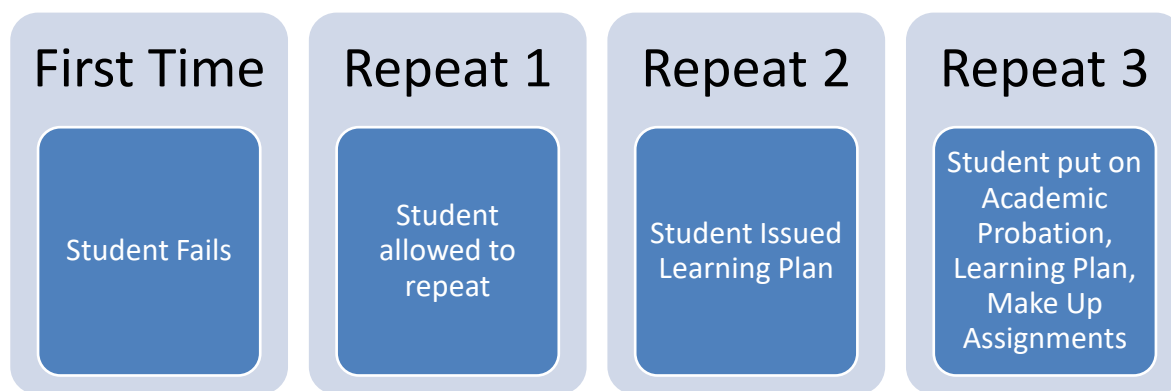
Student progress is recorded in credits—an elective course accounts for 1 credit, ESL or EAP course for two credits, and TOEFL/IELTS/Business English for four credits—these credits correspond to the clock hours of each program. All grade scores are calculated by the student’s individual teachers and input electronically via the AmpEducator system. Hard copies of all quizzes/exams are kept for one week upon administration for student review. Student

Representatives keep track of each student's status with relation to probation or dismissal and notifies both the pertinent student and the Campus Manager of any significant change.

Students have access to their academic profiles, course grades, transcripts, and overall GPA at all times via their individual student log-ins on our AmpEducator system. Students can also approach their respective Student Representative or teacher for information about their academic standing. All students who have concerns regarding their academic performance are encouraged to see the Head Teacher for academic counseling and free tutoring sessions, their individual teacher for help regarding coursework, or seek private lessons to improve his/her grades.

PROGRESSION

Any student who earns less than 80% in a core level class will have to repeat that level and will not be allowed to advance to the next level. Students who are repeating a level and fail are allowed to repeat the level a second time but must be given a learning plan by the Head Teacher which he/she will review with the student. If a student again fails, and must repeat the level a third time, the student is immediately put on Academic Probation and/or be required to complete make-up work from classes failed to raise their GPA. Upon a repeated fail, a student may be terminated or follow the Academic Probation extension or appeals process as detailed in the next section.



Students who marginally pass or marginally fail a level can request a case management from the Head Teacher to repeat the level or advance to the next level respectively. Rolling admissions students and students who have missed more than 3 weeks of a level/class due to vacation or leave of absence are allowed to repeat that level/class. Students in programs with only one proficiency level (EAP, TOEFL, IELTS, Business English) are permitted to repeat courses that have undergone curriculum changes without penalty.

Students not attaining a minimum attendance rate of 80% for their main course may be required to repeat the level. Students must maintain a minimum overall attendance rate of 80% as outlined in our attendance policy.

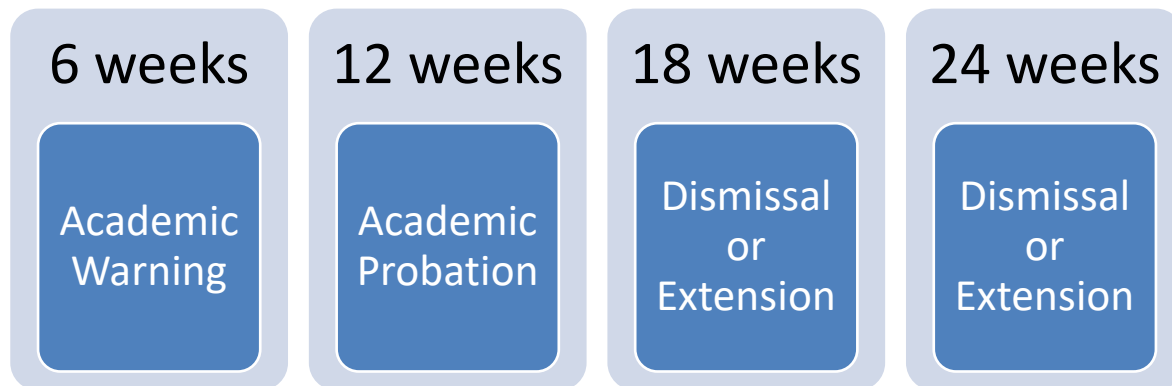
ACADEMIC PROBATION POLICY

Bi-quarterly student progress reports will determine whether a student is making Satisfactory Academic Progress (SAP). Administrative staff keeps track of each student's status with relation to probation or dismissal based on academic standing. Notices are given every six weeks, twice a quarter. Students whose grade point average is less than 70% at the mid-quarter are given an Academic Probation warning.

If the GPA is not raised within the next six weeks, they are placed on Academic Probation. Once a student is on academic probation, he/she will have another 6 weeks to raise their overall rate to 70% or higher. After this

probationary period if the student's new cumulative grade point average is not raised to at least 70% the student may be academically dismissed and the SEVIS record may be terminated.

The Campus Manager can give a student an extension of the probationary period. Additional extensions can be allowed based on the student's rate of academic improvement and/or effort. Such extensions are decided on a case by case basis and consider such variables as number of quarters enrolled, time of leave of absence if applicable, and student's effort.



All warning/attendance status notices are sent to the student's email, posted on their AmpEducator accounts, and documented on the student's profile. All students who fall below 70% are strongly encouraged to meet with the Head Teacher as soon as possible to establish an academic plan and seek academic guidance.

Students who are on Academic Probation may be issued a learning plan or be required to complete make-up work from classes failed to raise their GPA. Assignments vary and include but are not limited to: online workbook exercises, publisher provided learning resources, textbook supplements, presentations/projects, research papers and essays. The Head Teacher is in charge of designating what assignments need to be completed, setting their respective due date, determining credit earned, and checking completed assignments once submitted. Students may also receive credit by attending free tutoring sessions held by the Head Teacher during weekly office hours. Students will not be charged extra for make-up assignments.

SUSPENSION/TERMINATION OF CANDIDACY AND APPEALS PROCESS

LASC reserves the right to suspend or terminate any student whose attendance, academic performance, financial standing, or personal behavior does not comply with LASC standards, regulations, and rules.

If a student wishes to appeal probation due to unsatisfactory progress, attendance, or behavior, the student may make a written appeal with substantiating documentation, if appropriate, to the Campus Manager for consideration within 10 days from the date of notification of Academic Probation. Students should receive a response within a 10 day time period. If the appeal is denied, the student may appear before the Campus Manager to personally present his/her case.

COMPLETION

Students who successfully complete their program can receive a Certificate of Completion upon request. Students enrolled in the ESL program can receive a certificate which indicates their last level of successful completion. Upon exit, a student must have achieved at least 80% attendance and have completed the period of enrollment to be designated as “completed status” in official records.

POLICY REPRODUCTION OR UNAUTHORIZED USE OF COPYRIGHTED MATERIALS

LASC’s policy on Reproduction of Copyrighted Materials is in accordance to standards stipulated by the [United States Copyright Act. According to Title 17](#) United States Code, ‘Fair Use’ Clause Provisions of Sections 106 and 106A: the fair use of a copyrighted work, including such use by reproduction in copies or phonorecords or by any other means specified by that section, for purposes such as criticism, comment, news reporting, teaching (including multiple copies for classroom use), scholarship, or research, is not an infringement of copyright. This policy is intended to inform teachers and others at LASC regarding the photocopy use of copyrighted materials and to prevent LASC’s potential liability for copyright infringement. This policy is set forth to all employees, staff, and students of LASC to guide in their decision respecting compliance with the law. Please inform the Campus Manager if you have any questions or concerns or require clarification about what is or is not considered a violation of copyright policy.

TEXTBOOKS

Students must obtain the required text for each class. Students must obtain the textbook by Wednesday of Week 2 of the quarter otherwise they will be marked "Absent" everyday thereof as they are not able to fully participate in class. Students who have ordered their books elsewhere (ex. Amazon) will be held to the same deadline outlined above. Rolling admissions students must obtain the book within three days of enrollment. During week 1, Teachers will make limited copies of curriculum materials within the parameters set by the Policy on Reproduction of Copyrighted Materials. No copies will be made of student workbooks, standardized tests, or test booklets.

ACADEMIC HONESTY, CLASSROOM EXPECTATIONS, STUDENT CONDUCT

As part of the new student orientation process, students are presented with the LASC Honor Code, a document which is at the heart of integrity at LASC and gives students and staff guidance on self-governance. The Honor Code affirms LASC’s commitment to high standards of conduct. The honor code contains important information regarding student conduct, classroom expectations, plagiarism, and academic honesty. All students will also receive important information regarding American classroom culture which will be helpful in explaining classroom etiquette.

CONCURRENT ENROLLMENT

Students may enroll concurrently in any of LASC’s programs as long as they stay within the guidelines determined by their visa status (if applicable) and meet the minimum admission requirements of the programs in which they would like to enroll.

TRANSFERABILITY OF CREDITS

Notice concerning transferability of credits and credentials earned at our institution. The transferability of credits you earn at LASC is at the complete discretion of an institution to which you may seek to transfer. Acceptance of the certificate you earn in our ESL program is also at the complete discretion of the institution to which you may seek to transfer. If the certificate that you earn at this institution is not accepted at the institution to which you may 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 LASC to determine if your certificate will transfer.

TRANSFER AGREEMENTS

LASC has established MOUS with local community colleges allowing for the conditional admission of our students without a TOEFL/IELTS score upon successful completion of our ESL program. For a full list of these colleges or for more information please contact the Head Teacher at your respective campus. LASC is a non-credit program and has not entered into transfer or articulation agreements with any colleges or universities.

CREDIT FOR PRIOR LEARNING

LASC does not accept credit from other institutions. LASC does not award credit for prior experiential learning.

PROGRAMS AND COURSES

ESL PROGRAM

Our Core ESL program is comprised of six levels and based on a six-point scale from A1 for beginners, up to C1 for advanced learners in accordance to International Standards of English Proficiency. There is no minimum proficiency requirement to enter our program. Each main level course is 12 weeks long and the entire program can be completed in 1.5 years. Students take one core course, along with two elective courses in order to provide in depth practice on certain skills. The English as a Second Language program aims to endow students with the fundamental skills necessary to become competent English speakers. Upon completing our program, students will have the linguistic capabilities necessary to succeed at the collegiate level, pursue professional opportunities, and actively participate in American society. (six levels; 216 clock hours per level; 1,296 clock hours entire program; estimated completion: 1.5 years)

ENGLISH FOR ACADEMIC PURPOSES

Designed specifically for students who wish to pursue advanced degrees, the EAP program prepares students to succeed at the Collegiate or University level. Upon completion of the program, students will have attained the essential language skills, independent learning habits, and academic culture necessary for integration into U.S. institutions of higher learning. Our courses help to develop students' note-taking, discussion, rhetoric, debate, presentation, and research skills within an academic context. By the end of this program, students will have also improved their ability to read and understand the content of written texts in academic English. Students will have gained greater reading fluency and accuracy; a deeper understanding of the content of reading passages; learned strategies for improving

CORE	
ESL 1 Interchange Intro w/ Online Workbook 5th Edition	
ESL 2 Interchange 1 w/ Online Workbook 5th Edition	
ESL 3 Interchange 2 w/ Online Workbook 5th Edition	
ESL 4 Interchange 3 w/ Online Workbook 5th Edition	
ESL 5 Passages 1 w/ Online Workbook 3rd Edition	
ESL 6 Passages 2 w/ Online Workbook 3rd Edition	
TOEFL Textbook determined by Instructor	
IELTS Textbook determined by Instructor	

BEGINNER		INTERMEDIATE	
Beginning Pronunciation Pairs Levels 1-2		Intermediate Pronunciation A/B Clear Speech 2nd Edition Levels 3-4	
Beginning Listening Active Listening 1 Levels 1-2		Intermediate Grammar A/B Grammar & Beyond 2A/2B Levels 3-4	
Beginning Grammar Grammar & Beyond 1A Level 2		Intermediate Listening & Speaking Prism Listening/Speaking 1 Levels 3-4	
Low-Intermediate Listening Active Listening 2 Levels 2-3		Intermediate Reading & Writing Prism R&W Intro Levels 2-3	
Low-Intermediate Conversation Let's Talk 1 Levels 2-3		Low-Intermediate Listening & Speaking Prism L&S Intro Levels 2-3	
Low-Intermediate Listening & Speaking Let's Talk 2 Levels 2-3		Low-Intermediate Reading & Writing Prism R&W Intro Levels 2-3	
Upper-Intermediate Listening & Speaking Active Listening 3 Levels 4-5		Advanced Pronunciation A/B Clear Speech 4th Edition Levels 5-6	
Upper-Intermediate Conversation Let's Talk 3 Levels 4-5		Advanced Grammar A/B Grammar & Beyond 3A/3B Levels 5-6	
Upper-Intermediate Listening & Speaking Prism Listening/Speaking 2 Levels 4-5		Advanced Listening & Speaking Prism Listening/Speaking 3 Levels 5-6	
Upper-Intermediate Reading & Writing Prism Reading/Writing 2 Levels 4-5		Advanced Reading & Writing Prism Reading/Writing 3 Levels 5-6	
Upper-Intermediate Listening & Speaking Prism Listening/Speaking 2 Levels 4-5		Advanced Idioms A/B English Idioms in Use Intermediate Levels 5-6	

EAP		ADVANCED	
EAP 1 Mosaic 2 Listening & Speaking 6th Edition		Advanced Pronunciation A/B Clear Speech 4th Edition Levels 5-6	
EAP 2 Mosaic 2 Reading 6th Edition		Advanced Grammar A/B Grammar & Beyond 3A/3B Levels 5-6	
Academic Listening & Speaking Prism Listening/Speaking 4 Levels 6-EAP		Advanced Listening & Speaking Prism Listening/Speaking 3 Levels 5-6	
Academic Reading & Writing Prism Reading/Writing 4 Levels 6-EAP		Advanced Reading & Writing Prism Reading/Writing 3 Levels 5-6	
Academic Vocabulary A/B Academic Vocabulary in Use Levels 6-EAP		Advanced Idioms A/B English Idioms in Use Intermediate Levels 5-6	
Academic Grammar A/B Grammar & Beyond 4A/4B Levels 6-EAP		Advanced Reading & Writing Prism Reading/Writing 3 Levels 5-6	

BUSINESS ENGLISH	
English for Job Hunting Cambridge English for Job Hunting	
Communicating Across Cultures Communicating Across Cultures	
English for the Media Cambridge English for the Media	
Communicating in Business Communicating in Business, 2nd Edition	
Writing for Business Writing for Impact	
International Negotiations International Negotiations	
Dynamic Presentations Dynamic Presentations	
Academic Business English Business Advantage, Upper-Intermediate	

TRACK 4		TRACK 3		TRACK 2		TRACK 1	
English for Job Hunting Cambridge English for Job Hunting		Writing for Business Writing for Impact		Communicating in Business Communicating in Business, 2nd Edition		Communicating Across Cultures Communicating Across Cultures	
English for the Media Cambridge English for the Media		International Negotiations International Negotiations		English for the Media Cambridge English for the Media		Communicating Across Cultures Communicating Across Cultures	
Communicating in Business Communicating in Business, 2nd Edition		Dynamic Presentations Dynamic Presentations		Communicating in Business Communicating in Business, 2nd Edition		Communicating Across Cultures Communicating Across Cultures	
Writing for Business Writing for Impact		Academic Business English Business Advantage, Upper-Intermediate		Writing for Business Writing for Impact		Communicating in Business Communicating in Business, 2nd Edition	
International Negotiations International Negotiations		Academic Business English Business Advantage, Upper-Intermediate		International Negotiations International Negotiations		Communicating in Business Communicating in Business, 2nd Edition	
Dynamic Presentations Dynamic Presentations		Academic Business English Business Advantage, Upper-Intermediate		Dynamic Presentations Dynamic Presentations		Communicating in Business Communicating in Business, 2nd Edition	
Academic Business English Business Advantage, Upper-Intermediate		Academic Business English Business Advantage, Upper-Intermediate		Academic Business English Business Advantage, Upper-Intermediate		Communicating in Business Communicating in Business, 2nd Edition	



CURRICULUM & COURSE OFFERINGS
last updated 3/1/2019

comprehension; and developed strategies for independent reading outside of the classroom. Students will be able to construct coherent, well organized responses to a variety of topics and prompts. The EAP curriculum features lectures and dialogues that are broken down into manageable parts, giving students an opportunity to predict, identify main ideas, and effectively manage lengthy input. Guided discussion activities, structured pair and group work stimulate interest and interaction among students. Students will learn how to organize their information and ideas in a graphic organizer, writing, and/or making a presentation to the class. (one level; 432 clock hours; estimated completion .5 years)

BUSINESS ENGLISH

LASC's Business English program is a one-year multi-level program which uses a research-based curriculum for upper-intermediate to advanced students. The aim of the program is to develop and enhance students' abilities to communicate in commercial and cross-cultural communication settings involving business. It is designed for students with aspirations to become business professionals and entrepreneurs and for those who wish to continue their studies in undergraduate or graduate business programs. The Business English program at LASC comprises eight courses which collectively focus on giving students a broad understanding of the business world today while simultaneously guiding their English language development. Each course hones in on specific topics related to business as well as language skills or functions that are vital to those business topics. Furthermore, the curriculum focuses on the acquisition of the most commonly used English words, expressions, and grammatical structures as they pertain to the business topic of the course. (one level; 864 clock hours; estimated completion 1 year)

TOEFL

LASC's TOEFL Preparation program is designed for students who need to meet the English proficiency requirement for admission into undergraduate, graduate, or post graduate programs. Our intensive TOEFL preparation course is structured around the TOEFL exam test itself. The course begins with a demo test, which the students and instructor use as a benchmark to highlight students' strengths and weaknesses. Our Instructors will review the test in detail with students to discover the students' main areas of understanding and lack thereof. Next, the instructor will establish a routine for delivering and analyzing information from lectures, interviews, conversations, academic articles, the latest news, and other sources so that students will build skills using authentic materials. The course is further reinforced with intensive grammar, vocabulary, and test-taking skill development exercises from a TOEFL textbook. Students will focus on each section of the test—reading, listening, speaking, and writing—on a rotating basis, and students will take half of a real TOEFL exam each week. In total, students will take at least six authentic TOEFL tests during the quarter, gaining the experience they need to be confident and effective test takers on their actual test day. (one level; 432 clock hours; estimated completion: varies)

IELTS

LASC's IELTS Preparation program is designed for students who need to meet the English proficiency requirement for admission into undergraduate, graduate, or post graduate programs. Our intensive IELTS exam preparation course program is structured around the IELTS exam test itself. The course begins with a demo test, which the students and instructor use as a benchmark to highlight students' strengths and weaknesses. The instructor will review the test in detail with students to discover the students' main areas of understanding and lack thereof. Next, the instructor will establish a routine for delivering and analyzing information from lectures, interviews, conversations, academic articles, the latest news, and other sources so that students will build skills using authentic materials. The course is further reinforced with intensive grammar, vocabulary, and test-taking skill development

exercises from a IELTS textbook. In addition, students will learn essential test-taking techniques relative to strategy, time management, and decision making. (one level; 432 clock hours; estimated completion: varies)

PRIVATE TUTORING

Students will engage in skills-based one-to-one instruction focused on developing specific language skill sets. Skill sets for individual lesson instruction may include: listening comprehension and conversation; reading for accuracy, fluency, and comprehension; grammar; penmanship and punctuation; and academic and non-academic writing. Under the instruction of their tutor, students will engage in activities and exercises that develop and strengthen phonemic awareness, word analysis and recognition, conversation for accuracy and fluency, and listening comprehension. Under the instruction of their tutor, students will engage in activities and exercises that develop and strengthen word recognition, listening comprehension, listening for transfer and evaluation of information, and listening for pleasure. Under the instruction of their tutor, students will engage in activities and exercises that develop and strengthen word analysis and recognition, vocabulary and spelling, oral reading for accuracy and fluency, and silent reading comprehension. Under the instruction of their tutor, students will engage in activities and exercises that develop and strengthen vocabulary and spelling; grammar; penmanship and punctuation; and academic and non-academic writing. (clock hours vary)

COURSE DESCRIPTIONS

ESL 1

COURSE DESCRIPTION

This course is for early-beginning English learners. The course gives students the necessary foundation skills and knowledge to begin understanding and using English. This course provides students with beginning level listening, speaking, reading, writing and grammar instruction. Students will participate in a variety of activities during this class, including lectures, in-class speaking, reading, and writing practice, weekly homework and quizzes, and group conversations. The focus of this class is to introduce students to real-life communication related to daily life situations in English.

ESL 2

COURSE DESCRIPTION

This course is for beginning English learners. The course gives students the necessary foundation skills and knowledge to begin understanding and using English. This course provides students with beginning level listening, speaking, reading, writing and grammar instruction. Students will participate in a variety of activities during this class, including lectures, in-class speaking, reading, and writing practice, weekly homework and quizzes, and group conversations. The focus of this class is to introduce students to real-life communication related to daily life situations in English.

ESL 3

COURSE DESCRIPTION

This course will give opportunities to learn, improve, and practice English at the low intermediate level. This course provides students with intermediate level listening, speaking, reading, writing and grammar instruction. Students will participate in a variety of activities during this class, including lectures, in-class speaking, reading, and writing practice, weekly homework and quizzes, and group conversations. The focus of this class is to engage students in real-life communication related to daily life situations in English.

ESL 4

COURSE DESCRIPTION

This course will give opportunities to practice using day to day and academic English at the intermediate level. This course provides students with intermediate level listening, speaking, reading, writing and grammar instruction. Students will participate in a variety of activities during this class, including lectures, in-class speaking, reading, and writing practice, weekly homework and quizzes, and group conversations. The focus of this class is on providing students with increased vocabulary and a strong foundation in grammar to prepare them for academic writing and reading in the advanced levels.

ESL 5

COURSE DESCRIPTION

This course will give opportunities to practice using day-to-day and academic English at the high-intermediate level. This course provides students with high-intermediate level listening, speaking, reading, writing, vocabulary and grammar instruction. Students will participate in a variety of activities during this class, including lectures, in-class speaking, reading, and writing practice, weekly homework and quizzes, and group conversations. The focus of this class is on expanding the range of topics students can discuss and extending students' knowledge and use of vocabulary and grammar.

ESL 6

COURSE DESCRIPTION

This course will give opportunities to practice using day-to-day and academic English at the advanced level. This course provides students with advanced level listening, speaking, reading, writing, vocabulary and grammar instruction. Students will participate in a variety of activities during this class, including lectures, in-class speaking, reading, and writing practice, weekly homework and quizzes, and group conversations. The focus of this class is on expanding the range of topics students can discuss and extending students' knowledge and use of vocabulary and grammar.

EAP 1

COURSE DESCRIPTION

A variety of listening input, including lectures, academic discussions, and conversations help students explore stimulating topics in the five Listening/Speaking books. Activities associated with the listening input, such as pre-listening tasks, systematically guide students through strategies and critical thinking skills that help prepare them for academic achievement. In the Interactions books, the activities are coupled with instructional photos featuring a cast of engaging, multi-ethnic students participating in North American college life. Across the strand, lectures and dialogues are broken down into manageable parts giving students an opportunity to predict, identify main ideas, and effectively manage lengthy input. Questions, guided discussion activities, and structured pair and group work stimulate interest and interaction among students, often culminating in organizing their information and ideas in a graphic organizer, writing, and/or making a presentation to the class. Pronunciation is highlighted in every chapter, an aid to improving both listening comprehension and speaking fluency. Enhanced focus on vocabulary building is developed throughout and a list of target words for each chapter is provided so students can interact meaningfully with the material. Finally, Online Learning Center features MP3 files from the Student Book audio program for students to download onto portable digital audio players.

EAP 2

COURSE DESCRIPTION

Reading skills and strategies are strategically presented and practiced through a variety of themes and reading genres in this reading textbook. Pre-reading, reading, and post-reading activities include strategies and activities that aid comprehension, build vocabulary, and prepare students for academic success. Each chapter includes at least two readings that center around the same theme, allowing students to deepen their understanding of a topic and command of vocabulary related to that topic. Readings include magazine articles, textbook passages, essays, letters, and website articles. They explore, and guide the student to explore, stimulating topics. Vocabulary is presented before each reading and is built on throughout the chapter. High-frequency words and words from the Academic Word List are focused on and pointed out with asterisks (*) in each chapter's SelfAssessment Log. The TOEFL® iBT *Focus on Testing* sections prepare students for success on the TOEFL® iBT by presenting and practicing specific strategies for each language skill area.

TOEFL

COURSE DESCRIPTION

The course is designed to give students an in depth overview of the TOEFL iBT test as well as daily practice with real TOEFL test questions. Students will also review skill-building exercises

relevant to TOEFL testing. Weekly practice involves individual exercises as well as group exercises in all four areas of the test: Reading, Listening, Speaking, and Writing. Weekly quizzes will act as a means of continuous assessment.

This course comprises multiple tracks which students can take over two or more academic quarters.

IELTS

COURSE DESCRIPTION

The course is designed to give students an in depth overview of the IELTS test as well as daily practice with real IELTS test questions. Students will also review skill-building exercises relevant to IELTS testing. Weekly practice involves individual exercises as well as group exercises in all four areas of the test: Reading, Listening, Speaking, and Writing. Weekly quizzes will act as a means of continuous assessment.

This course comprises multiple tracks which students can take over two or more academic quarters.

BEGINNING PRONUNCIATION

COURSE DESCRIPTION

This beginning-level course will help students develop linguistic understanding through practicing vowel sounds, consonant sounds, stress, intonation, linking words, and rhythm and timing in North American English. Students will participate in daily pronunciation practice centered on word pairs that contrast two sounds in order to better hear and produce the two different sounds. Students will also have the opportunity to learn and practice pronunciation through lectures, conversations, interactive speaking tasks, games, and other activities. In addition, students will be expected to complete weekly homework and quizzes.

BEGINNING LISTENING

COURSE DESCRIPTION

This is a listening and speaking course designed to develop oral communication skills and build the confidence of beginning –level students. Gains toward fluency will be developed through a careful balance of activities that will teach students to learn to listen for main ideas, to listen for details, and to make inferences.

BEGINNING GRAMMAR

COURSE DESCRIPTION

This class is a beginning-level English grammar course that will provide the foundation skills needed for students to begin speaking and writing in English. Essential parts of speech and present and past verb tenses will be explained and practiced extensively through listening, speaking, and writing exercises. The class will use a grammar-based approach integrated with communicative methodologies and interactive content.

LOW-INTERMEDIATE LISTENING

COURSE DESCRIPTION

This is a listening and speaking course designed to develop oral communication skills and build the confidence of low intermediate level students. Gains toward fluency will be developed through a careful balance of activities that will teach students to learn to listen for main ideas, to listen for details, and to make inferences.

LOW-INTERMEDIATE CONVERSATION

COURSE DESCRIPTION

This is beginning course is designed to develop listening and oral communication skills and build the confidence of beginning-level students. Regular small-group and individual speaking and listening practice will help students feel confident in discussing activities such as travel, money, and health. The lessons are based on realistic conversations and task-based listening sections.

LOW-INTERMEDIATE LISTENING & SPEAKING

COURSE DESCRIPTION

This course is for low intermediate English learners. The course prepares students for intermediate level classes by developing their language development, critical thinking, listening and speaking skills. Students will participate in a variety of activities during this class, including lectures, in-class speaking and listening practice, weekly homework and quizzes, presentations, and group conversations.

LOW-INTERMEDIATE READING & WRITING

COURSE DESCRIPTION

This course is for low intermediate English learners. The course prepares students for intermediate level classes by developing their language development, critical thinking, reading and writing skills, including grammar for writing. Students will participate in a variety of activities during this class, including lectures, in-class speaking, reading, and writing practice, weekly homework and quizzes, and group conversations.

INTERMEDIATE PRONUNCIATION A/B

COURSE DESCRIPTION

This Intermediate-level course will help students develop linguistic understanding through practicing vowel sounds, consonant sounds, stress, intonation, linking words, and rhythm and timing in North American English. Students will participate in daily Intermediate Pronunciation practice centered on word pairs that contrast two sounds in order to better hear and produce the two different sounds. Students will also have the opportunity to learn and practice Intermediate Pronunciation through lectures, conversations, interactive speaking tasks, games, and other activities. In addition, students will be expected to complete weekly homework and quizzes.

This course comprises two tracks to be taken over two academic quarters.

INTERMEDIATE GRAMMAR A/B

COURSE DESCRIPTION

This intermediate-level course will develop linguistic understanding by introducing the form and function of selected grammar points at the intermediate level. This course will start with a review of grammar fundamentals and then progress to more complex grammar and language points to give students a strong foundation in intermediate-level grammar. Students will participate in a variety of activities during this class, including lectures, in-class exercises, group/pair work, writing assignments, and online and interactive activities, as well as be expected to complete weekly homework and quizzes.

INTERMEDIATE LISTENING & SPEAKING

COURSE DESCRIPTION

This course is for low intermediate English learners. The course prepares students for upper intermediate level classes by developing their language development, critical thinking, listening and speaking skills. Students will participate in a variety of activities during this class, including lectures, in-class speaking and listening practice, weekly homework and quizzes, presentations, and group conversations.

INTERMEDIATE READING & WRITING

COURSE DESCRIPTION

This course is for intermediate English learners. The course prepares students for upper intermediate level classes by developing their language development, critical thinking, reading and writing skills, including grammar for writing. Students will participate in a variety of activities during this class, including lectures, in-class speaking, reading, and writing practice, weekly homework and quizzes, and group conversations.

INTERMEDIATE CONVERSATION

COURSE DESCRIPTION

This intermediate-level course will develop students' linguistic understanding at an intermediate level by focusing on the language functions required for everyday life activities. Regular speaking and listening practice will help students feel confident in activities such as shopping, ordering in a restaurant, and arranging to meet a friend. The lessons are based on realistic conversations and task-based listening sections.

UPPER-INTERMEDIATE LISTENING

COURSE DESCRIPTION

Upper Intermediate Listening will develop students' linguistic understanding by engaging students in task-based listening activities built around a topic, function, or grammatical theme. Students will participate in a variety of activities during this class, including lectures, in-class listening, weekly homework and quizzes, and group/pair work. Students will be exposed to a variety of listening topics and strategies that will serve to strengthen their listening skills.

UPPER-INTERMEDIATE CONVERSATION

COURSE DESCRIPTION

This upper intermediate-level course will develop students' linguistic understanding by focusing on the language functions required for everyday life activities. Regular speaking and listening practice will help students feel confident in activities such as shopping, ordering in a restaurant, and arranging to meet a friend. The lessons are based on realistic conversations and task-based listening sections.

UPPER INTERMEDIATE LISTENING & SPEAKING

COURSE DESCRIPTION

This course is for upper intermediate English learners. The course prepares students for advanced level classes by developing their language development, critical thinking, listening and speaking skills. Students will participate in a variety of activities during this class, including lectures, in-class speaking and listening practice, weekly homework and quizzes, presentations, and group conversations.

UPPER-INTERMEDIATE READING & WRITING

COURSE DESCRIPTION

This course is for upper intermediate English learners. The course prepares students for college classes by developing their language development, critical thinking, reading and writing skills, including grammar for writing. Students will participate in a variety of activities during this class,

including lectures, in-class speaking, reading, and writing practice, weekly homework and quizzes, and group conversations.

ADVANCED PRONUNCIATION (A/B)

COURSE DESCRIPTION

This advanced-level course will help students develop linguistic understanding through practicing vowel sounds, consonant sounds, stress, intonation, linking words, and rhythm and timing in North American English. Students will participate in daily Advanced Pronunciation practice centered on word pairs that contrast two sounds in order to better hear and produce the two different sounds. Students will also have the opportunity to learn and practice Advanced Pronunciation through lectures, conversations, interactive speaking tasks, games, and other activities. In addition, students will be expected to complete weekly homework and quizzes. This course is completed in two parts: A and B.

ADVANCED GRAMMAR (A/B)

COURSE DESCRIPTION

This advanced-level course is designed for the academic preparation of advanced students. In this course, students will learn about various parts of speech and their uses in informal conversation, as well as in formal writing. Students will show understanding and mastery of materials by completing speaking, listening, and writing exercises from the textbook and by completing occasional writing samples. This course is completed in two parts: A and B.

ADVANCED LISTENING AND SPEAKING

COURSE DESCRIPTION

This course is for advanced English learners. The course prepares students for academic level classes by developing their language development, critical thinking, listening and speaking skills. Students will participate in a variety of activities during this class, including lectures, in-class speaking and listening practice, weekly homework and quizzes, presentations, and group conversations.

ADVANCED READING AND WRITING

COURSE DESCRIPTION

This course is for advanced English learners. The course prepares students for academic level classes by developing their language development, critical thinking, reading and writing skills,

including grammar for writing. Students will participate in a variety of activities during this class, including lectures, in-class speaking, reading, and writing practice, weekly homework and quizzes, and group conversations.

ADVANCED IDIOMS (A/B)

COURSE DESCRIPTION

This course will give opportunities to practice using day-to-day and academic English expressions at the advanced level. This course provides students with advanced level listening, speaking, reading, writing, and vocabulary instruction as it pertains to the idioms. Students will participate in a variety of activities during this class, including lectures, in-class speaking, reading, and writing practice, weekly homework and quizzes, and group conversations. The focus of this class is on learning the meanings of idioms and how they are used. This course is completed in two parts: A and B.

ACADEMIC LISTENING AND SPEAKING

COURSE DESCRIPTION

This course is for academic English learners. The course prepares students for university level classes by developing their language development, critical thinking, listening and speaking skills. Students will participate in a variety of activities during this class, including lectures, in-class speaking and listening practice, weekly homework and quizzes, presentations, and group conversations.

ACADEMIC READING AND WRITING

COURSE DESCRIPTION

This course is for academic English learners. The course prepares students for university level classes by developing their language development, critical thinking, reading and writing skills, including grammar for writing. Students will participate in a variety of activities during this class, including lectures, in-class speaking, reading, and writing practice, weekly homework and quizzes, and group conversations.

ACADEMIC VOCABULARY (A/B)

COURSE DESCRIPTION

This course is for academic English learners. The course prepares students for university level classes by developing their vocabulary in academic contexts, language development, critical

thinking, and lecture analysis. It will help students preparing for any assessment, including TOEFL, IELTS, and the Pearson Academic English Test. Students will participate in a variety of activities during this class, including lectures, in-class speaking and listening practice, weekly homework and quizzes, presentations, and group conversations. This course is completed in two parts: A and B.

ACADEMIC GRAMMAR (A/B)

COURSE DESCRIPTION

This course is organized around the academic essay types that college students write (e.g. narrative, cause and effect, argumentative) and is aimed at teaching students the grammar, vocabulary, and writing skills that they need in order to be successful at the collegiate level. This course explores how and where the target grammar structures function in writing and provides exposure to writing models. This course is completed in two parts: A and B.

ENGLISH FOR JOB HUNTING

COURSE DESCRIPTION

This course is for business English learners. The course develops students' communication skills in order to get the jobs they want. It is designed for students who are both working professionals, and new to the world of work. Students will be able to prepare authentic materials such as their CVs and cover letters. They will have the opportunity to practice a variety of skills, including: job interviews, researching the market, telephone interviews, and turning negatives into positives.

COMMUNICATING ACROSS CULTURES

COURSE DESCRIPTION

This course is for business English learners. The course develops students' cultural knowledge and awareness in order to make them more effective business professionals. Each unit will introduce aspects of culture as they relate to the work place. Students will learn about different organisational cultures, and be able to manage meetings in a diverse work place. Each unit will feature listening activities based around intercultural communication, as well as speaking activities in which students will engage within their own diverse classroom communities. Students will finish out units with a "cultural tip" and a note on the skills they have obtained from the unit.

ENGLISH FOR THE MEDIA

COURSE DESCRIPTION

This course is for business English learners. The course develops students' communication skills and English knowledge for use in media. Students will engage in discussions of media topics, realistic speaking activities, and listening activities that deal with media scenarios, such as meetings, working with clients, and giving feedback. Students will also practice reading and writing with authentic media documents.

COMMUNICATING IN BUSINESS

COURSE DESCRIPTION

This multi-level course (ESL 5 – EAP) will give students opportunities to develop English skills related to business. Communicating in Business is a short American English course for intermediate level students who need to improve their communicative ability in Business situations, for example socializing, telephoning, presenting, taking part in meetings and negotiating. Students analyze the requirements of the relevant communicative situation and are then given controlled and free stage practice to develop confidence, fluency, range, and effectiveness. The textbook includes a Quick Communication Check for assessment after each unit.

WRITING FOR BUSINESS

COURSE DESCRIPTION

This course is for business English learners. The course develops students' written communication skills for use in business. In each module, students will explore examples of business documents, along with a variety of speaking and listening activities. The book reflects the communication process that takes part in business, so to write effectively, it is first necessary to communicate effectively. Students will be able to relate topic material back to their own learning contexts. The end of each module allows students to reflect on what they have learned and how they can apply it towards their own future business goals. Learning goals will be applied during the analysis of two separate case studies during the course.

INTERNATIONAL NEGOTIATIONS

COURSE DESCRIPTION

This course is for business English learners. The course will help students improve their English by taking part in challenging role plays and skill building games. They will have to decide when to be open to suggestions, and when to say no, practice how to probe with questions, and also practice disagreeing politely. Students will learn types of body language used in negotiations and body signals to help guide their negotiation decisions. They will be able to make their arguments more persuasive, and will know when it's better to take the lead, and when it's better

to wait and see. Students will also understand how to control negative emotions and respond to the situations positively.

DYNAMIC PRESENTATIONS

COURSE DESCRIPTION

This course is for business English learners. The course develops students' communication skills for use in presentations that will further their careers. Students will learn how to start and end presentations, as well as how to identify information to include (or leave out). They will learn presentation body language, how to use their voice effectively, and how to connect with their audience.

ACADEMIC BUSINESS ENGLISH

COURSE DESCRIPTION

This EAP-level course is designed to develop students' business vocabulary, reading, listening, speaking, and writing skills. Students will enhance their business vocabulary by using language prominent in the modern business world. They will read and listen to relevant business content, and apply their knowledge to oral presentations and written assignments practical to the modern business world. Students will participate in a variety of activities during this class, including lectures, in-class and take-home reading and writing exercises, weekly homework and quizzes, group/pair work.

STUDENT SERVICES

LASC STUDENT SERVICES

LASC maintains clean and operational facilities for its students. Each campus is equipped with a student lounge, kitchen, and library. Each classroom is equipped with a white board and computer which projects to a television screen. Students have access to their own personal LMS and AmpEducator accounts where they can access curriculum, get extra homework practice, keep track of their financial, attendance, grades and much more. We also offer the following student services/facilities to all students. Ask your student representative if you would like more information on any of the below.

- One-to-one Private Tutoring Program: this program offers students supplemental instruction with a qualified instructor in an individualized setting.
- Case Management Program: this program, offered by the Head Teacher at each campus under the supervision of the Academic Director, provides academic and social assistance to struggling students. This is free for all students.
- Student Housing Program: LASC partners with various homestay agencies to offer students with safe, affordable, home-stay housing. All feedback regarding housing is done verbally from the student or host family. If a student is unhappy about the home-stay, another home-stay is found

for the student. If the student is unhappy with the home-stay placing company, arrangements for housing can be made through another company.

- Field Trip/Activities: Field trips and on/off campus activities revolving around American culture are organized for students. All school outings are aligned with California ELD State Standards.
- Building Amenities: Each campus is equipped with a Computer Lab, wi-fi, a student lounge area, and a library. All students are free to use these resources and have full access.
- Student Representative: Each student is paired with a Student Representative who is available to help with problems both academic and non-academically related.
- Free Tutoring Sessions with the Head Teacher during his/her office hours.

HOUSING

LASC is a non-residential school and does not offer any dormitory facilities. LASC, does however, work with various homestay agencies to offer students housing. These agencies will help you find a friendly family to make your stay in Southern California unforgettable. These agencies help to match students and families according to requests and personalities. The home-stay is a month to month agreement with an option to extend longer if both the student and host family are in agreement. For more information, ask LASC for an application or ask your student representative for more information. LASC is not responsible to find or assist students in securing housing. There is ample housing available around all three campuses. Rent varies and tends to be more expensive in the LA and Irvine areas and can range anywhere from \$800 - \$1,500 per month for a single room. Many of these lease agreements include utilities (Internet, trash, gas, electricity). Check out websites like Trulia and Zillow for available rentals.

INFORMATION TO HELP YOUR GET AROUND

WEATHER

Southern California has a mild climate. Newcomers to Southern California enjoy its mild winters and moderate to warm year-round climate. January is the coldest month of the year, with an average temperature of 58° F. (14° C.) August is the hottest month, with an average temperature of 84° F (73° C.) You will need to bring clothing appropriate for this climate.

SHOPPING

Once you have arrived, you can decide what items will make your stay more comfortable and home-like. There are several large stores in the Los Angeles and Orange County regions where you can buy needed items at a reasonable price. Items can be purchased in person at discount stores like Walmart or Target or online on Amazon.

Craig's List is a website that lists classified ads for a wide variety of items including used furniture, electronic equipment, cars, etc. It has been a helpful source to many people. www.craigslist.org

BANKING IN THE UNITED STATES

There are many banks to choose from in Southern California. Among the largest banks with the most branches are Bank of America and Wells Fargo. In order to open an account at a U.S. bank you will need either a passport or a Social Security card.

Checking Account & ATM/Debit Card Most students end up opening a checking account when they arrive in the U.S. With this type of account, you are able to deposit and withdraw funds directly from your account. Most banks charge a nominal monthly service fee for most checking accounts. You will need to speak to a bank official to determine which type of account best fits your needs. If you write a check and don't have enough funds in your account to cover the amount of the check, you will be charged an expensive service fee for a "returned" check. You may avoid this by opening an account that has "overdrawn" protection. You can withdraw from your account either by:

- Writing a paper check for a designated amount to pay for goods or services
- Use an ATM/Debit card
- Checking
- ATM/Debit Card

With an ATM/Debit card you can make cash withdrawals from an automated teller machine (ATM). If you make a withdrawal from an ATM that is not affiliated with your bank, you will probably be charged a small fee. If you lose your ATM/Debit card, you should report it immediately to your bank. If the loss is reported to the bank within 24 hours, you will only be responsible for an amount that shall not exceed \$50 of the total amount that occurs due to fraudulent use.

TRANSPORTATION

PUBLIC TRANSPORTATION

Los Angeles and Orange Counties have limited public transportation systems. Please refer to the following links for more information:

- LA Metro – www.metro.net/
- Orange County Transportation Authority- www.octa.net/
- Metro Link – www.metrolinktrains.com

BICYCLES

If you decide to bike, please be careful! American drivers are not used to sharing the road with cyclists. Always wear a helmet and assume that the drivers of cars do not see you. Lock your bike up, as they are easy to steal. And remember that as a cyclist, you must follow the same traffic laws that cars do.

PERSONAL VEHICLE

If you decide to purchase a car while you are in the United States, there are a few things that you need to keep in mind. You must have a driver's license to drive a car. A license from your country is usually acceptable, but remember that police officers are not used to seeing them. Make sure your country has a driving agreement with the United States before you use your home-country license. You must have proof of car insurance, even if you do not have a car. If you do not have a car you will purchase a "Non-owner's policy". When you purchase a car, you must call your insurance company immediately to inform them of

the change. There are many companies in Southern California that sell car insurance. Among the most popular are Allstate, State Farm, and AAA. Check with fellow students and staff for recommendations. Make sure you are comfortable driving. Just because you passed the road portion of the driving test does not mean that you are ready for the interstates and highways. Practice in areas with less traffic first. Ask a friend to ride with you for support and advice. Make sure your car is roadworthy! Buying a car that is falling apart or in any way unsafe should be avoided at all costs!

GROCERY GUIDE

- Ralph's
- Stater Brothers
- Whole Foods Market
- Trader Joes
- Mother's Market
- Farmers' Markets

FREQUENTLY ASKED QUESTIONS

I-20

WHAT IS AN I-20?

The I-20 is a certificate of eligibility for nonimmigrant (F-1) students.

WHAT REQUIREMENTS MUST I FULFILL TO OBTAIN AN I-20?

A: Students must provide/submit all necessary documentation including:

- Application form & fee
- Bank Statement with a minimum balance of \$20,000
- Affidavit of financial support is need if student is sponsored
- Copy of current passport

CAN MY DEPENDENTS GET AN I-20 AS WELL? CAN THEY ATTEND PUBLIC SCHOOL?

A1: Yes. Any dependents added to a student's (F-1) I-20 will be given an F-2 visa status. A2: Yes.

IF MY DEPENDENT COMES TO THE UNITED STATES ON A TOURIST VISA CAN I ADD HIM/HER AS AN F-2 ON MY I-20?

A: Yes.

CAN I USE SOMEONE ELSE'S BANK STATEMENT?

A: Yes. A student may use a close family member's bank statement as long as the Affidavit of Support form is filled out and signed. The bank statement must be from within the last 6 months for it to be considered valid.

DOES THAT BANK STATEMENT HAVE TO COME FROM A BANK IN THE UNITED STATES?

A: For an initial student the bank statement must come from their country of origin. For other students it does not matter where the bank is located.

HOW LONG DOES IT TAKE FOR AN I-20 TO BE ISSUED FROM YOUR SCHOOL?

A: 1-2 weeks

HOW OLD DOES A STUDENT HAVE TO BE TO OBTAIN AN I-20 FROM YOUR SCHOOL?

A: The student must be 16 or older. If the student is under 18 years old, Parental Guardian Consent Form for Minors is needed.

HOW LONG CAN I STAY AT YOUR SCHOOL WITH MY I-20?

A: Up to 3 years.

I JUST EXTENDED MY I-20, WHY IS THERE NO STAMP?

A: There is no longer a stamp issued on the I-20 form

I HAVE BEEN AT YOUR SCHOOL FOR 3 YEARS; CAN I EXTEND MY I-20?

A: No. After 3 years the student must either transfer out to another school or return to their country.

WHAT IS THE MINIMUM AMOUNT OF MONEY REQUIRED SHOWING ON MY BANK STATEMENT TO APPLY FOR AN I-20?

A: \$20,000 for the student only (add \$6,000 for any applicable dependent(s)).

CAN I ATTEND COLLEGE WITH MY I-20?

A: Students may transfer to a college or university as long as they provide the acceptance letter from that college/university to their designated administrator and their attendance and academic record are acceptable. We also have a pathway to college with many schools.

CAN YOUR SCHOOL ISSUE ME A NEW I-20 IF MY PREVIOUS I-20 IS EXPIRED?

A: We must first find out how your I-20 expired (if it was completed, terminated...etc.) and then we will be able to provide options for obtaining a new I-20 if possible (transfer in or issue a new I-20).

WHAT DO I DO WITH MY I-20 ONCE I HAVE APPLIED FOR MY GREEN CARD?

A: Students should keep their I-20 until they are approved for a Green Card. Once approved the student has a choice to continue attending school or withdraw.

DO I NEED TO BRING MY I-20 WITH ME WHEN TRAVELING IN THE UNITED STATES?

A: Yes.

VISAS

HOW DO I OBTAIN A STUDENT VISA?

A: Refer to our website for the step by step process www.lascusa.com.

WHAT IS THE VISA APPROVAL RATE IF I WERE TO GET MY I-20 FROM YOUR SCHOOL?

A: Over 80%.

CAN I CHANGE MY VISA STATUS IN THE UNITED STATES?

A: Yes, however, if the visa status is changed in the United States the student will not be able to re-enter the country should they travel abroad afterwards.

WHAT IS THE FEE FOR CHANGING MY STATUS TO F-1 IN THE UNITED STATES?

A: There is a \$400 application fee from LASC. Students must find out any other fees and pay them accordingly.

WHAT IS AN I-94 FORM?

A: The I-94 is a form that states the length of intended travel, who you are traveling with, the type of visa, and any other personal information needed.

I CHANGED MY VISA STATUS IN THE UNITED STATES BUT I LOST MY I-94 FORM. WHAT CAN I DO?

A: If the I-94 form is lost the student could reprint from <https://i94.cbp.dhs.gov/i94/#/home>

HOW MANY HOURS PER WEEK ARE REQUIRED TO ATTEND SCHOOL ON A STUDENT VISA?

A: A minimum of 80% of 18 hours per week (80% of 26 hours per week if enrolled in intensive classes)

CAN I WORK WITH MY F1 VISA?

A: No.

CAN I TAKE ESL CLASSES ON A TOURIST VISA?

A: Yes, on a part time or full time basis.

IF MY VISA EXPIRES CAN I STILL STAY IN THE UNITED STATES AND ATTEND YOUR SCHOOL?

A: As long as the student has a valid I-20 they can still attend school.

DO I NEED TO GO BACK TO MY COUNTRY TO CHANGE MY VISA STATUS?

A: No. Students can change their visa status in the United States.

DO I NEED TO GO BACK TO MY COUNTRY TO REAPPLY FOR AN F1 VISA?

A: Yes.

ACCOMMODATIONS / GETTING AROUND

DOES YOUR SCHOOL PROVIDE ANY HOME STAY ACCOMMODATIONS?

A: Yes, please refer to our current home stay services: SIH, USH, Hobart Resident, Sweet Home California, and Kamo Housing.

WHAT DOCUMENTS DO I NEED TO OBTAIN A DRIVER'S LICENSE? HOW LONG WILL IT BE VALID?

A1: A driver's license can be issued with a valid I-20 and a school verification of enrollment with DOB. A2: It will be valid for the dates of study listed on the I-20.

HOW DO I RENEW MY DRIVER'S LICENSE?

A: Students must bring all necessary documents to the DMV (current I-20, visa, passport, I-94 and a school verification of enrollment with DOB.) Please refer to <https://www.dmv.ca.gov/portal/dmv> for more information.

I DON'T HAVE A CAR, HOW CAN I GET FROM MY HOME TO YOUR SCHOOL?

A: Students use public transportation, ride bikes, or walk to school.

HOW DO I GET A BUS PASS?

A: Go to <https://www.metro.net/riding/fares/collegevocational/> and proof of enrollment is required.

VACATION

WHEN AM I ELIGIBLE TO TAKE A VACATION FROM SCHOOL?

A: Students are eligible for a 1 month vacation after 6 months of successfully completed study (i.e. maintain an acceptable academic record with attendance over 80%) or a 3 month vacation after 1 year of successfully completed study.

I'M PLANNING ON VISITING MY FRIEND IN ANOTHER STATE; DO I NEED ANY DOCUMENTS FROM THE SCHOOL?

A: No.

I AM GOING BACK TO MY COUNTRY FOR THE HOLIDAYS, WHAT DO I NEED TO DO?

A: All students must submit the Leave of Absence form to their designated administrator.

All vacations must be approved prior to the scheduled date of the vacation. If a vacation request is not approved the student may not leave. The student's I-20 must be signed by the school DSO or PDSO.

I HAVE AN EMERGENCY AND HAVE TO GO BACK TO MY COUNTRY. DO I HAVE TO ASK SOMEONE?

A: Yes. I-20 must be signed by DSO or PDSO. Leave of Absence must be filled out.

WHAT REQUIREMENTS MUST I FULFILL FOR MY VACATION REQUEST TO BE APPROVED?

A: Good attendance and academic standing as well as the period of studies (after 6 months, 1 month of vacation, after 1 year, 3 months of vacation)

ACADEMICS

DO I NEED TO TAKE THE PLACEMENT TEST?

A: Yes. All students are required to take the placement test.

MY CLASS IS TOO EASY. MAY I JUMP TO THE NEXT LEVEL?

A: Any class changes must be addressed and approved by the class teacher, the head teacher, and the student's designated administrator.

WHAT IS INTENSIVE ESL?

A: Intensive ESL is 6.5 hours of study per day (26 hours per week).

WHAT IS YOUR TOEFL PROGRAM LIKE?

A: Our TOEFL program prepares students to take the TOEFL test as well as provides valuable skills and knowledge to enable to students to be successful in a college or university setting. The program includes material from each level of proficiency the student will need to pass the test (speaking, listening, reading, and writing).

HOW LONG DOES IT TAKE TO FINISH ONE ESL LEVEL AT YOUR SCHOOL?

A: 1 quarter (3 months)

CAN I CHANGE MY CLASS IN THE MIDDLE OF THE QUARTER?

A: No.

HOW MANY STUDENTS ARE IN EACH CLASS?

A: Most classes range from 15-20 students.

AM I ALLOWED TO USE MY CELL PHONE DURING CLASS TIME?

A: No.

HOW DO I FIND THE CLASSROOM I AM SUPPOSED TO BE IN?

A: The quarter class schedule located in the office has the room numbers listed on it. There are also signs outside of each classroom indicating which class/teacher is in that room at each designated hour.

I DON'T UNDERSTAND THE MATERIAL. HOW CAN I GET MORE HELP?

A: Talk with your teacher and administrator about receiving extra help. Private tutoring may be available.

I HAVE A PROBLEM WITH MY TEACHER(S). WHO DO I TALK TO ABOUT THAT?

A: Any student concerns should be addressed with the head teacher.

DO I HAVE TO DO MY HOMEWORK?

A: Yes. Your homework scores will affect your overall participation score which is a portion of the final score for the class.

CAN I SHARE A BOOK WITH MY FRIEND?

A: No. Students should have their own textbook(s) to ensure they have all of the materials the class requires.

THERE IS A RULE ABOUT NO CELL PHONES IN CLASS BUT I NEED TO USE THE DICTIONARY ON MY CELL PHONE, CAN I DO THAT?

A: At time, teachers do permit the use of cell phones in class if they are necessary for the class activity or for the use of translation.

HOW MANY MONTHS ARE IN A QUARTER?

A: 3 months (12 weeks)

ATTENDANCE

WHAT IS THE MINIMUM ATTENDANCE REQUIREMENT THAT ALL STUDENTS AT YOUR SCHOOL MUST MEET? CAN I SUBMIT A DOCTOR NOTE IF I AM SICK?

80%. Excused absences are not allowed, however, under special circumstances are considered on a case by case basis by the campus manager.







WHAT HAPPENS IF I DO NOT MEET THE MINIMUM ATTENDANCE REQUIREMENT?

A: Every student who does not meet the 80% requirement at the end of each month will receive a warning letter. A maximum of 2 warning letters will be given. If the student still does not meet the 80% requirement after receiving the 2 warning letters the student will be on probation. Then Termination Notice will be issued after additional 12 weeks (one quarter) if attendance not raised to 80%

CAN I ATTEND ANOTHER CLASS TO MAKE UP HOURS FOR MY LOW ATTENDANCE?

A: Yes.

WHAT DOES       MEAN ON MY AMPEDUCATOR?

A:  = present,  = late,  = absent,  = No Book (absent),  = No participation  = Late More Than 15 mins

A student is considered present if they arrive within the first 5 minutes of class. A student is considered late if they arrive between the first 6-15 minutes of class. A student is considered absent if they arrive 16 minutes or more past the beginning of the class.

I BELIEVE MY ATTENDANCE RECORD IS INCORRECT, CAN IT BE CHANGED? IF SO, WHO DO I TALK TO ABOUT IT?

Please contact your student representative regarding this matter.

I JUST MOVED TO SOMEWHERE FAR AWAY FROM YOUR SCHOOL. IS IT OKAY THAT I DON'T ATTEND?

A: All students must attend 80% of their class hours or they will be terminated. If the student's academic record and attendance are satisfactory then the student may transfer out to another school that is closer to them.

THE BUS IS LATE AND SO I AM LATE TO SCHOOL. MY TEACHER MARKS ME LATE, WHAT CAN I DO?

A: All students need to make arrangements to arrive at school on time. Exceptions will not be made for these types of circumstances.

TUITION & FEES

WHAT IS THE APPLICATION FEE?

A: \$150

WHAT IS THE SEVIS FEE?

A: \$350. All initial students must pay this fee to immigration for form I-901. www.fmjfee.com

WHAT IS THE MONTHLY TUITION FOR YOUR SCHOOL?

A: \$680 per month for standard ESL classes (4.5 hours per day, 18 hours per week), and \$750 per month for TOEFL classes. Refer to the tuition and fee schedule form for further information.

DOES YOUR SCHOOL OFFER ANY SPECIAL DISCOUNTS OR PROMOTIONS?

A: Discounts and promotions are available from time to time.

CAN I PAY MY TUITION IN INSTALLMENTS?

A: The first three months must be paid in full upon enrollment of initial students. After the first three months students may pay tuition on a monthly basis.

DOES THE STUDENT GET CHARGED FOR TUITION WHILE THEY ARE ON VACATION?

A: If the student takes their eligible vacation after 6 months of successfully completed study then the student will not be charged tuition during their vacation.

DO I HAVE TO PURCHASE THE TEXTBOOK(S) FOR EACH CLASS?

A: Yes.

DO I NEED TO PURCHASE THE WORKBOOK (WHEN APPLICABLE) AS WELL AS THE STUDENT BOOK?

A: Yes.

CAN I BUY MY FRIEND'S TEXTBOOK AFTER HE IS DONE USING IT? WHAT ABOUT THE WORKBOOK?

A: Students may spend their money how they choose. The school is not responsible for purchases made elsewhere. The student needs to make sure that they have the appropriate textbook and workbook for each of their classes.

CAN I GIVE MY FRIEND MY UNUSED TUITION?

A: Yes. Unused credit may be transferred to other students.

COMPLETION/WITHDRAWAL/TRANSFER

WHAT PAPERWORK IS NEEDED IN ORDER FOR ME TO COMPLETE MY STUDIES WITH YOUR SCHOOL?

A: Students must fill out the completion notice form. In order to complete the I-20, a student must meet the 80% minimum attendance.

I AM GOING BACK TO MY COUNTRY FOR GOOD, DO I NEED ANY DOCUMENTS?

A: Students must fill out and sign the Notice of Completion Form and submit it to their designated administrator.

CAN I GET A CERTIFICATE OF COMPLETION AFTER STUDYING YOUR PROGRAM(S)?

A: Yes, if the students complete 3 months program.

CAN I GET PROOF OF ENROLLMENT FROM YOUR SCHOOL?

A: Yes.

WHAT PAPERWORK IS NEEDED TO WITHDRAW FROM YOUR SCHOOL? CAN I GET A REFUND?

A: Students must fill out the withdrawal notice form and submit it to their designated administrator. B: No refunds will be given for students who have attended over 60% of days paid. If a student is eligible for a refund, he/she will receive refund with LASC check within 45 days following your withdrawal.

HYPOTHETICAL REFUND EXAMPLE

$$\text{Tuition Paid - Registration Fee} \times \frac{\text{Days of Instruction paid for but not received}}{\text{Days of instruction paid for}} = \text{Actual Refund}$$

WHAT PAPERWORK IS NEEDED TO TRANSFER IN TO YOUR SCHOOL? TO TRANSFER OUT?

A1: To transfer in all students are required to provide a copy of their passport, a bank statement with approved balance of \$20,000, the application form, and a copy of their current visa, I-94, and I-20 from the previous school.

A2: To transfer out, the student must notify the school administrator by filling out the Transfer Out form. Then the student needs to apply to the school he or she is planning to attend and bring the acceptance letter

THE SCHOOL THAT I AM CURRENTLY ATTENDING DOES NOT LET ME TRANSFER TO YOUR SCHOOL. IS THERE A WAY TO TRANSFER?

A: No. The student has to be released by their current school in the SEVIS system before they can be accepted at another school.

CAN I TRANSFER TO ANOTHER LASC/ESLA CAMPUS? IF SO, DOES MY PAID TUITION ROLLOVER?

A1: Yes.

A2: Yes.

WHAT REQUIREMENTS MUST BE FULFILLED IN ORDER FOR ME TO TRANSFER OUT OF YOUR SCHOOL?

A: All students must submit the Transfer Out form to their designated administrator, meet the 80% minimum attendance requirement, maintain a satisfactory academic record and provide a Letter of Acceptance to the school they are transferring to.

LASC

CAN I ENROLL RIGHT NOW OR DO I NEED TO WAIT UNTIL THE NEW QUARTER STARTS?

A: We offer students open enrollment which means that they may begin their studies at any time. It is not recommended, however, for students to begin during the last 2 weeks of class.

HOW MANY STUDENTS ARE THERE AT YOUR SCHOOL?

A: Approximately 150-200

ARE THE TEACHERS AT YOUR SCHOOL NATIVE ENGLISH SPEAKERS?

A: Yes.

WHAT IS THE BACKGROUND AND EXPERIENCE OF THE INSTRUCTORS AT YOUR SCHOOL?

A: Most of the school's instructors have their Master's Degree in education or teaching and also have experience working with students of many different backgrounds.

WHAT PROGRAMS DOES YOUR SCHOOL OFFER?

A: ESL, EAP, TOEFL, IELTS and Business English. We also offer private tutoring at extra cost.

I HAVE A FRIEND THAT DOESN'T SPEAK ENGLISH. DO YOU HAVE ANYONE WHO SPEAKS THEIR LANGUAGE THAT CAN HELP HIM/HER?

A: There are administrators at each campus that speak a variety of languages that we can connect him/her with for assistance.

I AM A STUDENT'S PARENT; CAN I HAVE THEIR PHONE NUMBER?

A: No. All student files are confidential and no information will be given out without the student's consent.

I AM 70 YEARS OLD. CAN I STILL TAKE CLASSES AT YOUR SCHOOL?

A: Yes.

WHAT NATIONALITY OF STUDENTS DO YOU HAVE ATTENDING YOUR SCHOOL?

A: Chinese, Korean, Saudi Arabian, Thai, Japanese, Brazilian as well as others.

WHAT DOES LASC STAND FOR?

A: Language Scholastics

CAN I GET A SOCIAL SECURITY CARD FROM YOUR SCHOOL?

A: No. A student who is working on campus is the only exception.

WHERE MAY I PRAY IN SCHOOL?

A: There is no designated area for this on campus.

WHERE ON CAMPUS CAN I SMOKE CIGARETTES?

A: Students may smoke in designated smoking areas outside and at least 25 feet away from any doors.

WHERE MAY I EAT LUNCH?

A: Each campus has a break room.

IS THERE WIFI INTERNET AT YOUR SCHOOL?

A: Yes. The WiFi is accessible for LASC students.

STUDENT SUPPORT

TRANSCRIPTS & RECORDS

ACCESS TO PERSONAL RECORDS

LASC active and non-active students have the right to access and review their own personal records. To gain access to these records, current students should allow a maximum of five (5) business days for administrative staff to process the request. The Campus Director is responsible for releasing this information. For more immediate access, all students can access their records including grades, attendance, billing history, transcripts, etc. via their student accounts. If requested by a DHS representative, LASC reserves the right to release F1 student documentation as legally obligated.

RETENTION OF STUDENT RECORDS

To meet Department of Homeland Security and BPPE regulations, LASC retains its student records for no less than five (5) years after the student's Last Date of Attendance (LDA). For up to five years after the student's LDA, he/she can still request access to his/her file, provided that he/she allow ten (10) business days for administrative staff to process the request.

FILING A GRIEVANCE OF COMPLAINT

STUDENT FEEDBACK

LASC provides opportunities to students to give their feedback regarding instructors, courses and services through the Teacher/Course Evaluation, Student Services Surveys, and Student Exit Surveys. Based on the feedback, changes or improvements are made to the program, teachers, or services provided to the students.

TALK TO YOUR REPRESENTATIVE

Students are also given the opportunity to file a complaint or give positive feedback with their respective representatives, this is either done verbally or in writing. Representatives will then inform the Head Teacher or Academic Director who will then review the concern. The Head Teacher/Academic Director will consult with the involved parties; possibly with the Student Representative or Instructor as well if communication between the parties is impaired. A resolution or decision will be made with the assistance of the Campus Manager, CEO or other member of management, if necessary. All upper management have an open-door policy and often-times students will relay their concerns directly to either the Campus Manager or Academic Director. In such instances, the Campus Manager or Academic Director will personally handle and resolve such complaints.

If any grievances cannot be worked out directly with LASC, students are informed of their right to call, complete an online form, or write to the Bureau for Private Postsecondary Education or ACCET's Chair, Complaint Review Committee detailed in the next two sections.

BPPE

Any questions or complaints a student may have regarding this catalog or any issue in general that have not been satisfactorily answered by LASC may be directed to the Bureau for Private Postsecondary Education at 2535 Capitol Oaks Drive, Suite 400, Sacramento, CA 95833, www.bppe.ca.gov, toll-free telephone number (888) 370-7589 or by fax (916) 263-1897. A student or any member of the public may file a complaint about this institution with the Bureau for Private Postsecondary Education by calling (888) 370-7589 toll-free or by completing a complaint form, which can be obtained on the bureau's website.

ACCET

Complaints should be submitted in writing (by email or mail) to the ACCET office. Complaints received by phone will be documented, but the complainant will be requested to submit the complaint in writing. The letter of complaint must contain the following information:

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

In addition to the letter of complaint, copies of any relevant supporting documentation should be forwarded to ACCET (e.g. student's enrollment agreement, syllabus or course outline, correspondence between the student and the institution).

SEND TO:

ACCET

CHAIR, COMPLAINT REVIEW COMMITTEE

1722 N Street, NW Washington, DC 20036

Telephone: (202) 955-1113

Email: complaints@accet.org

Website: www.accet.org

*Note: Complainants will receive an acknowledgement of receipt within 15 days.

ABOUT THIS CATALOG

This catalog is revised annually.

Catalog Effective Date From January 2020 – December 2020

As a prospective student, you are encouraged to review this catalog prior to signing an enrollment agreement. You are also encouraged to review the School Performance Fact Sheet, which must be provided to you prior to signing an enrollment agreement. You can find our Student Catalog in electronic format and our School Performance factsheet on the homepage of our website at www.lascusa.com.

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