

Rosemead College



SCHOOL CATALOG



2018-2019

www.rosemeadcollege.edu

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School Description and Location of Institution

Rosemead College (RC) was established in 1992. It is located in Southern California and it offers English as a second language services to individuals who are speakers of other languages. The main campus is located at 8705 E. Valley Blvd., Rosemead, CA 91770. (626) 285-9668. The school is located on the second floor of a two-story building built in the 1950s which is on the campus of a Christian Church. The main campus consists of seven classrooms, two of which are on the first floor and five of which are on the second floor. The classrooms are equipped with TV sets. One of the second floor classrooms is equipped with 22 computers and serves as a computer lab for the TOEFL® Preparation Program and as a test center for the TOEFL® iBT test. The school office is located on the second floor along with the teachers' lounge/teachers' resource library. There is ample parking on the premises at the front and at the rear of the building for staff, student and faculty use. The branch campus of Rosemead College is located at 3848 Carson Street, #100, Torrance, CA 90503. (310) 316-3698. It is located in an Executive Office Suite, built about 30 years ago. The school is on the first floor and has a reception area, four classrooms, a student lounge, a kitchenette and a large room which acts as a student computer lab and a teachers' lounge area with a small teachers' resource library. The building is Handicap Accessible and there is ample parking for staff, instructors and students.

Beginning and End Dates of this Catalog

January 1, 2018 through December 31, 2019

Mission Statement

Rosemead College is committed to providing instruction in English as a Second Language so that students may pursue their language acquisition for personal development, or so that students may prepare for admission and successful study in a U.S. college or university. This preparation includes the TOEFL preparation course.

It is also RC's mission to serve international professionals who wish to increase their English proficiency for career advancement. Therefore, RC offers the TOEIC preparation course and Business English course designed for students who intend to pursue business related jobs.

About Us

RC's target population is international students, new immigrants to the USA, and local citizens who wish to improve their English skills. We are a post-secondary school, and the average student's age ranges between 18 and 35. Most of our students are preparing to attend an American college or university upon completion of our Intensive English Program. Our college welcomes every nationality, and all students are served by careful enrollment in courses tailored to their individual competencies.

RC provides special services to meet the needs of the high number of enrollees from Asia. The languages represented on the admissions staff are Chinese, Japanese and Taiwanese. This is a tremendous source of comfort to new students and their families, as they are able to fully understand all RC's guidelines as well as ask important questions in their native language. RC is an official ETS authorized TOEFL® iBT and TOEIC® test center.

Financial Stability – Bankruptcy History

This institution has never had a history of a pending petition in bankruptcy, operating as a debtor in possession, has not filed a petition for bankruptcy within the preceding five years, nor has it had a petition in bankruptcy filed against it within the preceding five years that resulted in reorganization under Chapter 11 of the United States Bankruptcy Code.

BPPE Approval

Rosemead College is a private institution and is approved to operate by the Bureau for Private Postsecondary Education as an accredited institution. (BPPE) “Approved” means the school operates in compliance with state standards as set forth in Chapter 8, Part 59, Division 10, Title 3 of the California Education Code.

Questions

Any questions a student may have regarding this catalog that have not been satisfactorily answered by the institution may be directed to:

Bureau for Private Postsecondary Education
2535 Capitol Oaks Dr., Suite 400 Sacramento, CA 95833
P.O. Box 980818, West Sacramento, CA 95798
www.bppe.ca.gov, Tel: (888) 370-7589, Fax: (916) 263-1897

Review Documents

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.

Non-Discrimination Policy

Rosemead College is a nonsectarian organization and does not discriminate with regard to race, religion, color, ethnic origin, age, sex, disability or marital status in any of its academic programs, employment practices, advertising practices or admissions policies.

Admissions Policy

All applicants transferring to RC from another institution in the US are required to complete a personal interview with an admissions representative in order to determine whether the program meets the needs of the applicants. A high-school diploma or its equivalent is required for admission to any of our programs. In addition, all international applicants must be able to demonstrate their ability to meet financial obligations.

Placement Test Administration

At the time of enrollment, students are given a Full-Course Top Notch/Summit Placement Test which includes assessment of grammar, listening, reading comprehension and oral skills in order to assess their comprehension ability in English. This evaluative tool, which corresponds to the textbooks used in the program, assists us in determining the level most appropriate for each individual applicant. The student is given instructions for the test by an office staff member. Upon completion of the grammar, reading and listening portions of the test, the student is given an oral portion of the test by the Instructional/Education Coordinator/Administrative staff. The

test is then graded according to the given assessment grading scale and the student is placed in the appropriate level.

Branch Campus Policy on Course/Classroom Availability

Due to the small size of the branch campus (Torrance), Pre-beginning IEP-level ABC, TOEIC, Business English and Conversation & American Culture courses are only offered in the afternoon at the branch campus. The TOEFL course is also offered in the afternoon, however, in case of classroom availability, it may be offered in the morning. The IEP courses are not comprised of mixed-level students. Beginning IEP (Level 1) through High-advanced IEP (Level 5) may be offered in the morning and opened upon enrollment of any student placed into the specific level.

English Proficiency

Applicants are given a standardized placement test (grammar, listening, reading comprehension and oral) in order to assess their ability to comprehend written and spoken English. This evaluative tool assists us in determining the level most appropriate for each individual applicant. There are no specific educational entrance requirements that must be met.

Award of Credit for Prior Experiential Learning

This institution does not award credit for prior experiential learning. Rosemead College does not award credit for any previous training. Student must pay all applicable fees per the current published fee schedule, or make other arrangements acceptable to the school, prior to the issuance of an enrollment contract. This institution does not award credit for satisfactory completion of CLEP or other comparable examinations. This institution does not award credit for experiential learning. This institution has not entered into an articulation or transfer agreement with any other college or university. This institution does not accept transfer credits from any institution.

Language of Instruction

Instruction will be given in no language other than English.

Notice Concerning Transferability of Credits and Credentials Earned at Our Institution

“The transferability of credits you earn at Rosemead College is at the complete discretion of an institution to which you may seek to transfer. Acceptance of the certificate you earn in Rosemead College's certificate 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 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 Rosemead College to determine if your certificate will transfer.”

Admissions Procedures

Applicants are asked to complete an application for admission. If necessary, assistance will be given to those applicants with limited English proficiency. The applicants are then required to enter into a written enrollment agreement with Rosemead College. School catalog and a copy of

the Rosemead College refund policy are given to all applicants. Applicants are then tested to determine their level of proficiency in English.

Student Records - Transcripts

Release of confidential information to any person or persons other than the named is strictly prohibited. Private student information is not available to anyone without:

1. written request or release from the student
2. a court order
3. accreditation requirements

However, parents of minors and guardians of "tax dependant" students have the right to inspect and challenge the information contained within the records of a specific student. An appointment should be scheduled with the admissions if a file inspection is desired.

Student records for all students are kept for five years. Transcripts are kept permanently. Students may inspect and review their educational records. To do so, a student should submit a written request identifying the specific information to be reviewed. Each student's file will contain student's records, including a transcript of grades earned. The official transcript is available upon advance payment of the transcript fee of \$20.00. No transcript will be issued until all tuition and other fees due the institution are paid current.

Attendance Policy

Students are expected to maintain good attendance and adhere to their completion dates. Students should strive to attend classes consistently in order to master the required skills in the time allowed. Failure to attend a minimum of 80% of classes per course may result in dismissal from the program.

Tardiness & Early Departure

Rosemead College encourages student to be punctual for all activities, appointments, and classes. Any student who arrives late will be marked "tardy." Similarly, students who choose to leave class early will be considered an "early departure." At their discretion, teachers may lock their classroom door fifteen minutes after instruction begins. Consequently, late students will wait until after the break to join the class.

Excused Absences

Excused absences are documented absences in the event of an emergency, illness or academic appointment. Documentation (i.e. a doctor's note, university or college orientation letter, court order or receipt of vehicle problems) must be given to either the Student Counselor/DSO or to the Instructional/Education Coordinator. Excused absences will count as absences in the calculation of attendance rates and will not increase the maximum number of allowable absences.

Probation and Dismissal Policies

Students who register with Rosemead College are responsible for attending classes regularly. Students are expected to maintain good attendance and adhere to their completion dates. Students should strive to attend classes consistently in order to master the required skills in the time allowed. Failure to attend a minimum of 80% of classes per course may result in dismissal from the program. Excused absences are defined as documented absences in the event of an

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emergency, illness or academic appointment. Documentation (i.e. a doctor's note, university or college orientation letter, court order or receipt of vehicle problems) must be given to either the Student Counselor/DSO or to the Instructional/Education Coordinator. Excused absences will count as absences in the calculation of attendance rates and will not increase the maximum number of allowable absences. If a student has accumulated 6 days of absences in any given month during the semester, the teacher will inform the office/student counselor/DSO and the student will be placed on attendance probation.

- 1) Three tardies to any segment of class will equal one absence.
- 2) Three early departures from a class will be counted as one absence.
- 3) Tardiness to class and early departure on the same day will be counted as one absence.

Excessive tardiness (6 tardies before or after the midterm), and early departures (6 early departures before or after the midterm) will also result in the student being placed on probation.

During the 1st & the 2nd week of probation:

1. Student Counselor/DSO will meet with the student and identify the problem.
2. Student Counselor/DSO will talk to the student about the importance of keeping student status.
3. Student Counselor/DSO will explain the entire probation procedure to the student.
4. Student will sign a Promise Note stating that he/she will adhere to the stipulations of the Promise Note.

Counselor and teacher will constantly monitor the attendance progress of student during this period. If the student shows improvement, the student will be taken off of probation, and the teacher will submit a student progress report to the student counselor.

During the 3rd & the 4th week of probation:

In case a student does not make any progress to improve their attendance, the procedure stated in the 1st and 2nd week will be repeated.

During the 5th Week:

If after two consecutive probation periods of counseling and monitoring student's attendance, the attendance still falls under the minimum of 80%, the student will receive a Final Notice in writing stating that their I-20 will be terminated due to poor attendance. The student's I-20 will then be terminated in the SEVIS system.

Leave of Absence

A student is eligible to take a leave of absence once they have completed three consecutive terms. A leave of absence may span a maximum of 12 weeks. If there is an emergency situation within the student's first three terms, proper documentation must be submitted.

To request a leave of absence, a student must fill out and sign the Student's Leave of Absence Requests Form, which must be submitted to the Admissions Office. The student must return to school by the anticipated return date, as stated on the Form. The school will contact the student on Leave of Absence

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one week prior to the expected return date to remind them of their return date. If the student does not return on the return date, the admissions office will contact the student and will send a Warning Notice. If the student has not reported to the school office after 15 days of the expected return date, the DSO will issue the Final Notice, and will update the student's status in the SEVIS system.

Except under the circumstances identified below, the leave of absence is limited to 180 calendar days in any 12-month period or one-half the published program length, whichever is shorter. Multiple leaves of absence may be permitted provided the total of the leaves does not exceed this limit. A student enrolled under an F-1 or M-1 visa may be granted leaves of absence or vacations in accordance with the regulations of the Department of Homeland Security and the following guidelines: (a) in emergency situations such as a serious illness or a death in the immediate family. Unless otherwise stipulated and documented, the leave is not to extend beyond 50% of the length of period for which the student applied; (b) a vacation policy that allows students to accumulate vacation over an extended period of study. Length and frequency of vacations must not impede student progress and must be reasonable within the context of the institution's curriculum; (c) an extended absence whether it be for a leave of absence or vacation (more than four weeks) may require retesting upon reentry into the program.

Departing Students

All students leaving Rosemead College are required to inform the school office about their plans to either transfer or go back to their home country before their last day of attendance. The students who are planning to go back to their home country must let the school office know of their travel plans in order to be properly informed of the SEVIS regulations for departing students. Transferring students must submit an acceptance letter from the new school.

For those students who do not contact the school office about their departure plan, Rosemead College will hold their SEVIS I-20 for a period of one week from the day of their next scheduled starting date (for the students who enrolled in mid-semester during open enrollment scheduled starting date is the day after tuition fee expires; for the students who enrolled at the beginning of the semester scheduled starting date is the following starting date of new semester). After the holding period their I-20 will be completed in the SEVIS.

If the student cannot be reached after three attempts to contact them by email and phone, the student's I-20 will be completed in the SEVIS by the DSO.

Student Conduct

Students attending Rosemead College are expected to dress and act professionally while on school premises, including classes and school activities. At the discretion of the school administration, a student may be dismissed from school for:

- An incident or incident revealing alcohol or drug possession or use,
- Possession of weapons on school premises,
- Behavior creating a safety or health hazard for other persons at school,
- Disobedient or disrespectful behavior toward teachers, other students or an administrator.

Students are not allowed to use their cell phones during classes and are expected to turn them off before they enter the classroom.

Library Resources

No library is needed to meet the instructional needs of the students in any of our accredited programs. Library materials would not be compatible with the objectives of the programs. The curriculum does not require that students perform research tasks.

Grading and Determination of Student Achievement

Upon successful completion of the program, a Certificate of Completion of the program is issued to the student, upon his/her request. Grades are recorded upon the completion of each level/course. Evaluation of satisfactory progress for each course is made in the middle and at the end of the course.

The grading system is as follows:

- A 90% to 100%
- B 80% to 89%
- C 70% to 79%
- D 60% to 69%
- F 0% to 59%

All students are to be evaluated at the approximate mid-term, and within three days of the end of the scheduled program of study. Teachers are to receive an exam report and utilize it to record the students' performance on a written, oral, reading, listening and grammar portion of the exam to be administered. At the end of the semester, along with the regular final exam, the teachers administer the Michigan standardized test, exit exam, required by the ACCET Accrediting agency, as the school is an ACCET accredited institution. Upon completion the teachers are to submit these exam reports to the Instructional/Education Coordinator. A blank copy of the examination is to accompany the completed exam report.

1. An Admissions Officer prepares exam reports (a document used by teachers to report the students' grades) for teachers.
2. "F" in the I-20 column means student holds an F1 visa.
3. "New level" column is for teachers to make recommendations after finals for students to pass to the next level.
4. Teachers administer a five part test: Listening, grammar, reading, writing, and speaking.
5. Teachers turn in blank exam along with an answer key to the Instructional/Education Coordinator.
6. Teachers turn in exam reports and ALL tests to Admissions Officer who places the tests into student files.

Student Progress and Academic Probation Policy

The Instructional/Education Coordinator is to ensure that each Instructor performs valid student assessments at regular intervals, yielding a letter grade at the mid-term and at the final exam held at the end of each semester (the end of each course/level). Students must receive a grade of C or better at the end of each level/course (the grades on the mid-term and final exam are both counted towards the final grade) to be able to move on to the next level/course. The administration may place a student on academic probation if the student is not making satisfactory academic progress as per this institution's published policy. The student's final grade

will be monitored at the end of each term as the grades are available in the school office. Should the student's grade at the end of a particular level/course fall below C, a student will be placed on academic probation. This will result in the student repeating the level, and a documented Academic Improvement Plan prepared by the Instructor, signed by the student, Instructor, Student Counselor and Instructional/Education Coordinator. After the completion of the currently enrolled term, the student will have an additional two terms to repeat the level/course in order to bring their grade up to or exceed the minimum standard of the institution. Each time a level/course is repeated, a documented Academic Improvement Plan will be prepared for the student and signed. Thereafter, the student's failure to achieve satisfactory academic progress may result in dismissal (transfer) from the institution. The Student Counselor will offer assistance in locating a suitable institution for transfer. Test preparation classes can be repeated multiple times until the desired score has been obtained. Academic Improvement Plans are not used for test preparation classes. There are specific procedures under which a student may appeal the determination that he/she is not meeting the satisfactory progress standards. The student must submit the appeal to the school administration office in writing and include substantiating documentation within five business days of the Final Exam. Within five business days of being submitted, The Instructional/Education Coordinator will decide the appeal, based on the student's past performance and the student's written appeal with submitted documentation, and the student will be notified in writing immediately following the decision. The maximum cumulative total length of the academic program is to be no more than 36 months.

Documenting Student Satisfaction

The Education Coordinator/Administrative staff will provide each student with a standardized Teacher Evaluation Form at mid-semester and toward the end of semester. A Student Exit Form, along with the Evaluation of School Administration is filled out by students who have completed their course at RC. Those students who are placed with homestay families are provided with the Student Satisfaction Survey (Homestay) after the first week of staying with the host family. The data is then to be assembled for review by the School Director who reads the assessments in order to identify items of dissatisfaction and/or patterns of responses which might indicate the existence of a systemic problem as compared with an incidental problem. The School Director then discusses results with the Education Coordinator and admissions. Finally, the feedback is discussed with the individual teacher, as indicated by the findings.

Educational Objectives

The intensive English classes have been designed to provide nonnative students with the necessary language skills and basic information needed to function successfully in American society. For those completing the most advanced levels of instruction classes are designed to acquire the English proficiency necessary to be accepted into U.S. colleges and universities. The program is designed to provide students with dramatically improved language skills by using a standardized, intensive and comprehensive curriculum, which integrates listening, speaking, reading and writing skills. All courses offered by Rosemead College have multiple entry and exit points. These entry and exit points correspond with the 12-week classes. The TOEIC® Preparation and TOEFL® Preparation courses are designed to accommodate open entry and exit. Students may join these classes at any time, and may remain in the course until they have achieved the desired score.

Description of Programs Offered

ESL

Pre-Beginning IEP - Level ABC Course Description

This course is designed for the adult learner. It integrates the English needed for daily life in the USA: work, family, health, school, and other necessary topics. Students develop survival communication in English, obtain fundamental knowledge of English (alphabet, numbers, and basic sentences), and gain comprehensible pronunciation skills.

Course Learning Outcomes

The objective of this class is not only for students to master the alphabet, numbers, basic tenses, basic parts of sentences, contractions and basic reading comprehension, but also to begin developing a communicative competence through the study and practice of vocabulary and communicative functions, dictionary use and specific rudimentary grammatical structures, such as verbs "be" and "have," simple present tense, frequency adverbs, information questions with "where", "when", "what time," irregular singular verbs, present progressive, count and non-count nouns, singular and plural nouns, pronouns, simple past tense, articles, descriptive adjectives, prepositions of time and place, future wishes. To this end, listening drills and oral practice are used to help students develop receptive skills, as well as to reinforce basic structures of expression.

Communicative functions include introducing oneself, discussing occupations, time, clothing, home, weather, food, appearance, relationships, directions, and transportation, giving and receiving basic information on addresses, directions, phone numbers, creating basic schedules, telling the time, planning a schedule, giving basic advice.

By the end of this course, students will have developed survival communication in English, obtained fundamental knowledge of English, gained comprehensible pronunciation skills, and increased their motivation and interest in learning English. After this class, students will demonstrate their ability by successfully completing the Level ABC final exam and by enrolling in RC Beginning IEP Level 1 class.

Performance Objectives

After the successful completion of each unit, students will be able to:

- Properly introduce themselves to others, properly greet others, use different types of greetings, and talk about what they do; properly use the verb "be," subject and object pronouns, articles and singular and plural nouns;
- Properly introduce others, identify people and their occupations, correctly spell and pronounce different names, and politely begin a conversation; properly use the verb "have";
- State their first and last names, ask for someone's full name, ask for someone's contact information, and ask and answer questions about occupations, phone numbers, addresses, and country of origin; use simple present tense and its frequency adverbs.
- Give and get directions, understand and name different means of transportation, identify family members correctly, and read a map; use prepositions of time and place; correctly use the present progressive.
- Briefly describe family members, describe people using adjectives, ask questions about someone they don't know very well, and identify someone to others; talk about the present; use "it" to talk about time, properly use "would like" vs. "like."
- Invite someone to an event, ask and state the time, read a calendar, understand the meaning of early, on time, and late and apply those terms, and identify different articles of clothing.

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- Know how and when to use the verbs "want," "have," "need," "like," learn the colors, descriptive adjectives used to describe clothing, give descriptions about clothes, and give brief summary about home and work locations.
- Describe their home using specific vocabulary including different kinds of furniture and appliances and describe daily activities including personal favorites.
- Know different types of household chores, talk about how often they do things using correct terms (very often, sometimes, etc), and know different types of weather.
- Describe different types of weather, know different time expressions, make phone calls and discuss plans, and socialize and make plans with another person; properly use count and non-count nouns.
- Name and describe different kinds of food and drink, read a menu and order food, write and ask for a recipe, and know when and how to use "how many" and "how much".
- Use the past time expressions, describe events using past tense, express feeling regarding a past event (happy, sad, etc.), and describe people and how they look.
- Use correct adjectives to describe appearance, know different face/body parts, describe accidents and injuries, suggest remedies, know what to say at the hospital/doctor's office, and ask for help if they are sick.
- Describe special abilities/skills/talents, use adverbs correctly, properly make a request, accept/decline invitations, and use "can," "can't," and "too" correctly.
- Describe significant life events, give a personal biography, announce good and bad news, express wishes for the future using "be going to" and "would like + infinitive".

Beginning IEP - Level 1 Course Description

This course is designed for students to learn and use elementary English for everyday situations and purposes related to work, school and the marketplace. Students will learn beginning written and spoken grammar and vocabulary. Students will also learn how to pronounce the phonetic alphabet, focusing on American English Pronunciation.

Course Learning Outcomes

The objective of this course is for students to begin to enter into more abstract language functions; they talk about predicaments, and will learn to speculate about future and past events. To this end, role playing, group and pair work, as well as listening comprehension drills are carried out. Students are also introduced to basic reading and writing in English. The course additionally includes reinforcement of the phonetic alphabet, emphasizing American English pronunciation skills, concentration on vocabulary development and continuing dictionary use.

Communicative functions include describing positive and negative features, making comparisons, giving instructions and definitions, comparing time periods, describing abilities and skills. There is also a review and expansion of the simple present, past and future tenses, nouns and pronouns, non-count nouns, prepositions of time and place and an introduction to modals, irregular verbs, imperatives, indirect questions, comparisons using adjectives, and time clauses.

By the end of this course, students will have a basic foundation of English grammar, vocabulary, pronunciation and intonation. After this class, students will demonstrate their ability by successfully completing the Beginning IEP Level 1 final exam and by enrolling in RC Intermediate IEP Level 2.

Performance Objectives

After the successful completion of each unit, students will be able to:

- Get to know someone, offer to introduce someone, talk about people, and interview a classmate; properly use the verb "be," scan for facts, write a description of a classmate.

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- Accept or decline an invitation, ask for and give directions, make plans to see an event, and talk about musical tastes; use prepositions of time and place; listen for locations, make personal comparisons; write a short paragraph about preferences.
- Describe their family, ask about family members, compare people, and talk about small and large families; properly use simple present tense, identify similarities and differences; confirm facts
- Discuss what to eat, make food choices, order and pay for a meal, and discuss food and health; use count and non-count nouns, demonstrate knowledge of definite article "the"; write a short essay about food;
- Suggest a brand or model, express frustration about a machine, describe features of machines, and complain when things don't work; use present progressive to express future time; listen to predict; write a paragraph describing a product.
- Plan an activity with someone, talk about daily routines, discuss exercises and diet, and describe their typical day; use non-action verbs, use time expressions; apply and personalize information; interpret a bar graph; write a short interview on health and exercise habits.
- Greet someone arriving from a trip, talk about how they spend their free time, discuss vacation preferences, and talk about their experiences on a trip; use adjectives to describe trips and vacations; use the past tense of "be", the simple past tense in statements and questions, use regular and irregular verb forms; draw conclusions from a text; write a guided essay about a vacation.
- Shop for clothes, pay for clothes, give and get directions in a store, and discuss culturally appropriate dress; use object pronouns, comparative adjectives, direct and indirect objects; paraphrase a text; write an email or letter explaining what clothes to pack.
- Discuss schedules and buy tickets, book travel services, understand airport announcements, and describe transportation problems; use modals "should" and "could," express future with "be going to," make decisions based on schedules and needs; write two paragraphs about trips.
- Ask for recommendations, bargain for a lower price, discuss tipping, and talk about shopping experiences; use superlative adjectives; write a short guide to a city including information on where to stay, visit and shop, use clauses with "if".

Intermediate IEP - Level 2

Course Description

Students practice and create dialogues, and develop strategies to learn language functions in order to converse at an intermediate level. The course covers spoken grammar, listening skills, conversational idioms and develops the student's ability to communicate clearly.

Course Learning Outcomes

The objective of this course is for students to further develop their productive skills. Students will encounter the challenges of giving presentations, be introduced to short essays, reading and listening comprehension exercises, and will improve their English understanding and fluency.

Communicative functions include greetings, small talk, staying in hotels, driving, personal care, personality, the arts and ethical choices, asking for confirmations and asking questions, while pronunciation focuses on the stress and tone required for understanding and speaking more fluently.

Students are also introduced to more complex grammar structures. Grammar includes introduction to perfect tenses, parallel verbs, conditionals, spoken and written contractions with "how", usage of past

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participles of irregular verbs, tag questions, subjects, objects, objects of prepositions, gerunds and infinitives, using nouns as adjectives, and expansion on some grammatical forms such as, pronouns and modals.

By the end of this course, students will be able to function at an intermediate level of English by successfully completing the Level 2 final exam and by enrolling in RC High-Intermediate IEP, Level 3.

Performance Objectives

After the successful completion of each unit, students will be able to:

- Introduce themselves, talk about experiences, gestures and customs, use present perfect tense, use past participles of irregular verbs; listen for details; identify supporting details in a text; write a description of an experience.
- Discuss movies and entertainment, use present perfect progressive tense, apologize and provide a reason for being late, listen for main ideas, evaluate ideas in a text, write an essay about violence in movies and on TV.
- Talk about hotel services, use the future tense with "will," modals for obligation, suggestions and advice, make a formal, polite request; listen to take phone messages, draw conclusions and interpret a map in a text; write a paragraph explaining the reasons for choices.
- Talk about transportation and transportation problems, rent a car, use past progressive, listen to infer outcomes; use critical thinking; write a comparison paragraph.
- Discuss personal care and appearance, use indefinite pronouns, listen to take notes; predict from a text; write a formal letter.
- Discuss food, nutrition and food passions, differentiate between "use to" and "used to"; listen to personalize; compare and contrast, summarize a text, write a persuasive paragraph.
- Talk about personalities, use gerunds and infinitives as direct objects, and gerunds as objects of prepositions, use positive and negative adjectives; synthesize information from a listening task; supporting reasoning with details from a text, make personal comparisons; write an essay describing someone's personality.
- Discuss the arts, use passive voice, transitive and intransitive verbs, infer point of view from a listening; paraphrase a text; write a descriptive essay.
- Talk about computers, the Internet, use infinitive of purpose, comparisons with "as...as", comparatives and superlatives; relate a text to personal experience; write an essay evaluating advantages and disadvantages of the Internet.
- Talk about ethics and values, use the real and unreal conditional, possessive pronouns; understand vocabulary from context; write an essay on personal choice.

High-Intermediate IEP - Level 3

Course Description

This course covers intermediate grammar skills, pronunciation, idioms, and writing at the high-intermediate level. Practice in reading, writing involving paragraph structures, tenses, modals, comparatives, superlatives, and clauses is applied. It also focuses on interpersonal communication skills and pronunciation to increase students' reading and speaking fluency, and comprehension.

Course Learning Outcomes

The objective of this course is to expose students to more complex uses of previously studied grammatical structures, such as clauses, comparisons, modals, conditionals and gerunds and infinitives. Students are introduced to passive and active voice as well as quoted and reported speech. The emphasis is on how to use these complex structures correctly in the context of both written and oral expression. Students further develop productive skills through group/pair work, journals, presentations, reading and more complex writing exercises, such as introduction to a five-paragraph essay.

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The communicative functions include discussing health matters, quality of services, preparing for emergency situations, giving opinions and discussing interests. To this end, extensive pair and group work, listening comprehension exercises, reading, and writing is carried out. Students will be introduced to additional authentic materials to stimulate thought and promote a more sophisticated level of verbal expression.

By the end of this course, students will be able to function at a High-Intermediate level of English by successfully completing the Level 3 final exam and by enrolling in RC Advanced IEP Level 4.

Performance Objectives

After the successful completion of each unit, students will be able to:

- Make small talk, discuss cultures, use vocabulary which relates to manners and etiquette, use tag questions and the past perfect tense; listen for main ideas, predict and confirm facts, write a formal and informal e-mail message.
- Make a medical or dental appointment, discuss treatment and medications, use modals to draw conclusions and express possibility; listen for details, write a comparison and contrast essay, make comparisons, comparative and superlative forms of adjectives and adverbs.
- Request service, plan a meeting or an event, use causatives, listen for specific information, identify supporting details in a text, write an essay expressing a point of view, use connecting ideas with "and", "but", "or", "so", "because", "even though/although".
- Discuss reading for pleasure, use noun clauses and embedded questions; take notes from a listening, infer a speaker's point of view; recognize points of view; write a summary and review of something read, use passive modal auxiliaries and past participles as adjectives.
- Describe natural disasters, use quoted and reported speech, paraphrase a text, interpret data from a chart; write a procedure for preparing for an emergency.
- Discuss life plans, express regrets about past actions; use future tense and future in the past and perfect modals; infer a speaker's motives from a listening task; write a short autobiography.
- Discuss holidays and traditions, use adjective clauses with subject relative pronouns, reflexive pronouns and reciprocal pronouns, active and passive sentences, infer information from a listening task, scan a text for facts, write a descriptive essay.
- Discuss inventions and discoveries, use descriptive adjectives, use conditional sentences, the past unreal conditional, identify cause and effect; write an essay about the historical impact of an important invention.
- Discuss controversial issues, use non-count nouns, gerunds and infinitives, summarize a listening task, use critical thinking, write an essay presenting contrasting ideas.
- Describe a geographical location and give solutions to global warming; use prepositions of place, proper nouns and infinitives with "enough," understand from context; write a geographic description of a country, state, or province.

Advanced IEP - Level 4

Course Description

This course is designed to develop students' advanced speaking and listening skills integrated with reading, writing, grammar, pronunciation, vocabulary and idioms for achieving academic and workplace goals. Group discussions, presentations, evaluations of lectures, and advanced parts of speech are introduced. This course will prepare students for the American college experience.

Course Learning Outcomes

The objective of this course is to have students be able to produce a variety of cohesive ideas expressed through a range of complex written and oral structures. The students will further develop productive skills through group/pair work, presentations, reading, and being exposed to different genres of essays. Focus is also on perfect and perfect progressive tenses, parallel structure, run-on sentences, expansion of gerunds and infinitives, as well as an overview of verb tenses, and expansion of modals, passive voice and irregular verbs.

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Communicative functions in this course enable the advanced students to distinguish between real and hypothetical situations, informal vs. formal language, recognize sincere vs. sarcastic intonation, describe relationships and behavior, make promises, and express hopes. Additionally, students are enabled to infer meanings from context, express and support arguments or opinions, build vocabulary, read for ideas, and explore materials intended for native speakers.

By the end of this course, students will be able to function at an advanced level of English by successfully completing the Advanced IEP Level 4 final exam and by enrolling in RC High Advanced IEP Level 5.

Performance Objectives

After the successful completion of each unit, students will be able to:

- Describe personalities, compare perspectives on life; properly use gerunds and infinitives; write a descriptive essay on personality types.
- Discuss musical preferences, benefits of music; use present perfect and the present perfect progressive, noun clauses and participial adjectives; use parallel structure in writing.
- Talk about financial goals, describe spending habits, discuss reasons for charitable giving; talk about future plans and finished future actions by using future progressive and future perfect progressive; use the past unreal conditional: inverted form; present information in chronological order.
- Discuss appearance and self-esteem, comment on fashion and style; properly use subject-verb agreement with quantifiers with "of," express and support an opinion from a listening; examine cultural expectations and present contrasting information; write a comparative essay.
- Discuss social responsibilities, identify urban problems, complain about public conduct; properly use negative prefixes to form antonyms, possessives with gerunds and paired conjunctions; write a formal complaint letter.
- Debate the value of animal conservation, exchange opinions about the treatment of animals; properly use passive voice with modals; write a persuasive essay.
- Describe consumer shopping habits, give shopping advice; use passive forms of gerunds and infinitives; summarize and paraphrase another person's ideas in writing.
- Discuss family trends, discuss parent/teen issues; properly use repeated comparatives and double comparatives, recognize run-on sentences and comma splices; write a descriptive essay;
- Present a theory about a past event; evaluate the trustworthiness of news sources; speculate about history's mysteries; use indirect speech with modals and perfect modals in the passive voice for speculating about the past;
- Explain the benefits of leisure activities, describe hobbies and other interests; use adverbs of manner; write an essay commenting on another's point of view.

High Advanced IEP - Level 5

Course Description

This level focuses on more frequent reading, writing, and speaking practice, in addition to the advanced grammar involved in these outlined skills. This real-life focus prepares students for TOEFL® or TOEIC® examinations and college courses.

Course Learning Outcomes

The objective of this course is for students to focus on application of all grammatical structures and English usage acquired up to this level, rather than on prescriptive study of grammar. This is achieved through utilization and analysis of structures found in culturally authentic materials, such as magazine and newspaper articles, short literary works and videos. Students will also be exposed to phrasal verbs.

This course integrates college level reading, writing, discussion, critical thinking and note-taking skills. Students properly integrate advanced vocabulary and idioms into college level compositions. Students engage in American discourse styles, such as debates and discussions, wherein the teacher elaborates on a challenging topic from the text to evoke student's oral communication skills.

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After this class, students will demonstrate their abilities by successfully completing the High-advanced IEP Level 5 final exam and by enrolling in RC's TOEFL® or TOEIC® classes, or by transferring to an institution of higher learning.

Performance Objectives

After the successful completion of each unit, students will be able to:

- Explain life choices and plans, describe a person's continuing activities, share their dreams and goals in life, and discuss job qualifications and work experience; use present perfect and present perfect progressive, correctly use stative verbs; express and support an opinion; write a biography.
- Discuss the social uses of lying, express regret and take responsibility, discuss helping others, and explain the moral of a story; use adjective clauses; write a five paragraph essay about an experience.
- Describe a dangerous or challenging experience, express frustration, empathy, and encouragement, describe how people confront adversaries, and discuss the nature of heroism; describe the relationship of past events and actions to each other; reduce adjective clauses to adjective phrases, listen to summarize; write a summary of an article.
- Describe their shortcomings, talk about ways to manage stress, discuss how they handle anger, and identify what's important in life; identify the subjunctive; evaluate ideas in a text.
- Present views on superstitions, evaluate suspicious claims, identify fears and phobias, and describe and interpret a dream; reduce adverb clauses to adverbial phrases, properly use coordinating conjunctions, scan for information in an article; write an essay on superstition.
- Express regret and relief, ask someone for a favor, describe a travel nightmare, and explain a life-changing event; use conditional sentences with mixed time frames; use critical thinking in listening; write a comparison essay.
- Compare their strengths and weaknesses, define intelligence, explain how they produce their best work, and debate preferential treatment for the gifted; use subordinating conjunctions and transitions; write a descriptive essay.
- Discuss the health benefits of laughter, respond to a joke, explain why something is funny, and explore the limits of humor; use indirect speech; write a cause and effect essay.
- Discuss the feasibility of future technologies, describe applications of innovative technologies, discuss future trends, and consider ways to protect the environment; use passive voice: the future, the future as seen from the past, and the future perfect; infer information from a text; write an essay predicting life in the future.
- Describe the cultural impact of foreign imports, react to news about global issues, discuss the economic impact of globalization, and discuss the role of English in international communication; use transitive phrasal verbs; determine when and how to separate transitive phrasal verbs; write a persuasive essay.

TOEFL® Test Preparation

Course Description

The TOEFL® Test Preparation Course is for students who plan to take the TOEFL® iBT exam. The TOEFL® exam is a test used for College, University, and Graduate school admission. This course is for students who would like to improve their score on the TOEFL® test. Participants follow an assigned schedule by which they learn TOEFL® skills through studying lectures, doing exercises, taking practice TOEFL® tests, and receiving instructor feedback.

Course Learning Outcomes

The objectives of this course are to improve each students' oral, writing, listening and reading skills and to improve their test score on the TOEFL® iBT. Each week students will monitor their

progress by taking a practice test. After the practice test, class time is used to teach and practice academic skills. Students will think, answer, compare, and discuss each question to further their academic knowledge.

Students will have to demonstrate their ability to integrate the language skills by completing tasks similar to those that they will be expected to accomplish in academic settings. They will have to speak and write at high levels of proficiency. Therefore, this class focuses on academic English in all modalities - reading, writing, listening, and speaking. Four main areas of academia are studied: the Natural Sciences, Applied Sciences, Social Sciences, and Humanities.

Upon successful completion of this course, students should have a good understanding of all skills (listening, reading, writing, and speaking). They will demonstrate their abilities by successfully completing the TOEFL® iBT exam with a high score. In this way, the students are thoroughly prepared to gain admission to universities and to derive the maximum benefit from their studies while they are there.

Performance Objectives

After the successful completion of this course, students will be able to:

- Improve one's score on the TOEFL® Test by being familiar with directions and test strategies, such as types of questions, “distractors”, and “Tricks” that are used on the TOEFL® test;
- Develop awareness of individual strong and weak points so one can change ineffective strategies and allocate study time better;
- Demonstrate sound knowledge of English grammar for the TOEFL® exam through reading, writing, speaking, and listening;
- Demonstrate acquisition of a broad range of relevant English language vocabulary for the TOEFL® exam;
- Demonstrate understanding of a range of accents and speed of speaking while doing a variety of tasks such as form filling, listening for main ideas, and note taking;
- Demonstrate increased confidence and fluency through guided work, discussions, role-plays and group or individual presentations;
- Produce individual sounds as well as elements of connected speech;
- Demonstrate effective reading comprehension skills through skimming, scanning and predicting, along with strategies for dealing with unfamiliar vocabulary;
- Demonstrate effective academic writing skills by writing for a number of purposes; a balance of personal and impersonal styles and topics will be studied;
- Demonstrate knowledge of the process approach to writing, from the construction of sentences through compositions;
- Transfer information in note form to properly written essays;
- Demonstrate understanding of essay conventions, such as layout, bibliographies, footnotes & quotations;
- Acquire and use time-management & effective study skills;
- Discuss and debates issues of culture by expressing knowledge of other cultures, including the American culture; and
- Demonstrate learner independence by completing assigned homework and self-study.

Business English

Course Description

This course focuses on the practical application of principal language skills with emphasis and focus on the basics of business writing and oral communication in business related situations or contexts. Students are given a firm base and effective knowledge of business English.

Course Learning Outcomes

The objective of this course is to introduce students to problem solving, critical thinking and professional communication through integrated skills. The emphasis is on how to use formal vocabulary and expressions in business-related environments both orally and in written form. Students develop productive skills through group/pair work, presentations, discussions and role-plays.

The communicative functions include practicing moderating skills, form-filling, writing cover letters and resumes, discussing global issues that affect the business world, developing time-management skills, creating action plans, decision-making, placing orders, participating in meetings, giving formal presentations, reading and discussing job advertisements, and analyzing different sales situations. To this end, extensive pair and group work, listening comprehension exercises, reading, and writing is carried out. Students will be exposed to simulated business situations and introduced to authentic business-related materials.

Students will be able to demonstrate their abilities to communicate in a variety of business settings and interact in English using comprehensive business skills.

Performance Objectives

After the successful completion of each unit, students will be able to:

- Discuss, brainstorm, and evaluate ideas by listening and taking notes;
- Listen and read for specific information, gist, key ideas, general ideas, and understand implied ideas;
- Comprehend vocabulary in and from context;
- Listen and identify speakers in a telephone conversation, listen for attitude and numerical information and check information and make small talk
- Identify key ideas and details in a text, summarize information from a listening or reading and skim and scan an article;
- Categorize and use formal and informal registers;
- Provide suggestions and recommendations and talk about advantages and disadvantages
- Express opinion, tendencies, cause and effect, and reasons;
- Write descriptions, definitions, e-mails, memos, reports, business and information letters;
- Interpret and present information in graphs and charts; Role-play situations
- Describe statistical trends and products
- Prepare and give a oral presentation and report what someone says/said
- Make contrasts, comparison, requests, persuade and complain;
- Prepare and formulate questionnaires/questions

- Distinguish word families and formation and identify synonyms
- Use business jargon and business slang
- Speculate, make predictions, and write about the future.

Conversation & American Culture

Course Description

This course focuses on current events and cultural topics in English. Students further develop their pronunciation, vocabulary, idioms and conversational skills. This real-life focus familiarizes and accustoms students with the diversity of American Culture and increases self-esteem and confidence in using English in their educational and personal lives.

Course Learning Outcomes

The objective of this course is to familiarize students with the many different aspects of American culture such as greetings, gestures, dating, tipping, safety laws, health, holidays, education, shopping and values. As students are introduced to certain topics they will be able to converse and convey their personal opinions, argue a point of view, and share and discuss experiences.

Students will be able to understand and make inferences from conversations and talks regarding academic and social topics. Clear English pronunciation, including stress and intonation will be emphasized and demonstrated through using authentic materials to stimulate students' oral communication skills.

Performance Objectives

After the successful completion of each unit, students will be able to:

- Discuss assumptions of culture and recognize and use common gestures and sayings;
- Get acquainted with each other, recognize and become familiarized with appropriate topics of discussions and distance and space requirements;
- Associate social events and holidays with experiences and interpret and discuss superstitions;
- Distinguish the different methods of meeting people to date and use compliments and conversation on a date;
- Differentiate the different teaching and learning styles, collaborate with classmates on an assigned task, and classify rules for attending school;
- Identify common shopping phrases, prices and negotiations, and create a conversation between a customer and a salesperson;
- Recognize the different styles, textures, and tastes of food, and produce a conversation on ordering and dining in restaurants;
- Correlate health habits and health issues, and perform a doctor/dentist visit role play;
- Associate legal terms and legal issues with law and crimes and differentiate road signs;
- Describe values and people's version of an American dream and interpret government terms and American politics.

TOEIC® Test Preparation

Course Description

This course offers students a 12-week preparation in making it possible for them to master the Test of English for International Communication (TOEIC). The business world demands that its participants communicate effectively. This course is intended to help students who plan to work for international organizations, and tools to become confident in their ability to speak, listen, read, and write in American English, which will lead them to success in their business, professional, or technical careers. Besides regular class instruction, students will also take a weekly (full-length) practice test to monitor individual progress.

Course Learning Outcomes

The objectives of this course are focused on enabling students to prepare for and pass the TOEIC® test. This class is also designed to help improve their TOEIC® scores if they have not reached the level desired for their professional goals. Students learn vocabulary, grammar, and test-taking skills essential for the TOEIC®. Students have the opportunity to improve listening and reading comprehension skills as well as their speaking and writing skills. As a result students will leave this class with practical strategies that they can use on the test and in everyday life.

Communication is a major focus in the class. Communicating confidently is important in the business world; students will give presentations, interview for a job, participate in group discussions, and debate. Not only is oral communication important, but written communication is essential in the business environment. Several examples include a cover letter and resume, a newspaper article, a letter to the editor, an advertisement or a product description, a press release, and an email.

The TOEIC® program teaches students the skills they need for both general and business purposes. Topics covered in this course include careers, workplaces, communications, retailing, industry, trade, leisure, culture, money, travel, environment, health, and society.

Upon successful completion of this course, students should have a good understanding of all skills (listening, reading, writing, and speaking) and they will have the ability to do well in both the listening and reading sections of the TOEIC® test. They will demonstrate their abilities by successfully completing the TOEIC® exam with a high score.

Performance Objectives

After the successful completion of each unit, students will be able to:

- Demonstrate knowledge of test taking techniques specific to the TOEIC®;
- Demonstrate understanding of and work within time restrictions;
- Identify misleading information in listening and reading sections of the test;
- Expand oral and written vocabulary by learning 600+ TOEIC® key words;
- Recognize and properly use 20-25 essential English grammar structures specifically tested on the TOEIC®;
- Demonstrate understanding of business idioms and phrasal verbs tested on the TOEIC®;
- Demonstrate acquisition of all four language skills (speaking, listening, reading and writing), with an emphasis on real communication;

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- Demonstrate understanding of a range of accents and speed of speaking while doing a variety of tasks such as form filling, listening for main ideas, and note taking;
- Demonstrate increased confidence and fluency through guided work, discussions, role-plays and group or individual presentations;
- Produce individual sounds as well as elements of connected speech;
- Demonstrate effective reading comprehension skills through skimming, scanning and predicting, along with strategies for dealing with unfamiliar vocabulary;
- Discuss and debate issues of culture by expressing knowledge of other cultures, including the American culture; and
- Demonstrate learner independence by completing assigned homework and self-study.

Completion Requirements

Program	Requirements to Complete the Program	Required Courses	Final Tests	Internship or Externship	Total Clock Hours
Intensive English	Students take the final exam	None. This program is not divided into sub-courses	Yes. Students are tested upon completion of the program	No internship or externship is required	216 Per Level
Semi-Intensive English	Students take final exam	None. This program is not divided into sub-courses	Yes. Students are tested upon completion of the program	No internship or externship is required	216 Per Level
TOEFL® Prep	Students take final exam	None. This program is not divided into sub-courses	Yes. Students are tested upon completion of the program	No internship or externship is required	216
TOEIC® Prep	Students take final exam	None. This program is not divided into sub-courses	Yes. Students are tested upon completion of the program	No internship or externship is required	216
Business English	Students take final exam	None. This program is not divided into sub-courses	Yes. Students are tested upon completion of the program	No internship or externship is required	216
Conversation & American Culture	Students take final exam	None. This program is not divided into sub-courses	Yes. Students are tested upon completion of the program	No internship or externship is required	216

Equipment Used for Instruction

Intensive English	The course takes place in a classroom located in the school building. Each classroom is equipped with a CD player and a TV and DVD player. Students are required to purchase textbooks for the course they are taking.
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Semi-Intensive English	The course takes place in a classroom located in the school building. Each classroom is equipped with a CD player and a TV and DVD player. Students are required to purchase textbooks for the course they are taking.
TOEFL® Prep.	The course takes place in a computer lab located in the school building. The computer lab is equipped with computers, a printer and a CD player. Students are required to purchase textbooks for the course they are taking.
TOEIC® Prep.	The course takes place in a classroom located in the school building. Each classroom is equipped with a CD player and a TV and DVD player. Students are required to purchase textbooks for the course they are taking.
Business English	The course takes place in a classroom located in the school building. Each classroom is equipped with a CD player and a TV and DVD player. Students are required to purchase textbooks for the course they are taking.
Conversation & American Culture	The course takes place in a classroom located in the school building. Each classroom is equipped with a CD player and a TV and DVD player. Students are required to purchase textbooks for the course they are taking.

Sample Schedule

TOEFL® Test Preparation Program

Monday-Friday 09:00 AM - 10:15 AM	Listening: Academic Lectures	Oral Skills: Compare and Contrast	Listening: Academic Lectures	Oral Skills: Expressing Opinions	Oral Skills: Timed Exercises
Monday-Friday 10:30 AM - 11:30 AM	Reading: Identifying Arguments	Speaking	Reading: Analysis of Rhetoric	Speaking	Reading: Analysis of Rhetoric
Monday-Friday 11:45 AM - 12:36 PM	Writing: Introduction	Writing: Development	Writing: Development	Writing: Development	Writing: Exercises

Duration of Programs or Modules

Course	Level	Weeks	Class Hours
Pre-Beginning IEP	ABC	12	216
Beginning IEP	1	12	216
Intermediate IEP	2	12	216
High-Intermediate IEP	3	12	216
Advanced IEP	4	12	216
High-Advanced IEP	5	12	216
Business English		12	216

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Conversation & American Culture	12	216
TOEFL® Preparation Program	12	216
TOEIC® Preparation Program	12	216

Certificate of Completion

Certificate of Completion can be issued to students upon request. Students who complete a program at RC, and who finish with a minimum Grade of C, can request a Certificate of Completion for the course.

Professions – Requirements for Eligibility for Licensure

None of the educational services offered lead to occupations that require licensure.

Placement Assistance

RC provides placement assistance to students who are planning to apply to continuing education programs offered by vocational schools, community colleges, and universities, upon completion of our program. Students seeking placement assistance may also request copies of their transcripts and/ or attendance records to be sent to their chosen schools. RC cannot guarantee placement in continuing education programs offered by vocational schools, community colleges, or universities, upon completion of its program.

Student Services, Visa

RC assists overseas applicants in securing an I-20 student visa. Once an overseas student has been accepted to our institution, an I-20 form is being issued and sent to the student along with the acceptance letter and school catalog. The student is then advised to search the American embassy website in their home country for detailed requirements to apply for a student F-1 visa. The Student Counselor helps the student throughout the visa application process, by providing sample documentation required for obtaining an F-1 visa, such as, bank statement, translation of application forms, motivation letter and other such items. The school does not charge any fees for this service.

Student Services (Other)

Student Housing

This institution does not operate dormitories or other housing facilities. This institution does not provide assistance to students in finding housing, but does assist by providing homestay services. RC maintains a list of local families who have expressed an interest in participating in a homestay program. The families apply, receive a personal orientation, and are visited by an RC homestay representative so as to assure that the residence will be suitable for the participating student. This housing accommodation for international students is affordable and convenient and provides an opportunity for students to experience the American way of life, practice English and form cross-cultural friendships.

Each student is provided with a private furnished room. Upon student's request, home stay accommodation can include meals and Internet access. Prices for home stay range from \$600-\$1200 monthly. If you are interested, ask your admissions representative for a homestay application and the school will work to find a match for you in the local area from the list of participants maintained by RC. When you arrive from overseas, a school representative will pick

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you up at the airport or coordinate with your family to have you brought directly to your homestay family. The school charges a \$250 service fee for making these arrangements. You will make monthly payments directly to your host family.

Health insurance: RC offers the International Student Health Insurance Plan –Study USA - HealthCare with the cost ranging from \$38 - \$300 per month.

For detailed information about policy, coverage and rates, you may contact the RC Admissions office or you may refer to the following web address: www.travelinsure.com.

Private Tutoring: Any student interested in obtaining the services of a private tutor is encouraged to contact the Student Counselor. RC has a computer lab equipped with internet-ready computers, used for TOEFL® class and for the TOEFL® iBT test (Rosemead campus) as the ETS authorized TOEFL® iBT center.

Cost of Programs and Payment Policy

The school reserves the right to change tuition and fees, and to make curricular changes when necessary. In addition, Rosemead College also reserves the right to make substitutions in regard to both materials and teachers. Any changes in tuition or in fees will not affect students who have already paid in full for a given session or sections. However, upon completion of the prepaid sessions or sections, such students will be required to pay according to the new tuition and fees schedule should they wish to be enrolled in further classes.

Students assume the responsibility for payment of the tuition cost in full. All information arrangements must be made before the beginning of the classes. Failure to meet these financial commitments may result in temporary suspension, withholding of all grades, transcripts and certificates, and may also result in dismissal from the school.

Policies and Procedures Regarding Financial Aid (Title IV)

Our school does not provide either State or Federal financial aid.

Loan Repayment

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

Total Charges for a Period of Attendance

Estimated prices shown are for the 12-week enrollment/one semester (F-1 students):

Program	Tuition	Books (estimated fee)	Application Fee*	STRF Fee**	Total Fees
Intensive English	\$2,800	\$275	\$150	\$0.00	\$3,225.00

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Semi-Intensive English	\$1,500	\$165	\$150	\$0.00	\$1,815.00
TOEFL® Prep.	\$1,800	\$130	\$150	\$0.00	\$2,080.00
TOEIC® Prep.	\$1,500	\$100	\$150	\$0.00	\$1,750.00
Business English	\$1,500	\$165	\$150	\$0.00	\$1,815.00
Conversation & American Culture	\$1,500	\$165	\$150	\$0.00	\$1,815.00

*Application fee is not refundable.

** STRF Fee is not refundable.

Estimated Schedule of Total Charges for the Entire Educational Program***

Program	Tuition	Books (estimated fee)	Application Fee*	STRF Fee**	Total Fees
Intensive English	\$16,800	\$1,650	\$150	\$0.00	\$18,600.00
Semi-Intensive English	\$9,000	\$900	\$150	\$0.00	\$10,050.00
TOEFL® Prep.	\$1,800	\$130	\$150	\$0.00	\$2,080.00
TOEIC® Prep.	\$1,500	\$100	\$150	\$0.00	\$1,750.00
Business English	\$1,500	\$165	\$150	\$0.00	\$1,715.00
Conversation & American Culture	\$1,500	\$165	\$150	\$0.00	\$1,715.00

*Application fee is not refundable.

** STRF Fee is not refundable.

***Fees are subject to change without prior notice.

Cancellation and Withdrawal Refund Policies

If you cancel or withdraw your enrollment and request a refund, please do so in writing. Deliver your notice to RC at the address of the location in which you intended to enroll (Rosemead campus or Torrance campus). The notice should be addressed to the School Director.

If you have been accepted by RC, and cancel prior to the start of scheduled classes or if you never attend class, you have the right to cancel the enrollment agreement and obtain a refund of charges paid through attendance at the first class session, or the seventh day after enrollment, whichever is later. If you are rejected for enrollment by RC, or if your visa application has been rejected, we will refund all monies paid, less non-refundable charges. If RC cancels a program subsequent to your enrollment, we will refund all monies paid by the student.

REFUND POLICY

The amount owed to the student equals the institutional charge for the instruction divided by the total number of clock hours in the period of attendance multiplied by the number of clock hours the student has not attended prior to withdrawal. No refunds are due once the student has received more than 60% of the clock hours of instruction in any given period of attendance.

For purposes of determining a refund, a student shall be considered to have withdrawn from an educational program when he or she withdraws or is deemed withdrawn in accordance with the withdrawal policy stated in this institution's catalog.

You must exercise your right to cancel or withdraw on or before this date: _____.

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

If the student has received federal student financial aid funds, the student is entitled to a refund of moneys not paid from federal student financial aid program funds. This institution shall refund any credit balance on the student's account within 45 days after the date of the student's completion of, or withdrawal from, the educational program in which the student was enrolled.

Accreditation and Affiliations

Rosemead College is accredited by the Accrediting Council for Continuing Education and Training (ACCET). The school is a member of the American Association for Intensive English Programs (AAIEP) and is affiliated with Educational Testing Service (ETS) as an approved site to administer the TOEFL® iBT (Test of English as a Foreign Language) and TOEIC® (Test of English for International Communication) test.

School Rules

No person may use, possess, sell or distribute alcohol or illegal controlled substances, nor may anyone use or possess paraphernalia, on school grounds or at school-sponsored events, except those that are prescribed by a physician. This probation applies to all students as well as employees. The term "alcohol and other substances" shall be construed throughout this policy to refer to the use of all substances, including, but not limited to: alcohol, marijuana, cocaine, LSD, PCP, amphetamines, heroin, and any of those substances commonly referred to as "designer drugs". The inappropriate use of prescription and over the counter drugs is also prohibited. Additionally, the following persons shall be prohibited from entering school grounds or school sponsored events: any person exhibiting behavior, conduct or personal physical characteristics indicative of having used or consumed alcohol and/or other substances. No smoking is permitted in the school building or on the stairway. Students must comply with the instructions given to them by the teachers or the administrators. Cell phones should be turned off before students enter

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the classroom and must not be used during the class hour. Eating is not allowed in the classroom during the class hour.

Faculty Roster

Qualifications of Instructors

Allen Palour	B.A. in Linguistics, from University of California, Santa Cruz. Passed California Basic Educational Skills Test.
Amelia Nocete	B.A. in English with minor in Journalism, from California State University, Long Beach. Certificate in Teaching English to Speakers of Other Languages, from International TEFL & TESL Training.
Andres Fujiwara (B)	B.A. in History, from California State University, Dominguez Hills. California Single Subject Teaching Credential Certificate.
Aneta Wojtas (B)	B.S. in Cultural Anthropology, from California Polytechnic University, Pomona. Certificate in Teaching English to Speakers of Other Languages, from Oxford Seminars.
April Tai	EdD in TESOL from Alliant International University, San Diego.
Catherine Steveley (B)	M.A. in Teaching English to Speakers of Other Languages, from Grand Canyon University, Phoenix, Arizona. M.A. in Education, from Grand Canyon University, Phoenix, Arizona.
Christina Roybal	M.A. in Rhetoric, from Carnegie Mellon University, Pittsburgh.
Monica Rivera	B.A. in Business Administration, from California State University, Northridge.
Natalia Golovina	M.A. in Linguistics, from California State University, Fullerton. M.A. in Teaching English to Speakers of Other Languages, from Pedagogical University, Omsk, Russia.
Rafael Amador	M.S. in Teaching English to Speakers of Other Languages, from California State University, Fullerton.
Yihan Liang	M.A. in Applied Linguistics, from University of South Florida.

*B – refers to branch

Our instructors are qualified teaching professionals and many of them are multilingual. Some of them have advanced degrees and have spent time overseas. All of our educators have several years of experience in teaching English as a second language either at home or abroad. Their additional credits include master's degrees in TESOL (Teaching English to Speakers of Other Languages) or a related field, TESOL certificates, and others.

STRF Disclosure

Student Tuition Recovery Fund Disclosures.

"You must pay the state-imposed assessment for the Student Tuition Recovery Fund (STRF) if all of the following applies to you:

1. 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, and
2. 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:

1. You are not a California resident, or are not enrolled in a residency program, or
2. 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."

5 CCR §76215(b) In addition to the statement described under subdivision (a) of this section, a qualifying institution shall include the following statement on its current schedule of student charges:

"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:

1. The school closed before the course of instruction was completed.
2. 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.
3. 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.
4. 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.
5. 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.

Student's Rights, Complaint Procedures and Grievances

Individuals have a number of rights as students at RC. They include the right to cancel, the right to receive a refund, the right to fair and equitable dealings, the right to disclosures as set forth in law and accreditation practices. Our students also have the right to privacy of student records, the right to be treated fairly and to not be subjected to discrimination and most importantly, the right to submit grievances and seek resolution from appropriate authorities. Most problems or complaints that students may have with the school or its administrators can be resolved through a personal meeting with the student's instructor or a counselor. If, however, this action does not resolve the matter to the satisfaction of the student, he/she may submit a written complaint to the main campus:

Rosemead College
8705 E. Valley Boulevard
Rosemead, CA 91770

The written complaint must be addressed to the School Director and contain a statement of the nature of the problem, the date the problem occurred, the names of the individuals involved, copies of documents, if any, which contain information regarding the problem, evidence demonstrating that the institution's complaint procedure was properly followed, and the student's signature. The student can expect to receive a written response within ten business days.

BPPE Complaint Procedures

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 or by completing a complaint form, which can be obtained on the Bureau's Internet web site www.bppe.ca.gov.

Notice to Students: ACCET Complaint Procedures

This institution is recognized by the Accrediting Council for Continuing Education & Training (ACCET) as meeting and maintaining certain standards of quality. It is the mutual goal of ACCET and the institution to ensure that educational training programs of quality are provided. When problems arise, students should make every attempt through the formal complaint procedure within the institution to find a fair and reasonable solution. However, in the event that a student has exercised the channels available within the institution to resolve the problem(s) by way of the institution's formal student complaint procedure, and the problem(s) have not been resolved, the student has the right and is encouraged to take the following steps:

1. Complaints should be in writing and mailed, faxed, or emailed to the ACCET office. Complaints received by phone will be documented, and the complainant will be requested to submit the complaint in writing.
2. The letter of complaint must contain the following:
 - A detailed description of the problem(s);
 - The approximate date(s) that the problem(s) occurred;
 - The full name(s) and title(s) or position(s) of the individual(s) involved in the problem(s), including both institutional staff and/or other students who were involved;
 - Evidence demonstrating that the institution's complaint procedure was

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followed prior to contacting ACCET;

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

ACCET, CHAIR, COMPLAINT REVIEW COMMITTEE

1722 N Street, NW, Washington, DC 20036

Telephone: (202) 955-1113 Fax: (202) 955-1118 or (202) 955-5306

Email: complaints@accet.org

Website: www.accet.org

Note: Receipt of a Complainant will be acknowledged within 15 days.

Copyright Policy *

Copyrighted works covered by the Copyright Act of 1978 may be photocopied without permission from, or payment to the copyright owner if it is a “**fair use**”.

Fair Use allows for the reproduction of copyrighted works for purposes such as “criticism, comment, news reporting, teaching (including multiple copies for classroom use), scholarship, or research.”

The factors required to consider in determining “fair use” include:

- The purpose and character of the use
- The nature of the copyrighted work
- The amount and the substantiality of the portion used in relation to the copyrighted work as a whole
- The effect of the use upon the potential market for, or value of the copyrighted work
- Students should not be charged any more than the actual cost of photocopying
- Guideline: If you require multiple copies for classroom use, you should not make more than one copy per pupil, and the copying should meet the tests of brevity and spontaneity and each copy should include a notice of copyright. Simply type or handwrite the information identifying the holder of the copyright prior to photocopying the material for classroom distribution.
- Brevity: Prose: an article, story or essay of less than 2,500 words, or an excerpt from prose of not more than 1,000 words or 10% of the work.
- Spontaneity: the copying of the material is at the instance and inspiration of the individual teacher and the use of the work is so close in time that it would be unreasonable to expect a timely reply to a request for a permission.

Again, these comments only constitute a guideline. Prohibited activities would include copying of material intended to be consumable, copying that would result in the substitution of the material for books or periodicals, copying should not be directed by higher authority, copying shall not be repeated with respect to the same item by the same teacher from term to term. In this case, the test of spontaneity would fail. The instructor would be expected to obtain permission from the holder of the copyright. This can be done easily and quickly, in many cases, via the internet.

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