



SCHOOL CATALOG



2024-2025

www.rosemeadcollege.edu

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TORRANCE (Branch Campus)
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Mission Statement

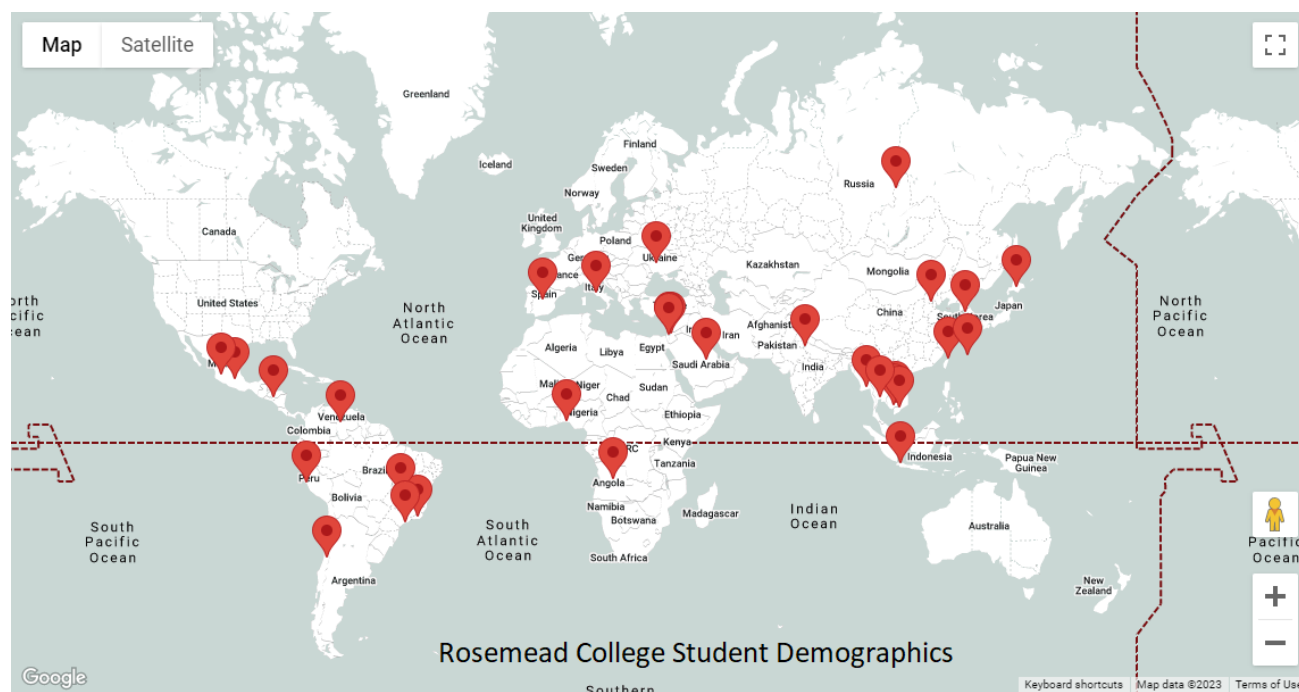
Rosemead College's mission is to provide students with English as a Second Language instruction and the cultural knowledge needed for successful participation in American academic, business, and social settings. We aim to improve the English language and study skills of international students in preparation for study at American colleges or universities, which in part includes preparation for the Test of English as a Foreign Language (TOEFL) for acceptance into American colleges and universities. We also aim to increase the proficiency of international students who wish to pursue career-related goals in the United States and abroad, which in part includes preparation for the Test of English for International Communication (TOEIC).

About Us

Rosemead College serves international and local students in Rosemead, CA and Torrance, CA. Both campuses are located near the heart of Los Angeles and offer many opportunities for educational and social exchange. Because we strive to give our students a well-rounded study abroad experience, each of our campuses organizes monthly excursions in and around Los Angeles. *See COVID-19 Special Emergency Operating Plans

To meet the needs of the high number of enrollees from East Asia, members of our admissions staff are bilingual and, in addition to English, speak Chinese, Japanese, Korean, and Khmer.

RC is an official ETS authorized TOEFL® iBT and TOEIC® test center.



School Description and Location of Institution

Rosemead College (RC) was established in 1992 in Southern California. It offers English as a Second Language classes to individuals who are speakers of other languages.

Located on the second floor of a two-story building at 8705 E. Valley Blvd. in Rosemead California, the main campus consists of six classrooms, each equipped with standard teaching and AV equipment in order to support classroom instruction. Our class ratio is a maximum of 1:25. On the second floor, there is a computer lab equipped with 22 computers that doubles as the classroom for the TOEFL® Preparation Program and as a test center for the TOEFL® iBT test. Along with classrooms and the school's Admissions Office, the second floor houses a teachers' lounge that also doubles as a resource library. There is parking at both the front and at the rear of the premises 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 on the first floor of an Executive Office Suite and has three classrooms. There is a solarium and kitchen located on the third floor for staff and students to use. There is a bike and scooter rack available at the back of the building for student use. The building is Handicap Accessible with ample parking for staff, instructors, and students.

Beginning and End Dates of this Catalog

October 1, 2024 through September 23, 2025

Hours of Operation

Monday to Friday 9:00 am to 5:00 pm, barring holidays or unless otherwise noted

on our [Academic Calendar](#) or School website.

Financial Stability – Bankruptcy History

This institution has never had a history of a pending petition in bankruptcy, is not 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 the Bureau for Private Postsecondary Education at

Bureau for Private Postsecondary Education
1747 N. Market Blvd Ste 225 Sacramento,
CA 95834

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

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. For limited English speakers: if English is not the student's primary language, and the student is unable to understand the terms and conditions of the enrollment agreement, the student shall have the right to obtain a clear explanation of the terms and conditions and all cancellation and refund policies in his or her primary language. Upon request and if possible, Rosemead College will provide a translated copy in the student's native language or refer a student to a local translation company prior to student's signing of 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 applicant. A high school diploma or its equivalent is required for admission to any of our programs and all international applicants must be able to demonstrate their ability to meet financial obligations.

Placement Test Administration

In order to assess their English abilities, each applicant is given a Full-Course Top Notch/Summit Placement Test at the time of enrollment. The placement test corresponds to the textbooks used in the program and consists of grammar, listening, reading comprehension, and speaking sections. The

student is given instructions for the test by an Admissions Coordinator or an Admissions Officer. Upon completion of the grammar, reading, and listening portions of the test, the student is given the speaking portion of the test administered by the Branch Education Coordinator at the Branch campus or the Associate Director at the main campus. The test is then scored and the appropriate level determined by the scorer.

Branch Campus Policy on Course/Classroom Availability

Due to the limited space at our branch campus in Torrance, Beginning IEP (Level 1) through High-advanced IEP (Level 5) will be prioritized for AM offerings. These courses may be opened upon enrollment of students placed into that specific level. In the case of classroom availability, the following course offerings may be offered in the AM: Pre-beginning IEP-level (ABC), TOEIC, TOEFL, Business English, and Conversation & American Culture. Otherwise, these courses will be limited to afternoon or evening.

English Proficiency

No minimum English proficiency is required for admission into our ESL programs. However, students must qualify for the Advanced (Level 4) ESL class or score a minimum of Advanced (Level 4) ESL on their placement test in order to be eligible to take either Business English or Conversation & American Culture courses. No minimum English proficiency is required for either the TOEFL or the TOEIC preparation courses. However, we *recommend* that students complete at least a minimum of Advanced (Level 4) ESL before enrolling in either preparation course.

Award of Credit for Prior Experiential Learning

This institution does not award credit for prior experiential learning. This institution does not award credit for satisfactory completion of CLEP or other comparable examinations. This institution has not entered into an articulation or transfer agreement with any other college or university and 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 Procedure

Applicants may submit an application for admission in person or online. If necessary, assistance is provided to applicants with limited English proficiency. The student will submit an application along with all

necessary documents (copy of passport and visa, high school diploma, bank statement) and pay the application fee. Once required paperwork is submitted and reviewed by admissions staff, the applicant is issued an acceptance letter. At this time, all applicants are given a copy of the school catalog and a copy of the Rosemead College Refund Policy. In order to complete enrollment, students must sign a written enrollment agreement and pay tuition fees.

Admissions representatives give all newly enrolled students an orientation. During this orientation, students are informed of academic and attendance policies, the conduct expected of students, and services provided by the school. After this short orientation, students take a placement test to determine their class level and are enrolled in the appropriate class.

Student Records - Transcripts

Release of confidential information to any person or persons other than the named is strictly prohibited by school policy. Private student information is not available to anyone EXCEPT:

1. with a written request or release from the student
2. with a court order
3. in order to comply with accreditation or government requirements

All individual student files 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. An official transcript is available upon advance payment of the transcript fee of \$25.00.

Parents of minors and guardians of “tax dependent” students also have the right to inspect and challenge the information contained within those records. An appointment should be scheduled with the admissions if such a file inspection is desired.

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. See “Probation and Dismissal Policies” for more information.

Probation and Dismissal Policies

Students who enroll at Rosemead College are responsible for attending classes regularly. Students are expected to maintain good attendance and adhere to their program completion dates. Students should strive to attend classes consistently in order to master the required skills in the time allowed. *At the discretion of the School Director, a student may in a rare emergency choose to attend a class at either campus, if the class level and/or program is identical. This does not constitute a makeup class, but is for the purpose of academic progress.* Failure to attend a minimum of 80% of classes per course may result in dismissal from the program.

If a student has accumulated 4 absences, or any combination of absences, early departures, and tardies that equal 4 absences, in any given month during the quarter, the student will be placed on probation. **Tardies and early departures are defined as any 15-minute intervals.**

The following will apply to partial absences:

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.

When a teacher informs a DSO of the need to place a student on attendance probation, the following procedure will follow:

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 attendance and maintaining their 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. ***The student counselor and teacher will monitor the attendance progress of the 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:

If a student does improve their attendance, the procedure outlined for 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 as required by law.

A student who fails to attend 15 consecutive days of classes and makes no contact with the Admissions office during that time will be considered to have withdrawn. The student's SEVIS record will be terminated on the next business day.

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 a DSO. Excused absences will count as absences in the calculation of attendance rates and will not increase the maximum number of allowable absences.

Vacation

A student enrolled in the program under an F-1 or M-1 visa may be granted a vacation in accordance with the regulations of the Department of Homeland Security and the following guidelines:

- (a) Rosemead College's vacation policy, which allows students to accumulate vacation over an extended period of study. A student is eligible to take a leave once they have successfully completed three consecutive terms. Length and frequency of vacations must not impede student progress and must be reasonable within the context of the institution's curriculum.

In order to be granted a vacation in accordance with Rosemead College's policy, the student must be in good standing at the end of the term in which the student requests a vacation. Rosemead College defines good standing as having attended a minimum of 80% of classes and earned a passing grade in the class. If granted, a vacation may span a maximum of 12 weeks.

If there is an emergency situation which requires a leave of absence prior to the student completing three terms, proper documentation must be submitted.

To request a vacation, a student must fill out and sign the Vacation Request Form and submit it to the Admissions Office. The student must return to school by the anticipated return date stated on the form. The school will contact the student on vacation one week prior to the expected return date to remind them of their return date. If the student does not return on the appointed date, the admissions office will contact the student and send a Warning Notice. If the student has not reported to the school office within 15 days of the expected return date, the DSO will issue a final notice, and will update the student's status in the SEVIS system.

Upon returning from an extended absence (more than four weeks), school may require students to retake the placement test before resuming the program.

Leave of Absence

A student enrolled in the program under an F-1 or M-1 visa may be granted leaves of absence in accordance with the regulations of the Department of Homeland Security and the following guidelines:

- (a) Documented emergency situations such as a serious illness or a death in the immediate family. Any one leave is not to

extend beyond 50% of the length of period for which the student applied.

A 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 number of days does not exceed this limit.

To request a leave of absence, a student must fill out and sign the Leave of Absence Request Form and submit it along with documentation of emergency to the Admissions Office. The student must provide the school with documentation of the return date or contact the school with an expected return date not to exceed 50% of the length of the period for which the student applied.

If the student does not return on the appointed date, the admissions office will contact the student and send a Warning Notice. If the student has not reported to the school office within 15 days of the expected return date, the DSO will issue a final notice, and will update the student's status in the SEVIS system.

Departing Students

All students who plan to end their studies at Rosemead College are required to inform school officials about their plans to transfer or return to their home country before their last day of attendance. Students planning to return to their home country should inform school officials of their travel plans in order to be properly notified of SEVP regulations for departing students. Students who plan to transfer must submit an acceptance letter from the school to which they are transferring.

Students who do not contact the school about their departure plan will have their SEVIS I-20 held for a period of one week from the day

of their next scheduled starting date. The “next scheduled starting date” is defined as the first day of the new term for students that enrolled at the beginning of the term. For students who enrolled mid-term during open enrollment, the “next scheduled starting date” is defined as the day after the tuition fee expires. After the holding period, the student's I-20 will be terminated in SEVIS.

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

Student Code of Conduct

Students attending Rosemead College are expected to dress and act professionally while on school premises, during class, and at school events. Rosemead College strives to establish an academic environment in which learning is nurtured, individual responsibility is rewarded, and academic dishonesty, cheating, and plagiarism are not tolerated. Dishonesty, such as cheating or knowingly falsifying information to the college will result in disciplinary action. Disciplinary actions will be on a case-by-case basis.

At the discretion of the school administration, a student may be dismissed from school for:

- An incident revealing alcohol or drug possession or use
- Possession of a weapon 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
- Academic dishonesty, including misuse or abuse of AI

Please see entire Student Code of Conduct in Appendix 1

Library Resources

No library is needed to meet the instructional needs of the students in any of our accredited programs and 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 a student, upon his/her request.

The grading system is as follows:

A+	97% to 100%	
A	93% to 96%	C 73% to 76%
A-	90% to 92%	C- 70% to 72%
B+	87% to 89%	D+ 67% to 69%
B	83% to 86%	D 63% to 66%
B -	80% to 82%	D- 60% to 62%
C+	77% to 79%	F 0% to 59%

Overall Grades are weighted using the following:

	Midterm	Final
Participation/Homework:	20%	10%
Quizzes/ Tests:	20%	10%
Study Skills:	10%	10%
Midterm Exam:	50%	30%
Final Exam:	-	40%

Evaluations for satisfactory progress are made in the middle and at the end of each course. Benchmarks occur every 25% of the program. Teachers record each student's performance on an exam consisting of writing, speaking, reading, listening, grammar and vocabulary sections. At the end of the term, along with a final exam, teachers administer a standardized test via paper or online, as an objective outside measure of student performance.

1. An Admissions Officer prepares exam reports (on which teachers report student grades) and distributes them to teachers.
2. Teachers administer a five-part test: listening, grammar & vocabulary, reading, writing, and speaking.
3. Teachers turn in a blank exam, an answer key, exam reports, and ALL graded tests to an Admissions Officer. The officer places tests into student files.

Student Progress and Academic Probation Policy

Instructors perform student assessments at regular intervals, yielding a letter grade at the midpoint and at the end of each course/level. Students who fail the midterm exam will be sent a Midterm Warning Letter to let them know they are in danger of being placed on academic probation. The student's final grade will be monitored at the end of

each term as the grades are available in the school office. Students must receive an overall letter grade of C- (70%) or higher at the end of each course and attend at least 80% of scheduled course hours to advance to the next level. Students who receive a C- (70% - 72%) may, upon request from the student and a recommendation from the teacher, repeat the course for which they received a C-.

In the event a student chooses to repeat a course for which they received a C-, the student will be placed on academic probation, notified with a letter, and issued an Academic Improvement Plan. These documents will be signed by the appropriate parties and a copy will be placed in the student's file. Students will not be allowed to repeat Conversation & American Culture, Business English, or IEP courses for which they have earned a grade of C or higher (73% - 100%).

The total number of terms a course can be taken will not exceed three. Under special circumstances, students returning from a 3-month leave of absence may be required to have their class level reassessed. Should these students, upon reassessment, place into the course for which they had earned a passing grade before the leave of absence, they will be allowed to repeat the course as long as the total number of times the course is taken does not exceed three. In the event a student returning from a leave of absence tests into a course for which they've already received a passing grade, the student will be placed on academic probation, notified with a letter, and issued an Academic Improvement Plan. These documents will be signed by the appropriate parties and a copy will be placed in the student's file. Under no circumstances will students be allowed to enroll in a level lower than the one for which they had received a passing grade prior to taking a leave of absence.

Students taking TOEFL and TOEIC prep begin class with a target goal score. Target goal scores are individual scores that each student wishes to achieve before taking the TOEFL or TOEIC test. Test Progress Forms are completed at enrollment or the first day of class. TOEFL and TOEIC prep courses are subject to the same limitations regarding the maximum number of times a course may

be repeated and, per our policy, will only be allowed to take the course a maximum of three times.

As stated in the institution's published policy, a student will be placed on academic probation if he/she is not making satisfactory academic progress. Accordingly, if a student's grade at the end of a particular course falls below C-, the student will be placed on academic probation. Students will be notified of their standing with an "Unsatisfactory Academic Progress" letter, which will detail the student's performance and the academic expectations of the institution. The document will be signed by both the student and either the Branch Education Coordinator at the branch campus or the Associate Director at the main campus. Additionally, the student will be required to repeat the level. Academic progress is ensured with an "Academic Improvement Plan," which is prepared by the Instructor and discussed with the student. The document will be signed by the student, instructor, Student Counselor and either the Branch Education Coordinator at the branch campus or the Associate Director at the main campus and a copy placed in the student file. The student's grades and performance in the following term will be monitored by their instructor. The student must improve their performance by bringing their grade up to or exceeding the minimum standard of the institution within the two terms after being placed on academic probation.

Should the student fail to achieve the minimum grade to advance to the next level within those two terms, the student will be terminated or asked to transfer from the institution in terminated status. The Admissions Coordinator will offer assistance in locating a suitable institution for transfer. 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 notice of their academic probation status. Within five business days of receiving the appeal, either the Branch Education Coordinator at the branch campus or the Associate Director at the main campus will make a decision based on the student's past performance, the student's written appeal and all relevant submitted documentation. 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 administrative staff will provide each student with a standardized Teacher Evaluation Form at mid-term and at the end

of the term. 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 Homestay Satisfaction Survey after the first week of staying with the host family.

The data is assembled for review by the Admissions Coordinator (AC) and Branch Admission Coordinator (BAC). It is then reviewed by the School Director or the Associate Director along with the AC and BAC 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 or the Associate Director then discusses results with Admissions staff, any individual instructors, and supervisors as necessary.

Educational Objectives

Using a standardized and comprehensive curriculum, which integrates listening, speaking, reading and writing skills, the program is designed to provide students with dramatically improved language skills. At the lower levels, our intensive English classes are designed to provide non-native students with the necessary language skills to function successfully in American society. At the most advanced levels of instruction, the classes are designed to help students acquire the English proficiency necessary to be accepted into U.S. colleges and universities.

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 noncount 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.
- 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".
- Use study skills needed to be successful in subsequent ESL and college level courses.

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.
- 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."
- Use study skills needed to be successful in subsequent ESL and college level courses.

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 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; support 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 infinitives 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.
- Use study skills needed to be successful in subsequent ESL and college level courses

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.

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.
- Use study skills needed to be successful in subsequent ESL and college level courses.

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.

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, discuss someone's behavior, compare perspectives on world problems; properly use gerunds and infinitives; write a paragraph about their outlook on a world problem.
- Describe how they enjoy the arts, express a negative opinion politely, describe a creative personality, discuss the benefits of the arts; use present continuous, use cleft sentences with what; use parallel structure in writing.
- Express buyer's remorse, talk about financial goals and plans, discuss good and bad money management, explain reasons for charitable giving; express regrets about the past, use the future perfect and perfect infinitives to talk about completed future actions and plans; write a personal statement about financial responsibilities, organize information by importance.
- Describe clothing details and formality, talk about changes in clothing customs, examine questionable cosmetic procedures, discuss appearance and self-esteem, use quantifiers, write a comparative essay.
- Politely ask someone not to do something, complain about public conduct, suggest ways to avoid being a victim of urban crime, discuss the meaning of community; use possessive gerunds, use pair conjunctions; write a formal complaint letter.

- Exchange opinions about the treatment of animals, discuss the pros and cons of certain pets, compare animal and human behavior, debate the value of animal conservation; use passive modals; write a persuasive essay.
- Evaluate ways and places to shop, discuss their reactions to ads, discuss problem shopping behavior, persuade someone to buy a product; use passive forms of gerunds and infinitives; write a summary of an article.
- Describe family trends, discuss parent-teen issues, compare generations, discuss caring for the elderly; use repeated comparatives and double comparatives; write a blog post of three or more paragraphs.
- Speculate about everyday situations, present a theory, discuss how believable a story is, evaluate the trustworthiness of news sources; use active and passive perfect modals; write a news article.
- Suggest ways to reduce stress, describe how you got interested in a hobby, discuss how mobile devices affect us, compare attitudes about taking risks; express expectations using be supposed to, describe past habitual actions using would and the past continuous with always; write a critique of an article.
- Use study skills needed to be successful in subsequent ESL and college level courses.

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 the student's oral communication skills.

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:

- Ask about someone's background, discuss career and study plans, compare their dreams and goals in life, describe job qualifications; use the simple past, past continuous, past perfect, and past perfect continuous to talk about simultaneous and sequential past actions, use present perfect and present perfect continuous to talk about completed and uncompleted past actions closely related to the present; write a formal cover letter.
- Describe the consequences of lying, express regret and take responsibility, explore where values come from, discuss how best to help others; use adjective and comment clauses; write a college application essay.
- Express frustration, empathy, and encouragement, describe how fear affects you physically, discuss overcoming handicaps and hardships, examine the nature of heroism; use clauses with no matter, use so ... (that) and such ... (that) to explain results; write a short report about a dangerous or frightening event.
- Discuss how to overcome shortcomings, acknowledge inconsiderate behavior, explain how you handle anger, explore the qualities of friendship; use adverb clauses of condition, use cleft sentences; write a three-paragraph essay presenting a solution to a common shortcoming.
- Discuss the health benefits of laughter, respond to something funny, analyze what makes us laugh, explore the limits of humor; use indirect speech and indirect questions; write a true or imaginary story.

- Describe some causes of travel hassles, express gratitude for a favor while traveling, discuss staying safe on the Internet, talk about lost, stolen, or damaged property; use unreal conditional sentences in continuous forms and unreal conditionals with if it weren't for and if it hadn't been for; write an essay comparing and contrasting two means of transportation.
- Suggest that someone is being gullible, examine superstitions for believability, talk about the power of suggestion, discuss phobias; use articles, use indirect speech with it and a passive reporting verb; write a four-paragraph essay on superstitions.
- Discuss your talents and strengths, suggest ways to boost intelligence, explain how you produce your best work, describe what makes someone a 'genius'; use the auxiliary do for emphatic stress, use the subjunctive; write a three-paragraph essay about the challenges of staying focused.
- Discuss the feasibility of future technologies, evaluate applications of innovative technologies, discuss how to protect our future environment, examine future social and demographic trends; use the passive voice to talk about the future, the future as seen from the past, and the future perfect, use the passive voice in unreal conditional sentences; write a four-or-five-paragraph essay about the future.
- React to news about global issues, describe the impact of foreign imports, discuss the pros and cons of globalization, suggest ways to avoid culture; identify separable and inseparable transitive phrasal verbs; write a four-paragraph essay to rebut an opposing view about globalization.
- Use study skills needed to be successful in subsequent ESL and college level courses.

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 student's 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.
- Use study skills needed to be successful in subsequent ESL and college level courses.

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 an 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.
- Use study skills needed to be successful in subsequent ESL and college level courses

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. Use study skills needed to be successful in subsequent ESL and college level courses.

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;
- 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.
- Use study skills needed to be successful in subsequent ESL and college level courses

Completion Requirements

Program	Requirements to Complete the Program	Required Courses	Final Tests	Internship or Externship	Total Clock Hours
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 an HDMI cord, 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 an HDMI cord, 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 an HDMI cord, 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 an HDMI cord, 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 an HDMI cord, a CD player and a TV and DVD player. Students are required to purchase textbooks for the course they are taking.

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
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 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 a bank statement, a translation of application forms, and a motivation letter. 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 through a third party. This housing accommodation for international students may be more affordable and convenient and provides an opportunity for students to experience the

American way of life, practice English and form cross-cultural friendships.

Prices for home stays are based on the area and meal plan selected by students. If you are interested, ask your admissions representative for a homestay application with our third parties—*Global Student Service* and *Student International Housing*. These groups will work to find a match for you in the local area from the list of participants. When you arrive from overseas, a representative will pick you up at the airport or coordinate with your family to have you brought directly to your homestay family. The third party charges an approximate \$250 deposit fee and \$300 application fee, however rates may change. Please see their website for more information. You will make all payments at the time of service directly to the third party and/or host family*

<https://global-student-service.com/>
<https://www.studentinternationalhousing.com/>

Health Insurance: RC offers the International Student Insurance Plan –ISI - HealthCare with the cost ranging from \$38 - \$300 per month. All fees are paid to ISI directly.

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

https://www.internationalstudentinsurance.com/school_requirements/7244/Rosemead_College.html

Private Tutoring: Any student interested in obtaining the services of a private tutor is encouraged to contact the Admissions Office.

Cost of Programs and Payment Policy

The school reserves the right to change tuition, 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 enroll in further classes.

Students assume the responsibility for payment of the tuition cost in full. Failure to meet these financial commitments may result in temporary suspension leading to dismissal from the school.

Student Service & Media Fee

Students may waive the Student Service & Media Fee if students choose to. A Student Service & Media Fee Waiver Request Form is available upon request. Students may request said form from any admissions staff. Form must be submitted within ten days of the student's tuition start date. *See Appendix 2.*

Policies and Procedures Regarding Financial Aid (Title IV)

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

The Office of Student Assistance and Relief

Pursuant to CEC section 94909(a)(3)(D), institution catalogs must include the following notice:

“The Office of Student Assistance and Relief is available to support prospective students, current students, or past students of private postsecondary educational institutions in making informed decisions, understanding their rights, and navigating available services and relief options. The office may be reached by calling (888) 370-7589, option #5, or by visiting osar.bppe.ca.gov.”

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):

****Returning students who pay for a full 12 weeks will receive a \$300 discount***

Program	Tuition	Books (estimated)	Application Fee(s)*	STRF Fee***	Student Service & Media Fee	Total Fees
Intensive English	\$2,100	\$175	\$250	\$0.00	\$10.00	\$2,535.00
TOEFL® Prep.	\$2,400	\$65	\$250	\$0.00	\$10.00	\$2,725.00
TOEIC® Prep.	\$2,100	\$65	\$250	\$0.00	\$10.00	\$2,425.00
Business English	\$2,100	\$65	\$250	\$0.00	\$10.00	\$2,425.00
Conversation & American Culture	\$2,100	\$65	\$250	\$0.00	\$10.00	\$2,425.00

Application fee is not refundable. * STRF Fee is \$0.00 per \$1,000.00 of institutional charges and is not refundable.*

***** Please be aware that a \$100 late payment fee will be applied for delayed tuition payment*

Estimated Schedule of Total Charges for the Entire Educational Program

**Returning students who pay for a full 12 weeks will receive a \$300 discount each time*

Program	Tuition	Books (est)	Application Fee*	STR F Fee*	Student Service & Media Fee	Total Fees
Intensive English	\$12,600	\$1050	\$250	\$0.00	\$60.00	\$13,960
TOEFL® Prep.	\$2,400	\$65	\$250	\$0.00	\$10.00	\$2,725.00
TOEIC® Prep.	\$2,100	\$65	\$250	\$0.00	\$10.00	\$2,425.00
Business English	\$2,100	\$65	\$250	\$0.00	\$10.00	\$2,425.00
Conversation & American Culture	\$2,100	\$65	\$250	\$0.00	\$10.00	\$2,425.00

**Application fee is not refundable.*

*** STRF fee is \$0.00 per \$1,000.00 of institutional charges and is not refundable.*

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

****** Please be aware that a \$100 late payment fee will be applied for delayed tuition payments.*

**Textbooks and supplies may be purchased directly from RC, but once opened and/or used after the cancellation/withdrawal period cannot be returned*

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. A withdrawal for the current term or from the school may be effectuated by the student's written notice or by the student's conduct, including, but not necessarily limited to, a student's lack of attendance. The institution shall refund 100 percent of the amount paid for institutional charges, less any non-refundable charges or application fee not to exceed two hundred fifty dollars (\$250). **per California Private Postsecondary Education Act of 2009 Article 13 94920 (a)(b)*

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.

If no notice is received the student will be administratively withdrawn after 15 consecutive days of no contact.

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. **per California Private Postsecondary Education Act of 2009 Article 13 94920 (d)*

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. When determining a refund two separate refund calculation sheets will be made, one by the School Finance Manager and one by the Admissions Coordinator or Branch Admissions Coordinator. The two sheets will be compared by both the School Finance Manager and the Admissions Coordinator or Branch Admissions Coordinator. If there are any discrepancies, the two individuals will resolve the issue before the refund is issued. As per policy, a refund calculation will be done for every student leaving the institution regardless of whether or not the Admissions staff believes the student is due a refund.

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. **per California Private Postsecondary Education Act of 2009 Article 13 94920 (e)*

If the student has received federal student financial aid funds, the student is entitled to a refund of monies not paid from federal student financial aid program funds. 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 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 prohibition 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 instructors or administrators. Cell phones should be turned off before students enter the classroom and must not be used during the class hour unless students have been instructed to use them by their instructors. Eating is not allowed in the classroom during instruction.

Faculty Roster

Qualifications of Instructors

(Nestor) Rafael Amador	M.S. in Teaching English to Speakers of Other Languages - <i>California State University, Fullerton</i> .
Sokha Bunly	M.A. in Teaching English to Speakers of Other Languages - <i>University of San Francisco</i> .
Michael Cardenas	J.D. - UCLA School of Law. B.A. in Political Science - <i>University of California, Los Angeles</i> . Certificate in Teaching English as a Second Language.
Christiana Chavez (B)	M.A. in Teaching English to Speakers of Other Languages <i>Biola University</i>
Christine Lou	M.S. Ed. Early Childhood Education & Bilingual Education– <i>University of Southern California</i>
William Moore (B)	BA. in Music – <i>California State University, Fullerton</i> Certificate in Teaching English as a Second Language.
Keylyn Wallis-Jeffrey (B)	B.A in Linguistics – <i>California State University, Fullerton</i> TESOL certificate – <i>California State University, Fullerton</i> CELTA M.A. in Teaching English to Speakers of Other Languages – <i>California State University, Fullerton</i>

*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

§76215 Student Tuition Recovery Fund Disclosures.

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

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

It is important that you keep copies of your enrollment agreement, financial aid documents, receipts, or any other information that documents the amount paid to the school. Questions regarding the STRF may be directed to the Bureau for Private Postsecondary Education at

**1747 N. Market Blvd Ste 225 Sacramento, CA 95834
P.O. Box 980818, West Sacramento, CA 95798-0818 www.bppe.ca.gov, Tel: (888) 370-7589, Fax: (916) 263-1897**

To be eligible for STRF, you must be a California resident or enrolled in a residency program, prepaid tuition, paid or deemed to have paid the STRF assessment, and suffered an economic loss as a result of any of the following:

1. The institution, a location of the institution, or an educational program offered by the institution was closed or discontinued, and you did not choose to participate in a teach-out plan approved by the Bureau or did not complete a chosen teach-out plan approved by the Bureau.
2. You were enrolled at an institution or a location of the institution within the 120-day period before the closure of the institution or location of the institution, or were enrolled in an educational program within the 120-day period before the program was discontinued.
3. You were enrolled at an institution or a location of the institution more than 120 days before the closure of the institution or location of the institution, in an educational program offered by the institution as to which the Bureau determined there was a significant decline in the quality or value of the program more than 120 days before closure.
4. The institution has been ordered to pay a refund by the Bureau but has failed to do so.
5. The institution has failed to pay or reimburse loan proceeds under a federal student loan program as required by law, or has failed to pay or reimburse proceeds received by the institution in excess of tuition and other costs.
6. You have been awarded restitution, a refund, or other monetary award by an arbitrator or court, based on a violation of this chapter by an institution or representative of an institution, but have been unable to collect the award from the institution.
7. You sought legal counsel that resulted in the cancellation of one or more of your student loans and have an invoice for services rendered and evidence of the cancellation of the student loan or loans.

To qualify for STRF reimbursement, the application must be received within four (4) years from the date of the action or event that made the student eligible for recovery from STRF.

A student whose loan is revived by a loan holder or debt collector after a period of non-collection may, at any time, file a written application for recovery from STRF for the debt that would have otherwise been eligible for recovery. If it has been more than four (4) years since the action or event that made the student eligible, the student must have filed a written application for recovery within the original four (4) year period, unless the period has been extended by another act of law.

However, no claim can be paid to any student without a social security number or a taxpayer identification number.

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, not to 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 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.

Appendix 1: Student Code of Conduct

Student Expectations

Students at Rosemead College are expected to uphold a safe and healthy environment in which there is freedom to engage in learning. Furthermore, students are expected to respect the rights of other students, faculty, and staff. Moreover, students should uphold standards of fair mindedness, integrity, honesty, and civility.

The Student Code of Conduct applies to all enrolled Students associated with Rosemead College. It informs Students of their rights and responsibilities related to standards of behavior and good standing. These standards, are upheld through a disciplinary process that supports Rosemead College's academic mission. Rosemead College's Admission team and IT Administer shall display, and annually update information about the Student Code of Conduct in the School Catalog both in print and digitally on the official school website. Students have access to the most current School Catalog online and each term the school website will be listed on page one of student syllabi.

Students are expected to adhere to all local, city, county, state and national laws and regulations. Students must respect and obey local laws, procedures, regulations and local customs that pertain, but are not limited to, driving, cycling, e-scooter riding, smoking, parking, interactions with local and school officials, and general etiquette.

Should a student be found to be in violation of any of the rules of conduct set forth by Rosemead College, disciplinary measures shall be followed according to the School Policy set forth herein.

Purpose

The purpose of these procedures is to provide a fair way to address violations of the Student Code of Conduct, which guarantees due process rights compliant with state and federal law. It is not intended to substitute for criminal or civil proceedings that may be initiated by other individuals or entities. The procedures shall clearly define the conduct that is subject to discipline and shall identify potential disciplinary actions, including but not limited to the removal, suspension, and termination of the student.

Conduct and offensive behavior that will not be permitted by Rosemead College and will be grounds for disciplinary action include but are not limited to the following:

Continued failure to comply with the directions of Rosemead College personnel acting in the performance of their duties;

Dishonesty of any kind such as cheating, plagiarism or knowingly furnishing false information to Rosemead College;

1. Continued disruptive behavior or obstruction of any teaching, school activity or continued deliberate disobedience in defiance of the authority of Rosemead College personnel;
 - A Disruptive behavior is defined as:

- i. Unruly or disturbing behavior, willful disobedience, habitual profanity in any language or vulgarity, or the open defiance of the authority of, or persistent harassment or abuse of, or exceptional use of time and resources of, Rosemead College personnel.
2. Continued use of vulgar or profane language in the presence of or directed at Rosemead College personnel or other students;
3. Assault, battery, intimidation, or threat of force or violence on any Rosemead College personnel or student or any individual on the Rosemead College campus; Sexual assault or sexual exploitation regardless of the victim's affiliation with Rosemead College.
 - A Assault as outlined, but not limited to:
 - i. An assault is an unlawful attempt, coupled with a present ability, to commit a violent injury on the person of another. (CPC § 240).
 - B Battery is defined as:
 - i. any willful and unlawful use of force or violence upon the person of another (CPC §242)
 - C Intimidation is defined as:
 - i. Initiate or participate in daunting or coercive behavior or bullying of a student, faculty, staff, visitor or any individual on either Rosemead College Campuses both in person or online. This includes intimidating behaviors such as mocking, taunts, name-calling; social isolation or manipulation; cyberbullying via e-mail, text messaging, streaming both live and recorded, or social media platforms both domestic and global
 - D Threat is defined as:
 - i. Causing, attempting to cause, or verbalizing intent to cause physical, mental or emotional injury to another person; including but not limited to, verbal or physical assault or battery, verbal or physical abuse, or any threat of force or violence in verbal or written form directed toward any Student, teacher, staff, employee, maintenance worker, vendor, and visitor engaged in authorized activities.
 - a Threats often can be classified into one of **five categories**: direct, indirect, veiled, conditional or terroristic.
 - A “direct threat” identifies a specific target and is delivered in a straightforward, clear and explicit manner.
 - With an “indirect threat” the plan, the intended victim, the motivation, and other aspects of the threat are masked or ambiguous
 - A “veiled threat” is one that strongly implies but does not expressly threaten violence.
 - A “conditional threat” is a threat often seen in extortion cases. It warns that a violent act will happen unless certain demands or terms are met.
 - A “terroristic threat” against school personnel, students, vendors, maintenance workers, visitors of the school or school property, or a combination of any.

01. For the purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage, with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family. (EDC 48900.7)

- E Physical abuse, willful misconduct or any such act that threatens or endangers the health or safety or causes injury or death of any Rosemead College student, faculty, staff or individual on both Rosemead College campuses or any member of the Rosemead College community; Stalking-both physical and cyber, hate crimes or hate incidents are strictly prohibited;
- F Bullying: For purposes of this section, the following terms have the following meanings:
 - i. (Paragraph 1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students as defined in Section 48900.2, 48900.3, or 48900.4, directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following: (A) Placing a reasonable student or students in fear of harm to that student's or those students' person or property. (B) Causing a reasonable student to experience a substantially detrimental effect on the student's physical or mental health. (C) Causing a reasonable student to experience substantial interference with the student's academic performance. (D) Causing a reasonable student to experience substantial interference with the student's ability to participate in or benefit from the services, activities, or privileges provided by a school. (EDC 48900)
 - ii. (Paragraph 2) (A) "Electronic act" means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

- iii. (Paragraph 3) "Reasonable student" means a student, including, but not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of that age, or for a person of that age with the student's exceptional needs. (EDC 48900)
 - iv. (i) A message, text, sound, video, or image.
 - v. (ii) A post on a social network internet website, including, but not limited to: (I) Posting to or creating a burn page. "Burn page" means an internet website created for the purpose of having one or more of the effects listed in paragraph (1). (II) Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in paragraph (1). "Credible impersonation" means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated. (III) Creating a false profile for the purpose of having one or more of the effects listed in paragraph (1). "False profile" means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.
 - vi. (iii)(I) An act of cyber sexual bullying. (II) For purposes of this clause, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (A) to (D), inclusive, of paragraph (1). A photograph or other visual recording, as described in this subclause, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act. (III) For purposes of this clause, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities. Notwithstanding paragraph (1) and subparagraph (A), an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the internet or is currently posted on the internet.
- G Theft, extortion or intentional misconduct that results in defacing or damage to property of Rosemead College, any student, instructor or any Rosemead College personnel or member of the community;
- i. Property is not limited to tangible items "school property," includes, but is not limited to, electronic files, databases, and items uploaded to the cloud storage.
4. Drugs, Alcohol, Smoking, and Vaping
- A Drug and alcohol use anywhere on the premises of Rosemead College is strictly prohibited.

- i. Possession, use, sale, or being under the influence of any controlled substance or any poison classified as such by Schedule D in section 4160 of the California Business and Professions Code;
 - ii. The presence or consumption of alcoholic beverages anywhere on Rosemead College premises or at any Rosemead College sponsored event where alcohol is prohibited
 - iii. Being under the influence of alcohol and/or drugs while on Rosemead College premises or at a Rosemead College sponsored event;
 - iv. Smoking or vaping in any area designated as a no-smoking area where a Rosemead College function takes place is strictly prohibited;
5. Possession or use of any knife or other dangerous object of no reasonable use to the pupil, firearms, explosives, or flammable substances while on Rosemead College property or at any Rosemead College sponsored activity or event; (EDC 48915)
 - A Possession of an imitation firearm. As used in this section, "imitation firearm" means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a genuine firearm. (EDC 48900)
6. Any alteration or intentional misuse of any Rosemead College materials, documents, records or identification. Unauthorized recording, dissemination, or publication of teaching presentations (including handwritten notes) for a commercial purpose or for posting on social media platforms is prohibited. Adapted from CA Education Code Title 3 Division 5 Part 40 Chapter 6.5 Section 66452
7. Unauthorized entry into or use of Rosemead College database, cloud, facilities, supplies and/or equipment;
8. Any other offense set forth in the California Education Code that constitutes "good cause."

Disciplinary Committee:

The Disciplinary Committee shall be comprised of at least one person from the administrative team, one person from the admissions team, one instructor, one student representative, and at least one other person from any department. Persons who are to be participants in the hearings as witnesses or have been involved in the situation or who may participate in the appeals procedures or any other person having a direct interest in the outcome of the hearing shall be disqualified from serving on the committee.

Steps of "Due Process"

1. **Disciplinary Warning.** This may be an oral or written warning. Warnings can be issued by instructors, staff, or the administrative team. Disciplinary warnings notify students that any further violation of Rosemead College regulations may subject the student to more severe disciplinary actions.
2. **Class Suspension.** A student may be suspended from attending one specified class session for improper behavior. Class suspensions are for the remainder of the class session, and the student will be assigned a letter grade of "F" for the class day which he/she is suspended from. Class suspensions may be issued by instructors, admissions coordinator, or the administrative team.

3. **Disciplinary Probation.** This requires a student to cease and desist from violating Rosemead College regulations. Students on probation are notified in writing by the admissions or the administrative team that any further misbehavior on their part will lead to more severe action. Disciplinary Probation will be for the remainder of the existing term and for all of the following terms of attendance.
4. **Disciplinary Expulsion.** This is the strongest disciplinary action. This category of severe penalty generally indicates the recipient may not return to Rosemead College. Disciplinary expulsion normally would be the least-used disciplinary action and would be applied only to students who are guilty of chronic misbehavior or a breach of conduct. Disciplinary Expulsion can only be implemented when the Disciplinary Committee has listened and reviewed evidence and testimonies from persons involved in the situation. If student is on an F-1 visa, the student may be terminated per SEVP policy. Factual findings of the Disciplinary Committee shall be deemed correct and shall not be subject to appeal. Rosemead College reserves the right, but has no duty, to lift the probation against re-enrollment upon its consideration of a written application for readmission evidencing that the student has demonstrated an ability and readiness to comply with all Rosemead College rules and regulations. If student is on an F-1 visa, the student may be terminated per SEVP policy.
5. **Payment of Damages.** Charges will be assessed against a given student or students for the amount necessary to repair damage caused by student or students' behavior.

Appendix 2: Student Service & Media Fee Waiver



8705 E VALLEY BLVD.,
ROSEMEAD, CA 91770
Tel: (626)285-9668
Fax: (626)285-1351

3848 W CARSON ST.,
SUITE 100,
TORRANCE, CA 90503
Tel: (310)316-3698
Fax: (310)316-3689

Student Service & Media Fee Waiver Request Form

- STEP 1:** Read this form carefully. Complete and sign this form.
- STEP 2:** Admissions staff will review your request. If the form is completed and is within the 10-day window, the signed form will be sent to the Finance Manager.
- STEP 3:** The Finance Manager will finalize the form and process a refund within 45 days as per policy.

By signing below, I understand that by waiving the Rosemead College Student Services & Media Fee I will not be eligible to participate in many of the cultural, and social events and activities offered by the Rosemead College. I understand that the Student Services & Media Fee would provide easier access, additional convenience and services across the campus. I also waive my right to the use of Rosemead College's Wi-Fi connection. I understand that the money collected from the Student Services & Media Fee supports many of the student activities at Rosemead College which I choose not to participate in. I also understand that this form must be submitted each quarter that I wish to waive the fee. I understand that no requests or refunds will be granted after the first ten (10) days from the tuition start date.

☐ I acknowledge that I have read and understood the above.

Student's Full Name: _____
Student ID Number: _____
SEVIS #: _____
Email Address: _____ Phone: _____
Requesting to Waive Fee for Current Quarter: _____ Year: _____

Student's Signature _____ Printed Name _____ Date _____

THIS SECTION FOR OFFICE USE ONLY

School Official's Signature _____ Printed Name _____ Date _____

School Finance Manager's Signature _____ Printed Name _____ Date _____

Appendix 3A: Rosemead College Emergency Operations Plan (College EOP)

The purpose of the Rosemead College Emergency Operations Plan (College EOP) is to identify and respond to incidents by outlining the responsibilities and duties of Rosemead College and its employees.

Developing, maintaining, and exercising the plan empowers employees and students in an incident to act quickly and knowledgeably. In addition, the plan educates staff, faculty, students, and other key stakeholders on their roles and responsibilities before, during, and after an incident.

This plan provides guardians, students, staff, faculty, stakeholders, and other members of the community with assurances that Rosemead College has established guidelines and procedures to respond to incidents/hazards in an effective way.

The developed guidelines and procedures for dealing with existing and potential student and College incidents are defined in the plan below. The basic plan and the functional and hazard-specific annexes outline an organized, systematic method to mitigate, prevent, prepare for, respond to, and recover from incidents. Faculty and staff have been trained to assess the seriousness of incidents and respond according to these established procedures and guidelines. Rosemead College regularly schedules in service training for faculty and staff. This plan will be reviewed and revised/updated during Spring and Fall Quarters with input from all staff and instructors. The School Director will ultimately be responsible for all updates and posting of the EOP.

B. Scope of the Plan

The Rosemead College Emergency Operations Plan outlines the expectations of staff/faculty; roles and responsibilities; direction and control systems; internal and external communications plans; training and sustainability plans; authority and references as defined by local, state, and Federal government mandates; common and specialized procedures; and specific hazard vulnerabilities and responses/recovery.

1. Definitions

Incident: An incident is an occurrence – natural, technological, or human-caused –that requires a response to protect life or property. The College Director / Associate Director or College Manager shall have the authority to determine when an incident has occurred and to implement the procedures within this Emergency Operations Plan.

Hazards: Hazards shall include situations involving threats of harm to students, personnel, maintenance workers and/or facilities. Hazards include but are not limited to natural, and human-caused incidents. Hazards may require an interagency response involving law enforcement and/or emergency services agencies depending on the size and scope of the incident.

Building Information:

Rosemead College is located on a church lot and includes one two- story building, one small field, and two parking lots. All classes take place on the first and second floor of the building. Images of the building utility shut offs are included in Appendix 1.

All senior staff members are shown these locations as well as how to operate the utility shutoffs.

2. Hazard Analysis Summary

Rosemead College is exposed to electrical hazards, due to the proximity of the Southern California Edison plant in Rosemead and there is potential for disrupting the College community, causing casualties, and damaging or destroying public or private property. In June 2023, College staff members and students completed a thorough hazard analysis to identify any circumstances in the College or near the campus that may present unique problems or potential risk to people or property. The interior and exterior portions of the College building and College grounds have been assessed for potential hazards that may impact the site, the staff, and the students. Identified hazards have been assessed by risk and likelihood and ranked accordingly. Below there is a brief summary about Rosemead College's high-priority hazards including earthquakes, flood and severe storms, fire, electrical hazard, intruder, civil disturbance, and terrorism.

1. Earthquakes: California is a known earthquake affected state. We have frequent earthquakes due to the fault lines. Everyone should be aware of earthquake safety.
2. Flash Flooding & Severe Storms: Flooding is a natural feature of the climate of Rosemead, Torrance and its surrounding areas. Flooding has been a moderate risk in Rosemead and Torrance in the past, however due to climate change and the scale of unpredictable weather we must include floods as a possible major risk. In 2023 long periods of heavy rainfall paired with Southern California's infrastructure caused floods all around the area. The 2023's "snowpack is also posing severe flood risk to areas of the state[i]" that have not seen snowpacks such as this since 1952. Freeways and residential areas were impacted. Thus, climate change makes Rosemead College and the surrounding area vulnerable to possible flood damage.

Flooding could threaten the safety of students and staff whenever storm water or other sources of water threaten to inundate College grounds or buildings. Flooding may occur if a water pipe breaks or prolonged rainfall causes urban streams to rise. Flooding may also occur as a result of damage to water distribution systems such as the possible failure of the LAR6 Levee System.

In Southern California, areas recently burned by wildfires are susceptible to flash floods. And storms commonly cause urban flooding of streets and parking lots making flash flooding a major risk[ii] for the Rosemead and Torrance areas. Rosemead, Torrance, and its surrounding areas are vulnerable to severe local storms.

From October 2022 to May 2023 there was more than thirty-six inches of rainfall in the San Gabriel, Santa Monica, and San Bernardino Mountains[iii]. The effects are commonly transportation problems and loss of utilities, but can vary with the intensity of the storm. The level of preparation by Rosemead College, and the equipment and staff available to perform tasks to lessen the effects of severe local storms.

3. Fire: Rosemead College is susceptible to fire due to constant drought in California. Fire can also be a consequence of human error, so we are as susceptible to fire as any other school and business.
4. Intruders: While a hostile intruder incident has never occurred at Rosemead College prior to 2023, main campus or Torrance, like any College, Rosemead College is vulnerable to normal intruders. In Fall Quarter, there was one case of an imposter who posed as a registered student. Once the instructor realized the student was not registered, he notified the office. Shortly after, the Associate Director confirmed that the person was not a registered student, the Associate Director asked the imposter to leave. After the student refused to leave the Associate Director strongly asked the imposter to leave and warned him the police would be called if he did not exit the premises immediately. Shortly after this the imposter left.

Rosemead College

The Associate Director watched the imposter leave and immediately notified the police and police dispatched to the campus. Police filed a report and told Rosemead College that they did the correct thing by not aggravating the imposter. Following this incident Rosemead College notified all students regarding this issue and investigated it. After interviewing all students, Rosemead College confirmed the imposter was unknown to anyone.

5. Civil Disturbances: The cities of Rosemead and Torrance are in Los Angeles County which has a population of over 10 million^[iv], is vulnerable to civil disturbances. Country-wide protests and riots occurred in the United States in 2020 after the death of George Floyd. After his death was televised and streamed on multiple platforms, large groups of people smashed windows, lit dumpster fires, and overturned cars across the nation. On May 27, 2020, and the weeks following the Los Angeles Police Department and neighboring police departments were called in to respond to civil disturbances in Los Angeles County including the cities of Torrance and Rosemead. Large crowds of people lined the streets, throwing rocks, bricks, debris, and glass bottles, fireworks, and water bottles filled with sand and water. Some people started building fires and car fires. Vandalism and looting were rampant throughout the county. Local, state, and federal law enforcement officials in conjunction with city and county wide curfews were set resulting in restored order.
6. Terrorism Rosemead College, like other public institutions, is vulnerable to terrorist activity. Due to this Rosemead College has decided to have quarterly active shooter drills.

Contagious Diseases

The COVID-19 pandemic brought to light existing gaps our school's emergency plan. Previously we have had to respond to contagious diseases. In response to the COVID-19 pandemic, the following emergency response strategies have been implemented at Rosemead College:

Procedures:

Once the department of public health, local, state, or federal government announces a public health emergency all students and staff will be asked to return home verbally or in writing.

Verbal: face to face, call, or video chat

In writing: Text, WeChat, Instagram, Facebook Messenger, email,

Students will receive Zoom meeting links via email. Classes will be synchronous online classes until the it is deemed safe to return to school by the Department of health, state or federal government.

[i](California Department of Water Resources, 2023)

[ii](Mount, 2017)

[iii](Sternfield, 2023)

[iv] (The United States Census Bureau, 2020)

Appendix 3B: Drills

Fire Drill

Drill Frequency: Every quarter

Signal: Fire alarm

Procedures: Evacuate with rosters to designated areas quickly, quietly, and safely

- wait in designated areas for instructions.
- account for all and report missing students

Earthquake

Drill Frequency: Quarterly during the first six weeks

Signal: Command from staff member or shaking felt

Procedures: Inside Classroom: Drop/cover/hold on under furniture; drop to knees away from windows

- grasp furniture tightly (table leg, etc.) with hands and cover head
- wait quietly for further instructions.

On school grounds, outside buildings: Drop/cover/hold on; stay clear of buildings, powerlines, light poles, etc.

- drop to the ground
- cover head
- hold on to stable object if available
- wait quietly for further instructions from staff or local law or fire department

Take Cover, Gunshots or Violence Heard

Drill Frequency: Review once a quarter

Signal: Command from staff member or gunfire nearby

Procedures: Inside Classroom:

- Drop to knees with back to window, place head in lap and cover head with hands and wait for instructions

On school grounds, outside buildings: Seek any type of protection

- drop to the ground with back to hazard and cover head with hands
- remain in this position briefly and then seek protective cover
- wait for further instructions from staff or police

Lockdown and Active Shooter Drill

Drill Frequency: Once each quarter

Signal: Phone call, text, DM, WeChat, messenger, or email

Procedures: Inside Classroom: Bring students inside

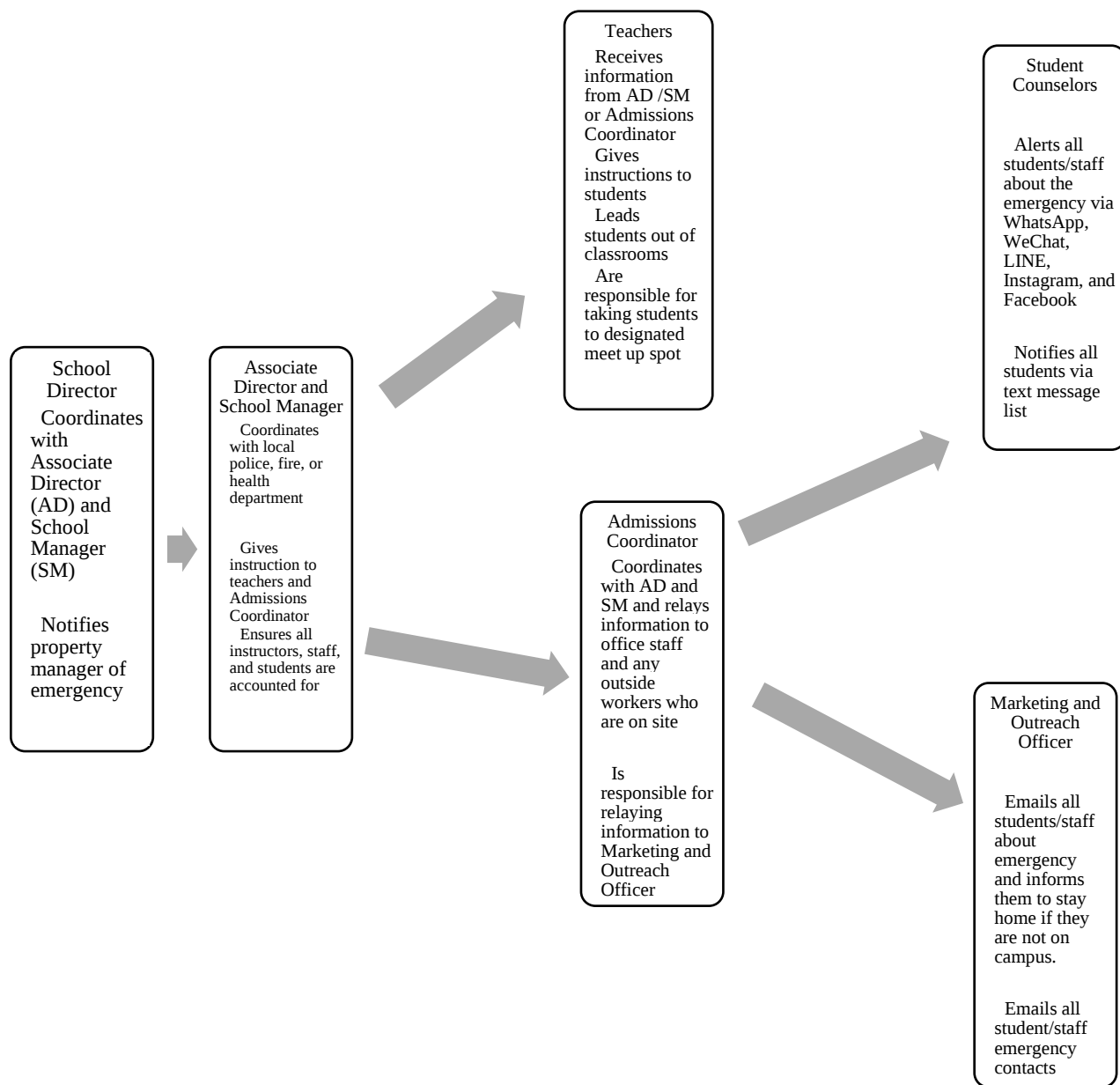
- close and lock all doors if possible if doors do not lock, please barricade it with student desks
- close windows and close blinds
- cover all windows including those in/next to door
- turn off lights, and silence cell phones
- move students away from doors and windows
- report missing students
- remain in the room until the all-clear signal.

On school grounds, outside buildings:

- Proceed to the closest room and remain inside following the above procedures until the all-clear signal is given by police or School Director

After the school has given the all clear in any emergency, the school will assess the damages and decide on an operation timeline. If there are no damages the school will operate immediately. Otherwise, the School Director, Associate Director and School Finance Manager will send an email with updates on the school's operation timeline within 24 hours.

Appendix 3C: Main Campus Emergency Organization Chart



In the event of an emergency, all staff and students will be notified by text, WeChat, WhatsApp, social media and email as well as by phone.

Appendix 3D: Main Campus Roles and Responsibilities

The School Director

Coordinates with Associate Director (AD) and School Manager (SM) to notify property managers of an emergency.

Associate Director and School Manager

Coordinates with local police, fire, or health department
Gives instruction to teachers and Admissions Coordinator
Ensures all instructors, staff, and students are accounted for

Teachers

Receives information from AD /SM or Admissions Coordinator
Gives instructions to students
Leads students out of classrooms
Are responsible for taking students to the designated meet up spot and take roll. Teachers are responsible for informing the Associate Director and/or School Manager of absent and missing students.

Admissions Coordinator

Responsible for checking hallways and lounge for students, staff or visitors on campus
Coordinates with AD and SM and relays information to office staff and any outside workers who are on site
Is responsible for relaying information to Marketing and Outreach Officer and Student Counselors

Student Counselors

Checks restrooms for students, staff or visitors on campus

Alerts all students/staff about the emergency via WhatsApp, WeChat, LINE, Instagram, and Facebook
Notifies all students via text message list

Marketing and Outreach Officer

Emails all students/staff about the emergency and informs them to stay home if they are not on campus.
Emails all student/staff emergency contacts

Appendix 3E: All Emergency Evacuation Instructions except Active Shooters or Threats of Violence

All teachers will ask students to vacate the room in an orderly manner. Classrooms 1-3 should use the front door. Anyone in the lounge, Classroom 4, and Classroom 5 should use the back door. The Admissions Coordinator should do a sweep of the hallway and lounge leading anyone in the lounge to the nearest exit.

Teachers will lead students to the North Side Parking Lot and the designated meet up area is in front of the big tree near the trash can enclosure. Teachers are accountable for all their students. Each teacher has a class list in their attendance binder. This list will be updated on a regular basis.

Once teachers have accounted for all their students, they should give the Associate Director or School Manager a list of students that are not present but came to school and another list of students who are absent.

AD or SM will collect this list and give it to the Admissions Coordinator. The Admissions Coordinator with the help of the student counselor will call/text/email/message all students and staff who are absent. The AD and SM will attempt to find missing students.

Once everyone is accounted for, we will assess the damage. Based on the local police, fire or health department's instructions we will either return to class or ask students to return home.

Appendix 3F: Lockdowns and Active Shooters or Threats of Violence

All teachers and staff will bring students inside close and lock all doors if possible. If doors do not lock teachers and staff will barricade doors with student desks. Teachers will turn off lights, and ask students and everyone present to silence cell phones. Teachers and staff will move students away from doors and windows. Teachers and staff will close windows and close blinds then cover all windows including those in/next to door.

Teachers will report missing students to the group chat and remain in the room until the all-clear signal or until the School/Associate Director or local law enforcement asks teachers and staff to evacuate classrooms either by door or by window. Evacuation by window will occur by the back window which have awnings. Teachers/staff will open windows and ask students to quietly jump down (less than six feet) onto the awning and from the awning to the ground which is approximately ten feet. Teachers, staff and students will only evacuate by window if ordered by law enforcement, or if the situation demands it for the overall safety of everyone.

On school grounds, outside buildings:

Staff and administrator will ask students, other staff, workers for hire and any recorded guests to proceed to the closest room and remain inside following the above procedures until the all-clear signal is given by police or School/Associate Director

Appendix 3G: Emergency Shut Offs

Emergency Water Shut Off:



If the water in both Rosemead College and the church needs to be turned off RC can manually turn it off from the east side of the church building.



If there is an extreme emergency and the water sprout on the side of the building cannot be turned off the main water source is on the sidewalk in front of the church.



If the water for Rosemead College needs to be shut off, RC can access the manual lever from the bottom of the stairs.

Rosemead College

If the electricity for Rosemead College needs to be turned off it is located on the bottom floor on the east side of the building.



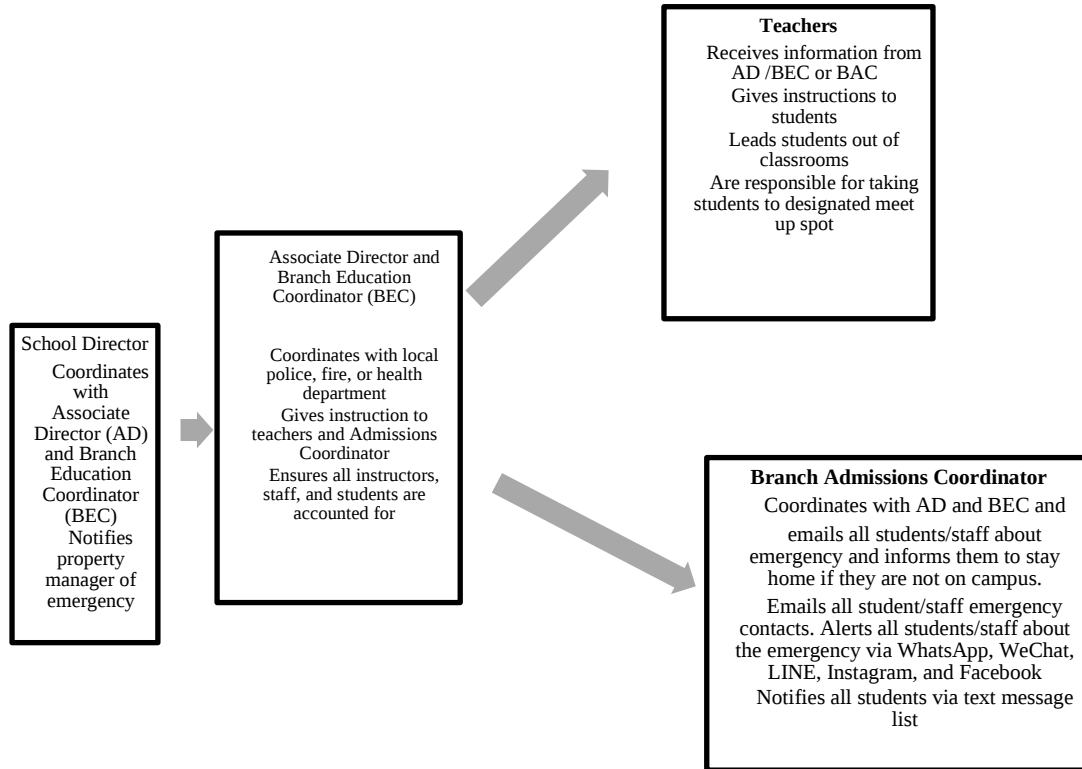
Rosemead College

If the gas for Rosemead College needs to be turned off it is located on the bottom floor in the parking lot.



<i>Appendix 3H: Emergency Phone Numbers</i>	
Rosemead Campus For Gas Emergencies or Safety Issues Emergencies: 911 Questions about gas odor or carbon monoxide: 1-877-238-0092 For Electrical Emergencies or Outages Customer Service 1-800-655-4555 Report an outage 1-800-611-1911 Fallen Lines 1-800-611-1911 For Water Emergencies California American Water. Emergency 866-269-2837 Regular Shut Off 626-614-2500	Torrance Contact The Muller Company Property Management Audrey J. King Senior Property Manager Phone: 310-316-4290 Harry Sixta Assistant Property Manager Phone: 310-316-3832 <i>After Hours Emergency Service</i> <i>Phone: 310-316-4290</i>

Appendix 3I: Branch Campus Emergency Organization Chart



In the event of an emergency, all staff and students will be notified by text, WeChat, WhatsApp, social media and email as well as by phone.

Appendix 3J: Branch Campus (Torrance)

Procedures and People Responsible

The School Director (SD)

- Coordinates with the Associate Director (AD) and the Branch Education Coordinator (BEC) to notify our property manager, the Muller Company of an emergency.

Associate Director (AD) and Branch Education Coordinator (BEC)

- Coordinates with the Muller Company Property Management team, local police, fire, and/or health department
- Gives instruction to teachers and the Branch Admissions Coordinator (BAC)
- Ensures all instructors, staff, and students are accounted for

Teachers

- Receives information from AD /BEC or Branch Admissions Coordinator (BAC)
- Gives instructions to students
- Leads students out of classrooms
- Are responsible for taking students to the designated meet up spot and take roll. Teachers are responsible for informing the Associate Director and/or Branch Education Coordinator absent and missing students.

Branch Admissions Coordinator (BAC)

- Responsible for checking hallways and restrooms for students, staff or visitors on campus
- Alerts all students/staff about the emergency via WhatsApp, WeChat, LINE, Instagram, and Facebook
- Notifies all students/staff via text message list

Appendix 3K: All Emergency Evacuation Instructions (Torrance) except Active Shooters

All teachers will ask students to vacate the suite in an orderly manner. The Branch Admissions Coordinator should do a sweep of the building's hallway and ask students to evacuate to the nearest exit.

Teachers will lead students to the North Side Parking Lot and the designated meet up area is in front of the big tree at the corner where the Walmart and Chick-fil-A parking lot intersects. See *Appendix 3J for an aerial picture of the property*. Teachers are accountable for all their students. Each teacher has a class list in their attendance binder. This list will be updated on a regular basis.

Once teachers have accounted for all their students, they should give the Associate Director or Branch Education Coordinator a list of students that are not present but came to school and another list of students who are absent.

AD or BEC will collect this list and give it to the Branch Admissions Coordinator. The Branch Admissions Coordinator will call/text/email/message all students and staff who are absent. The

AD and BEC will attempt to find missing students.

Once everyone is accounted for, we will assess the damage. Based on the local police, fire, health department or Muller Company instructions we will either return to class or ask students to return home.

All teachers and staff will bring students inside, close and lock all doors if possible. If doors do not lock, teachers and staff will barricade doors with student desks. Teachers will turn off lights, and ask students and everyone present to silence cell phones. Teachers and staff will move students away from doors and windows. Teachers and staff will close windows and pull down the sun shades in each classroom.

Appendix 3L: Lockdowns and Active Shooters or Threats of Violence

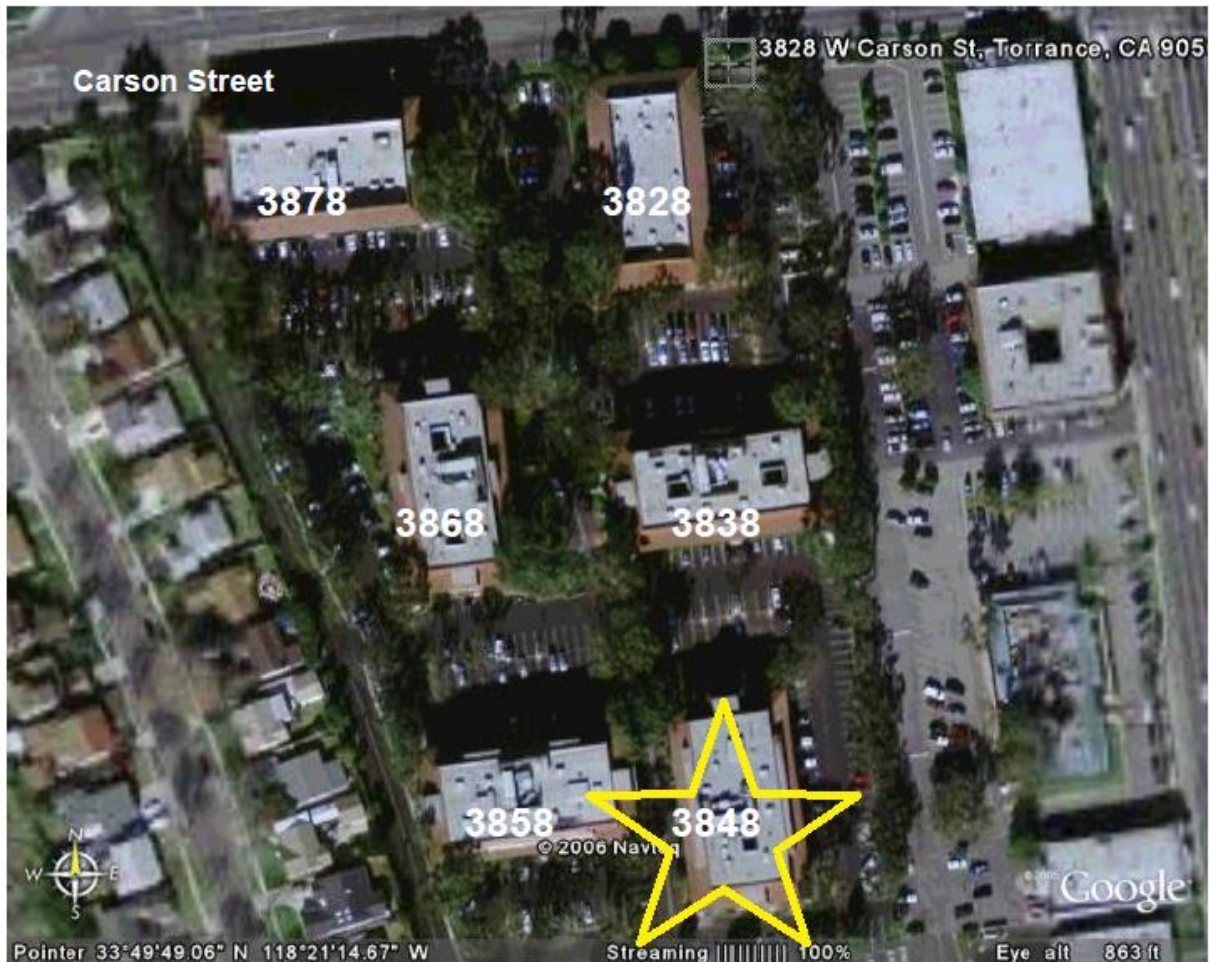
Teachers will report missing students to the group chat and remain in the room until the all-clear signal or until the School/Associate Director or local law enforcement asks teachers and staff to evacuate classrooms either by door or by window. Evacuation by window will occur by breaking the lower section of the window with a student desk. Teachers/staff will break the windows open and ask students to crawl out the window and evacuate. Teachers, staff and students will only evacuate by window if ordered by law enforcement, or if the situation demands it for the overall safety of everyone.

On school grounds, outside the suite

Staff and administrator will ask students, other staff, workers for hire and any recorded guests in the hallway to proceed to the closest room in the suite and remain inside following the above procedures until the all-clear signal is given by police or School/Associate Director

Appendix 3M: Torrance Aerial Map

Torrance Executive Plaza West Site Map



Appendix 3N: Emergency Preparedness Outside Resources for Students

Mental Health Resources

- **Listos California**
 - Listos California engages a statewide network of community-based organizations, Tribal Governments, and Community Emergency Response Teams across the state to boost resiliency, provide accessible in-language information and advance a new culture of disaster preparedness.
 - <https://www.listoscalifornia.org/>
 - Disaster Resource Hub
 - https://www.listoscalifornia.org/resources/?_resource_topics=disaster-preparedness
- **Take Action for Mental Health**
 - Learn more about your own mental health needs or those of the people you care about. Find out information on the self-care, services, and supports available to you to help find a path forward.
 - <https://takeaction4mh.com/learn-more-resources/>
- **El Sol Time to Heal Resource Tool kit**
 - It provides resources on mental health and teaches people how to cope with traumatic experiences. The toolkit includes resources such as a guide for self-care planning, healing plans, an emotional healing map, support group outlines, real stories, song lyrics, and fact sheets related to mental health in both English and Spanish.
 - <https://www.elsolnec.org/blog/2020/09/04/covid-19-response/>
- **National Alliance on Mental Illness**
 - NAMI provides advocacy, education, support and public awareness so that all individuals and families affected by mental illness can build better lives.
 - <https://www.nami.org/About-NAMI/Who-We-Are>
 - California Fact Sheet
 - <https://www.nami.org/NAMI/media/NAMI-Media/StateFactSheets/CaliforniaStateFactSheet.pdf>

Appendix 4A: 2024 Academic Calendar



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2024 Academic Calendar

January						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

1: New year
2: New Quarter begins
15: Martin Luther King Jr's Birthday
22: New Students Enrollment Day

February						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29		

7: Midterm
12: New Students Enrollment Day
19: Presidents' Day

March						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

4: New Students Enrollment Day
20: Final
25-29: Quarterly Break

April						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

1: New quarter begins
22: New Students Enrollment Day

May						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

8: Midterm
13: New Students Enrollment Day
27: Memorial Day

June						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

3: New Students Enrollment Day
19: Final
24-28: Quarterly Break

July						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

1: New Quarter begins
4: Independence Day
22: New Students Enrollment Day

August						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

7: Midterm
12: New Students Enrollment Day

September						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

2: Labor Day
9: New Students Enrollment Day
18: Final
23-30: Quarterly Break

October						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

1: New Quarter begins
21: New Students Enrollment Day

November						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

6: Midterm
11: New Students Enrollment Day
28: Thanksgiving Day
29: School Closes (not a holiday)

December						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

2: New Students Enrollment Day
18: Final Exam
23-31: Quarterly Break

Appendix 4B: 2025 Academic Calendar



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2025 Academic Calendar

January						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

1: New year
2: New Quarter begins
20: Martin Luther King Jr's Birthday
21: New Students Enrollment Day

February						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	

3-7: Midterm Week
10: New Students Enrollment Day
17: Presidents' Day

March						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

3: New Students Enrollment Day
19: Final
25-31: Quarterly Break

April						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

1: New quarter begins
21: New Students Enrollment Day

May						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

5-9: Midterm Week
12: New Students Enrollment Day
26: Memorial Day

June						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

9: New Students Enrollment Day
18: Final
24-30: Quarterly Break

July						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

1: New Quarter begins
4: Independence Day
21: New Students Enrollment Day

August						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

4-8: Midterm Week
11: New Students Enrollment Day

September						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

1: Labor Day
2: New Students Enrollment Day
18: Final
24-30: Quarterly Break

October						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

1: New Quarter begins
20: New Students Enrollment Day

November						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

3-7: Midterm Week
10: New Students Enrollment Day
27: Thanksgiving Day
28: School Closes (not a holiday)

December						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

1: New Students Enrollment Day
18: Final Exam
24-31: Quarterly Break

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