



SCHOOL CATALOG

# Rosemead College of English Student Catalog

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### **School Description and Location of Instruction**

Rosemead College of English (RCE) was established in 1992. It is located in Southern California and it offers English as a second language services to individuals who are speakers of other languages. The main campus of RCE is located at 8705 E. Valley Blvd., Rosemead, CA 91770. (626) 285-9668. The school is located on the second floor of a two-story building built in the 1950s which is on the campus of a Christian Church. There is ample parking on the premises for student and faculty use. A branch campus is located at 3848 Carson Street, #100, Torrance, CA 90503. It is located in an Executive Office Suite, built about 30 year ago. The school is on the first floor. The building is Handicap Accessible and there is ample parking for staff, instructors and students.

### **Beginning and End Dates of this Catalog**

June 1, 2012 through December 31, 2013

### **Mission Statement**

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

It is also RCE's mission to serve international professionals who wish to increase their English proficiency for career advancement. Therefore, RCE offers two additional test preparation courses for the TOEIC and NCLEX exams. TOEIC preparation classes are designed for students who intend to pursue business related jobs, and NCLEX preparation classes prepare nurses, who were trained overseas, so that they may acquire the English proficiency necessary to continue their nursing careers in the United States.

### **About Us**

RCE's target population is international students, new immigrants to the USA, and local citizens who wish to improve their English skills. We are a post-secondary school, and the average students' age ranges between 18-25. Most of our students are preparing to attend an American college or university upon completion of our Intensive English Program. Our college welcomes every nationality, and all students are served by careful enrollment in courses tailored to their individual competencies.

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

### **Financial Stability – Bankruptcy History**

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

### **BPPE Approval**

Rosemead College of English is a private institution and is approved to operate by the Bureau for Private Postsecondary Education. (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 2535 Capitol Oaks Dr., #400 Sacramento, CA 95833, P.O. Box 980818, West Sacramento, CA 95798, [www.bppe.ca.gov](http://www.bppe.ca.gov), (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.

### **Complaints**

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](http://www.bppe.ca.gov).

### **Non-Discrimination Policy**

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

### **Placement Test Administration**

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

### **English Proficiency**

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

### **Award of Credit for Prior Experiential Learning**

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

### **Language of Instruction**

Instructions 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 of English is at the complete discretion of an institution to which you may seek to transfer. Acceptance of the certificate you earn in Rosemead College of English 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 are not accepted at the institution to which you seek to transfer, you may be required to repeat some or all of your coursework at that institution. For this reason you should make certain that your attendance at this institution will meet your educational goals. This may include contacting an institution to which you may seek to transfer after attending Rosemead College of English to determine if your certificate will transfer.”

### **Admissions Procedures**

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

### **Student Records - Transcripts**

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

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

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

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Student records for all students are kept for five years. Transcripts are kept permanently. Students may inspect and review their educational records. To do so, a student should submit a written request identifying the specific information to be reviewed. Each student's file will contain student's records, including a transcript of grades earned. The first copy of the official transcript is provided at no charge. Subsequent copies are available upon advance payment of the transcript fee of \$25.00 for two copies. Transcripts will only be released to the student upon receipt of a written request bearing the student's live signature. No transcript will be issued until all tuition and other fees due the institution are paid current.

### **Attendance Policy**

Students are expected to maintain good attendance and adhere to their completion dates. Students should strive to attend classes consistently in order to master the required skills in the time allowed. Failure to attend a minimum of 75% of classes per course may result in dismissal from the program.

### **Tardiness & Early Departure**

Rosemead College of English encourages students to be punctual for all activities, appointments, and classes. Students will be marked "tardy" at the discretion of the teacher. Teachers lock their classroom doors 15 minutes after class starts, and students will be let in at the next break. Similarly, students who choose to leave class 15 minutes early will be considered an "early departure".

### **Excused Absences**

In order for an absence to be considered "excused," a student must submit proper documentation to explain the absence (i.e., doctor's note, court order, proof of an appointment, etc.).

### **Attendance Requirements**

Students who register with Rosemead College of English are responsible for attending classes regularly. Students are expected to maintain good attendance and adhere to their completion dates. Students should strive to attend classes consistently in order to master the required skills in the time allowed. Failure to attend less than a minimum of 75% of classes per course may result in dismissal from the program. If a student has accumulated 5 days of unexcused absences in any given month during the semester, the teacher will inform the office/student counselor/DSO.

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

Excessive tardiness, early departures and unexcused absences will result in the student being placed on academic probation.

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

1. Student Counselor/DSO will meet with the student and identify the problem.

2. Student Counselor/DSO will talk to the student about the importance of keeping in student status.

3. Student Counselor/DSO will explain the entire probation procedure to the student.

4. Student will sign a Promise Note stating that he/she will adhere to the stipulations of the Promise Note.

*Counselor and teacher will constantly monitor the attendance progress of student during this period, including the use of a Student Progress Report.*

*If the student shows improvement, the student will be taken off of probation.*

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

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

*At this stage the student has the right to transfer to another institution.*

#### **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 75%, the student will receive a Final Notice in writing stating that their I-20 will be terminated due to poor attendance. The student's I-20 will then be terminated in the SEVIS system.

#### **Leave of Absence**

A student is eligible to take a leave of absence once they have completed two consecutive terms. A leave of absence may span a maximum of 16 weeks. If there is an emergency situation within the student's first two terms, proper documentation must be submitted.

To request a leave of absence, a student must fill out the Student's Leave of Absence Request Form, which must be submitted to the Student Counselor. The student must return to school by the anticipated return date. If the student is unable to return as scheduled, the student must notify the school office in order to receive further instructions.

#### **Student Conduct**

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

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

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

## **Library Resources**

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

## **Grading and Determination of Student Achievement**

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

The grading system is as follows:

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

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

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

## **Documenting Student Satisfaction**

The Education Coordinator/Administrative Assistant will provide each student with a standardized Teacher Evaluation Form at mid-semester.

Student Exit Form is given to students who have completed their course at RCE.

The data is then to be assembled for review by the School Director who reads the assessments in order to identify items of dissatisfaction and/or patterns of responses which might indicate the existence of a systemic problem as compared with an incidental problem.

The School Director then discusses results with the Education Coordinator.

Finally, the feedback is discussed with the individual teacher, as indicated by the findings.

## **Educational Objectives**

The intensive English classes have been designed to provide nonnative students with the necessary language skills and basic information needed to function successfully in American society. For those completing the most advanced levels of instruction classes are designed to acquire the English proficiency necessary to be accepted into U.S. colleges and universities. The program is designed to provide students with dramatically improved language skills by using a standardized, intensive and comprehensive curriculum, which integrates listening, speaking, reading and writing skills. All courses offered by Rosemead College of English have multiple entry and exit points. These entry and exit points correspond with the 16-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**

### **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 objectives of this class are not only for students to master the alphabet, numbers, and basic sentences, but also to begin developing a communicative competence through the study and practice of specific rudimentary grammatical structures, vocabulary and communicative functions. 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.

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 RCE Beginning IEP Level 1 class.

#### **Performance Objectives**

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

1. Properly introduce themselves to others, properly greet others, use different types of greetings, and talk about what they do;
2. Properly introduce others, identify people and their occupations, correctly spell and pronounce different names, and politely begin a conversation;

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3. 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;
4. Give and get directions, understand and name different means of transportation, identify family members correctly, and read a map;
5. Briefly describe family members, describe people using adjectives, ask questions about someone they don't know very well, and identify someone to others;
6. 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;
7. Know how and when to use the verbs want, have, need, learn the colors, descriptive adjectives used to describe clothing, give descriptions about clothes, and give brief summary about home and work locations;
8. Describe their home using specific vocabulary including different kinds of furniture and appliances and describe daily activities including personal favorites;
9. 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;
10. Describe different types of weather, know different time expressions, make phone calls and discuss plans, and socialize and make plans with another person;
11. 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;
12. 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;
13. 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;
14. Describe special abilities/skills/talents, use adverbs correctly, properly make a request, accept/decline invitations, and use can, can't, and too correctly; and
15. Describe significant life events, give a personal biography, announce good and bad news, and send congratulatory messages to others.

### **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 a review of the phonetic alphabet, emphasizing American English pronunciation skills, concentration on vocabulary development and beginning dictionary use.

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Communicative functions include describing positive and negative features, making comparisons, giving instructions and definitions, comparing time periods, describing abilities and skills, and reporting what others say. There is also an expansion on the simple present, past and future tenses; nouns and pronouns, non-count nouns, modals, and irregular verbs, and are introduced to imperatives, indirect questions, and comparisons using adjectives.

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 Top Notch Level 1 final exam and by enrolling in RCE Intermediate IEP Level 2.

### **Performance Objectives**

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

1. Get to know someone, offer to introduce someone, talk about people, and interview a classmate;
2. Accept or decline an invitation, ask for and give directions, make plans to see an event, and talk about musical tastes;
3. Describe their family, ask about family members, compare people, and talk about small and large families;
4. Suggest a brand or model, express frustration about a machine, describe features of machines, and complain when things don't work;
5. Discuss what to eat, make food choices, order and pay for a meal, and discuss food and health;
6. Plan an activity with someone, talk about daily routines, discuss exercises and diet, and describe their typical day;
7. Shop for clothes, pay for clothes, give and get directions in a store, and discuss culturally appropriate dress;
8. Greet someone arriving from a trip, talk about how they spend their free time, discuss vacation preferences, and tell about their experiences on a trip;
9. Discuss schedules and buy tickets, book travel services, understand airport announcements, and describe transportation problems; and ask for recommendations, bargain for a lower price, discuss tipping customs, and talk about shopping experiences.

### **Intermediate IEP-LEVEL 2**

#### **Course Description**

Students practice and create dialogues, and develop strategies to learn language functions in order to converse at a high-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. They will encounter the challenges describing abstractions like personality traits, personal characteristics, and a dream or a past event. They will take messages, ask about other's preferences, and even ask for recommendations. Students' reading and writing skills are also further developed.

Communication functions include intonation, showing interest, asking for confirmations, getting others to do things, time, tense, auxiliaries, and count/non-count nouns are covered, while

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pronunciation focuses on the stress and tone required for understanding and speaking more fluently. Through group/pair work, reading and short writing exercises, and listening comprehension exercises, students English understanding and fluency improved.

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 RCE High-Intermediate IEP, Level 3.

### **Performance Objectives**

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

1. Introduce themselves, talk about themselves, exchange personal information, remember childhood, and ask about someone's childhood;
2. Talk about transportation and transportation problems, evaluate city services, and ask for and give information;
3. Describe positive and negative features, make comparisons, talk about lifestyle changes, and express wishes;
4. Talk about food, express likes and dislikes, describe a favorite snack, and give instructions;
5. Describe vacation plans, give travel advice, and plan a vacation;
6. Make requests, accept and refuse requests, complain and apologize, and give excuses;
7. Describe technology, give instructions, and give advice;
8. Describe holidays, festivals, customs, and special events;
9. Talk about change, compare time periods, and describe possibilities;
10. Describe abilities and skills, talk about job preference, and describe personality traits;
11. Talk about landmarks and monuments, describe countries, and discuss facts;
12. Ask about someone's past and describe recent experiences;
13. Describe movies and books, talk about actors and actresses, and ask for and give reactions and opinions;
14. Interpret body language, explain gestures and meanings, describe emotions, explain proverbs, and ask about signs and meanings;
15. Speculate about past and future events, describe a predicament, and give advice and suggestions; and
16. Report what people say, make requests, and make invitations and excuses.

### **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 objectives of this class are to expose students to more complex uses of previously studied grammatical structures, such as clauses, the conditional, passive and active voice, gerunds and infinitives, comparisons, 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 and reading and writing exercises.

The communicative functions include personalities, jobs and careers, lifestyles, giving opinions and discussing interests. To this end, extensive pair and group work, listening comprehension exercises, reading, and writing is carried out. Additionally, students will be introduced to culturally 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 RCE Advanced IEP Level 4.

### **Performance Objectives**

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

1. Describe personalities, express likes and dislikes, express agreement and disagreement, and complain;
2. Give opinions about jobs and describe and compare jobs;
3. Make requests, accept and decline requests, and leave messages;
4. Describe past events and narrate a story;
5. Express emotions, describe expectations, talk about customs, and give advice;
6. Describe problems, make complaints, and explain something that needs to be done;
7. Identify and describe problems and offer solutions;
8. Ask about preferences, talk about learning methods, and talk about personal qualities;
9. Talk about things they need to have done and ask for and give advice or suggestions;
10. Talk about historical events and give opinions about the future;
11. Describe themselves in the past, describe regrets about the past, and describe hypothetical situations;
12. Describe the purpose of something, describe qualities for success, describe features, give reasons, and talk about ads;
13. Offer explanations, draw conclusions, and describe hypothetical situations;
14. Describe how something is done, used, or made and describe careers in the media and entertainment industries;
15. Make a recommendation, give and acknowledge opinions, ask for and give reasons, and agree and disagree; and
16. Describe challenges, frustrations, and rewards and talk about the past and the future.

## **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 structures. Emphasis is on how to use these complex structures correctly in the context of both written and oral expression. The students will further develop productive skills through group/pair work, reading and longer writing exercises.

Communicative functions in this course enable the advanced students to distinguish between real and hypothetical situations, casual vs. formal language, recognize sincere vs. sarcastic intonation, describe relationships and behavior, make promises, and express hopes. Additionally, students are enabled to guess 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 Summit 1 final exam and by enrolling in RCE High Advanced IEP Level 5.

### **Performance Objectives**

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

1. Describe personalities, express likes and dislikes, describe personal change, state advantages and disadvantages, and talk about rules;
2. State facts, make recommendations, describe processes and strategies, give reasons and purposes, and talk about hopes and dreams;
3. Describe and give information about places, state preferences, present contrasting information, and categorize and evaluate issues;
4. Describe daily routines and habits, give advice, explain reasons and conditions, and give interpretations of meaning;
5. Compare customs and habits, present contrasting information, make generalizations, discuss concerns and offer solutions, and describe a mental process;
6. Describe types, talk about appropriate behavior, start a conversation, make small talk, and report what someone else has said;
7. Present information in chronological order, narrate new events, and organize and present topical information;
8. Express regrets about the past, refer to fortunate events in the past, evaluate traits of character, and describe people's attitudes and beliefs;
9. Describe job qualifications, offering solutions to problems, commenting on facts, analyzing reasons;
10. Describe everyday irritations, describe personal styles of complaints, respond to complaints, identify problems and offer solutions, and give advice;
11. Compare and contrast customs, predicting the future, making hypotheses, give advice, and explain preferences; and

12. State and support opinions, describe personal characteristics, discuss hypothetical situations, and explain decisions.

### **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 is for students to focus on application of all the grammatical structures and English usage learned up to this level, rather than on prescriptive study of grammar. This is achieved through usage and analysis of structures found in culturally authentic materials, such as magazine and newspaper articles, short literary works and videos.

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

After this class, students will demonstrate their abilities by successfully completing the Summit 2 final exam and by enrolling in RCE'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:

- Pre-Unit: Get to know your classmates, talk about personal interests, write a personal letter or email, research local information and resources, review punctuation, and review enunciation of words
- Unit One: Identify your learning style and career path, balance your life, identify and prioritize goals, motivate yourself, research and training, create a personal profile, learn future perfect, review gerunds and superlative adjectives, and future with *will*;
- Unit Two: Organize your finances, reduce debt and save money, identify investment strategies, maintain good credit, protect yourself against identity theft, research government consumer agencies, create a financial plan, learn past perfect continuous, and interpret meaning of idioms in context;
- Unit Three: Purchase a car, maintain and repair your car, interpret and auto insurance policy, complete mileage and gas consumption, research automotive information, create an auto handbook, organize sentences effectively to convey meaning, write a two paragraph essay, and research through interview and on the computer;
- Unit Four: Communicate issues by phone, interpret lease/rental agreements, identify tenant and landlord rights, get insurance, prevent theft, research homeowner's and renter's

information on the Internet, make a presentation related to a housing issue, review parts of speech, causative verbs, modals, and WH-questions;

Unit Five: Identify practices that promote mental and physical well-being, ask about medical bills, interpret health insurance information, identify addictions, interpret procedures for first-aid, research health related resources in the community, give a presentation on a health-related topic, review parts of speech, learn independent and dependent clauses, adverb clauses of concession, and read a spread sheet;

Unit Six: Do product research, purchase goods and services by phone and internet, interpret product guarantees and warranties, sell and return a product, research ways of selling things, create an online or catalog-only store, learn about appositives, review conditionals and future, understand and use synonyms, brainstorm and construct arguments;

Unit Seven: Identify and use technology, resolve technology problems, establish an organizational system, identify and resolve problems at work, report progress, research careers in retail and office businesses, set a typical business office, compare parts of speech, learn about noun clauses and noun clauses as objects, review modals, imperatives, and future tenses, interpret visual representations, understand root words and suffixes, and summarize reading passages;

Unit Eight: Identify requirements for establishing residency and citizenship, understand your rights, identify local civic organizations, interpret information about environmental issues, communicate your opinion, research civic issues and citizenship, give an opinion speech, learn about transitional and opinion expressions, review future tenses, imperatives, modals, and verb tenses.

## **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 his or her score on the TOEFL test. Participants follow an assigned schedule by which they learn TOEFL skills through studying lectures, doing exercises, taking practice TOEFL tests, and receiving instructor feedback.

### **Course Learning Outcomes**

The objectives of this course are to improve each students' aural, 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.

### **Special Emphasis IEP – NCLEX-RN Preparation**

#### **Course Description**

This course is designed specifically to provide instruction in English as a second language for students who plan to take the National Council Licensure Examination for Registered Nurses (NCLEX-RN) and become nurses in the U.S., or so that students may prepare for performing as a newly licensed, entry-level nurse. This intensive course covers basic medical terminology, Intensive American English, and test preparation. Classes are centered on speaking, listening,

reading and writing, with incorporated vocabulary, grammar, writing style, critical thinking, pronunciation and test-taking strategies.

### **Course Learning Outcomes**

The objectives of this class are to ensure students have the tools to successfully pass the NCLEX-RN exam. Special emphasis is placed on critical thinking skills and content review. Lectures are used for students to further develop productive skills through group/pair work and reading and writing exercises. Students will be introduced to “real world” nursing materials to stimulate thought and promote critical thinking at the analysis and application level.

By the end of this course, students will have the tools in which to take and pass the NCLEX-RN exam as required by California’s State Board of Nursing. After NCLEX students pass the NCLEX exam, they can choose to participate in the IELTS Preparation Course, or TOEFL Preparation Course.

### **Performance Objectives**

- After the successful completion of each unit, students will be able to:
- Describe nursing, critically analyze,;
- Give opinions about the nursing profession and describe and compare international nursing;
- Make requests, accept and decline requests;
- Describe past events and narrate a story;
- Express emotions, describe expectations, talk about nursing, and give advice;
- Describe nursing problems, make complaints, and explain something that needs to be changed within the profession;
- Identify and describe problems and offer solutions;
- Ask about preferences, talk about learning methods, and talk about personal qualities;
- Talk about things they need to have done and ask for and give advice or suggestions;
- Talk about historical nursing and medical events and give opinions about the future of medicine;
- Describe themselves in the past, describe regrets about the past, and describe hypothetical situations;
- Describe the purpose of nursing, describe qualities for success, describe features;
- Offer explanations, draw conclusions, and describe hypothetical situations;
- Describe how something is done, used, or made and describe the nursing career as portrayed by the media and entertainment industries;
- Make a recommendation, give and acknowledge opinions, ask for and give reasons, and agree and disagree; and
- Describe challenges, frustrations, and rewards regarding nursing and talk about the past and the future.

### **TOEIC Preparation Course**

#### **Course Description**

This course offers students 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:

1. Demonstrate knowledge of test taking techniques specific to the TOEIC;
2. Demonstrate understanding of and work within time restrictions;
3. Identify misleading information in listening and reading sections of the test;
4. Expand oral and written vocabulary by learning 600+ TOEIC key words;
5. Recognize and properly use 20-25 essential English grammar structures specifically tested on the TOEIC;
6. Demonstrate understanding of business idioms and phrasal verbs tested on the TOEIC;
7. Demonstrate acquisition of all four language skills (speaking, listening, reading and writing), with an emphasis on real communication;
8. 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;
9. Demonstrate increased confidence and fluency through guided work, discussions, role-plays and group or individual presentations;
10. Produce individual sounds as well as elements of connected speech;
11. Demonstrate effective reading comprehension skills through skimming, scanning and predicting, along with strategies for dealing with unfamiliar vocabulary;

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12. Discuss and debate issues of culture by expressing knowledge of other cultures, including the American culture; and
13. Demonstrate learner independence by completing assigned homework and self-study.

### Completion Requirements

Program	Requirements to Complete the Program	Required Courses	Final Tests	Internship or Externship	Total Clock Hours
<b>Intensive English</b>	Students take the final exam	None. This program is not divided into sub-courses	Yes. Students are tested upon completion of the program	No internship or externship is required	288 Per Level
<b>Semi-Intensive English</b>	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	288 Per Level
<b>TOEFL Prep</b>	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	288
<b>TOEIC Prep</b>	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	288
<b>Special emphasis IEP (NCLEX-RN)</b>	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	288

### Equipment Used for Instruction

Intensive English	The course takes place in a classroom located in the school building. Each classroom is equipped with a CD player and a TV and DVD player. Students are required to purchase textbooks for the course they are taking.
Semi-Intensive English	The course takes place in a classroom located in the school building. Each classroom is equipped with a CD player and a TV and DVD player. Students are required to purchase textbooks for the course they are taking.
TOEFL Prep	The course takes place in a computer lab located in the school building. The computer lab is equipped with 22 computers, two printers and a CD player. Students are required to purchase textbooks for the course they are taking.

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TOEIC Prep	The course takes place in a classroom located in the school building. Each classroom is equipped with a CD player and a TV and DVD player. Students are required to purchase textbooks for the course they are taking.
Special emphasis IEP (NCLEX-RN)	The course takes place in a classroom located in the school building. Each classroom is equipped with a CD player and a TV and DVD player. Students are required to purchase textbooks for the course they are taking.

### TOEFL

#### Sample Schedule

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

### Duration of Programs or Modules

Course	Level	Weeks	Class Hours
PRE-BEGINNING IEP	ABC	16	288
BEGINNING IEP	1	16	288
INTERMEDIATE IEP	2	16	288
HIGH-INTERMEDIATE IEP	3	16	288
ADVANCED IEP	4	16	288
HIGH-ADVANCED IEP	5	16	288
TOEFL PREPARATION		16	288
TOEIC PREPARATION		16	288
SPECIAL EMPHASIS IEP (NCLEX-RN Preparation)		16	288

### Certificate of Completion

Certificate of Completion can be issued to students upon request. Students who complete a program at RCE, 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

RCE 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. RCE cannot

guarantee placement in continuing education programs offered by vocational schools, community colleges, or universities, upon completion of its program.

### **Student Services, Visa**

RCE assists overseas applicants in securing an I-20 student visa. Once an overseas student has been accepted to our institution, an I-20 form is being issued and sent to the student along with the acceptance letter and school catalog. The student is then advised to search the American embassy website in their home country for detailed requirements to apply for a student F-1 visa. The Student Counselor helps the student throughout the visa application process, by providing sample documentation required for obtaining an F-1 visa, such as, bank statement, translation of application forms, motivation letter and other such items.

### **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. RCE maintains a list of local families who have expressed an interest in participating in a homestay program. The families apply, receive a personal orientation, and are visited by an RCE homestay representative so as to assure that the residence will be suitable for the participating student. This housing accommodation for international students is affordable and convenient and provides an opportunity for students to experience the American way of life, practice English and form cross-cultural friendships.

Each student is provided with a private furnished room. Upon student's request, home stay accommodation can include meals and Internet access. Prices for home stay range from \$600-\$1200 monthly. If you are interested, ask your admissions representative for a homestay application and the school will work to find a match for you in the local area from the list of participants maintained by RCE. When you arrive from overseas, a school representative will pick you up at the airport or coordinate with your family to have you brought directly to your homestay family. The school charges a \$250 service fee for making these arrangements. You will make monthly payments directly to your host family.

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

For detailed information about policy, coverage and rates, you may contact the RCE Admissions office or you may refer to the following web address: [www.travelinsure.com](http://www.travelinsure.com).

**Private Tutoring:** Any student interested in obtaining the services of a private tutor is encouraged to contact the Student Counselor.

RCE has a computer lab equipped with internet-ready computers, used for TOEFL class and for the TOEFL iBT test as the ETS authorized TOEFL iBT center.

### **Cost of Programs and Payment Policy**

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

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

### **Policies and Procedures Regarding Financial Aid (Title IV)**

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

### **Loan Repayment**

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

### Total Charges for a Period of Attendance

Prices shown are for the 16-week enrollment/one semester (F-1 students):

Program	Tuition	Books (estimated fee)	Application Fee	STRF Fee	Total Fees
Intensive English	\$2,200	\$275	\$150	\$7.50	\$2,632.50
Semi-Intensive English	\$1,200	\$165	\$150	\$5.00	\$1,520.00
TOEFL Prep.	\$1,400	\$130	\$150	\$5.00	\$1,685.00
TOEIC Prep.	\$1,200	\$100	\$150	\$5.00	\$1,455.00
Special emphasis IEP (NCLEX-RN Prep.)	\$2,500	\$130	\$150	\$7.50	\$2,787.50

Application and STRF Fees not refundable.

### Total Charges for the Entire Educational Program

Program	Tuition	Books (estimated fee)	Application Fee	STRF Fee	Total Fees
Intensive English	\$13,200	\$1,650	\$150	\$35.00	\$15,035.00
Semi-Intensive English	\$7,200	\$990	\$150	\$20.00	\$8,360.00
TOEFL Prep.	\$1,400	\$130	\$150	\$5.00	\$1,685.00
TOEIC Prep.	\$1,200	\$100	\$150	\$5.00	\$1,455.00
Special emphasis IEP (NCLEX-RN)	\$2,500	\$130	\$150	\$7.50	\$2,787.50

Application and STRF Fees not refundable.

Fees are subject to change without prior notice.

### Cancellation and Withdrawal Refund Policies

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

If you have been accepted by RCE, 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 RCE, or if your visa application has been rejected, we will refund all monies paid, less non-refundable charges. If RCE cancels a program subsequent to your enrollment, we will refund all monies paid by the student.

### **REFUND POLICY**

The amount owed to the student equals the institutional charge for the instruction divided by the total number of clock hours in the period of attendance multiplied by the number of clock hours the student has not attended prior to withdrawal. For students who withdraw prior to the scheduled starting date, the institution may retain a cancellation fee of \$100. No refunds are due once the student has received more than 60% of the clock hours of instruction in any given period of attendance.

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

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

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

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

### **Termination Refund Policy**

We are not obligated to make refunds to students who are terminated due to violation of our written disciplinary policies, attendance policies, local, state, or federal law.

### **Approvals and Affiliations**

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

### **School Rules**

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

**Faculty Roster**  
**Qualifications of Instructors**

Amelia Nocete	B.A. in English with minor in Journalism from California State University, Long Beach.
Aaron Coleman (B)	M.A. in Linguistics, from California State University, Long Beach
Chor Moua	M.A. in Teaching English to Speakers of Other Languages from California State University, Los Angeles.
Cortney Ronald (B)	B.A. in Liberal Studies: Integrated Teacher Education Program from California State University, Long Beach.
David Johnston	M.A. in Teaching English to Speakers of Other Languages from California State University, Long Beach.
Jeffrey Shepard	M.A. in Teaching English to Speakers of Other Languages, from Colchester, Vermont.
Katarina Zorkic	M.A. in Teaching English to Speakers of Other Languages, California State University, Los Angeles.
Lauren Lee (B)	B.A. in Sociology with a minor in Business Management, from the University of California, Irvine. TEFL Certificate from TEFL International, Barcelona.
Michelle Luo	B.A. in Business Economics with Emphasis in Sociology, from University of California, Irvine.
Mike Malley	M.A. in Teaching English to Speakers of Other Languages, from Azusa Pacific University, Azusa.
Sammantha Boaz RN BSN (B)	B.A. in Psychology, from the University of California, San Diego. B.S. in Nursing from Johns Hopkins University, Baltimore, MD School of Nursing.
Samia Nasry	M.A. in Education from California Polytechnic University, Pomona;
Stephanie Morales	B.A. in Liberal Arts in English from California State University, Los Angeles;
Stephen Knapp (B)	B.A. in Music with Emphasis in Education, from Azusa Pacific University, Azusa; Teaching English as a Foreign Language Certificate from Bridge TEFL;

\*B – refers to branch

Our instructors are highly qualified teaching professionals and many of them are multilingual. Most 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.**

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

1. You are a student in an educational program, who is a California resident, or are enrolled in a residency program, and prepay all of part of your tuition either by cash, guaranteed student loans, or personal loans, and
2. Your total charges are not paid by any third-party payer such as an employer, government program or other payer unless you have a separate agreement to repay the third party.

You are not eligible for protection from the STRF and you are not required to pay the STRF assessment if either of the following applies:

1. You are not a California resident, or are not enrolled in a residency program, or
2. Your total charges are paid by a third party, such as an employer, government program or other payer, and you have no separate agreement to repay the third party."

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

"The State of California created the Student Tuition Recovery Fund (STRF) to relieve or mitigate economic losses suffered by students in educational programs who are California residents, or are enrolled in a residency program attending certain schools regulated by the Bureau for Private Postsecondary Education.

You may be eligible for STRF if you are a California resident or are enrolled in a residency program, prepaid tuition, paid STRF assessment, and suffered an economic loss as a result of any of the following:

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

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

### **Student's Rights, Complaint Procedures and Grievances**

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

Rosemead College of English, 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.

### **Academic Probation and Dismissal Policies**

The administration may place a student on academic probation if the student is not making satisfactory academic progress as per this institution's published policy. The student's final grade will be monitored at the end of each enrollment period as the grades are available in the school office. Should the student's grade fall below C, a student may be placed on academic probation. This will result in a formal advisory. After the completion of the currently enrolled term, the student will have an additional term to bring their grade up to or exceeding the minimum standard of the institution. Thereafter, the student's failure to achieve satisfactory academic progress may result in dismissal from the program. The Student Counselor will offer assistance in locating a suitable institution for transfer.

### **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;

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- 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](mailto:complaints@accet.org)  
Website: [www.accet.org](http://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

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shall not be repeated with respect to the same item by the same teacher from term to term. In this case, the test of spontaneity would fail. The instructor would be expected to obtain permission from the holder of the copyright. This can be done easily and quickly, in many cases, via the internet.

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