



ESLA[®]
English As A Second Language Academy

CATALOG

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As a prospective student, you are encouraged to review this catalog prior to signing an enrollment agreement.

Mission Statement

The mission of ESLA is to provide quality English as a Second Language (ESL) programs to immigrants and foreign students living in the Los Angeles and Orange County regions. The focus of our ESL instruction is to cultivate students' linguistic abilities for personal growth and development and academic studies.

Institutional Goals

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

The History of ESLA

ESLA was founded in 1982 for the purpose of providing quality ESL instruction to immigrants living in the Los Angeles area. Due to the large number of immigrants establishing businesses in the region, initial emphasis was placed on preparing students to meet the language demands of the business community.

Recently, with a large number of immigrants having gained residency status, our facilities have been expanded and the program offerings now include a GRE program, in addition to ESL and TOEFL. All of our programs are constantly being updated to better serve the needs and interests of the students.

Our extensive contact with native and international students over the years has enabled us to design programs that suit individual needs and varying proficiencies.

We are approved to operate by the BPPE of California and the Department of Homeland Security's SEVP Department.

LOCATIONS

Irvine (Main Campus)
17320 Red Hill Ave., # 300
Irvine, CA 92614
(949) 756-0321
www.Eslacademy.com

Los Angeles (Branch)
3530 Wilshire Blvd., # 190
Los Angeles, CA 90010
(213) 384-4123

Rowland Heights (Branch)
19119 E. Colima Road, # 201
Rowland Heights, CA 91748
(626) 810-2003

Ownership

ESLA is owned and operated by Yong Kim

Frequently Asked Questions

Q: What is an F-1 Visa?

A: An F-1 Visa is a visa issued to students who wish to pursue full-time academic studies in the United States.

Q: How do I obtain an F-1 Visa?

A: To obtain an F-1 Student Visa, a student must first secure an I-20 Form from ESLA. After securing the I-20 Form, make an interview appointment at your U.S. Embassy or Consulate. Bring your I-20 Form, passport, application fees, bank statement, and other relevant documents as instructed. Once you pass the interview, your F-1 Student Visa will be mailed to you.

Q: What is an I-20?

A: The I-20 is issued by the school and provides a certificate of eligibility for F-1 Students.

Q: Is ESLA approved to issue I-20s?

A: We are authorized by the United States Department of Homeland Security to issue Certificates of Eligibility for Non Immigrant (F-1 & M-1) and Student Status (I-20 Form).

Q: How do I transfer to ESLA?

A: In order to transfer, your status must be current with the school you are attending. After notifying your school of your intent to transfer, you must submit the following documentation to our school:

- 1) Application Form,
- 2) An official document verifying your status as an In-Status F-1 Visa Student,
- 3) Financial Statement.

Q: Where can I attain a current schedule of classes?

A: Contact the admissions office to receive up-to-date information regarding scheduled classes.

Q: Does ESLA have morning/evening classes?

A: We offer morning, afternoon, and evening courses to accommodate your needs.

Q: How do I apply?

A: We encourage interested parties to come visit our facilities and apply in person. Our staff will assist you with any questions you might have regarding our programs. You may also submit an application electronically, and a member of the ESLA staff will contact you promptly.

Q: How do I know which course is appropriate for me?

A: All students are given a standardized diagnostic test to determine the appropriate level of instruction. Students are also given the opportunity to discuss classroom placement with the ESLA Head Teacher and staff and to sit-in on classes.

Q: How do I advance to a higher level?

A: Instructors recommend that a student progress when course objectives have been successfully completed. Students may take an assessment test to determine their proficiency at a specific level. Upon passing the test, the student may advance to the next level.

Q: Are there any bilingual staff members who can assist me?

A: We have staff members that can speak Arabic, Chinese, Japanese, Korean, Spanish, and Thai for students that are new to the U.S.

Q: Is there a minimum age limit for admission?

A: Applicants must be at least 16 years of age. Additionally we offer summer programs for youth on vacation. Our courses are designed to offer instruction according to proficiency.

Q: What type of individual tutoring do you offer?

A: We can arrange tutoring for ESL, TOEFL, GRE, or SAT. We can also customize your individual tutoring experience to reflect your academic interests and needs.

Staff and Faculty

Administrative Staff

Chairman
Yong Kim

CEO
Jason Kim

Student Representatives

Ken Noojui
Emiko Pearson
Maher Jaroudi
Sherry Zhou
Ryan Hammad
Saya Ichiki
Andrew Won
Yvonne Kuehn

Assistant Manger
Maria Jones

CFO
Sheila Kim

**Financial and Planning
Director**
David Kangeri

Irvine Campus Director (Main)
Katie Lee

Rowland Heights Campus Director (Branch)
Dr. Sonja Lopez

Los Angeles Campus Director (Branch)
Jason Kim

Director of International Recruitment
Chris Hou

Academic Director

Yenda Giovanatto – Mrs. Giovanatto received her Master of Arts in Education in Language and Literacy from the Graduate School of Education at Harvard University. Her Bachelor of Arts in Psychology, with a minor in Art History, was attained at Stanford University. She has over 10 years of teaching and administrative experience in the education, non-profit, and private sectors.

Head Teachers

Emily Klingenberg (Los Angeles) – Ms. Klingenberg obtained her Bachelor of Arts in English from California State University, Los Angeles. She attained her Master of Arts in English Literature at McGill University and has been teaching ESL since 2008.

Marisa Olson (Irvine) – Ms. Olson received her Bachelor of Arts in Linguistics and Spanish Language and Culture from the University of California, Irvine. She attained her Master of Arts in Teaching English to Speakers of Other Languages (TESOL) at the University of Southern California.

Elena Cruz – Ms. Cruz received a Bachelor of Arts in English Education with a focus on Literature and Composition as well as a Master's in Teaching English as a Second Language from California State University, Long Beach.

Instructors

Gina Atkinson – Ms. Atkinson attained her Bachelor of Arts in Letters from the University of Oklahoma and her Master of Arts in English with an emphasis on Teaching English as a Second language from Oklahoma State University. She has over 5 years of ESL teaching experience.

Cliff Fleck – Mr. Fleck earned his Bachelor of Arts in Modern Literature at UC Santa Cruz and his Master of Fine Arts in Screenwriting from Loyola Marymount University. He has been teaching ESL for several years.

Karen Ladouceur – Ms. Ladouceur graduated with a Bachelor of Arts in creative writing from the University of Arizona and received her TEFL certificate from Santa Barbara City College. She has been teaching ESL since 2006.

Kelly Zax – Ms. Zax attained her Bachelor of Arts in Interdisciplinary Social Sciences from San Francisco State University and her ESL Instruction/Adult Education Credential from UCLA Extension. She has over 13 years of experience teaching ESL.

Allison Wolfe – Ms. Wolfe was awarded a Bachelor of Arts in Sociology from Evergreen State College and a TEFL Certificate from UniTEFL International. She has been teaching ESL since 2008.

Katherine Czerwinski – Ms. Czerwinski earned her Bachelor of Arts in Political Science at the University of Illinois-Urbana and her Masters of Education from the University of Illinois – Chicago. Her teaching experience spans well over a decade.

Maximilian Scherrer – Mr. Scherrer graduated from Haverford College with a Bachelor of Arts in Literature. He is CELTA certified and has been teaching ESL since 2009.

Amber Durfield – Ms. Durfield received her Bachelor of Arts in Journalism and Broadcasting from Oklahoma State University. She has Master of Arts in English Composition from California State University, San Bernardino, and a Master of Arts in International Human Rights from the University of Denver.

Santo Rivas – Mr. Rivas earned his Bachelor of Arts in History from California State University, Los Angeles, and earned his Certificate of English Language Teaching to Adults from CELTA Cambridge. He has over a decade of ESL and TOEFL teaching experience.

Ty Robinson – Mr. Robinson has a Bachelor of Arts in History, with a Minor in Art History, from the University of California, Riverside. He has been teaching ESL since 2008.

Nancy Lay – Ms. Lay received her Bachelor of Arts in Japanese and Master of Science in Education (TESOL) from California State University, Fullerton. She has been teaching ESL since 2010.

Tanya Noordhoff – Ms. Noordhoff graduated from California State University, Fullerton with Bachelor of Arts degrees in Theatre Arts as well as Communicative Disorders (Speech Therapy). She has taught and tutored students in ESL since 2006.

Charles Carroll – Mr. Carroll received his Bachelor of Arts in Geography from the University of Washington and his Master of Arts in Urban and Regional Planning from the University of California, Irvine. He has been teaching ESL since 2004.

Krysta Uyekawa – Ms. Uyekawa earned her Bachelor of Arts in Anthropology from the University of California, Riverside. She has been teaching and tutoring students in various subjects since 2006.

Christine Erice Gragirena – Ms. Gragirena attained her Bachelor of Arts in Broadcast Journalism and Electronic Communication Arts and her Master of Arts in Education from Pepperdine University, Graduate School of Education and Psychology. She has been instructing students in ESL since 2011.

Irini Mendoni – Ms. Mendoni graduated from California State University with a Bachelor of Arts in English Education and has taught ESL since 2009.

Daniel Hadley-Ambord – Mr. Hadley-Ambord earned his Bachelor of Arts in Philosophy from Catholic University of America and his Master of Arts also in Philosophy from Loyola Marymount University. He has been teaching ESL since 2010.

Sumayyah Alsabri – Ms. Alsabri received her Bachelor of Arts degree in Political Science and her CELTA certificate from the University of Cambridge. She has been teaching various subjects since 2009.

Maria Jones – Ms. Jones attained her Bachelor of Arts in Linguistics from UC San Diego. She is has been teaching and tutoring students in ESL since 2009.

Luz Santana – Ms. Santa graduated from California State University, Fullerton with a Bachelor of Arts in Journalism. Her Master of Arts in TESOL was earned at the University of San Francisco. She has over a decade of teaching and tutoring experience.

Leah Vining – Ms. Vining attained her Bachelor of Arts in Managerial Studies and Studio Art and Master of Arts in Education with an emphasis on Language and Culture from the University of Redlands. She has been teaching ESL since 2010.

Carlos Joseph Jimenez – Mr. Jimenez graduated with Bachelor of Arts degrees in English and Linguistics from California State University at Chico with his Master of Arts in Education: TESOL earned at Pepperdine University, Graduate School of Education and Psychology. He has been teaching and tutoring since 2005.

Heidi Briones – Ms. Briones attained her Bachelor of Arts in Politics at the University of California, Santa Cruz and her Master of Arts in TESOL from California State University, Dominguez Hills. She has been teaching ESL since 2007.

Hours of Operation

Office Hours:	8:30 A.M. to 6:00 P.M.	Monday through Friday
Class Hours:	9:00 A.M. to 9:30 P.M.	Monday through Friday.

Holiday Calendar

ESLA will be closed for the following holidays:

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

Academic Calendar

Our programs are delivered on a quarterly system consisting of Spring, Summer, Fall, and Winter quarters and are on an open enrollment. Please contact our admissions office for current enrollment information.

Facilities

All of ESLA's classrooms are fully equipped with the necessary technology and resources to provide an optimal environment for students to excel in their studies. A large flat-screen television connected to the internet can be found in each classroom to maximize the delivery of visual supplements to lessons.

A computer lab provides students with access to an online library. ESLA also possesses a Language Theatre for students to complement their programs with listening and cultural enrichment.

Students have access to all school resources during the hours the school is in operation. The lounge provides students with opportunities to practice their English with each other and socialize.

ESLA is an ETS certified iBT TOEFL testing center allowing students to take the exam on campus via registration through ETS. With decades of experience, ESLA uses the most up-to-date textbooks and complementary materials compiled from years of offering successful programs.

TRANSFER AGREEMENTS

ESLA has established transfer agreements with local community colleges allowing for the conditional admission of our students without a TOEFL score upon successful completion of our ESL program. These colleges include Glendale Community College, Orange Coast College, Cerritos College and Irvine Valley College.

ESLA has not entered into articulation agreements with college and universities.

NOTICE CONCERNING TRANSFERABILITY OF CREDITS AND CREDENTIALS EARNED AT OUR INSTITUTION

The transferability of credits you earn at ESLA is at the complete discretion of an institution to which you may seek to transfer. Acceptance of the certificate you earn in our ESL program is also at the complete discretion of the institution to which you may seek to transfer. If the certificate that you earn at this institution is not accepted at the institution to which you may seek to transfer, you may be required to repeat some or all of your coursework at that institution. For this reason, you should make certain that your attendance at this institution will meet your educational goals. This may include contacting an institution to which you may seek to transfer after attending ESLA to determine if your certificate will transfer.

CREDIT FOR PRIOR EXPERIENTIAL LEARNING

ESLA does not award credit for prior experiential learning. The Placement Test given to all initial students will determine the level at which students will commence their studies.

Admissions Instructions for International Students

ESLA is authorized to issue I-20's, which enables foreign applicants to receive an F-1 student visa. A handling charge for this service will be assessed.

If students wish to transfer from another school to ESLA, they should bring their passport, I-94 card, a sufficient bank statement and I-20 from the previously attended school. I-20 Students must attend ESLA for a minimum of one quarter to be eligible for a transfer. Students who are in the US on a B-1 or B-2 visa that wish to change their visa status to F-1 may be admitted to ESLA and issued an I-20 if they meet school requirements. Students may commence studies upon receiving approval. However, ESLA does not guarantee issuance of an F-1 by the United States Customs and Immigration Services (USCIS).

Prospective students must:

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

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

Registration Procedures

Please prepare and submit the following documents to ESLA:

F-1 Visa Students:

1. Application Form (available at www.Eslacademy.com)
2. Copy of Passport
3. Personal Bank Statement (minimum \$15,000 USD)
4. Application Fee (\$100)

Transfer Students:

1. All of the Above F-1 Requirements
2. Copy of Visa, I-94
3. Valid I-20

Change of Status Students:

1. All of the Above F-1 Requirements
2. Application Fee (\$300)
3. Current Visa

Immigration Definitions for Students

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

F-1 Student Visa

ESLA is only allowed to grant documents for students admitted with F-1 visas. The F-1 visa is for students qualified to attend full time college, university, conservatory, academic high school and any institution with language-training programs in the United States. He/she should provide proof of sufficient, easily transferable funds to cover cost of living and tuition, and an application fee. The school must provide the student with a Form I-20 A-B. F -2 visas are given to spouse/children of an F -1 visa holder. For eligibility, they must possess a valid passport, show proof of sufficient funds to cover their stay, and must agree to depart the United States upon the termination of the foreign student's F-1.

Form I-20 (Certificate of Visa Eligibility for Nonimmigrant F-1 Student Status)

Students who have been admitted to a school in the United States, require a student visa to enter the U.S.

for study, and have documented their ability to finance their education, will receive a Certificate of Visa Eligibility (Form I-20 for F-1 status) issued by the school through the internet-based Student and Exchange Visitor Information System (SEVIS). They should present this at a U.S. consulate (<http://usembassy.state.gov/>) abroad to certify eligibility to apply for an F-1 Student visa. This document, also known as a Visa Certificate, certifies eligibility to apply for an entry visa at a U.S. consulate abroad, and must be shown to a Department of Homeland Security (DHS) official at the time of entry into the U.S. in order to enter in student status.

When traveling outside the U.S., those in F-1 status must carry either an initial or recertified I-20 and financial documentation if they intend to return to the U.S. to continue their studies or practical training. The I-20 and its corresponding electronic updates in SEVIS are a permanent record of one's activities as a student in the U.S. It is your responsibility to keep all I-20's issued to you throughout your student status, no matter how long you stay in the U.S. or how many times you travel abroad. The initial I-20 used when you enter the country and stamped by the DHS is a very important immigration document. Make a copy of page 1 and page 3 to keep with your records.

SEVIS (Student and Exchange Visitor Information System)

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

Form I-94

This small white card is a record of your legal entry into the U.S. and immigration status. You complete it on a flight to the U.S. or at a border crossing, and it is then processed at a port of entry. An immigration inspector usually staples it into your passport. Form I-94 notes your name, date of birth, country of citizenship, and the date and port of entry of your arrival in the U.S. It also indicates how long you can stay in the United States. The notation D/S signifies "duration of status" and refers to the completion date on the certificate of visa eligibility (I-20). The Form I-94 is a record of your arrivals and departures. Each time you leave the country you surrender your I-94. Only in the case of short trips to Canada, Mexico, and parts of the Caribbean, do you keep this form. The I-94 is an important form; we recommend that you make two photocopies of both sides of the form, one to carry with you in your wallet and the other to keep separately in case you need to replace it.

Immigration Status

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

Passport

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

Entry Visa

Your entry visa is issued by a United States Consulate (<http://usembassy.state.gov/>) abroad and affixed into your passport. The only purpose of an entry visa is to apply for admission to the United States at the port of entry. The entry visa itself may expire while you are in the U.S., but your permission to stay in the U.S. remains valid. All international students requesting F-1 immigration status are required to have a valid F-1 entry visa stamp in their passport at the time of entry into the U.S. Your visa specifies the type of immigration status you will hold, the date until which you may enter the U.S., and the number of entries you may make before you must apply for a new entry visa stamp. The length of validity of each visa type is determined by an agreement between your home country and the U.S. government and is not necessarily tied to the length of your program of study. Please refer to the State Department's Visa Reciprocity information on their website for more details. (<http://www.travel.state.gov/visa/reciprocity/index.htm>)

NOTE THAT AN ENTRY VISA MAY BE ISSUED UP TO 120 DAYS IN ADVANCE OF A PROGRAM'S "REPORT DATE", BUT YOU ARE NOT PERMITTED TO ENTER THE U.S. MORE THAN 30 DAYS IN AVANCE OF THE REPORT DATE IN SECTION 5 OF THE I-20.

F-1 entry visas cannot be obtained within the U.S. Application for a new stamp generally must be made in person at a U.S. consulate or embassy outside the U.S. The validity period of your visa does not determine the length of time you may remain in the U.S. after you enter. Your length of stay is determined by the expected completion date of your program as indicated on your I-20. You are admitted to the U.S. for "duration of status" in F. This is notated as "D/S" on your I-94 card. Refer to the Duration & Extension of Stay in the U.S section of the U.S. Department of State's website for more information. (http://travel.state.gov/visa/temp/info/info_1298.html)

How To Obtain F-1 Status

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

Carefully read and follow these procedures:

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

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

Check the following websites for more information on visa appointments.

http://travel.state.gov/visa/temp/wait/tempvisitors_wait.php for information about current wait times for the appointment and for visa issuance. NOTE that the processing wait times do not include extra time that may be required for security clearances.

Locate the nearest U.S. Consulate: www.usembassy.gov and follow its instructions for applying for a visa (including links to required forms). Make a list of documentation required for the interview. Note procedures for paying the visa application fee and any visa issuance fees, if applicable.

2. Check your form I-20 for completeness and correctness!

Your I-20 indicates that we have created a record for you in SEVIS (Student and Exchange Visitor Information System). Your unique assigned SEVIS ID number is in the upper right corner of page 1. Check to see that all information is correct and that your expected completion date is in the future. If you have informed us that your dependents (husband, wife, or children under the age of 21) will come with you to the U.S., each of them will receive their own "dependent" I-20 needed for applying for their F-2 visas and entering the U.S. in F-2 status. If your family name is different from your dependents, be prepared to show documents that prove your relationship.

3: Make sure your passport is valid.

When you apply for a visa or enter the U.S., your passport must be valid for at least 6 months into the future. Some countries are exempt from this requirement and have their passports automatically extended for 6 months which means that you can use your passport up until the

written expiration date. This rule applies to subsequent entries to the U.S. while traveling as a student. Refer to the [list of countries exempt from this rule](#).

(<http://foia.state.gov/masterdocs/09fam/0941104x1.pdf>)

4. Pay the SEVIS fee (\$200) and print the receipt.

Go to the web site <http://www.fmjfee.com> and follow the instructions. You will need the I-20 available because the SEVIS number is required. Print copies of the receipt - you will need one with you for the visa interview and you should keep one for your own records. You can only access the receipt at the time of payment so be sure your printer is working before paying the fee. Refer to information posted at <http://www.ice.gov/sevis/i901/faq.htm>.

5: Complete all required Department of State application forms.

[DS-156](http://evisaforms.state.gov/) (<http://evisaforms.state.gov/>)

Everyone applying for a non-immigrant visa must complete this form. COMPLETE THIS ELECTRONIC FORM ON- LINE and take a printed copy with you to the interview.

[DS-158](#): Contact Information and Work History. For all F and J applicants.

[DS-157](#): Supplemental Non-Immigrant Visa Application Form. Required for male applicants between the ages of 16 and 45.

6. Refer to step one and follow instructions for paying any visa fees required in advance of your appointment.

Procedures may vary from country to country, and even post to post, within the same country. Note that application and issuance fees are often based on reciprocity between that country and the United States.

7. Bring a passport-size photo less than six months old.

8. Prepare for your interview appointment by learning what to expect.

You will be applying for an F-1 student visa, a non-immigrant classification. According to U.S. immigration law, "Every alien shall be presumed to be an immigrant until he establishes to the satisfaction of the consular officer, at the time of application for admission, that he is entitled to a non-immigrant status." This means you need to establish that you have no intention of staying in the U.S. permanently, but are coming here for a temporary purpose, i.e. to pursue your education. While the consular officers are aware that it may be difficult for students to demonstrate strong professional and economic ties to their home countries, you should still bear this in mind as you prepare for your interview.

In advance of your interview, please read the following: Obtaining a U.S. Visa: Published by Dept of State <http://www.unitedstatesvisas.gov/pdfs/gettingavisa.02.03.pdf>

9. Checklist of what to take with you to your visa interview:

- _____ A passport valid for at least six months
- _____ Form I-20 (sign the form under Item 11)
- _____ School admission letter
- _____ Completed visa applications (DS-156, DS-158, and, if applicable, DS-157) Remember to complete the DS-156 electronically and take a printed copy with you. Consulates have advised that the electronic version will speed up the process.
- _____ A photograph in the prescribed format (see Step 7)
- _____ A receipt for the visa application fee
- _____ A receipt for the SEVIS fee. If you have not received an official receipt in the mail showing payment and you paid the fee electronically, the consulate will accept the temporary receipt you printed from your computer. If you do not have a receipt, the consulate may be able to see your payment electronically if your fee payment was processed at least 3 business days before your interview.
- _____ Financial evidence that shows you have sufficient funds to cover your tuition and living expenses during the period you intend to study.
- _____ Any information that demonstrates your intention to return to your home country after finishing your studies in the U.S. This may include proof of property, family, or other ties to your community.

10. After the visa is processed, make sure you got what you requested!

Check your passport to be sure you obtained an F-1 visa, and that any dependents obtained an F-2 visa. Also, be certain that the I-20 was returned to you as you must have the original with you when you arrive in the United States. Sometimes the document is returned to you in a sealed envelope, which must be presented to the immigration inspector when you arrive.

Arrival at a U.S. Port of Entry

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

Your documents may include:

- valid, unexpired, passport (for at least six months into the future) with a valid, unexpired entry visa

- your I-20 visa certificate, signed by the school and by you
- original supporting financial documents, such as personal bank statements, a financial aid award or an offer letter from your department
- marriage license, school transcripts, medical records if applicable

Immigration Inspection

On the plane, a flight attendant will distribute the I-94 Arrival /Departure form to non-immigrants. You should complete the **white** form, NOT the green form that is for tourists from certain countries who are eligible for a 90-day visit without a visa.

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

- your passport with an F-1 entry visa with ESLA noted on it (if it is your initial entry in F-1 status)
- form I-20, signed by both a Designated School Official (DSO) and you, and the I-94 form that you completed on the plane.
- funding documents available if requested
- inspector will keep part of the I-94 Arrival/Departure form, return the bottom portion to you, and add a written notation "admitted as F-1 for D/S"
- form I-20 should get stamped in red ink

Dependents

If you are coming with your spouse and/or children, then the same attentiveness to how their admission is processed applies. Dependents of F-1 students should enter as "F-2 for D/S".

Document Processing – Update of SEVIS Record

In addition to processing the I-94 card, the Department of Homeland Security (DHS) will access the SEVIS student record that corresponds to your unique SEVIS ID number and update the record with information on your entry. ESLA is notified electronically of your arrival through your SEVIS record.

BE PREPARED!

It is to your advantage to know what to expect and to be mindful of what occurs at the port of entry. Immigration inspectors see many people in the course of a day, and mistakes can be made. Some inspectors may be less familiar with student documents than others. Having your documents processed properly at the time you arrive is extremely important.

The I-94 card does not appear significant, but is the most important immigration document you will possess.

It is the only document with a record of the *status* in which you were admitted to the United States, the date on which you entered, and at which port of entry. The I-94 is an important form. We recommend that you make two photocopies of both sides of the form; one to carry with you in your wallet, and the other to keep separately in case you need to replace it.

Often, the immigration officer will staple it into your passport. Be aware that if you don't get a red immigration stamp on your I-20, it may present difficulties when applying for a Social Security number (SSN) or a NC State driver's license.

Maintaining Lawful Student Status

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

1. *Keep an unexpired passport valid for at least 6 months into the future.*

Contact your country's consulate for instructions if you need to extend your passport while in the U.S.

2. *Notify ESLA of your address when you arrive and any time you change addresses.*

Upon your *initial* arrival in the U.S. to study at ESLA, you must notify us of your local address in person. ESLA will update your address electronically in the SEVIS record.

3. *Maintain full-time enrollment and normal, full-time progress toward your degree or certificate.*

You are expected to maintain registration and make academic progress. If you are enrolled at ESLA for more than one academic year, you are ordinarily permitted an annual vacation period, during which time you are not required to register for courses. Only one vacation period per year is permitted and for most programs, this takes place during the summer semester.

4. *Obtain PRIOR authorization from ESLA (if eligible) BEFORE dropping below a course of study.*

There are very limited exceptions to the enrollment requirement, so you must consult ESLA in advance of any drop in course or you will be in violation of your status.

5. *Do not accept any employment, either on- or off-campus, without written permission from ESLA and, if necessary, authorization from the Department of Homeland Security (DHS).*

Working without proper authorization is considered by the DHS as the most serious violation of its regulations. If you refer to your form I-94 card, you will see the statement, "Warning: a nonimmigrant who accepts unauthorized employment is subject to deportation." It is most important, therefore, that you consult with ESLA before you accept an offer of employment or begin to work.

6. *Make timely transfers if you enroll at ESLA after attending another school in the U.S*

DHS regulations specify that you must use the Visa Certificate of Eligibility (I-20) issued by the school you are attending (or plan to attend) when entering the U.S. Consequently, make sure that you use ESLA's Certificate of Eligibility. You are required to report to ESLA shortly after your arrival.

7. Obtain extensions, as needed, of your permission to stay in the U.S. before your Certificate of Eligibility (Form I-20) expires.

If you have valid academic or health reasons for requiring more time to complete your program than that which is authorized on the ESLA I-20, you must request an extension through ESLA. Notify ESLA as soon as you know that you will need an extension and at least 30 days before the completion date noted on your I-20 in order to have enough time to obtain any necessary documents.

If you require an extension because you will be starting a new program at ESLA, you must apply for a new I-20 to begin a new program within 60 days of the completion of the first program.

8. Once you have completed your studies that are authorized, you must leave the U.S. or change to another immigration status within the appropriate time allowed.

This means that you are allowed to stay for the period of time to complete a program of study and a grace period. Those in F-1 status have a 60 day grace period in which to depart the U.S. or change to another status.

9. Carry a copy of your I-94 card with you at all times.

When traveling outside the Los Angeles and Orange County areas, you should bring the original I-94 card, I-20, and passport with you.

10. If applicable, comply with Special Registration Procedures- Certain Foreign Nationals.

Since September 11, 2002, certain non-immigrants are required to be fingerprinted and photographed at U.S. ports of entry. Special Registrants are also subject to departure procedures from ports of entry specifically designated for departure control. Currently, the published registration rule applies without exception to nationals or citizens of Iran, Iraq, Libya, Syria and Sudan. This list is subject to change at any time, and registration may be required of any non-immigrants of any nationality who are deemed by a consular officer or inspections officer to require closer monitoring. If you undergo Special Registration when you arrive, failure to comply with exit requirements has severe consequences.

Grading Method

The following is the grading scale used for the majority of ESLA's courses.

Grade A	90%-100%	Excellent
Grade B	80%-89%	Good
Grade C	70%-79%	Satisfactory
Grade D	60%-69%	Unsatisfactory
Grade F	Below 60%	Fail
Grade I		Incomplete
Grade W		Withdrawal

All grades shall reflect the results of quizzes, participation, and written examinations given by ESLA.

Graduation Requirements

Graduating students must have a minimum grade point average (GPA) of 70% (C) or better, maintain an attendance ratio of at least 80%, fulfill all other stated requirements, and be in good financial standing.

Upon graduation, students completing all requirements of full courses of study are required to take an Exit Exam and will be awarded a Certificate of Completion.

Academic Probation Policy

Quarterly student progress reports will determine whether a student is making Satisfactory Academic Progress (SAP). Students whose grade point average is less than 70% at the end of any quarter are placed on Academic Probation for 90 days. In special circumstances, at the discretion of the Campus Director, a student may be given an alternate final exam and a sufficient score would remove him/her from Academic Probation. In all other cases, the student would be referred to the Head Teacher to develop a corrective action plan and would receive free tutoring sessions to provide appropriate support. The student will remain on probation until the overall average is raised to 70% or higher during the 90 day probationary period, at which time the student will be removed from Academic Probation. If a student is unable to make satisfactory academic progress within his/her 90 day probationary period, the student will on the 91st day be referred to the Campus Director to determine any additional action, which could include an additional 45 day probation or expulsion. The Campus Director shall make the final determination. Any students allowed to continue at the Director's discretion are to be placed on academic probation during the restarting module. If the student's new cumulative grade point average is not raised to at least 70% after restarting the module, the student is to be academically dismissed and the SEVIS record may be terminated.

Student Services keeps track of each student's status with relation to probation or dismissal and notifies both the pertinent student and the Director of any significant change.

Suspension/Termination of Candidacy

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

Appeals Process

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

Attendance Policy

Consistent classroom attendance is mandatory to maintain student visa status and demonstrate a commitment to education.

Minimum Standards

A minimum of 80% cumulative attendance in the classroom is required each and every quarter. Since enrollment may include electives, main courses, and/or intensive programs, the attendance rate is calculated via the overall rate for the total hours a student is enrolled in.

Failure to meet the attendance standards may result in termination and loss of visa status.

Tardies and Early Departures

Students will be marked tardy for arriving late to class as well as leaving early. Three tardies are equivalent to one absence.

Make-Up Hours

Any absences or excessive tardies can be rectified at the discretion of the instructor outside of regular class hours. These make-ups may include additional course-related assignments, tutoring, completing deficient class exercises or instructor-approved extra credit assignments. No more than 10% of the class hours can be made up through extra course-related assignments and all make-up hours must be conducted on campus. Since make-up classes will be implemented at the sole request of an individual student, he/she is responsible for the financial compensation for the instructor's time.

Leave of Absence

A student may be granted a leave of absence at the discretion of the Campus Director. The request must be submitted in advance and accompanied by a valid reason. The period of non-attendance will not affect a student's attendance rate. Each leave of absence approval must be documented in the student's file.

Excused Absences

Proper documentation is required for excused absences, such as doctor's notes, police reports, etc.

Waitlist Policy

ESLA maintains waitlists for many of its popular courses and programs. Students with poor attendance will be dropped from the course(s) they are not attending so that waitlisted students can have an opportunity to participate in said course.

Make-Up Hours and Case Management Program

Students who have severe attendance deficiencies are encouraged to take advantage of the make-up hours available to them. Students facing extenuating circumstances or situations will be referred to the Head Teacher and/or Case Management Program for further assistance.

Attendance Monitoring

Student attendance is tracked on a weekly basis. By 5PM every Friday (or the last day of the work week), a list of students identified as having less than 80% average attendance is generated by department. A list by department is reviewed with the Campus Director. The following Monday (or first day of the work week), Student Representatives must send an email to the offending student regarding the attendance deficiency to encourage improvement. After the 4th and 8th week of enrollment, a written warning must be given to any student who is below 80% attendance. That written notice is to be signed by the student and kept in the student's file. Students who have severe attendance deficiencies are encouraged to take advantage of the make-up hours available to them.

Students with rates between 60% and 79% will be put on Attendance Probation upon the conclusion of the first quarter (or 12 weeks of enrollment). A written notice must be signed by the student. A student will have a maximum of 12 weeks to raise the overall attendance rate to 80% or above. Students failing to rectify the deficiency must be reported immediately to the Campus Director for termination.

Students below 60% upon the conclusion of 12 weeks of enrollment must be terminated.

Makeup Work

At the discretion of the instructor, students may be given the opportunity to repeat or make up incomplete assignments.

Transcripts and Records

Complete copies of records, reports, placement and exit exams, and grades shall be retained in the Academic Records File. Students' records are confidential and only those agencies or individuals authorized by law are allowed access without written permission from the student. Students receive a copy of their records upon graduation. Additional copies may be obtained by filling out a transcript request form and submitting it to the Administrative Staff.

State law requires that school and student records be maintained for a period of at least five years.

Personal Conduct

Students attending ESLA are expected to act with courtesy and consideration toward all instructors, staff, students, and visitors at ALL TIMES. Students are expected to observe and display proper decorum. Improper conduct including but not limited to, possession of alcohol, drugs or a weapon, fighting, harassment, etc., shall not be tolerated and will be cause for termination. All cases will be brought before a panel consisting of the Director, Campus Director, and any staff relevant to the case. If a student is found to be at-fault by consensus, he or she will be terminated immediately.

STUDENT SERVICES

ESLA provides a wide variety of student services. The staff is highly knowledgeable and always willing to assist students with visa matters, transportation, banking, insurance, driver's licenses, and recreation.

If a student requires assistance in locating housing within the area, ESLA can refer the individual to agents that specialize in finding host families willing to rent out rooms. Rooms range from \$400 to \$600 per month. The rate for homes that provide food as well as transportation is typically between \$800 to \$1,600 per month.

Class field trips to local museums, amusement parks, and social events expose students to different aspects of American culture and allow them to practice language skills learned in the classroom in real-life situations.

The staff and faculty are always available to assist students in the pursuit of their educational or vocational goals. Students will find the staff and faculty more than willing to write letters of recommendation, correct personal essays for university applications, and offer their professional advice.

Case Management Program

The school is aware of situations which may arise to create learning problems for students. We provide the necessary supportive environment and assistance to enable every student to continue their studies to the best of their abilities. ESLA's Student Case Management Program is run by the Head Teacher and provides students with whatever support is needed to address student academic and behavior concerns. During the course of the program, the student and Head Teacher meet to develop and implement a corrective action plan. Other staff and instructors are included in the plan as needed. Teachers and staff may refer students and students may self-refer themselves to the program by contacting the Head Teacher.

Student Grievance

Students wishing to file a complaint should first try to resolve the issue through ESLA's Student Case Management Program. If doing so does not adequately satisfy the concern, students may do so in one of two ways. Complaints may be registered on student critique forms available in the student lounge. They can be submitted anonymously to Student Services. Complaints that are not resolved by the Student Services office will be directed to the School Director.

If any complaints, questions, or problems cannot be worked out with ESLA, write:

***Bureau for Private Postsecondary and Vocational Education
400 R Street, Suite 5000
Sacramento, CA 95814-3517***

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

Housing

ESLA works with Student International Housing (SIH) to offer students housing. SIH will help you find a friendly family to make your stay in Southern California unforgettable. ESLA partners with SIH to match students and families according to requests and personalities. The home-stay is a month to month agreement with an option to extend longer if both the student and host family are in agreement. For more information, ask ESLA for an application.

Basic Amenities

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

Target – www.target.com

Walmart – www.walmart.com

JC Penney – www.jcpenney.com

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

Clothing

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

Banking in the United States

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

Checking Account & ATM/Debit Card

Most students end up opening a checking account when they arrive in the U.S. With this type of account you are able to deposit and withdraw funds directly from your account. You can withdraw funds from your account either by

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

Checking

Most banks charge a nominal monthly service fee for most checking accounts. The fee varies according to the type of account. You will need to speak to a bank official to determine which type of account best fits your needs.

If you write a check and don't have enough funds in your account to cover the amount of the check, you will be charged an expensive service fee for a "returned" check. You may avoid this by opening an account that has "overdrawn" protection.

You should keep careful track of all your financial transactions to avoid any unnecessary fees or fines. If you lose your check book, you should notify the bank immediately. ATM/Debit Card

With an ATM/Debit card you can make cash withdrawals from an automated teller machine (ATM). If you make a withdrawal from an ATM that is not affiliated with your bank, you will probably be charged a small fee. If you lose your ATM/Debit card, you should report it immediately to your bank. If the loss is reported to the bank within 24 hours, you will only be responsible for an amount that shall not exceed \$50 of the total amount that occurs due to fraudulent use. When you apply for an ATM/Debit card, you will be assigned or asked to choose a personal identification number (PIN). Do not choose one that is normally found in your wallet, i.e. your birthday.

Credit Cards

Most students discover that it is not long before they begin to receive solicitations from credit card companies in the mail. If you have no credit history in the U.S. and you apply for a card for which you have not been pre-approved, you might be denied. Don't be discouraged as most students are eventually able to obtain a card after several applications and phone calls. A credit card can be a very convenient thing to own but you should keep in mind:

- You will need a Social Security number to be eligible to apply for most credit cards.
- There is a large fee for late payment of your monthly bill.
- Shop around and look for a credit card that offers the best financial terms for your personal needs.
- Don't use a credit card to live beyond your means. Annual interest rates charged by most credit card companies exceed 19%. Try to pay off the entire bill each month to avoid finance charges.
- It is generally considered safe to use your credit card to make purchases over the Internet as long as you are dealing with an established merchant that uses recognized encryption software. (Look for a closed lock at the top of the page.)
- Any loss or theft of your card should be reported immediately to the credit card company.

Transportation

Public Transportation

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

LA Metro – www.metro.net/

Orange County Transportation Authority- www.octa.net/

Metro Link – www.metrolinktrains.com

Bicycles

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

Personal Vehicle

If you decide to purchase a car while you are in the United States, there are a few things that you need to keep in mind.

- You must have a driver's license to drive a car. A license from your country is usually acceptable, but remember that police officers are not used to seeing them. Make sure your country has a driving agreement with the United States before you use your home-country license.
- You must have proof of car insurance, even if you do not have a car. If you do not have a car you will purchase a "Non-owner's policy". When you purchase a car, you must call your insurance company immediately to inform them of the change. There are many companies in Southern California that sell car insurance. Among the most popular are Allstate, State Farm, and AAA. Check with fellow students and staff for recommendations.
- Make sure you are comfortable driving. Just because you passed the road portion of the driving test does not mean that you are ready for the interstates and highways. Practice in areas with less traffic first. Ask a friend to ride with you for support and advice.
- Make sure your car is roadworthy! Buying a car that is falling apart or in any way unsafe should be avoided at all costs!
- It is against the law to drink alcohol prior to driving a car. Do not drink and drive.

- If you see a police car behind you with the lights flashing, pull over immediately. Stay in the car and keep your hands on the wheel unless otherwise directed by the police officer.

How to Find a Car

You will probably be looking for a used vehicle rather than a new car. Ads for used cars can be found on www.craigslist.org. The local newspapers often have a special section on vehicles also. All new car dealers also carry used vehicles, although their prices tend to be higher. There are also dealers that carry only used cars.

A word of advice – Have any used car you want to purchase inspected by a qualified mechanic before you buy it. Most of the larger gas stations have reputable mechanics. Again, ask for recommendations for car dealers and mechanics from fellow students, faculty and staff.

California Driver's License

Provided below is a summary of what you will need to obtain a California driver's license. Please also refer to the California Department of Motor Vehicles (DMV) website for more information:

www.dmv.ca.gov/

Before you are eligible to receive a California driver's license, you will need to have one of the following:

1. Social Security Card
2. Individual Tax Identification Number (ITIN)
3. Valid visa and I-20 and a letter from ESLA.
4. Proof of identification
5. Proof of residency
6. Proof of insurance
7. Payment of fees.

There are two tests that must be taken for drivers applying for a license for the first time. One is a road test which includes you driving with a Department of Motor Vehicles' Instructor. The second is a written test that proves you understand basic road rules and safety regulations. A study guide for the written test can be found online at the DMV website.

Grocery Guide

Supermarkets

Ralph's – Several locations. Traditional American grocery store featuring food staples, fresh vegetables and meats, paper and cleaning products, and personal care items.

Stater Brothers – Several locations. Traditional American grocery store featuring food staples, fresh vegetables and meats, paper and cleaning products, and personal care items.

Whole Foods Market – Several locations. An upscale grocery that features a wide selection of health food, organic food and products, cheese, wine and other European and American foods.

Trader Joes – Several locations. A mid-priced grocery that features both traditional American food staples as well as gourmet, organic and health food.

Mother's Markets – Limited locations. An upscale grocery that features health food, vegetarian and vegan foods, as well as organic foods.

Farmers' Markets – Southern California is known for offering a variety of fresh produce through farmers markets. For locations visit the following link: Certified Farmers Markets - www.farmernet.com/events/cfms

Student Fee Information

Tuition Fee Schedule

<u>Course</u>	<u>Cost Per Month</u>	<u>Cost for Program</u>
ESL I-VII	\$500	\$1,500 (Each Course is 3 Months)
TOEFL	\$600	\$1,800
GRE	\$600	\$1,800

Additional Fees

Returned Check \$10

Textbooks \$8.00 to a maximum of \$40.00 per book

STRF Fee \$2.50 per \$1,000 of tuition (non-refundable)

ESLA does not currently participate in federal or state financial aid programs.

Student Application Fee (non-refundable)

International Students are required to pay a \$100 application fee and the first three months of tuition upon enrollment. At the end of three months, tuition may be paid on a monthly basis.

Cancelation, Withdrawal, and Refund Policy

(1) ESLA shall advise each student that a notice of cancellation shall be in writing, and that a withdrawal 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.

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

(3) ESLA shall have a refund policy for the return of unearned institutional charges if the student cancels an enrollment agreement or withdraws during a period of attendance. The refund policy for students who have completed 60 percent or less of the period of attendance shall be a pro rata refund. Prorated refunds will be calculated on a weekly basis. When determining the number of weeks, the institution will consider a partial week the same as if a whole week were completed, provided the

student was present at least one day during the scheduled week. A student who has completed over 60 percent of the period of attendance is not eligible for a refund.

Refund Due Dates

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

(2) For an enrolled student, the refund due will be calculated using the last date of attendance (LDA) and be paid within forty-five (45) calendar days from the documented date of determination. The date of determination is the date the student gives written notice of withdrawal to ESLA or the date ESLA terminates the student due to the student's failure to adhere to the ESLA's attendance, conduct, or student progress policy.

Case-Specific Cancellation Policies

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

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

Miscellaneous Policies

- 1. Students that have received an I-20 from ESLA must enroll for a minimum of one quarter.*
- 2. ESLA may not bill for a period in excess of twelve (12) month increments. Refund computations will apply to the current term at the time of withdrawal.*
- 3. If an authorized overseas agent for recruiting students is utilized, ESLA must inform the student of its contractual relationship with the agent and how that relationship will affect the ability of the student to obtain a refund. In addition, ESLA must document that the refund has been made on behalf of the student to the agent.*

School Closure

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

Bureau for Private Postsecondary Education
P.O. Box 980818
West Sacramento, CA 95798-0818
www.bppe.ca.gov
(916) 431-6959

State of California Tuition Recovery Fund

§ 76020. Student Tuition Recovery Fund (STRF).

(a) The fund exists to relieve or mitigate economic losses suffered by a student in an educational program as defined in section 94837 of the Code at a qualifying institution, who is or was a California resident or was enrolled in a residency program, if the student enrolled in the institution, prepaid tuition, paid the assessment, and suffered 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.

§ 76120. Amount of STRF Assessment

(a) Each qualifying institution shall collect an assessment of two dollars and fifty cents (\$2.50) per one thousand dollars (\$1,000) of institutional charges, rounded to the nearest thousand dollars, from each student in an educational program who is a California resident or is enrolled in a residency program. For institutional charges of one thousand dollars (\$1,000) or less, the assessment is two dollars and fifty cents (\$2.50).

(b) Unless a student has a separate agreement to repay the third party, a student whose costs are paid to the institution by third-party payer shall not pay the STRF assessment to the qualifying institution.

(c) Except when an institution provides a 100% refund pursuant to section 94919(d) or section 94920(b) of the Code, the assessment is non-refundable

To be eligible for STRF, a student must be a resident of California and reside in California at the time the enrollment agreement is signed. Students who are temporarily residing in the State of California for the sole purpose of pursuing education, specifically those who hold student visas, are not considered California residents.

A student must apply for an STRF refund within two years of receiving notice from the BPPE that the institution has closed. If notice is not received from the Bureau, a student has four years from the closing date to file an STRF application.

It is important that you keep a copy of all enrollment agreements, contracts, or applications to document enrollment; as well as tuition receipts, or canceled checks, to document the amount of tuition paid. Such information may assist a claim for reimbursement from the STRF.

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 Drive, Suite 400, Sacramento, CA 95833, www.bppe.ca.gov, toll-free telephone number (888) 370-7589 or by fax (916) 263-1897.

Academic Programs

ESL Core Program

Our ESL program is based upon a comprehensive curriculum that emphasizes active student engagement in the four areas of language development: listening, speaking, reading and writing. The program is comprised of 7 levels. ESL Courses 1-7 are carefully structured to maximize learning and focus on the needs of the English Language Learner (ELL) at every stage of language development. In Beginning Levels (ESL 1 and 2), the emphasis is on fundamental English and creating a strong foundation in basic speech patterns, grammar, vocabulary and conversation. In Intermediate Levels (ESL 3, 4, 5), the emphasis is on building upon basic proficiency and developing vocabulary, pronunciation, grammar and conversational skills. In Advanced Levels (ESL 6, 7), the emphasis is on developing academic discussion skills, reading comprehension strategies, advanced grammar and writing. ESL Levels 1-6 are composed of 240 course hours per level with Level 7 containing 480 hours.

Placement Test

All ESL applicants must take a placement test to determine if the applicant is able to benefit from the program. The scores are used to place students in the appropriate course levels.

ESL 1 (Beginning)

This introductory course is designed for the student who has little or no background in English. Emphasis will be on fundamental English: basic conversation, pronunciation patterns, vocabulary development, and basic grammar.

ESL 2 (Beginning)

This course is designed for the student who has basic reading, writing, listening and speaking skills in English. Emphasis will be on building and refining fundamental conversational skills, pronunciation, vocabulary development and grammar.

ESL 3 (Intermediate)

This course is designed for the student who has achieved basic proficiency in English. Emphasis will be on developing conversational skills, studying increasingly complex grammatical structures, and improving reading comprehension.

ESL 4 (Intermediate)

This course is designed for the student who possesses intermediate skills in reading, writing, listening and speaking in English. Emphasis will be on refining intermediate conversational skills, studying complex grammatical structures, building on reading comprehension and development of writing skills. Students will acquire a strong foundation in grammar to prepare them for more complex writing at the advanced levels.

ESL 5 (Intermediate)

This course is designed for the student who has achieved intermediate proficiency in English. Emphasis will be on developing speaking and listening skills, studying complex grammatical structures, honing reading comprehension skills, and learning paragraph composition and basic essay structure.

ESL 6 (Advanced)

This course is designed for the student who possesses advanced skills in reading, writing, listening and speaking. Emphasis will be on developing advanced speaking and listening skills, reading increasingly complex academic texts, and developing essay writing skills. Students will learn to communicate with fluency on a wide range of topics, participate in discussions, and deliver oral presentations.

ESL 7 (Advanced)

This academic preparatory course is designed for students who are ready to begin utilizing college-level skills in reading, writing, listening and speaking. Emphasis will be on developing advanced listening and note-taking skills, reading college-level academic texts, and developing academic writing skills. Students will engage in classroom discussion and lecture of a wide range of academic topics and deliver academic presentations.

TOEFL Test Preparation Program

Course Hours: 480 Hours

Course Objectives:

This program prepares students for the Test of English as a Foreign Language (TOEFL) Internet-based exam. The iBT TOEFL is comprised of four equally weighted parts: reading, writing, listening and speaking. Students will develop skills of note-taking, paraphrasing, summarizing and synthesizing – skills necessary for both the TOEFL and future academic success.

TOEFL Course Outline:

TOEFL Listening

This module provides intensive practice in preparation for the Listening portion of the TOEFL test. Students listen to audiotapes of sample TOEFL questions and do practice exercises. Other exercises such as dictation and listening to radio programs, television shows, movies, and lectures are incorporated into the instruction to enhance listening skills.

TOEFL Reading

This module provides intensive and extensive reading comprehension practice from sample TOEFL reading tests, novels, short stories, newspapers, magazines, and other literary works. Vocabulary building, reading comprehension and timed reading will be reinforced in this course

TOEFL Writing

This module provides comprehensive instruction in essay composition using sample TOEFL topics assigned by the ETS. Students will learn how to analyze the essay question, outline their essay, create and support their thesis with specific examples, and compose complex sentence structure and paragraph development.

TOEFL Speaking

This module provides an in-depth analysis and practice of both the independent and integrated speaking tasks of the TOEFL. Emphasis will be placed on building vocabulary, improving pronunciation, and developing fluency.

Placement in TOEFL Program

ESL applicants must receive a Placement Test score of Level 5 or higher to participate in the TOEFL program.

Elective Core Program

Our Elective Core program is based upon a comprehensive curriculum that emphasizes active student engagement in the four areas of language development: listening, speaking, reading and writing. The program is comprised of 20 leveled courses are carefully structured to maximize learning and focus on the needs of the English Language Learner (ELL) at every stage of language development.

Placement in Elective Courses

ESL applicants are free to select elective courses in their ESL level range. For example, an ESL Level 3 student may select elective courses that are designated suitable for ESL levels 3-4.

Afternoon Beginning Reading and Writing (Placement in ESL Levels 1-2)

This is a beginning-level reading and writing course in which students will read various forms of high-interest writings and develop their writing. Through various activities and tasks, students will develop their reading fluency, accuracy, and comprehension; students will begin to develop basic compositional writing skills and improve their vocabulary.

Afternoon Beginning Listening and Speaking (Placement in ESL Levels 1-2)

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

Basic Grammar (Placement in ESL Levels 1-2)

This class is a beginning level English Grammar course that will provide the foundation skills needed so that students begin speaking and writing in English. The present, past and future tenses will be explained and practiced extensively through listening, speaking, and writing exercises. The class will use a grammar-based approach integrated with communicative methodologies.

Beginning Listening Skills and Conversation (Placement in ESL Levels 1-2)

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

Introduction to Reading (Placement in ESL Levels 1-2)

This is a beginning-level reading course in which students will read various forms of high-interest writings. Through various activities and tasks, students will develop their reading comprehension skills, fluency and accuracy.

Pronunciation (Placement in ESL Levels 1-2)

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

Intermediate Grammar A/B (Placement in ESL Levels 3-4)

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

Intermediate Listening and Speaking (Placement in ESL Levels 3-4)

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

Intermediate Listening (Placement in ESL Levels 3-4)

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

Intermediate Reading (Placement in ESL Levels 3-4)

This intermediate-level course is designed to develop reading skills for intermediate students. Students will develop reading fluency, accuracy, and comprehension by reading passages from a variety of sources such as newspapers, magazines, books, and websites. Students will participate in a variety of activities during this class, including lectures, in-class reading and exercises, weekly homework and quizzes, and group/pair work.

Reading Short Stories (Placement in ESL Levels 3-4)

This is an introductory intermediate-level course to the reading and writing of short stories. Students will read short stories that will expand their vocabulary and serve as guides for when they write their own short stories. Students will learn about the writing process and the elements of short stories, such as plot, setting, and character development.

Vocabulary A/B (Placement in ESL Levels 3-4)

In this intermediate-level course, students will learn strategies for learning English vocabulary. Students will work to expand their core vocabulary by studying words commonly used in conversation, reading, and writing. Students will learn pronunciation, spelling and common collocations. In addition, students will learn common suffixes for the major parts of speech, and learn to recognize related words. This course is designed around a corpus, and teaches the most frequently used words from the General Service List and Academic Word List. It presents each word in eight different contexts to help students learn and remember the word easily.

Speaking Proficiency (Placement in ESL Levels 4-5)

This course is designed to develop students' proficiency in speaking by focusing on performance and fluency activities in the form of comedic and dramatic scenes, situational dialogs, one-act plays, television sitcoms, rhymes, and poetry. The focus of this course will be on linguistic production and understanding through pronunciation and intonation, speech patterns and rhythms, accent reduction, and speech fluency. It will increase students' ability to understand the speech of others and to be understood.

Academic Grammar A/B (Placement in ESL Levels 5-7)

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

Advanced Listening and Speaking (Placement in ESL Levels 5-7)

This academic preparation course is designed for advanced level students. In this course, students will learn strategies for listening, note-taking, and discussing topics in academic settings. Students will listen to authentic lectures and learn how to organize and synthesize information efficiently. Students will also learn strategies for improving discussion skills and improving listening comprehension.

Advanced Reading and Writing (Placement in ESL Levels 5-7)

This advanced-level course is designed to develop students' reading and writing skills. Students will develop reading fluency, accuracy, and comprehension. Students will understand and evaluate new ideas, emotions, and perspectives found in written texts. This course will cover the composition and revision of writing and will also review quoting, paraphrasing, and summarizing. Students will participate in a variety of activities during this class, including lectures, in-class and take home reading and writing exercises, weekly homework and quizzes, group/pair work.

American Idioms A/B (Placement in ESL Levels 5-7)

This advanced-level course will allow students to learn a variety of English idioms that are used in daily conversation with a special emphasis on popular American idioms. Students will develop a larger vocabulary of idioms that will allow them to participate in conversations more naturally and

better understand informal American English. This course will provide students with a range of exercises to study idioms so that they can integrate them into their everyday speech.

English through American Culture (Placement in ESL Levels 5-7)

This intermediate-level course will help develop students' linguistic understanding of American English expressed in popular culture by engaging in reading, viewing, and listening to cultural readings, a popular television series, music, and American films. Materials used in this course reflect important historical moments in American culture and life. Students will learn new idioms and colloquial expressions, American humor, and nonverbal behavior while expanding their vocabulary and understanding of American culture.

Newspaper Media (Placement in ESL Levels 5-7)

This advanced-level course will follow current events through a variety of news sources (newspapers, magazines, radio broadcasts, television news, etc.). Students will acquire new vocabulary and learn the structured language of news media. Students will read, listen to, and watch media in each lesson and engage in critical thinking discussions.

Academic Writing (Placement in ESL Levels 5-7)

This advanced-level Academic Preparation course will teach the skills necessary for academic writing. It will deal primarily with the composition and revision of paragraphs and essays, and will also cover quoting, paraphrasing, citation, summarizing, and penmanship and punctuation. The course will include exercises and weekly assessments taken from the textbook, supplemental materials, and in-class and take-home writing assignments.

Concurrent Enrollment

Students may enroll concurrently in any of the ESL and Test Preparation courses but must score appropriately on independently administered ESL and TOEFL iBT diagnostic assessments.

Private Tutoring

ESLA offers private tutorial services for students who desire to have individual instruction, need extra instruction or whose personal schedules do not allow them to attend our courses. Please contact the admissions office for more information regarding these services.

Free Tutoring Sessions

ESLA provides students with free tutoring sessions conducted by our Head Teacher during his/her bi-weekly office hours. Students are encouraged to utilize this service to supplement their primary program.