LASC

LASC Student Catalog

Academic Year: 2025–2026

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INTRODUCTION

MISSION STATEMENT & INSTITUTIONAL GOALS

At LASC, our mission is to provide high-quality English as a Second Language (ESL) programs for non-native English speakers and international students in Southern California. We empower students with confident English communication, cultural understanding, and real-world language skills to achieve personal growth, academic success, and professional advancement in a global society.

Institutional Goals:

- To strengthen students' English language skills and build confident communication for personal, academic, and professional success.
- To equip non-native English speakers with the language proficiency needed to participate fully in American society.
- To prepare students for success in higher education through academic English and college readiness.
- To build partnerships with educational institutions to expand student opportunities and pathways.
- To provide a classroom environment with appropriate technology to facilitate teaching and learning.
- To foster a multicultural community that promotes cultural exchange, understanding, and global awareness.

HISTORY & ACCREDITATION

LASC is a leading institution for Intensive English Programs with campuses in Los Angeles, Irvine, and Rowland Heights. LASC is accredited by ACCET (Accrediting Council for Continuing Education & Training), a US Department of Education recognized agency. The school is authorized under federal law to enroll nonimmigrant alien students (F1). Today we are proud to continue that tradition of excellence for a new generation of students seeking to improve their English fluency. As a teacher at LASC, you will be teaching students the most effective ways to use the English language to improve every facet of the students' personal, educational, and professional life.

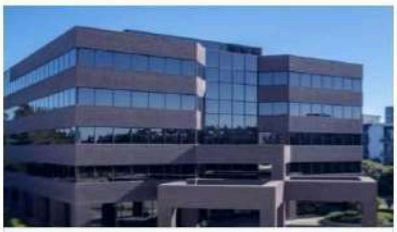
Our students come to us from every possible background and every proficiency level. At LASC, we know that skills must be effectively applied to be of use. Our curriculum is a living, growing, and evolving program. Our former graduates often return to contribute

their real-life experiences. This continually refines our curriculum, so that the knowledge we pass on is personalized, relevant, and never outdated. Many students even return after graduating from American colleges and universities to become instructors themselves. LASC is dedicated to providing students with true learning excellence in an enthusiastic and supportive learning environment.

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

LOCATION & CONTACT INFORMATION

LASC offers three campuses across sunny southern California. Our locations are just minutes away from some of California's most popular tourist attractions. Our campuses are situated in areas that offer plenty of amenities, ample housing, and countless entertainment options. Learn how to surf at Huntington Beach, take a trip to Disneyland, shop on Rodeo Drive, walk the stars on Hollywood Boulevard or cruise down Pacific Coast Highway to take in the sights. As an international hub, southern California provides incredible access to a wide variety of travel destinations. Big Bear, a famous ski and snowboarding resort, is a mere hour and a half drive away, while Palm Springs and Indio, home to the world-renowned Coachella music festival, is only a two hour trip. LASC offices are open from 8:30 am – 5:30pm Monday-Friday excluding holidays. Classes run from Monday to Wednesday 9:00am – 10:30 pm, Thursday 9:00 am – 8:20 pm. (schedule may vary by campus).



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2301 Dupont Dr. Suite 200
Irvine, CA 92612
Phone : (949) 756-0321
Email : info@lascusa.com
Directions View Info

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

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

GENERAL INFORMATION

STAFF & FACULTY

ADMINISTRATIVE STAFF

CEO: Jason Kim
Senior Administrative Manager: Ken Noojui
Administrative Manager: Fannie Fang
Academic Director: Victoria De La Fuente

STUDENT ADVISOR

Every student is assigned a student advisor. Our representatives are here to assist prospective and current students alike. They will guide you through the admissions process, help you with the necessary documents, and help ease your transition to living in the United States. Our representatives assist our students with all things big and small, from immigration procedures to airport pickup.

FACULTY

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

ACADEMIC CALENDAR

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

LASC will be closed for the following holidays:

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

FACILITIES

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

ADMISSIONS

ADMISSIONS REQUIREMENTS

1) Be at least 16 years of age (F-1 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 from the program

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

ADMISSIONS PROCESS

ADMISSIONS PROCESS FOR F-1 STUDENTS

F1 students are students who are outside the United States and require an I-20 to obtain an F-1 Student Visa to study in the United States.

Step 1	Fill Out Application
Step 2	Upload Required Documents ● Copy of Passport ● Bank Statement Showing at Least $20,000[1] ● Affidavit of Financial Support[2]
Step 3	Pay Your Fees ● $150 Application Fee ● $100 I-20 Mailing Fee *(depending on destination)* ● Deferral and other Optional Fees *(if applicable)*
Step 4	Receive Acceptance Letter & I-20 After you submit your application, our Admissions Department will contact you via email within two business days. (If an original copy is requested, please allow 3-5 business days to receive your I-20 in the mail depending on destination.)
Step 5	Pay Your SEVIS Fee here.

[1] Bank statements must be dated within the last 6 months. For each dependent bank statement must show an additional $6,000. I-20 valid for one year.
[2] Only needed if the bank statement is not in the student's name.

ADMISSIONS PROCESS FOR F-1 TRANSFER STUDENTS

F-1 Transfer Students are students who are already in the United States and have a valid F-1 visa and I-20 from another school.

Step 1	Fill Out the Online Application
Step 2	Upload Required Documents ● Copy of Passport ● Copy of Visa ● Copy of Current I-20 ● Copy of I-94 ● Bank Statement Showing at Least $20,000* ● Affidavit of Financial Support* ● Notice of Intent to Transfer Form
Step 3	Pay Your Fees $150 Application Fee
Step 4	Receive Your Acceptance Letter After you submit your application, please allow 3-5 business days to receive your acceptance letter by email.

ADMISSIONS PROCESS FOR CHANGE OF STATUS STUDENTS

Change of Status (COS) Students are students who are currently in the United States under a different visa status and wish to obtain an I-20 to change their status to F-1.

Step 1	Fill Out Application
Step 2	Upload Required Documents ● Copy of Passport ● Copy of Visa ● Copy of I-94 ● Bank Statement Showing at Least $20,000* ● Affidavit of Financial Support*
Step 3	Pay Your Fees $400 Application Fee

Step 4	Receive Your Acceptance Letter & I-20 After you submit your application, please allow 3-5 business days to receive your I-20 and acceptance letter by email.
Step 5	Pay Your SEVIS Fee here.

ADMISSIONS PROCESS FOR TOURIST STUDENTS

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

Step 1	Fill Out Application
Step 2	Upload Required Documents ● Copy of Passport ● Copy of Visa
Step 3	Pay Your Fees $150 Application Fee

ADMISSIONS PROCESS FOR LOCAL STUDENTS

Local Students are students who are American Citizens or Permanent Residents.

Step 1	Fill Out the Online Application
Step 2	Upload Required Documents ● Copy of Passport, Permanent Resident Card, or Driver's License
Step 3	Pay Your Fees $150 Application Fee

IMMIGRATION DEFINITION

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

F-1 STUDENT VISA

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

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

International students who have been admitted to a U.S. school, require a student visa to study, and have documented financial support, will receive a Certificate of 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.

SEVIS *(STUDENT AND EXCHANGE VISITOR INFORMATION SYSTEM)*

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

IMMIGRATION STATUS

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

PASSPORT

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

ENTRY VISA

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

their website for more details. NOTE THAT AN ENTRY VISA MAY BE ISSUED UP TO 120 DAYS IN ADVANCE OF A PROGRAM'S “REPORT DATE”, BUT YOU ARE NOT PERMITTED TO ENTER THE U.S. MORE THAN 30 DAYS IN ADVANCE 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. Refer to the Duration & Extension of Stay in the US section of the U.S. Department of State's website for more information.

HOW TO OBTAIN F-1 STATUS

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

CAREFULLY READ AND FOLLOW THESE PROCEDURES:

Make an appointment at a U.S. Consulate to apply for an F-1 Student Entry Visa (http://travel.state.gov/travel/ tips/embassies/embassies_1214.html.) You will require the I-20 form from LASC at the time of your appointment. DO NOT MAKE AN APPOINTMENT UNTIL you have received the I-20 or are sure that you will have the I-20 in time for the appointment.

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

1. Check to see that all information is correct and that your expected completion date is in the future. If you have informed us that your dependents (husband, wife, or

children under the age of 21) will come with you to the U.S., each of them will receive their own "dependent" I-20 needed for applying for their F-2 visas and entering the U.S. in F-2 status. If your family name is different from your dependents, be prepared to show documents that prove your relationship.

2. Make sure your passport is valid. When you apply for a visa or enter the U.S., your passport must be valid for at least 6 months into the future. Some countries are exempt from this requirement and have their passports automatically extended for 6 months which means that you can use your passport up until the written expiration date. This rule applies to subsequent entries to the U.S. while traveling as a student. Refer to the list of countries exempt from this rule. (http://foia.state.gov/masterdocs/09fam/0941104x1pdf)

3. Pay the SEVIS fee ($350) and print the receipt. Go to the web site http://www.fmjfee.com and follow the instructions. You will need the I-20 available because the SEVIS number is required. Print copies of the receipt - you will need one with you for the visa interview and you should keep one for your own records. You can only access the receipt at the time of payment so be sure your printer is working before paying the fee. Refer to information posted at http://www.ice.gov/sevis/i901/faq.htm.

4. Complete all required Department of State application forms. Everyone applying for a F1 non-immigrant visa must complete the form DS-160 (http://evisaforms.state.gov/). Upon completion of the online form, take a printed copy with you to the interview.

5. Refer to step one and follow instructions for paying any visa fees required in advance of your appointment. Procedures may vary from country to country, and even post to post, within the same country. Note that application and issuance fees are often based on reciprocity between that country and the United States

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

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

8. You will be applying for an F-1 student visa, a non-immigrant classification. According to U.S. immigration law, "Every alien shall be presumed to be an immigrant until he establishes to the satisfaction of the consular officer, at the time of application for admission, that he is entitled to a non-immigrant status." This means you need to establish that you have no intention of staying in the U.S.

permanently, but are coming here for a temporary purpose, i.e. to pursue your education. While the consular officers are aware that it may be difficult for students to demonstrate strong professional and economic ties to their home countries, you should still bear this in mind as you prepare for your interview.

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

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

ARRIVAL AT 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

You should complete the white form, NOT the green form that is for tourists from certain countries who are eligible for a 90-day visit without a visa.

Upon arrival, you will go first to immigration inspection. The immigration inspector will need to see the appropriate visa page in your passport and the appropriate supporting documents:your passport with an F-1 entry visa with LASC noted on it (if it is your initial entry in F-1 status) form I-20, signed by both a Designated School Official (DSO) and you. 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, the Department of Homeland Security (DHS) will access the SEVIS student record that corresponds to your unique SEVIS ID number and update the record with information on your entry.

LASC is notified electronically of your arrival through your SEVIS record. BE PREPARED! It is to your advantage to know what to expect and to be mindful of what occurs at the port of entry. Immigration inspectors see many people in the course of a day, and mistakes can be made. Some inspectors may be less familiar with student documents than others. Having your documents processed properly at the time you arrive is extremely important. The I-94 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. In order to increase efficiency, reduce operating costs and streamline the admissions process, U.S. Customs and Border Protection has automated Form I-94 at air and sea ports of entry. The paper form will no longer be provided to a traveler upon arrival, except in limited circumstances. The traveler will be provided with a CBP admission stamp on their travel document. If a traveler needs a copy of their I-94 (record of admission) for verification of alien registration, immigration status or employment authorization, it can be obtained from. www.cbp.gov/I94.

MAINTAINING LAWFUL STUDENT STATUS

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

- ☐ Keep an unexpired passport valid for at least 6 months into the future.
- ☐ Contact your country's consulate for instructions if you need to extend your passport while in the U.S.
- ☐ Notify LASC of your address when you arrive and any time you change addresses.
- ☐ Upon your initial arrival in the U.S. to study at LASC, you must notify us of your local address in person. LASC will update your address electronically in the SEVIS record.
- ☐ Maintain full-time enrollment and normal, full-time progress toward your degree or certificate.
- ☐ You are expected to maintain registration and make academic progress. If you are enrolled at LASC for more than one academic year, you are ordinarily permitted an annual vacation period, during which time you are not required to register for courses. Only one vacation period per year is permitted and for most programs, this takes place during the summer semester.
- ☐ Obtain PRIOR authorization from LASC (if eligible) BEFORE dropping below a course of study.
- ☐ There are very limited exceptions to the enrollment requirement, so you must consult LASC in advance of any drop in course or you will be in violation of your status.
- ☐ Do not accept any employment, either on- or off-campus, without written permission from LASC and, if necessary, authorization from the Department of Homeland Security (DHS). Working without proper authorization is considered by the DHS as

the most serious violation of its regulations. If you refer to your form I-94, you will see the statement, "Warning: a nonimmigrant who accepts unauthorized employment is subject to deportation." It is most important, therefore, that you consult with LASC before you accept an offer of employment or begin to work.

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

TUITION AND FEES

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

Full-Time Students				
18 Hours A Week				
	1 Week	4 Weeks	12 Weeks	24 Weeks
Morning	$195	$740	$2,220	$4,440→$4,218
Evening	$195	$740	$2,220	$4,440→$4,21
ESL/BE 2-Day	$195	$740	$2,220	$4,440→$4,21

**F1 students must enroll for a minimum of 18 hours per week.*

Supplemental Fees	
Services	**Fees**
Application Fee	$150
Change of Status Application Fee	$400
F2 Application Fee	$100 (Each Dependent)
College Conditional Acceptance Processing Fee	$350
I-20 Deferral Processing Fee	$100 (First Deferral Free)
Extended Service Fee	$100
Express Mail Service	$100 (Depending on Destination)
Certificate of Completion (Electronic)	$15
Certificate of Completion (Hard copy)	$20
Official Transcript / Enrollment Verification Letter	$15

Private Lessons Price List

1-on-1 Private Tutoring	
Session Time	
50 Minutes	$65
90 Minutes	$100
120 Minutes	$130

2-on-1 Private Tutoring	
Session Time	
50 Minutes	$50
90 Minutes	$75
120 Minutes	$100

* Sessions must be scheduled for same time for both students
* In-person Private Tutoring Rates vary by campus

Supplemental Fees	
Services Fees	**Fees**
Application Fee	$150

Tutoring Session Policy

Cancellation

The session will be considered canceled and the student will **NOT** be charged if:

1. We receive the notice of cancellation the day before the session by 5:30pm.
2. The teacher requests to cancel the session.

Late

1. Teachers will make up for time missed if they start the class late.
2. Students will lose time if they arrive late.
3. The teacher may leave if the student is more than 15 minutes late without prior notice.

Absent

The session will be marked absent and the student will be charged if:

1. We receive notice of cancellation the day before session **AFTER 5:30pm**
2. We receive notice of cancellation the day of the session
3. The student is a "no-show" with no prior notification (one time exception is allowed per 12 weeks)
4. If the student arrives more than 15 minutes late.

Book List						
Level	Type	Course	Book	Cover	Price	ISBN
Beginner	Core	Beginner English A	Top Notch Fundamentals, 3E		$65	9780137669691
	Core	Beginner English B	Top Notch 1, 3E		$65	9780137669707
	Elective	Beginning Grammar A/B	Grammar and Beyond 1, 2E		$80	9781108779845
	Elective	Beginning Pronunciation A/B	Clear Speech from the Start, 2E		$50	9781108348263
	Elective	Beginning Speaking	Evolve 1, Full Contact		$65	9781009231497
Low Intermediate	Elective	Low Intermediate Listening and Speaking	Prism Intro Listening and Speaking		$65	9781009251204
	Elective	Low Intermediate Reading and Writing	Prism Intro Reading and Writing		$65	9781009251723
Intermediate	Core	Intermediate English A	Top Notch 2, 3E		$65	9780133542776
	Core	Intermediate English B	Top Notch 3, 3E		$65	9780133542783
	Core	Intermediate Grammar A/B	Grammar and Beyond 2, 2E		$80	9781108779852
	Elective	Intermediate Listening and Speaking	Prism 1 Listening and Speaking		$65	9781009251211
	Elective	Intermediate Reading and Writing	Prism 1 Reading and Writing		$65	9781009251730

Upper Intermediate	Core	Upper Intermediate English	Evolve 3, Student Book with Digital Packet		$65	9781009231824
	Elective	Upper Intermediate Listening and Speaking	Prism 2 Listening and Speaking		$65	9781009251259
	Elective	Upper Intermediate Reading and Writing	Prism 2 Reading and Writing		$65	9781009251785
Advanced	Core	Advanced English	Evolve 4, Student Book with Digital Packet		$65	9781009237550
	Core	Advanced English B	Evolve 5, Student Book with Digital Packet		$65	9781009235518
	Core	Advanced Grammar A/B	Grammar and Beyond 3, 2E		$80	9781108779883
	Elective	Advanced Listening and Speaking	Prism 3 Listening and Speaking		$65	9781009251280
	Elective	Advanced Reading and Writing	Prism 3 Reading and Writing		$65	9781009251976
EAP	Core	Academic Grammar A/B	Grammar and Beyond 4, 2E		$80	9781108779890
	Elective	Academic Listening and Speaking	Prism 4 Listening and Speaking		$65	9781009251334
	Elective	Academic Reading and Writing	Prism 4 Reading and Writing		$65	9781009251990
Business	Elective	Business Idioms	NA	NA	N/A	N/A
	Elective	Communicating in Business	Communicating in Business, 2E		$50	9780521549127

English	Elective	Dynamic Presentations	Dynamic Presentations, Cambridge Business Skills		$50	9780521150040
	Elective	English for Job-Hunting	Cambridge English for Job-Hunting		$50	9780521722155
	Elective	English for the Media	Cambridge English for the Media		$50	9780521724579
	Elective	International Negotiations	International Negotiations, Cambridge Business Skills		$50	9780521149921
	Elective	Writing for Business	Writing for Impact, Cambridge Business Skills		$50	9781107603516
	Core	Business Talk: Podcasts and Discussions	N/A	NA	N/A	N/A
	Core	Business Partner A	Business Partner B2+		$80	9781292392998
Business English	Core	Business Partner B	Business Partner C1		$80	9781292393001
	Core	Customer Service 101	Customer Service Training 101, 3E		$25	9780814438916
	Core	English for Business Studies	English for Business Studies		$60	9780521743419
	Core	Market Leader, Advanced	Market Leader 3E Extra , Advanced		$70	9781292134734
	Core	Market Leader, Upper-Intermediate	Market Leader 3E Extra, Upper-Intermediate		$70	9781408237090

	Core	Project Success	Project Success 5		$50	9780132985130
	Core	Skills for Job Seekers	N/A	N/A	N/A	N/A
	Core	Survey of International Corporations	N/A	N/A	N/A	N/A

Mandatory Cancellation, Withdrawal, and Refund Policies

In the event that no notice of withdrawal (written or verbal) is provided, LASC automatically withdraws a student after s/he has been absent for a maximum of 30 consecutive calendar days (excluding any scheduled breaks of the institution) and completes a refund calculation, processing any refunds to or on behalf of the student. Note that refunds made to or on behalf of students with tuition discounts are based on the discounted tuition charged, except when students with multiple term/session discounts fail to attend multiple terms/sessions.

Refund Due Dates

1. If an applicant never attends class (no-show) or cancels the enrollment prior to the class start date, all refunds due 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 is calculated using the last date of attendance (LDA) and be paid within forty-five (45) calendar days from the documented date of determination (DOD).

Charges Other Than Tuition

1. Non-refundable charges are explicitly itemized on the enrollment/ application documents.
2. If applicable, students are bound by the terms as defined in any student housing agreements.

Cancellations

1. Rejection of Applicant: If an applicant is rejected for enrollment by LASC, or if a prospective student has his/her visa application rejected, a full refund of all monies paid will be made to the applicant, less a maximum of $500 non- refundable charges including the application and mailing fees.
2. Program Cancellation: If LASC cancels a program subsequent to a student's enrollment, the institution will refund all monies paid by the student.
3. Cancellation Prior to the Start of Class or No Show: Except under the circumstance identified in # 4 below, if an applicant accepted by LASC cancels prior to the start of scheduled classes or never attends class (no show), the institution will refund all monies paid, less any actual housing costs incurred by the institution and a maximum

total of $500 identified non-refundable charges including any application/registration fee, courier fees, and travel cancellation insurance, as clearly itemized in the enrollment agreement as being non-refundable.

4. Cancellation Prior to the Start of Class or No Show: If an applicant accepted by the institution enters the United States on an I-20 obtained through the institution and subsequently cancels prior to the start of scheduled classes or never attends class (no shows), the institution may retain:
    - For an enrollment period of fewer than 12 weeks, all the tuition charges for up to four weeks of the first term/session, actual housing costs incurred by the institution, and a maximum total of $500 for non-refundable charges including any application/ registration fees, courier fees, and travel cancellation insurance, if such charges are clearly itemized in the enrollment agreement as being non-refundable.
    - For an enrollment period of 12 weeks or more, all the tuition charges for up to six weeks of the first term/session, any actual housing costs incurred by the institution and, a maximum total of $500 for non- refundable charges, including any application/registration fee, courier fees, and travel cancellation insurance, if such charges are clearly itemized in the enrollment agreement as being non- refundable.

Withdrawal or Termination After Start of Class

1. Refund amounts must be based on a student's last date of attendance (LDA). When determining the number of weeks completed by the student, LASC 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.
2. First Period of Financial Obligation: For students whose last day of attendance occurs at any point in the first four weeks of their initial period of financial obligation, LASC will retain the charges applicable to the first four weeks. For students whose last date of attendance occurs after the first four weeks but before or at the mid-point of their period of financial obligation, LASC will retain a prorated amount of tuition. For students whose last date of attendance occurs after the midpoint, LASC will retain all of the charges for that period. Any tuition paid for the balance of the program must be refunded in full.
3. Subsequent Periods of Financial Obligation or Enrollment periods: For students who have completed the first period of financial obligation or extended their enrollment at the institution but whose last date of attendance occurs before or at the midpoint of any subsequent period of financial obligation, LASC will retain a prorated amount of tuition for that period. For students whose last date of attendance occurs after the

midpoint of any subsequent period of financial obligation, LASC will retain all of the tuition for that period. Any tuition paid for the balance of the program must be refunded in full.

Definitions

- Cancellation: A student who never attends classes at the institution after enrolling and informs the institution in advance.

- No Show: A student who never attends class at the institution after enrolling and does not inform the institution. Note that the ACCET policy treats no shows exactly the same as cancellations.

- Withdrawal: A student who has attended at least one class at the institution, but does not complete the program s/he signed up to take.

- Termination: A type of withdrawal initiated by the institution due to failure of the student to meet one or more institutional policies.

- Date of Determination (DOD): The date:
  (1) the student gives notice of withdrawal to the institution,
  (2) the institution administratively withdraws the student, as identified under #7 above; or
  (3) the date the institution terminates the student due to the student's failure to adhere to the institution's attendance, conduct, or student progress policy.

- Last Date of Attendance (LDA): The final date the student attends class.

- Period of Financial Obligation: The training period for which a student is legally obligated to pay (e.g. month, term, or session), which may be less than the total period of enrollment, if tuition is charged in smaller increments, such as by the month, term, and/or session. Under no circumstance may a period of financial obligation exceed a 12-month period.

ATTENDANCE

MINIMUM STANDARDS AND MONITORING

A minimum of 80% attendance is required per term. Failure to meet the attendance standards may result in termination and loss of visa status. Students are expected to be in good attendance standing. Students who have not attended class for 30 consecutive calendar days will automatically be terminated as required by SEVP.

ABSENCES, EARLY DEPARTURES, AND TARDINESS

Students who arrive more than 5 minutes late to class will be marked tardy. Students who arrive more than 15 minutes late to class will be marked absent. Students must be present for the entire duration of class and the same conditions apply when leaving early or missing long periods within a class session.

MAKE-UP HOURS

Since make-up classes will be implemented at the sole request of an individual student, he/she is responsible for the financial compensation for additional classes taken. Private tutoring hours can also count towards attendance make- up. All make-up classes must be similar in content to the proficiency level of the classes missed. Students are not allowed to take make-up classes in lieu of failing grades. Make-ups to raise the attendance rate for any specific quarter, must be completed prior to the start of the following quarter.

LEAVE OF ABSENCE / EXCUSED ABSENCES

A student may be granted a leave of absence at the discretion of the Campus Manager. The request must be submitted in advance and accompanied by a valid reason. The period of non- attendance will not affect a student's attendance rate. Students facing extenuating circumstances or medical emergencies will be referred to the Campus Manager who will make a decision regarding excused absences on a case by case basis. Each leave of absence or excused absence approval must be documented in the student's file. Tuition will be charged for medical leaves that are less than 4 weeks in duration. For medical leaves that exceed 4 weeks, tuition would be waived.

ACADEMIC RAMIFICATIONS

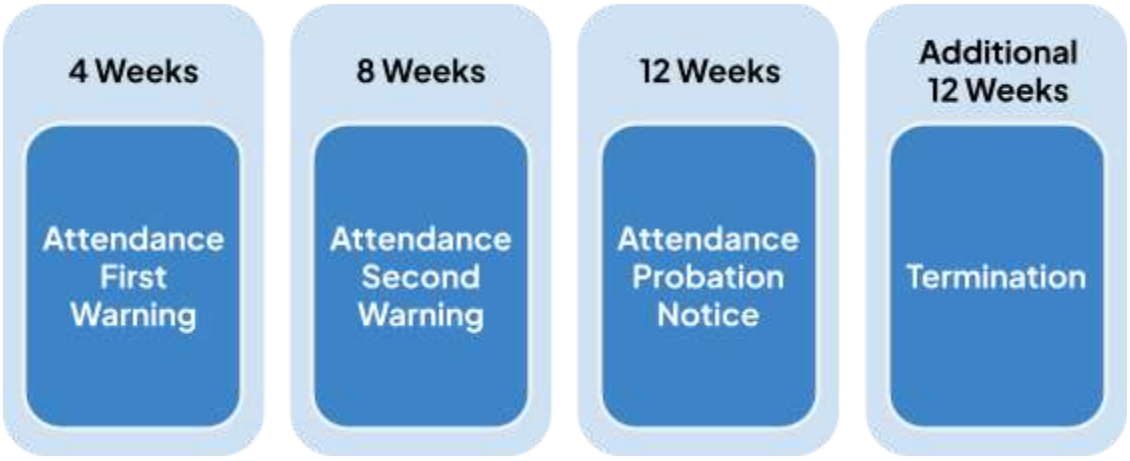
Students not attaining a minimum attendance rate of 80% for their main course may be required to repeat the level and/or issued a learning plan that may require the student to complete extra assignments. LASC maintains waitlists for many of its popular courses and programs. Students with poor attendance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

ATTENDANCE PROBATION

Student attendance is tracked and recorded on a daily basis. Students have access to their attendance records and attendance rates at all times via their individual student log-ins on our education management system. Students can also approach their respective student advisor at any time for information about their attendance.

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

An initial attendance warning letter is issued during week 5 of the quarter to any student whose attendance rate is below the 80% minimum. If the student has not achieved an attendance rate of 80% by week 9, another warning is issued informing the student that they have until week 12 to meet minimum requirements. If by week 12 the student has still not achieved an 80% attendance rate, they are issued a written notice indicating their status of Attendance Probation (students with start dates after week 9 would not be subject to the attendance probation policy during their initial quarter). The student must attain a minimum of 80% attendance throughout the probationary quarter to be released from probation. If the student is unable to achieve 80% attendance during the probationary quarter, s/he would be subject to termination.


4 Weeks
Attendance First Warning
8 Weeks
Attendance Second Warning
12 Weeks
Attendance Probation Notice
Additional 12 Weeks
Termination

ACADEMICS

LASC's mission is to deliver consistent and high-quality programs to its students and it is part of policy to monitor whether students are satisfactorily progressing through the programs. LASC has set forth academic standards to which the students must perform and they must maintain that status throughout their course of study at LASC.

PLACEMENT

All students are required to take an online placement test at time of enrollment to be properly placed into the correct program/level. Students do this test online. The speaking portion of this test is done via Zoom with the Head Teacher. Results are automatically posted to their AmpEducator accounts. For students whose initial placement was not an accurate assessment of their proficiency, students will be required to retake the placement test within one quarter of enrollment. Alternatively, students could be asked to take a placement check test at any time to determine whether their current placement is accurate. Students returning from a vacation/leave of absence of 3 months or more must take a placement check test before re-enrolling in classes. Students who fail this test will be required to repeat the last level they successfully completed/passed.

PROGRAM ADMISSION REQUIREMENTS

Program Admissions requirements to the IDL program are the same as to the residential program.

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

CHANGING PROGRAMS

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

STANDARDS, MONITORING, AND COMMUNICATION OF GRADES

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

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

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

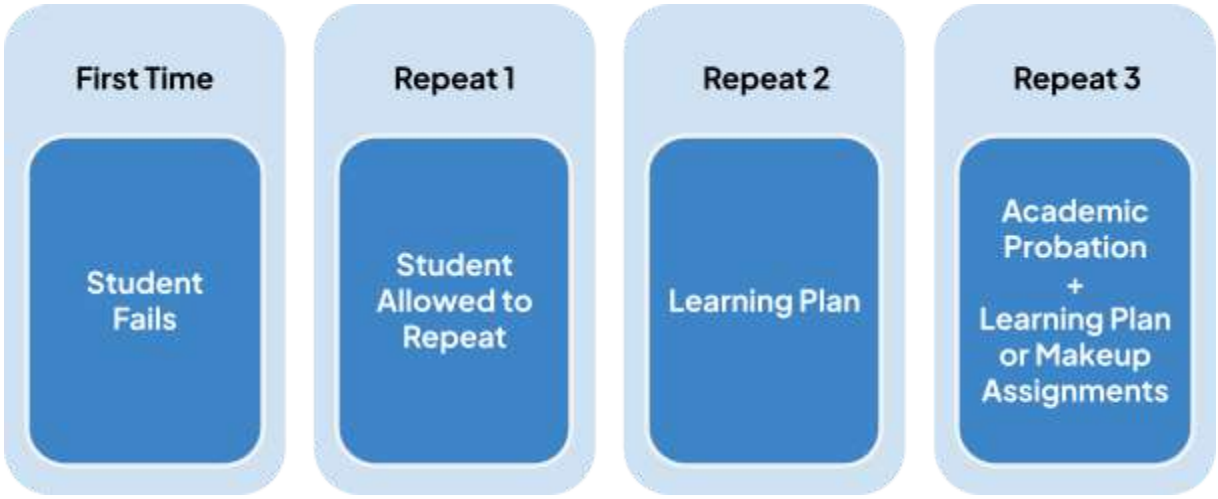
Student progress is recorded in credits—an elective course accounts for two credits, ESL or EAP course for two credits, and Business English for four credits—these credits correspond to the clock hours of each program. All grade scores are calculated by the student's individual teachers and input electronically via the AmpEducator system. Hard copies of all quizzes/exams are kept for one week upon administration for student review. student advisors keep track of each student's status with relation to probation or dismissal and notifies both the pertinent student and the Campus Manager of any significant change.

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

PROGRESSION

Any student who earns less than 80% in a core level class will have to repeat that level and will not be allowed to advance to the next level. Students who are repeating a level and fail are allowed to repeat the level a second time but must be given a learning plan by the Head Teacher which he/she will review with

the student. If a student again fails, and must repeat the level a third time, the student is immediately put on Academic Probation and/or be required to complete make-up work from classes that failed to raise their GPA. Upon a repeated fail, a student may be terminated or follow the Academic Probation extension or appeals process as detailed in the next section.



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

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

ACADEMIC PROBATION POLICY

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

If the GPA is not raised within the next six weeks, they are placed on Academic Probation. Once a student is on academic probation, he/she will have another 6 weeks to raise their overall rate to 70% or higher. After this probationary period if the student's new cumulative grade point average is not raised to at least 70% the student may be academically dismissed and the SEVIS record may be terminated.

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

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

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

SUSPENSION/TERMINATION OF CANDIDACY AND APPEALS PROCESS

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

If a student wishes to appeal expulsion based on a repeated fail or academic probation due to unsatisfactory progress, attendance, or behavior, the student may appeal for an extension or case management to the Campus Manager and/or Head Teacher. Additional extensions or case managements, thereafter, can be allowed based on the student's rate of academic improvement and/or effort. Such extensions are decided on a case by case basis and consider such variables as number of quarters enrolled, time of leave of absence if applicable, and student's effort.

When necessary, students will be issued a learning plan or be required to complete make-up work to raise their GPA. Assignments vary and include but are not limited to: online workbook exercises, publisher provided learning resources, textbook supplements, presentations/projects, research papers and essays.

The Head Teacher is in charge of crafting individualized learning plans or designating what assignments need to be completed, setting their respective due date, determining credit earned, and checking completed assignments once submitted. Students may also receive credit by attending free tutoring sessions held by the Head Teacher during weekly office hours. Students will not be charged extra for make-up assignments.

COMPLETION

Students who successfully complete their program can receive a Certificate of Completion upon request. Students enrolled in the ESL program can receive a certificate which indicates their last level of successful completion. A student must finish the period of enrollment to be considered a complete student.

RACIAL, RELIGIOUS & SEXUAL HARASSMENT POLICY

It is the policy of LASC to maintain a learning and working environment that is free from religious, racial or sexual harassment. LASC prohibits any form of religious, racial, or sexual harassment. It shall be a violation of this policy for any student, teacher, administrator or other school personnel of LASC to harass a student, teacher, administrator or other school personnel through conduct or communication of a sexual nature or regarding religion, race or culture as defined by this policy. LASC will act to investigate all complaints, either formal or informal, verbal or written, of religious, racial or sexual harassment, and to discipline or take appropriate action against any student, teacher, administrator or other school personnel who is found to have violated this policy.

Sexual harassment consists of unwelcome sexual advances, requests for sexual favors, sexually motivated physical conduct or other verbal or physical conduct or communication of a sexual nature when:

(i) submission to that conduct or communication is made a term or condition, either explicitly or implicitly, of obtaining or retaining employment, or of obtaining an education; or (ii) submission to or rejection of that conduct or communication by an individual is used as a factor in decisions affecting that individual's employment or education; or (iii) that conduct or communication has the purpose or effect of substantially or unreasonably interfering with an individual's employment or education, or creating an intimidating, hostile or offensive employment or educational environment. Sexual harassment may include but is not limited to: (i) unwelcome verbal harassment or abuse; (ii) unwelcome pressure for sexual activity; (iii)unwelcome, sexually motivated or inappropriate patting, pinching or physical contact, other than necessary restraint of student(s) by teachers, administrators or other school personnel to avoid physical harm to persons or property; (iv) unwelcome sexual behavior or words, including demands for sexual favors, accompanied by implied or overt threats concerning an individual's employment or educational status; (v) unwelcome sexual behavior or words, including demands for sexual favors, accompanied by implied or overt promises of preferential

treatment with regard to an individual's employment or educational status; or (vi) unwelcome behavior or words directed at an individual because of gender.

Racial harassment consists of physical or verbal conduct relating to an individual's race when the conduct: (i) has the purpose or effect of creating an intimidating, hostile or offensive working or academic environment; (ii) has the purpose or effect of substantially or unreasonably interfering with an individual's work or academic performance; or (iii)otherwise adversely affects an individual's employment or academic opportunities.

Religious harassment consists of physical or verbal conduct which is related to an individual's religion when the conduct: (i) has the purpose or effect of creating an intimidating, hostile or offensive working or academic environment; (ii) has the purpose or effect of substantially or unreasonably interfering with an individual's work or academic performance; or (iii)otherwise adversely affects an individual's employment or academic opportunities.

POLICY REPRODUCTION OR UNAUTHORIZED USE OF COPYRIGHTED MATERIALS

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

TEXTBOOKS

Set by the Policy on Reproduction of Copyrighted Materials. No copies will be made of student workbooks, standardized tests, or test booklets.

ACADEMIC HONESTY, CLASSROOM EXPECTATIONS, STUDENT CONDUCT

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

CONCURRENT ENROLLMENT

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

NOTICE CONCERNING TRANSFERABILITY OF CREDITS & CREDENTIALS EARNED AT OUR INSTITUTION

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

TRANSFER AGREEMENTS

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

CREDIT FOR PRIOR LEARNING

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

PROGRAMS AND COURSES

TRANSFER AGREEMENTS

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

ENGLISH FOR ACADEMIC PURPOSES

Designed specifically for students who wish to pursue advanced degrees, the EAP program prepares students to succeed at the Collegiate or University level. Upon completion of the program, students will have attained the essential language skills, independent learning habits, and academic culture necessary for integration into U.S. institutions of higher learning. Our courses help to develop students' note-taking, discussion, rhetoric, debate, presentation, and research skills within an academic context. By the end of this program, students will have also improved their ability to read and understand the content of written texts in academic English. Students will have gained greater reading fluency and accuracy; a deeper understanding of the content of reading passages; learned strategies for improving comprehension; and developed strategies for independent reading outside of the classroom. Students will be able to construct coherent, well organized responses to a variety of topics and prompts. The EAP curriculum features lectures and dialogues that are broken down into manageable parts, giving students an opportunity to predict, identify main ideas, and effectively manage lengthy input. Guided discussion activities, structured pair and group work stimulate interest and interaction among students. Students will learn how to organize their information and ideas in a graphic organizer, writing, and/or making a presentation to the class. (one level; 432 clock hours; estimated completion .5 years)

BUSINESS ENGLISH

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

PRIVATE TUTORING

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

PROGRAM & COURSE OFFERINGS

ESL

CORE	Beginner English A Top Notch Fundamentals, 3E		LOW INTER-MEDIATE	Low Intermediate Listening & Speaking Prism Intro Listening & Speaking	
	Beginner English B Top Notch 1, 3E			Low Intermediate Reading & Writing Prism Intro Reading & Writing	
	Beginning Grammar A/B Grammar and Beyond 1, 2E		INTER-MEDIATE	Intermediate Listening & Speaking Prism 1 Listening & Speaking	
	Intermediate English A Top Notch 2, 3E			Intermediate Reading & Writing Prism 1 Reading & Writing	
	Intermediate English B Top Notch 3, 3E		UPPER INTER-MEDIATE	Upper Intermediate Listening & Speaking Prism 2 Listening & Speaking	
	Intermediate Grammar A/B Grammar and Beyond 2, 2E			Upper Intermediate Reading & Writing Prism 2 Reading & Writing	
	Advanced Grammar A/B Grammar and Beyond 3, 2E		ADVANCED	Advanced Listening & Speaking Prism 3 Listening & Speaking	
BEGIN-NER	Beginning Pronunciation A/B Clear Speech from the Start, 2E			Advanced Reading & Writing Prism 3 Reading & Writing	
	Beginning Speaking Evolve 1				

EAP

CORE	Academic Grammar A/B Grammar and Beyond 4, 2E		ELECTIVE	Academic Listening & Speaking Prism 4 Listening & Speaking	
				Academic Reading & Writing Prism 4 Reading & Writing	

BUSINESS ENGLISH					
CORE	Business Talk Podcasts & Discussions		ELECTIVE	Business Idioms	
	Business Partner Business Partner B2+			Communicating in Business Communicating in Business, 2E	
	Business Partner Business Partner C1			Dynamic Presentations Dynamic Presentations	
	Customer Service 101 Customer Service Training101, 3E			English for Job-Hunting Cambridge English for Job-Hunting	
	English for Business Studies English for Business Studies			English for the Media Cambridge English for the Media	
	Market Leader, Adv Market Leader 3E Extra, Adv			International Negotiations International Negotiations	
	Market Leader, Upper-Int Market Leader 3E Extra, Upper-Int			Writing for Business Writing for Impact	
	Project Success Project Success 5				
	Skills for Job Seekers				
	Survey of International Corporations				

DESCRIPTION

ESL CORE BEGINNIER ENGLISH A

Course Description

This course is for early-beginning English learners. The course gives students the necessary foundation skills and knowledge to begin understanding and using English. In this course, students will develop their communication skills and increase their confidence by learning how to carry out basic conversations in English. They will learn

useful vocabulary with picture dictionaries and build their fundamental grammar skills in each lesson. Students will also learn various conversation strategies and learn helpful listening/pronunciation tips to master English words and phrases. Students will learn appealing natural social language to better immerse themselves in the language. Students will also engage in some reading and writing activities to further develop their command of the language. The overall goal of the course is to prepare adult and young adult learners to interact confidently in English. This communicative English course utilizes the right input of language, intensive practice, and systematic recycling to ensure that students can recall information and more confidently use the language in everyday situations.

ESL CORE BEGINNER ENGLISH B

Course Description

This course is for upper beginner English learners. It offers an extensive review and expansion of key beginning concepts and knowledge as well as a wealth of new and challenging material to better understand and use English. In this course, students will develop their communication skills and increase their confidence by learning how to carry out basic conversations in English. They will learn useful vocabulary with picture dictionaries and build their fundamental grammar skills in each lesson. Students will also learn various conversation strategies and learn helpful listening/pronunciation tips to master English words and phrases. Students will learn appealing natural social language to better immerse themselves in the language. Students will also engage in some reading and writing activities to further develop their command of the language. The overall goal of the course is to prepare adult and young adult learners to interact confidently in English. This communicative English course utilizes the right input of language, intensive practice, and systematic recycling to ensure that students can recall information and more confidently use the language in everyday situations.

ESL CORE INTERMEDIATE ENGLISH A

Course Description

This course is for upper beginner English learners. It offers an extensive review and expansion of key beginning concepts and knowledge as well as a wealth of new and challenging material to better understand and use English. In this course, students will develop their communication skills and increase their confidence by learning how to carry out basic conversations in English. They will learn useful vocabulary with picture

dictionaries and build their fundamental grammar skills in each lesson. Students will also learn various conversation strategies and learn helpful listening/pronunciation tips to master English words and phrases. Students will learn appealing natural social language to better immerse themselves in the language. Students will also engage in some reading and writing activities to further develop their command of the language. The overall goal of the course is to prepare adult and young adult learners to interact confidently in English. This communicative English course utilizes the right input of language, intensive practice, and systematic recycling to ensure that students can recall information and more confidently use the language in everyday situations.

ESL CORE INTERMEDIATE ENGLISH B

Course Description

This dynamic communicative course is for late intermediate English learners. It offers an extensive review and expansion of previously learned concepts and knowledge as well as a wealth of new and challenging material to better understand and use English. In this course, students will develop their communication skills and increase their confidence by learning how to give and seek personal views and opinions in English. They will learn useful vocabulary with and build on their grammar skills in each lesson. Students will also learn how to clearly give reason and explanations for opinions, plans, and actions. Students will learn appealing natural social language to better immerse themselves in the language. Students will also engage in some reading and writing activities to further develop their command of the language. The overall goal of the course is to prepare adult and young adult learners to interact confidently in English. This communicative English course utilizes the right input of language, intensive practice, and systematic recycling to ensure that students can recall information and more confidently use the language in everyday situations.

ADVANCED GRAMMAR A

Course Description

Our English as a Second Language (ESL) program consists of six levels, aligned with a six-point scale ranging from A1 (beginner) to C1 (advanced), in accordance with international standards of English proficiency. There is no minimum proficiency required to enter the program. Each main level—Beginner, Intermediate, or Advanced—lasts 24 weeks (or two quarters). Students take one core course and one elective course each quarter, allowing for in-depth practice of specific language skills. The ESL program is

designed to equip students with the essential skills needed to become competent English speakers. Upon completing the program, students will possess the language abilities necessary to succeed in college, pursue professional opportunities, and participate actively in American society.

ADVANCED GRAMMAR B

Course Description

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

EAP CORE ACADEMIC GRAMMAR A

Course Description

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

EAP CORE ACADEMIC GRAMMAR B

Course Description

This program focuses on equipping students with the linguistic capabilities necessary to perform at the collegiate level. Students will participate using a variety of academic-related language activities, including lectures, academic articles, term papers, academic vocabulary, and complex grammar exercises. Students will analyze academic texts and continue the development of academic reading comprehension and writing skills. Students will be prepared to graduate to the IELTS Core Preparatory Program or transfer into community college and state university systems.

BEGINNING PRONUNCIATION

Course Description

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

BEGINNING SPEAKING

Course Description

This beginner-level course will help students develop confidence in their speaking through functional English lessons and real-world application. Students will have the opportunity to learn and practice pronunciation and speaking through lectures, conversations, interactive speaking tasks, games, and other activities. In addition, students will be expected to complete weekly homework and quizzes.

BEGINNING GRAMMAR A/B

Course Description

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

LOW-INTERMEDIATE LISTENING & SPEAKING

Course Description

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

LOW-INTERMEDIATE READING & WRITING

Course Description

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

INTERMEDIATE GRAMMAR A/B

Course Description

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

INTERMEDIATE LISTENING & SPEAKING

Course Description

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

INTERMEDIATE READING & WRITING

Course Description

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

UPPER-INTERMEDIATE LISTENING & SPEAKING

Course Description

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

UPPER-INTERMEDIATE READING & WRITING

Course Description

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

ADVANCED PRONUNCIATION (A/B)

Course Description

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

ADVANCED LISTENING AND SPEAKING

Course Description

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

ADVANCED READING AND WRITING

Course Description

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

ACADEMIC LISTENING AND SPEAKING

Course Description

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

ACADEMIC READING AND WRITING

Course Description

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

BUSINESS TALK: PODCASTS & DISCUSSIONS

Course Description

In this course, students will develop their listening skills by engaging in daily podcasts which report on current business news headlines. Through these reports, students will learn professional words and phrases, review useful grammar patterns, and identify cultural differences that may impact doing business in a global work environment. Listening to interactions between native speakers will help students become more confident in understanding and taking part in spontaneous discussions regarding current events in business. Moreover, students will also expand their knowledge of professional vocabulary and deepen their knowledge of global business trends by listening to authentic business news happening in the world today. Students will also be able to develop a greater awareness of relevant topics in a variety of different global industries and markets which in turn, will facilitate their ability to more confidently discuss these topics in English with their peers.

BUSINESS PARTNERS A/B

Course Description

The main aim of this course is to bridge the gap between classroom English and real-world workplace communication. It's designed to help English learners improve their professional English skills and boost employability—whether they're new to the workplace or already employed. Key objectives include: Building functional business English across reading, writing, listening, and speaking, developing professional communication skills such as presentations, negotiations, feedback, and influencing. Each unit contains communication skills videos set in realistic scenarios , using a task‑based approach, featuring pair/group work and projects shaped around authentic business themes, often leveraging content from the Financial Times, providing measurable progress through alignment with the Global Scale of English and CEFR standards, so learners can track their growth, and offering flexibility and blended learning with the coursebook and supplementary digital materials (e.g. MyEnglishLab for extra practice)

CUSTOMER SERVICE 101

Course Description

In this course, students will learn various strategies on how to provide exceptional service in non-face-to-face or telephone interactions while still providing the essential "human touch." Students will develop the writing skills needed to appropriately handle customers through the use of websites and social media platforms. Students will also gain a better understanding of their role in assisting self–service customers ensuring that great service is provided in these types of customer-service scenarios as well. After taking this course, students will gain a stronger understanding of the crucial steps needed to handle each customer complaint. Students will also be able to apply customer-complaint handling strategies in a real online environment by engaging in an online complaints project where students will read through, analyze, discuss, and respond to authentic customer complaints.

ENGLISH FOR BUSINESS STUDIES A/B

Course Description

In this course, students will develop their listening, speaking, reading and writing skills needed to understand and express the key concepts of business and economics. In each unit, students will be presented with the language and concepts of business and economics commonly found in books, journals, newspapers, magazines, and websites. Informative readings will strengthen students' reading comprehension skills as well as other critical study skills such as summarizing, analyzing, and critiquing ideas. Moreover, students will also expand their listening skills by listening to various audio and/or video clips containing various accents and English dialects to gain a stronger level of comprehension when working with people from different parts of the world. Throughout the course, students will have several opportunities to hone their speaking skills through discussions, case studies, role plays, debates, presentations, and other class activities. Students will also be able to develop a greater awareness of how to write good emails, memos, summaries, and reports in the English language. Developing all these skill sets will allow students to more confidently interact, discuss, and immerse themselves in various business sectors such as management, production, marketing, and even finance.

MARET LEADER A/B

Course Description

In this course, students will explore various topics and latest trends within the world of international business. Moreover, students will have the opportunity to improve their ability to communicate in English in a wide range of business situations by developing critical communication skills needed to succeed in business. Students will learn new business vocabulary and phrases which will help them communicate more confidently and fluently in business settings. They will also be given the chance to practice speaking skills in realistic business situations through the case studies found in each unit of the text. The course also aims to develop students' reading skills by reading authentic articles on a variety of topics from the Financial Times. A portion of each unit will also focus on problematic language areas for English language learners to aid students in the mastery of spoken and written English. Beyond language skills, this course is designed to develop some essential business communication skills, such as making presentations, networking, negotiating, cold-calling and dealing with communication breakdown. The overall goal of

the course is to give students the confidence to understand and express themselves confidently in business contexts by developing their communication skills and enhancing their knowledge of business.

PROJECT SUCCESS

Course Description

In this course, students will improve their English while gaining academic skills essential for further education and career growth. They will develop workplace and study skills, such as understanding protocols and effective communication. Through engaging video-based content, learners will practice real-life professional scenarios, refining their language in authentic contexts. The course focuses on practical communication skills for both professional and personal settings. Students will also enhance social language for interactions with co-workers, customers, family, and friends. The textbook used for the course encourages critical and creative thinking, fostering self-directed learning and problem-solving. By simulating real-world situations, students will be better equipped to navigate social and professional interactions with confidence and success.

SKILLS FOR JOB SEEERS

Course Description

Students will develop their communication skills and increase their confidence by learning how to carry themselves through a professional job interview. They will learn useful vocabulary and strategies on how to recognize and respond to some of the most commonly asked job interview questions. Students will also learn how to write a professional resume as well as a professional cover letter and be able to identify the differences between a CV and a resume. Students will increase their knowledge and understanding of some basic employment and labor laws that govern California businesses, so that they can build a greater awareness of local employee rights and business responsibilities pertaining to employment. Students will also be able to develop confidence and be more successful in their current or prospective job hunts by building a better understanding of the commonly recognized etiquette of both interviews and written formal job-search documents commonly used in the business setting in the United States.

SURVEYS OF INTERNATIONAL CORPORATIONS

Course Description

In this course, students will learn several vocabulary and phrases over the span of the course that will improve their written, reading, and oral communication skills in business settings and give them more confidence to excel in business settings. Moreover, students will have the opportunity to hone their reading skills and explore a multitude of different corporations by reading a survey of articles about various international corporations. The course will allow students to build their confidence in reading business articles. Merriam Webster's "25 Business Stories" (Bennet) "bridges the gap between the language learner and the real business world." This series of articles about international corporations will serve as a springboard for vocabulary learning, reading comprehension and fluency building, as well as peer and group discussions that will allow students to engage in business discussion and compare/contrast various businesses around the globe. The sentence patterns at the end of each chapter will allow students to confidently discuss the business articles and related topics. The goal of the course is to give students the skills to approach reading business articles with confidence and the ability to have meaningful discussions about real-world business situations and current events.

BUSINESS IDIOMS

Course Description

In this course, students will learn several idioms and phrases over the span of the course that will improve their reading and oral communication skills in business settings and give them more confidence to excel in business settings. Moreover, students will have the opportunity to hone their speaking skills by engaging in role plays and script writing activities designed to give students the opportunity to more confidently use the most common business idioms in the U.S.. Certain lessons will also include audio and gap-fill exercises to help students build their listening comprehension skills as they listen to a series of dialogues by both native and non-native English speakers using idioms in context. The overall goal of the course is to give students the confidence to understand and express themselves well in business contexts by becoming more familiar with the most commonly used idioms used by native English speakers in day-to-day conversations.

COMMUNICATING IN BUSINESS

Course Description

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

DYNAMIC PRESENTATIONS

Course Description

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

ENGLISH FOR JOB HUNTING

Course Description

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

ENGLISH FOR THE MEDIA

Course Description

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

INTERNATIONAL NEGOTIATIONS

Course Description

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

WRITING FOR IMPACT

Course Description

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

STUDENT SERVICES

LASC STUDENT SERVICES

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

- One-to-one Private Tutoring Program: this program offers students supplemental instruction with a qualified instructor in an individualized setting.
- Case Management Program: this program, offered by the Head Teacher at each campus under the supervision of the Academic Director, provides academic and social assistance to struggling students.
- Student Housing Program: LASC partners with various student housing agencies to offer students with safe, affordable, home-stay housing. All feedback regarding housing is done verbally from the student or host family. If a student is unhappy about the home-stay, another home-stay is found for the student. If the student is unhappy with the home-stay placing company, arrangements for housing can be made through another company.
- Field Trip/Activities: Field trips and on/off campus activities revolving around American culture are organized for students. All school outings are aligned with California ELD State Standards.
- Building Amenities: Each campus is equipped with wi-fi, a student lounge area, phone charger station and recycle bins
- student advisor: Each student is paired with a student advisor who is available to help with problems unrelated to school.

HOUSING

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

INFORMATION TO HELP YOUR STAY

WEATHER

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

SHOPPING

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

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

BANKING IN THE UNITED STATES

There are many banks to choose from in Southern California. Among the largest banks with the most branches are Bank of America and Wells Fargo. In order to open an account at a U.S. bank you will need either a passport or a Social Security card. Checking Account & ATM/Debit Card Most students end up opening a checking account when they arrive in the U.S. With this type of account, you are able to deposit and withdraw funds directly from your account. Most banks charge a nominal monthly service fee for most checking accounts. You will need to speak to a bank official to determine which type of account best fits your needs. If you write a check and don't have enough funds in your account to cover the amount of the check, you will be charged an expensive service fee for a "returned" check. You may avoid this by opening an account that has "overdrawn" protection. You can withdraw from your account either by:

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

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

TRANSPORTATION

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

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

BICYCLES
If you decide to bike, please be careful! American drivers are not used to sharing the road with cyclists. Always wear a helmet and assume that the drivers of cars do not see you.

Lock your bike up, as they are easy to steal. And remember that as a cyclist, you must follow the same traffic laws that cars do.

PERSONAL VEHICLE

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

GROCERY GUIDE

- Ralph's
- Stater Bros. Markets
- Whole Foods Market
- Trader Joe's
- Farmers' Markets

FAQ

I-20

Q: What is an I-20?

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

Q: What requirements must I fulfill to obtain an I-20?

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

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

Q: Can my dependents get an I-20 as well? Can they attend public school?

A: Yes. Any dependents added to a student's (F-1) I-20 will be given an F-2 visa status and are eligible to attend public school.

Q: If my dependent comes to the United States on a tourist visa, can I add him/her as an F-2 on my I-20?

A: Yes.

Q: Can I use someone else's bank statement?

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

Q: Does that bank statement have to come from a bank in the United States?

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

Q: How long does it take for an I-20 to be issued from your school?

A: 1-2 weeks

Q: What is the minimum age to obtain an I-20 from your school?

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

Q: How long can I stay at your school with my I-20?
A: Up to 3 years.

Q: I just extended my I-20, why is there no stamp?
A: There is no longer a stamp issued on the I-20 form

Q: I have been at your school for 3 years; can I extend my I-20?
A: No. After 3 years the student must either transfer out to another school or return to their country.

Q: What is the minimum amount of money required showing on my bank statement to apply for an I-20?
A: $20,000 for the student only (add $6,000 for any applicable dependent(s)).

Q: Can I attend college with my I-20?
A: Students may transfer to a college or university as long as they provide the acceptance letter from that college/university to their designated administrator and their attendance and academic record are acceptable. We also have a pathway to college with many schools.

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

Q: What do I do with my I-20 once I have applied for my green card?
A: Students should keep their I-20 until they are approved for a Green Card. Once approved the student has a choice to continue attending school or withdraw.

Q: Do I need to bring my I-20 with me when traveling within the United States?
A: No.

VISA

Q: How do I obtain a student visa?
A: Refer to our website for the step by step process www.lascusa.com.

Q: Can I change my visa status in the United States?

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

Q: What is the fee for changing my status to F-1 in the United States?

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

Q: What is an I-94 form?

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

Q: I changed my visa status in the United States, but I lost my I-94 form. What can I do?

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

Q: How many hours per week are required to attend school on a student visa?

A: A minimum of 80% of 18 hours per week.

Q: Can I work with my F-1 visa?

A: No.

Q: Can I take ESL classes on a tourist visa?

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

Q: If my visa expires, can I still stay in the United States and attend your school?

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

Q: Do I need to go back to my country to change my visa status?

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

Q: Do I need to go back to my country to reapply for an F-1 visa?

A: Yes.

ACCOMODATIONS / GETTING AROUND

Q: Does your school provide any homestay accommodations?

A: Yes, please refer to our current homestay services: SIH and USH.

Q: What documents do I need to obtain a driver's license? How long will it be valid?

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

Q: How do I renew my driver's license?
A: Students must bring all necessary documents to the DMV (current I-20, visa, passport, I-94 and a school verification of enrollment with DOB.) Please refer to www.dmv.ca.gov for more information.

Q: I don't have a car. How can I get from my home to your school?
A: Students use public transportation, ride bikes, or walk to school.

Q: How do I get a bus pass?
A: Go to www.metro.net/riding/fares/collegevocational/ and proof of enrollment is required to apply for a student discount.

VACATION

Q: When am I eligible to take a vacation from school?
A: Students are eligible for a 4 weeks vacation after 6 months of successfully completed study (i.e. maintain an acceptable academic record with quarterly attendance over 80%) or a 3 month vacation after 1 year of successfully completed study.

Q: I'm planning on visiting my friend in another state; do I need any documents from the school?
A: No.

Q: I am going back to my country for the holidays. What do I need to do?
A: All students must submit the Leave of Absence form to their designated administrator. All vacations must be approved prior to the scheduled date of the vacation. If a vacation request is not approved the student may not leave. The student's I-20 must be signed by the school DSO.

Q: I have an emergency and have to go back to my country. Do I have to ask someone?
A: Yes. I-20 must be signed by DSO. Leave of Absence must be filled out.

Q: What requirements must I fulfill for my vacation request to be approved?

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

ACADEMICS

Q: Do I need to take the placement test?

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

Q: My class is too easy. May I jump to the next level?

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

Q: How long does it take to finish one ESL level at your school?

A: 1 quarter (12 weeks)

Q: Can I change my class in the middle of the quarter?

A: No.

Q: How many students are in each class?

A: Most classes range from 15-20 students.

Q: Am I allowed to use my cell phone during class time?

A: No.

Q: How do I find the classroom I am supposed to be in?

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

Q: I don't understand the material. How can I get more help?

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

Q: I have a problem with my teacher(s). Who do I talk to about that?

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

Q: Do I have to do my homework?

A: Yes. Homework is part of your grade and will affect your overall participation score which is calculated into the final score for the class.

Q: Can I share a book with my friend?

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

Q: There is a rule about no cell phones in class, but I need to use the dictionary on my cell phone. Can I do that?

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

Q: How many months are in a quarter?

A: 3 months (12 weeks)

ATTENDANCE

Q: What is the minimum attendance requirement that all students at your school must meet? Can I submit a doctor's note if I am sick?

A: A minimum of 80% attendance is required per term. Excused absences are not allowed, however, under special circumstances, are considered on a case by case basis by the campus manager.

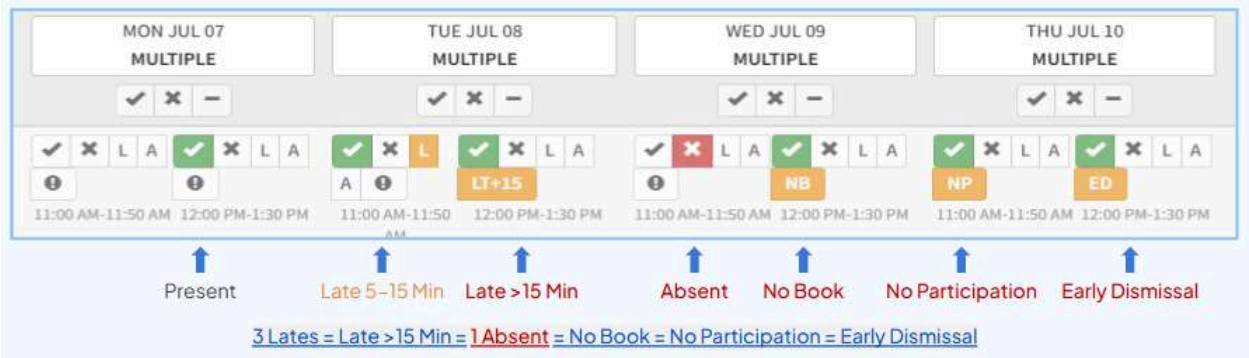
Q: What happens if I do not meet the minimum attendance requirement?

A: Every student who does not meet the 80% requirement will receive warning letters. An initial attendance warning letter is issued during week 5 of the quarter to any student whose attendance rate is below the 80% minimum. If the student has not achieved an attendance rate of 80% by week 9, another warning is issued informing the student that they have until week 12 to meet minimum requirements.
If by week 12 the student has still not achieved an 80% attendance rate, they are issued a written notice indicating their status of Attendance Probation (students with start dates after week 9 would not be subject to the attendance probation policy during their initial quarter). The student must attain a minimum of 80% attendance throughout the probationary quarter to be released from probation. If the student is unable to achieve 80% attendance during the probationary quarter, s/he would be subject to termination.

Q: Can I attend another class to make up hours for my low attendance?
A: Yes. Please contact the student advisor regarding this matter.

Q: I believe my attendance record is incorrect. Can it be changed? If so, who do I talk to about it?
A: Please contact the student advisor regarding this matter.

Q: What does ✔ L ✖ NB NP LT+15 ED mean on my AmpEducator?



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

Q: I just moved to somewhere far away from your school. Is it okay that I don't attend?
A: All students must attend 80% of their class hours or they will be terminated. If the student's academic record and attendance are satisfactory then the student may transfer out to another school that is closer to them.

Q: The bus is late and so I am late to school. My teacher marks me late. What can I do?
A: All students need to make arrangements to arrive at school on time. Exceptions will not be made for these types of circumstances.

TUITION & FEES

Q: What is the application fee?
A: $150

Q: What is the SEVIS fee?

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

Q: What is the monthly tuition for your school?

A: $740 per month for all classes. Refer to the tuition and fee schedule form for further information.

Q: Does your school offer any special discounts or promotions?

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

Q: Can I pay my tuition in installments?

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

Q: Does the student get charged for tuition while they are on vacation?

A: If the student takes their eligible vacation after 6 months of successfully completed study then the student will not be charged tuition during their vacation. Tuition will be charged for medical leaves that are less than 4 weeks in duration. For medical leaves that exceed 4 weeks, tuition would be waived.

Q: Do I have to purchase the textbook(s) for each class?

A: Yes.

Q: Do I need to purchase the workbook (when applicable) as well as the student book?

A: Yes.

Q: Can I buy my friend's textbook after he is done using it? What about the workbook?

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

Q: Can I give my friend my unused tuition?

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

COMPLETION/WITHDRAWAL/TRANSFER

Q: What paperwork is needed in order for me to complete my studies with your school?

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

Q: I am going back to my country for good. Do I need any documents?

A: Students must fill out the Exit Form and submit it to their designated administrator.

Q: Can I get a certificate of completion after studying your program(s)?

A: Yes, students must pass the core course with an average of at least 80%. (A minimum of 12 weeks is required for initial enrollment.)

Q: Can I get proof of enrollment from your school?

A: Yes.

Q: What paperwork is needed to withdraw from your school? Can I get a refund?

A: Students must fill out the withdrawal notice form and submit it to their designated administrator.

B: No refunds will be given for students who have attended over 50% of weeks paid. If a student is eligible for a refund, he/she will receive a refund with LASC check within 45 days following your withdrawal.

Hypothetical Refund Example:

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

Q: What paperwork is needed to transfer into your school? To transfer out?

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

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

Q: The school that I am currently attending does not let me transfer to your school. Is there a way to transfer?

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

Q: Can I transfer to another LASC campus? If so, does my paid tuition roll over?

A: Yes, and your tuition will roll over.

Q: What requirements must be fulfilled in order for me to transfer out of your school?

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

LASC

Q: Can I enroll right now or do I need to wait until the new quarter starts?

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

Q: Are the teachers at your school native English speakers?

A: Yes.

Q: What is the background and experience of the instructors at your school?

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

Q: What programs does your school offer?

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

Q: I have a friend that doesn't speak English. Do you have anyone who speaks their language that can help him/her?

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

Q: I am a student's parent; can I have their phone number?

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

Q: What nationality of students do you have attending your school?
A: Chinese, Brazilian, Korean, Saudi Arabian, Thai, Japanese, Russian, Colombian, etc.

Q: What does LASC stand for?
A: Language Arts of Southern California

Q: Can I get a Social Security card from your school?
A: No. A student who is working on campus is the only exception.

Q: Where may I pray in school?
A: There is no designated area for this on campus.

Q: Where can I smoke cigarettes on campus?
A: Students may smoke in designated smoking areas outside and at least 25 feet away from any doors.

Q: Where can I eat my lunch?
A: Each campus has a break room.

Q: Is there WiFi internet at your school?
A: Yes. The WiFi is accessible for LASC students.

STUDENT SUPPORT

TRANSCRIPTS & RECORDS

ACCESS TO PERSONAL RECORDS

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

RETENTION OF STUDENT RECORDS

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

FILING A GRIEVANCE OR COMPLAINT

STUDENT FEEDBACK

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

TALK TO YOUR REPRESENTATIVE

Students are also given the opportunity to file a complaint or give positive feedback with their respective representatives, this is either done verbally or in writing. Representatives will then inform the Head Teacher or Academic Director who will then review the concern.

The Head Teacher/Academic Director will consult with the involved parties; possibly with the student advisor or Instructor as well if communication between the parties is impaired. A resolution or decision will be made with the assistance of the Campus Manager, CEO or other member of management, if necessary. All upper management have an open-door policy and often-times students will relay their concerns directly to either the Campus Manager or Academic Director. In such instances, the Campus Manager or Academic Director will personally handle and resolve such complaints.

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

ACCET

ACCET Document 49.1 – Notice to Students: ACCET Complaint Procedure

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 quality educational training programs are provided. When issues or problems arise, students should make every attempt to find a fair and reasonable solution through the institution's internal complaint procedure, which is required of ACCET-accredited institutions and frequently requires the submission of a written complaint. Refer to the institution's written complaint procedure, which is published in the institution's catalog or otherwise available from the institution, upon request.

Note that ACCET will process complaints that involve ACCET standards and policies and, therefore, are within the scope of the accrediting agency.

If a student has used the institution's formal student complaint procedure, and the issue has not been resolved, the student has the right and is encouraged to submit a complaint to ACCET in writing via the online form on the ACCET website (https://accet.org/about-us/contact-us). The online form will require the following information:

- Name and location of the ACCET institution;
- A detailed description of the alleged problem(s);
- The approximate date(s) that the problem(s) occurred;
- The names and titles/positions of all individual(s) involved in the problem(s), including faculty, staff, and/or other students;

- What was previously done to resolve the complaint, along with evidence demonstrating that the institution's complaint procedure was followed prior to contacting ACCET;
- The name, email address, telephone number, and mailing address of the complainant. If the complainant specifically requests that anonymity be maintained, ACCET will not reveal his or her name to the institution involved; and
- The status of the complainant with the institution (e.g. current student, former student, etc.).

Please include copies of any relevant supporting documentation (e.g., student's enrollment agreement, syllabus or course outline, correspondence between the student and the institution).

Note: Complainants will receive an acknowledgment of receipt within 15 business days.

Online Complaint Submission Form:
https://app.smartsheet.com/b/form/2d67c6ec58924a05b25ec8513cb615f5

ABOUT THIS CATALOG

This catalog is revised annually.
Catalog Effective Date From February 2025- January 2026

As a prospective student, you are encouraged to review this catalog prior to signing an enrollment agreement. You can find our Student Catalog in electronic format on the homepage of our website at www.lascusa.com.