

# ENGLISH LANGUAGE PROGRAM STUDENT HANDBOOK

We wish to extend our appreciation to you for choosing FLS.  
 We hope that your time with us will be pleasant, rewarding and meaningful.  
 Our entire staff wants to encourage and assist you in every way  
 necessary so that you may accomplish your educational goals.

This handbook contains important information and policies  
 about the FLS International programs. Please read it carefully  
 and keep it for reference throughout your stay at FLS International.

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The information and policies in this catalog are effective from 01/01/2024 to 12/31/2024.

# FLS International Academic Calendar 2023

TERM	TERM DATES	SCHOOL HOLIDAYS
1322	Monday, December 5– Thursday, December 30, 2022	December 26 Christmas Observed
0123	Tuesday, January 3 – January 27, 2023	January 2 – New Year's Observed January 16 - Martin Luther King Day
0223	Monday, January 30 - Friday, February 24, 2023	February 13 – President's Day
0323	Monday, February 27 – Thursday, March 23, 2023	March 24 – In-Service Day
0423	Monday, March 27– Friday, April 21, 2023	April 7 – Good Friday
0523	Monday, April 24 – Friday, May 19, 2023	No Holidays
0623	Monday, May 22– Friday, June 16, 2023	May 29 - Memorial Day
0723	Tuesday, June 20 – Friday, July 14, 2023	June 19 – Juneteenth July 4– Independence Day
0823	Monday, July 17 – Friday, August 11, 2023	No Holidays
0923	Monday, August 14 – Friday, September 8, 2023	September 4 – Labor Day
1023	Monday, September 11 – Thursday, October 5, 2023	October 6 – In-Service Day
1123	Monday, October 9 – Friday, November 3, 2023	No Holidays
1223	Monday, November 6 – Friday, December 1, 2023	November 23 & 24 Thanksgiving Holiday
1323	Monday, December 4– Friday, December 29, 2023	December 25 Christmas Observed
0124	Tuesday, January 2– January 26, 2024	January 1 – New Year's Day January 15 – Martin Luther King Day

Dates apply to FLS Boston Commons and FLS Citrus College.

Please note that the first day of each term is an Orientation Day for new students. Continuing students will have a Language Extension Day

## OUR MISSION STATEMENT

FLS International is committed to providing effective English as a Foreign Language education and cultural training to international students and assisting clients during each phase of their educational experience, from their initial entry into the United States to their transfer to a college or university.

## A BRIEF HISTORY OF FLS

FLS International was founded in 1986 as FLS Language Centres by Francine Forman-Swain, Dal Swain and Kurt Swain. In the beginning, FLS opened and operated a small neighborhood school for English instruction. From these modest beginnings, FLS has experienced steady growth. We now teach students and operate programs on campuses at Citrus College in Glendora, California and our Boston Commons center in downtown Boston, Massachusetts. In addition, our popular seasonal study-tour programs are offered at several additional locations.

FLS has developed a strong reputation as a high-quality language training program. Our courses use the most effective and respected EFL texts available. FLS classes are also supplemented with original material and tests created by the FLS academic team. These materials go beyond the textbook to bring you to a more active level of class participation.

At FLS, students are involved and participate in the learning process in order to truly master the language. This concept, called "Student Centered Teaching" is the cornerstone of our methodology.

All of our programs reflect our commitment to give our students the best learning experience at a reasonable tuition. Our programs feature:

- ✓ A modern, personalized approach to learning.
- ✓ Student participation and active involvement.
- ✓ Small class sizes.
- ✓ Professional instructors.
- ✓ Frequent excursions to interesting local attractions
- ✓ Exclusive English Everywhere program to integrate learning in all aspects of your stay.

As part of our mission to maintain high academic and professional standards, we belong to a number of professional associations. We are accredited by CEA (the Commission on English Language Program Accreditation). CEA is a specialized accrediting agency founded by active professionals in English language accreditation and is the only U.S. agency recognized by the U.S. Department of Education designed specifically to accredit English language programs.

FLS International is a private institution, approved to operate by the Bureau for Private Postsecondary Education, and approval to operate means compliance with state standards as set forth in the California Private Postsecondary Education Act of 2009.

FLS International looks toward the future with great energy and enthusiasm. With our talented, committed and knowledgeable staff, further success and growth are guaranteed. We invite you to join us on this educational adventure.

## PROGRAM DESCRIPTION

### *Key Points*

- **The English Language Program offers 3 courses: General, Intensive and Academic English with a range of 15-25 hours of classroom study each week.**
- **Tuition for each course includes classes, core class textbooks, and student services.**
- **All ELP students have access to our regular schedule of field trips and activities.**

### **FLS English Language Program (ELP)**

The FLS English Language Program offers a range of courses to suit the varied needs of students. Each course includes a Core Class, which is offered in 18 levels of English proficiency. Each level lasts four weeks. Our programs range from 18-30 lessons per week. Each lesson is defined as 50 minutes of instruction.

All English Language Program tuition prices include lessons, Core Class textbooks, student ID card, and student service fees. Students who prepay for long term programs receive tuition price discounts. Please ask the school office staff for more details.

Enrollment in the FLS English Language Program also includes access to scheduled field trips, events and activities in the local area. There are many on-campus events held frequently. Students should consider these activities an important part of their learning experience and participate in as many of them as possible. Information about activities is listed on posted activity calendars. Students interested in joining an activity must sign-up in the FLS office. FLS regularly schedules free activities, but many activities require an additional fee.

Students should become familiar with the campus facilities available to them. This will allow students to get more involved in campus events, meet American students and become more independent.

Please note that our school offers no State, Federal or other financial aid programs.

As a prospective student, you are encouraged to review this catalog prior to signing an enrollment agreement. You are also encouraged to review the School Performance Fact Sheet, which must be provided to you prior to signing an enrollment agreement.

### **English Language Program Courses:**

#### **GE – General English**

General English includes 15 hours per week (or 18 lessons per week) of instruction in the FLS Core Class. **Note: students may not use an F-1 student visa while enrolled in this program.**

#### **IE – Intensive English**

Intensive English includes 20 hours per week (or 24 lessons per week) of instruction including an FLS Core Class and one daily Elective class.

#### **AE – Academic English**

Intensive English includes 25 hours per week (or 30 lessons per week) of instruction including an FLS Core Class, two daily Elective Classes **OR** a premium test preparation elective class.

The TOEFL Preparation elective class is open to students enrolled in Academic English who have an English proficiency equivalent to FLS Level 9 or above. To demonstrate this proficiency, students must pass FLS Level 8 or place into Level 9 on the FLS Placement Test. Other test preparation classes are available at selected FLS centers. The IELTS test preparation class is open to students in Level 9 and above. The **SAT test preparation class is open only to students in Levels 13 and above.**

## **Additional Programs**

### **Concurrent Enrollment**

Students at FLS have the opportunity to take college courses at our partner institutions while they continue with their English language studies at FLS. Students must have reached a designated level of the FLS program and must coordinate their schedule with the FLS staff.

### **High School Completion**

Students who have completed at least one year of study in an American high school but have not completed their diploma and have reached FLS Level 12 or higher may enroll in this program. Students take an FLS Core Class and two hours of daily instruction and tutoring to aid in completing their high school coursework.

### **Executive Business English Program**

Students who wish to improve their English skills for the purposes of business presentations, negotiations or marketing will benefit from this program, which includes two hours per day of focused Business Electives plus our English Core Class. Open to students in Levels 9 and higher.

### **Study 30+**

Study 30+ is offered for adult students looking for a more mature learning experience. The FLS Study 30+ program gives you the opportunity to study with like-minded adults, socialize, explore American culture and develop new contacts from around the world. Study 30+ participants may choose the VE, GE, IE or AE program options. (Available at Boston Commons).

### **Tutorials and Private Lessons**

In addition to our English Language Program course, private lessons are available at all centers. Please speak with an FLS staff member about a request for scheduling private lesson and private lesson fees.

**For more information about any of these programs, please see the FLS website at [www.flshinternational.org](http://www.flshinternational.org) or speak to a member of the FLS staff.**

## **FLS Class Definitions**

**Core:** Our integrated skills class offered in 18 proficiency levels, the Core Class includes instruction in listening, speaking, reading and writing in a communicative approach. Students also benefit from readers, Language Extension Days and our English Everywhere tools. (3 hours per day).

**Elective:** Focusing on specific skills and topics, our wide range of electives lets you customize your study program with choices like American Culture, Slang, Public Speaking, English Through Film and many more. (1 hour per day)

**Test Preparation Class:** Available for students in advanced levels of Academic English, our comprehensive test preparation classes cover all of the skills necessary to succeed on the TOEFL, SAT and other widely used tests. (2 hours per day)

<b>Academic English Sample Class Schedule: Monday - Friday</b>		
<b>Class</b>	<b>Class Time</b>	<b>Instructional Time</b>
<b>Core Class: Level 2</b>	8:00 am – 9:00 a.m.	60 hours per term
	9:05 – 10:05 a.m.	
<b>Break</b>	10:10 a.m. – 11:10 p.m.	
<b>Core Class: Level 2 (Continuation)</b>	11:15 pm – 12:15 p.m.	
<b>Elective 1: Beginning Conversation</b>	12:15 p.m. - 1:15 p.m.	20 hours per term
<b>Elective 2: Listening &amp; Speaking</b>	1:20 p.m. - 2:20 p.m.	20 hours per term

\*Sample schedule only. Class times may vary from this schedule\*

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

## **ENROLLMENT AND REGISTRATION POLICIES AND PROCEDURES**

FLS has an open, non-competitive enrollment policy. Students may enter the program on any of our start dates. New terms start each four weeks. Please refer to the program calendar for exact program dates.

FLS requests that students apply at least 4 weeks before their desired date of enrollment. In order to apply, prospective students should submit a completed FLS application and application fee of \$175. F-1 students must also submit documentation of financial resources to meet expenses.

All students must provide proof of medical insurance. Students without medical insurance not only put their health at risk, but may incur severe financial loss. For students who cannot provide proof of medical insurance within 7 days of enrollment at FLS, FLS will purchase medical insurance for the student for one additional week (second 7 days of enrollment) and bill the student. During this week, students must provide proof of coverage or purchase insurance for their entire stay. Students who do not purchase insurance may be suspended from the program. For F-1 students, if this suspension lasts 10 days or more, the student's record in SEVIS will be terminated and their visa status will be effected.

To enter the program students must be at least 15 years old. There are no academic entrance requirements, other than basic literacy in English.

Students must also be physically, mentally, and emotionally able to benefit from our course of study and an immersive language program. Students with serious learning disabilities, or who are not emotionally prepared to live in another country, should not apply to FLS. Students should be in good health and not have physical needs that would prevent them from attending class. Similarly, students must not suffer from a condition that would prevent them from taking part in a communicative, conversation class. Students must also have the visual ability to see writing in a textbook or view other classroom aids and materials.

When students register for classes on the first day of their program, they should bring a copy of their passport, visa and proof of medical insurance. We will make copies of these documents for our records.

Students will be given a placement test so that we can determine their level of English. The FLS staff will assign students to their classes based on the results of this test, so it is important that students do their best.

Students must also sign a student contract. The contract confirms the tuition and other fees for the selected program, and also lists the policies for cancelation of classes or housing.

Students must sign a new contract for any extension of their term of study.

Students must pay all tuition fees for their program before being considered officially registered.

## ACADEMIC POLICIES

### *Key Points*

- All class placements are made and approved by the Center Director or Assistant Director.
- Students may keep core texts but must return elective texts and readers.
- Students must speak 'English only' in class.
- FLS will make every effort to keep class sizes at 15 or under.
- Classes with less than 5 students may be cancelled.
- Students receive progress reports every four weeks and are graded in six categories.
- Students receive a completion certificate after successfully finishing a level.
- Students give evaluations of their teachers every four weeks.
- Students must receive a grade of at least 70 to pass a class level

**Length of Program:** The number of hours required to complete a course of study at FLS depends on three factors: a) your English proficiency upon entering the school, b) the degree of English proficiency you wish to achieve, and c) your performance and attendance in your classes during the program.

Students who attend for a shorter period or who do not graduate a level may request a certified letter of attendance.

**Class Location:** All classes are held in classrooms on the campus of Citrus College at 1000 W. Foothill Blvd, Glendora, CA 91741.

**Class Placement and Class Changes:** When entering the program, students take a comprehensive placement test.

The FLS staff will use the test results to determine the best level for the student. After class placement is decided, students are given textbooks and a class schedule.

During the first week of their enrollment in a core class, students who believe they have been placed in the wrong core class level may request to re-take the placement test.

After the first week of a term, students who want to change core class levels must receive a teacher's recommendation. These decisions are based on individual cases. Students must demonstrate that they have a grade of at least 90% in all progress report skill areas in their current level to qualify for an exam to move to the next level. The student must then take the final exam of the class they were placed in and achieve a score of 90% or higher. If the student meets both conditions, they may be advanced to the next level.



Non-essential class changes not related to improper student placement, such as from one elective to another, **will only be allowed in the first week of a new term and only with the approval of the office in order to minimize disruptions to the learning environment.** Students may not change classes without approval from the Assistant Director or Center Director.

**Dropping a Single Class:** Students who wish to drop a single class, such as an elective class, but remain in their academic program, must complete a class drop form. Students under the age of 18 or who are sponsored by a scholarship must also receive approval from a parent, guardian or scholarship advisor before dropping a class.

**Certificates:** Students receive a Completion Certificate after successfully finishing each Level. To receive a certificate, students must meet the passing requirements for that class. Certificates are awarded at the conclusion of each term to students who have completed these requirements.

Students who attend for a shorter period or who do not pass a level may request a certificate of attendance.

**Credit for Prior Learning:** FLS International does not award credit for prior experiential learning.

**Visiting Classes:** Students requesting a transfer to a different time period or class within the first week of the term may visit a class only once. Visiting students are not allowed to enter a class without first getting permission from the Assistant Director or Center Director.

**Textbooks:** Each term, students are issued textbooks for their 'Core' level classes as well as school copies of their elective class textbooks and readers. Students may keep their 'Core' class textbooks, however, elective class textbooks and readers must be returned to FLS at the end of the term in usable condition. Students are responsible for paying replacement fees if they wish to keep elective texts and readers or if they are lost or returned in unusable condition. Students will not be issued any new books until their last set of elective textbooks and readers are returned or replacement fees are paid. The school or teachers may not lend books to students or copy pages of textbooks for students.

**English Only Policy:** FLS has an "English only" policy in our classes. This is to create a productive learning environment and encourage all students to speak English during the school day. This policy is designed to help you learn English more effectively. If you speak your native language in class, your teacher will remind you to please speak in English. Please cooperate with your teacher. If you continue to speak your native language in class, you may be asked to speak to the Assistant Director and/or leave class for the day.

**Eating, Drinking and Smoking:** Eating, drinking, and smoking are not allowed inside FLS classrooms and offices. You may smoke outside the school building in designated areas. Your cooperation in following this policy is appreciated.

**Test Preparation Classes:** Due to the advanced nature of test preparation classes, only students in Level 9 and above may attend the TOEFL and IELTS Preparation classes. Only students in Level 13 and above may take SAT Preparation classes.

**Entering "Closed" Classes:** FLS makes every effort to keep class sizes small to maintain the best possible learning environment. Classes of 15 or more students may be "closed" to new students. If a class is "closed" due to high enrollment, students who wish to enter the class must put their names on a waiting list. Students are added to closed classes at the discretion of the FLS staff and if seats become available.

**Cancellation of Classes:** FLS makes every effort to continue each class for a complete term. However, if attendance in a class drops below an average of five students over a two-week period, that class may be canceled. The office will announce the cancellation to the students attending that class. Students in the canceled class will be placed in an available class with a curriculum as similar as possible.

**Student Progress Reports:** Teachers evaluate students in Levels 1-18 every term (that is, every four weeks).

In Core Classes, student grades are based on six criteria. Student performance on specific Speaking, Listening, Reading and Writing activities account for 40% of the term grade.

Tests will be given at the end of each unit. Test scores also account for 40% of the term grade.

A final exam will be given at the end of the term. The final exam accounts for 20% of the term grade.

In Core Classes, students must have a Progress Report score of 70 or better to pass to the next level.

In elective classes, students will receive scores in four areas of performance (such as fluency, homework, etc.).

Please note that elective class progress report categories may vary, and are based on the skills covered in that class. Check the syllabus for each class to review the categories included in that report.

Students who miss more than 50% of a term due to authorized absences are given an Incomplete for that term. Authorized reasons for students to miss classes include starting mid-term, exiting mid-term, taking a vacation or leave of absence, or having excused absences.

Progress reports also include the student's current Achievement Score. The Achievement Score may be interpreted by checking the FLS Achievement Scale in this handbook.

## **Electronic Devices**

In order to maintain a productive learning environment, FLS International restricts the use of electronic devices (such as smartphones, tablets, laptops and other devices allowing access to electronic media) in class in the following manner:

- Students may only use electronic devices in the classroom when they are authorized by the teacher. For instance, the teacher may allow students to use smartphones or tablets when preparing a class presentation or researching a topic.
- Students may never use electronic devices when taking or reviewing class quizzes, tests, or exams. Students found using electronic devices during a quiz, test or exam will receive a score of 'zero' on the quiz/test/exam and will not be permitted to retake it.
- Students carrying smartphones must have the phones powered off or on silent mode unless otherwise authorized by the teacher.

Students who use electronic devices when not authorized by the teacher will be subject to disciplinary procedures:

- For the first use of an unauthorized electronic device, the student will be verbally warned by the teacher.
- For repeated uses of an electronic device on the same class day, the student will be asked to leave the class and will receive no credit for any activities or assignments for that day.

- For persistent uses of an electronic device over multiple class days, the student will be referred to the office for counseling and may be issued a probation notice.

## Academic Dishonesty and Plagiarism Policy

### Intention

FLS International's Mission Statement clearly states that we are "committed to providing effective English as a Foreign Language education and cultural training to international students ... from their initial entry into the United States to their transfer to a college or university." As ethical behavior is a large part of academic and cultural training, the faculty and staff of FLS International believe it is important to have a clear policy concerning plagiarism and other forms of academic dishonesty.

### Definitions

FLS International defines academic dishonesty as attempting to take credit for someone else's work or using unauthorized materials, or otherwise acting to deceive the evaluator in an assignment, project, or test. FLS International categorizes two different degrees of academic dishonesty and plagiarism. They are defined as follows:

**Intentional Dishonesty and/or Plagiarism** is defined as, but not limited to:

- Use of unauthorized aids including cheat sheets, instructor's class materials, school documents or records
- Copying, or attempting to copy, the work/answers of another student in tests, quizzes or essays
- Obvious, substantial, verbatim reproduction of information
- Fabrication of sources, falsification of page numbers, or other deliberate misdocumentation
- Submission of others' work as the students' own. This applies to uncited paraphrasing of another's ideas as well as verbatim use of others' words. (*Others* may refer to either scholarly sources, online "cribbed" essays, or the work of other students).

**Technical Plagiarism** is defined as, but not limited to:

- Poor paraphrasing, amounting to "pearling" or "translating" another's work
- Improper citation or documentation that misrepresents a source
- Insufficient citation of factual information not held to be common knowledge (*common knowledge* is defined as facts readily available from a variety of sources)

### Determination of Academic Dishonesty and/or Plagiarism

Agents/sponsors must be informed immediately when a student is suspected of plagiarism or academic dishonesty. Through the use of turnitin.com and other search engines, teachers/administrators will, in most cases, be able to provide documented evidence of plagiarism. A school administrator will review the evidence submitted to determine whether plagiarism exists and which definition applies. If plagiarism is confirmed to exist, penalties are as follows:

### Academic consequences

Evidence of academic dishonesty or **intentional plagiarism** shall result in the student receiving a **grade of zero** for the assignment in which the plagiarism occurs.

Evidence of **technical plagiarism** shall result in a **deduction of points** – the number of points to be determined by the teacher, based on the severity and number of occurrences – for the assignment in which the plagiarism occurs.

**Disciplinary consequences**

FLS International firmly believes that **academic dishonesty and intentional plagiarism** are acts of student misconduct. Students who later apply for college or university admission may have their plagiarism offense disclosed as part of their academic record.

**Finishing Your Studies:** Please meet with an FLS staff member several weeks before the end of your program and inform the staff of your plans upon reaching your end date (such as program extension, transfer, etc.) This will help to ensure that the appropriate steps are taken to accommodate your future plans.

Because each student has a different English language goal, FLS International defines program completion as a student completing the program for which he or she enrolled.

Students who wish to leave a program before their expected end date must speak to an FLS staff member and complete the appropriate drop or transfer form. F-1 students who leave the program before their expected end date and notify the FLS staff may remain in the country for 15 days after their last date of study.

Students who plan to leave the program on their current end date are considered to be 'completing' their program. There is no additional requirement to 'complete' your FLS program than finishing your term of study. However, only students who have achieved a progress report score of 70 or higher are eligible to receive a level completion certificate. While graded quizzes and tests are a regular part of the English language program, there are no required quizzes or tests that students must take to achieve program completion.

F-1 students may stay in the U.S. for a maximum of 60 days after completing their program. During this time, students may travel or make plans to return to their home country.

Every departing student must complete an exit procedure.

This procedure requires you to complete an Exit Form, pay any outstanding fees and return loaned textbooks before receiving a Completion Certificate. Please check with the center staff to see if you must complete any other procedures.

In order to accurately update your records, FLS asks that you give us your contact information and plans upon departing the program.

**Student Files:** Students may review their own hard copy files at any point, however in cases where third party payment for student tuition is made, FLS reserves the right to limit access to net invoicing records. At no time may students remove their own files from FLS premises.

FLS will retain student records for a period of three years following the completion of a student's program at FLS International. In addition, FLS International retains permanent records of student transcripts.

## ATTENDANCE POLICIES

### *Key Points*

- **Students are expected to attend regularly and will be counseled if they miss class often.**
- **Students are expected to maintain an average of 80% attendance.**
- **Students who fall below 80% cumulative average attendance will be placed on probation.**

**Attendance and Class Re-Entry:** To enter or attend a class, a student must have fully paid all of his/ her program fees and be entered on a class roll sheet or the student must give the teacher an entry slip approved by the office.

If a student has more than 2 unexcused absences in a row, the student will be counseled by the FLS staff. Students cannot re-enter classes without first attending a counseling meeting and obtaining a re-entry slip from the Academic office.

Students who continue to have attendance problems after counseling may be reported to their family or overseas advisor. F-1 students may be reported to the USCIS (U.S. Citizenship and Immigration Services) as being “out of status” and may be forced to return to their home country.

If FLS is unable to contact the student and the student has not returned to his/ her classes after 10 consecutive class days, the student will be dropped from his/ her classes. In addition, their overseas agent and/ or family will be notified that the student is no longer enrolled in the school. F-1 students who are absent for 10 days in a row without authorization will have their SEVIS record terminated and will be reported to UCSIS.

**All students are required to maintain an average of 80% attendance or will be subject to attendance probation. In addition, F-1 students who fail to maintain 80% attendance endanger their student status. Losing student status can endanger your future educational goals in the United States.**

### **Attendance Requirements and Attendance Probation:**

Students are required to attend class regularly in order to maintain good academic progress and good standing in the program. FLS International expects students to maintain an average of 80% attendance.

Students who fall below a cumulative attendance of at least 80% at the end of any term will be placed on Attendance Probation for the next term.

Students put on Attendance Probation must meet with an FLS administrative staff member for counseling and abide by the terms in the Attendance Probation notice.

At the end of the term on Attendance Probation the student must be making progress toward meeting the 80% cumulative attendance requirement and have met all the terms of the Attendance Probation. Progress is defined as having attendance above 80% during the probationary period in order to allow the student to bring their overall attendance level up.

The terms of attendance probation may include the following based on the discretion of the Center Director:

- a. Student must report for counseling if they have unexcused absences during the probation period.
- b. Student must be counselled for excessive tardies during the probation period.
- c. Student may not take an approved vacation during the probation period.
- d. Student may not 'waive' or drop classes during the probation period.

After no more than sixteen weeks on Attendance Probation, the student must again meet the 80% attendance requirement or will be dismissed from the school.

F-1 students with less than 80% cumulative attendance at the time of their program completion (Attendance Probation status) will be Terminated in SEVIS for Unauthorized Drop Below Full Course of Study.

In order for all students to get the most benefit from our classes, it's important for everyone to be on time.

Students who miss from 1-15 minutes of any class due to late arrival, early departure or missing any period of class time will be marked Tardy. Four tardies within one term equal one absence.

Students who miss more than 15 minutes of any class due to late arrival, early departure or missing any period of class time will be marked Absent.

Students who miss more than 15 minutes of Core or Elective class will be marked Absent.

Students who are Absent for two or more days in a row will be referred to the school staff for counseling.

## **SATISFACTORY PROGRESS POLICIES**

Students in the FLS International English Language Program are expected to make satisfactory academic progress and move through the proficiency levels in a reasonable time frame while enrolled in the program.

Student Satisfactory Academic Progress is evaluated at the end of each four week term. At that time, each student receives a progress report and their Grade Point Average is reviewed.

**Student GPA:** Students must maintain a minimum GPA of 70 (average class score of 70 or better) to maintain Satisfactory Academic Progress.

GPA is calculated by averaging all student class scores for all terms. Each 'clock hour' of class is weighted equally when counting GPA.

The GPA is cumulative and includes every term grade achieved by the student.

In addition to the GPA requirement, students must pass each level in the FLS program after a maximum of three attempts to maintain satisfactory academic progress.

### **Academic Probation:**

Students who repeat a level more than once or whose cumulative GPA falls below 70 will be placed on Academic Probation.

The Academic Probation process consists of the following steps:

1. Students receive a written notification of the probation
2. Each term of probation lasts for four weeks
3. Students meet with a school administrator to discuss the terms of the probation
4. Students are informed of the consequence of failing to meet the terms of the probation
5. Students' advisor and/or parent is notified of the probation

6. The student's visa status remains active during the probation

**Consequences:** Student academic progress will be re-evaluated after the end of the probation period. Students who continue to perform below the average GPA of 70 will remain on Academic Probation.

After 8 consecutive weeks on probation or after repeating a level more than once, the student will be placed on a learning plan.

The maximum period allowable for academic probation is 5 consecutive terms (20 weeks). If a student fails to move out of academic probation after 20 weeks, their program at the center may be terminated.

#### **Learning Plan:**

Students who have been on probation for 8 weeks or longer, or who have repeated a level more than once, will be placed on a learning plan. The specific learning plan will be explained during the counseling session. The learning plan will include one or more of the following actions:

- a. additional work organized by the teacher
- b. counselling to address personal issues affecting student progress
- c. tutoring outside of class
- d. moving the student to a lower English level in the program
- e. putting the student on a reduced course load

#### **Appeals Process:**

Students who are placed on Academic Probation may appeal the decision if they believe they were placed on Academic Probation by mistake. To appeal the decision, students must make their appeal in writing within ten business days of the probation notification. Students should direct appeals for probation to the FLS Senior Vice-President via e-mail at [brian@fls.net](mailto:brian@fls.net). The Senior Vice-President will review the appeal decision by the Center Director and will respond with a decision within five business days of receiving the student appeal.

#### **Quantitative Program Measurement:**

The chart below indicates clock hour measurements for reference showing the amount of clock hours required to complete each level, the minimum number of hours required to complete the entire program (from Level 1 to Level 18) and the maximum number of hours required to complete the entire program, if students repeat levels the maximum number of times. The program lengths are listed according to the three courses available in the English Language Program: General English (GE), Intensive English (IE) and Academic English (AE).

	Each Level	Total Program Minimum Program Length	Total Program Maximum Program Length
GE	60	1080	3120*
IE	80	1440	3120*
AE	100	1800	3120*

\*maximum three year enrollment for an ELP student

**Teaching Staff:** The FLS teaching staff is made up of speakers of native English fluency committed to providing their students with the best in ESL education. Each teacher must complete FLS' training procedures before their first day of class. Our teachers come from a variety of backgrounds: many have taught overseas or have years of ESL teaching experience in America. Others have taught at American public high schools, adult education schools, private schools, colleges and universities. All of our teachers

have at least a Bachelor's Degree and a TESOL certificate and must pursue continued training in methodology while employed at FLS. Instructors in Level 11 and above (the college and university preparation levels) must hold a Master's degree.

**Teacher Evaluation and FLS International Evaluation:** At the end of each term students evaluate their teachers and FLS. Please complete the evaluations honestly and write comments about your teacher and the school. All evaluations are anonymous (you do not write your name on the evaluation form). Your comments are important to FLS and help us to improve our programs. Teachers read all student comments after grades are submitted.

## ENGLISH EVERYWHERE



At FLS we realize that your English learning doesn't stop in the classroom! Learning English in America is an immersion experience. That's why we started the English Everywhere system. Each week, you'll get a color-coded English Everywhere Hot Sheet with important words, structures and conversation starters for you to learn that week. You can easily keep the sheet with you during the week to remind yourself of the week's lessons. The Hot Sheets are also posted around the school, distributed to your host family, and used by FLS staff.

Songs, movies and internet sites on the Hot Sheets give you ideas to take your English learning into new parts of your daily routine! To listen to FLS English Everywhere songs any time and practice your English with the lyrics, follow 'flsinternational' on Spotify.com. (Use the link: <http://spoti.fi/1N98sXm> ). You can use our English Everywhere playlist to hear the songs anytime.

## F-1 STUDENT REGULATIONS AND SEVIS

### *Key Points*

- **F-1 students must maintain required attendance and academic status at all times.**
- **F-1 students must inform FLS about a change of address.**
- **F-1 students must maintain a full-time course of study.**
- **F-1 students should request program extensions before their end date.**
- **F-1 students should notify FLS of their intent to transfer to another school before their end date.**

SEVIS is an electronic database that connects all schools to the USCIS information center via the internet. All schools in the U.S. must regularly submit information to the USCIS about their international students with this database. If you entered the United States with an F-1 Student Visa, you are required to understand and abide by current USCIS regulations and SEVIS procedures. Following the guidelines below will help ensure that you maintain your F-1 status.

Please note that FLS International does not provide visa services and strongly recommends that students retain the services of a qualified lawyer if they require assistance with visa issues. FLS International will vouch for student visa status as appropriate and necessary.

If you have questions about visa regulations, talk to your FLS Center Director or visit the following website: <http://studyinthestates.dhs.gov/>

### **F-1 Student Visa Regulations**

- F-1 students must have a passport valid for six months when entering the U.S.



- F-1 students must have a valid I-20 form at all times.
- F-1 students are required by immigration law to provide FLS and the USCIS with any changes of name and/or address within 10 days of making the change.
- F-1 students may enter the United States up to 30 days prior to the report date indicated on their I-20 form.
- **Reporting:** In order to be activated and registered in SEVIS, F-1 students must report to their FLS International campus in person, and enroll and register in classes. The enrollment process includes paying tuition and completing the student contract.
- F-1 students are required to maintain a full course of study at the school their I-20 is issued from. For language schools, a full course of study is defined as 'at least 18 hours of classroom instruction per week'.
- F-1 students should request program extensions prior to their currently planned end date. Students failing to do so may fall out of status.
- F-1 students with medical emergencies must meet with the Center Director and receive authorization before reducing course load so this information can be recorded in SEVIS. Proper medical documentation verifying illness must be provided to FLS for the period of the reduced course load. Students who reduce their course load prior to receiving school authorization may fall out of status.
- **Transfers:** F-1 students should notify FLS of the intent to transfer and provide the name of the school they intend to transfer to and proof of acceptance. Students should inform FLS of their intent to transfer before the end date of their FLS program. Failure to notify FLS may result in a delay in the transfer. All transferring students must meet with FLS staff so the student's SEVIS record can be updated and a "transfer out" date can be established in accordance with the student's plans. F-1 students will not be able to receive an I-20 from the new 'transfer in' school without a "transfer out" date in SEVIS. Before FLS may transfer a student, the student must present a letter of acceptance or other documentation of acceptance by the new school. F-1 students may cancel a transfer request or change a transfer request prior to the established "transfer out" date in SEVIS. F-1 students failing to cancel the transfer prior to the established "transfer out" date will be required to report to the SEVIS listed transfer school.
- After F-1 students complete their course of study they have a 60-day grace period to depart the United States. Students should notify FLS of their departure plans and complete an FLS exit form.
- F-1 students who fail to maintain status are not eligible for grace periods. Time spent in the U.S. while a student is out-of-status will be considered overstaying their visa.
- F-1 students who notify the Center Director of their intent to withdraw from classes [drop] before their scheduled end date will have a 15-day grace period to depart the U.S.
- Students in Terminated status have the option to apply for reinstatement through USCIS. Reinstatements will be reserved for students that successfully demonstrate that the violation resulted from circumstances beyond the student's control. Reinstatements will not be granted to F-1 students for willful violations or those who have engaged in unauthorized employment. Students in Terminated status must file their reinstatement paperwork with USCIS before beginning their studies at FLS.
- F-1 students who are on Attendance Probation or have cumulative attendance below 80% when they complete their program will be Terminated in SEVIS for Unauthorized Drop Below Full Course of Study. F-1 students with cumulative attendance below 80% when they transfer out of FLS will be transferred in SEVIS in the status Terminated for Unauthorized Drop Below Full Course of Study.

### **Travel Outside of the United States**

F-1 students who plan to travel outside the United States must have their I-20 signed by a DSO to authorize travel. Students traveling without an authorized signature on their I-20 may have difficulty re-entering the United States.

F-1 students may travel outside the United States for approved vacations or short-term travel. In regard to short-term (weekend) travel, FLS follows these guidelines:

- FLS will not sign your I-20 for an unsupervised short-term trip out of the United States if you are a minor.
- FLS will not sign your I-20 for a trip out of the United States, outside of a vacation period, if it will cause you to be absent from school.
- FLS will not sign your I-20 if you plan to travel to an unsafe area.
- FLS may request to see your travel plans, as well as documentation of your plans, before signing your I-20. If your plan is not realistic or the documentation does not match your stated plan, FLS will not sign the I-20 form.

Understand that FLS's ability to assist you with any problems is limited when you are in another country. We encourage you to travel with your health insurance card, passport, visa, I-20 and other critical documents.

### **Leave of Absence Policy**

- Students must request a Leave of Absence by completing and signing the Leave of Absence Request form.
- The Leave of Absence must be approved by the Center Director before the first day of the requested leave, except in emergency circumstances. Leaves of Absence will only be approved for legitimate reasons in accordance with SEVIS regulations.
- Leaves of absence are limited to 180 calendar days in any 12 month period or one-half of the student's program length, whichever is shorter. Multiple leaves of absence may be permitted provided the total of the leaves does not exceed this limit.
- The student must intend to return to complete their program of study and have remaining tuition for the absence to qualify.

## **STUDENT SERVICES**

As an FLS student, you have access to many facilities and events on campus and in the local area. These are benefits that enrich your educational and cultural experience in the United States. FLS encourages all students to get involved in events available on campus and in the community. The following are a few of the services available:

### **Academic Counseling:**

Academic counseling is available to all students upon request. FLS provides counseling on: studying English, adjustment to American life, the U.S. education system, finding the best college, college transfer and other academic plans. Students must sign up for a counseling appointment in the administrative office.

### **Activity and Travel Assistance:**

FLS staff members are familiar with the local area and can assist students in finding activities to do or new places to visit. For students planning a trip, FLS staff can help you make bus, train, rental car, airplane and hotel reservations and offer general advice for traveling in the United States.

**Official Documents:** Students may obtain official documents for the following purposes at no additional charge:

**Letter of attendance/ enrollment  
New I-20  
Letter of Recommendation**

**Transfer eligibility  
Replacement I-20  
Transcripts**

**Please allow at least three working days for processing of these letters and documents.**

**UPP (Universal Placement Program):**

Students planning to attend an American college or university after completing their FLS program may apply to colleges easily through the Universal Placement Program. Students can apply to over 100 potential colleges and universities throughout the USA with one simple application. The FLS staff will be glad to assist you with filling out an application and providing information about the participating colleges and universities in this program.

**Articulation Agreements:** FLS International has articulation agreements with many colleges and universities which allow FLS students to transfer without taking the TOEFL or another language proficiency exam! Students must successfully complete the FLS level indicated below before their transfer. For more information about our articulation agreements, please ask an FLS office staff member.

## Articulation Agreements: 4-Year Schools

School	City	State	FLS Level
Arkansas State University (UG)	Jonesboro	Arkansas	FLS Level 18
Berkeley College (UG & G)	New York	New York	FLS Level 14
California Lutheran University (MBA)	Thousand Oaks	California	FLS Level 16
Cal State Fresno (UG)	Fresno	California	FLS Level 16
Cal State Sacramento (UG)	Sacramento	California	FLS Level 16
Chestnut Hill College (UG)	Philadelphia	Pennsylvania	FLS Level 14
City University (G)	Seattle	Washington	FLS Level 16
City University (UG)	Seattle	Washington	FLS Level 14
Dixie State University	St. George	Utah	FLS Level 14
Fisher College (UG)	Boston	Massachusetts	FLS Level 16
Full Sail University (UG)	Winter Park	Full Sail	FLS Level 14
Lock Haven University (UG)	Lock Haven	Pennsylvania	FLS Level 14
Marymount University of California	Rancho Palos Verdes	California	FLS Level 16
Montana State University - Bozeman (UG)	Bozeman	Montana	FLS Level 16
Saint Peter's University (UG & G)	Jersey City	New Jersey	FLS Level 15
Southern New Hampshire University (UG & G)	Manchester	New Hampshire	FLS Level 15
Tennessee Technological University (G)	Cookeville	Tennessee	FLS Level 16
Tennessee Technological University (UG)	Cookeville	Tennessee	FLS Level 14
Trine University (UG)	Angola	Indiana	FLS Level 14
Trine University (G)	Angola	Indiana	FLS Level 16
Univeristy of Findlay (UG)	Findlay	Ohio	FLS Level 14
Univeristy of Findlay (G)	Findlay	Ohio	FLS Level 16
University of Wisconsin, Superior (UG)	Superior	Wisconsin	FLS Level 16
Westcliff University (UG)	Irvine	California	FLS Level 14
Westcliff University (G)	Irvine	California	FLS Level 16
Utica College (UG)	Utica	New York	FLS Level 14

## Articulation Agreements: 2-Year Schools

School	City	State	FLS Level
<b>Benjamin Franklin Institute of Technology</b>	Boston	Massachusetts	FLS Level 14
<b>Bunker Hill Community College</b>	Boston	Massachusetts	FLS Level 14
<b>Canada College</b>	Redwood City	California	FLS Level 14
<b>Citrus College</b>	Glendora	California	FLS Level 14
<b>College of Southern Nevada</b>	Las Vegas	Nevada	FLS Level 14
<b>Cypress College</b>	Cypress	California	FLS Level 14
<b>Dean College</b>	Franklin	Massachusetts	FLS Level 14
<b>Dixie State University</b>	St. George	Utah	FLS Level 14
<b>El Camino College</b>	Torrance	California	FLS Level 14
<b>Glendale Community College</b>	Glendale	California	FLS Level 14
<b>Green River Community College</b>	Auburn	Washington	FLS Level 14
<b>Highline Community College</b>	Des Moines	Washington	FLS Level 14
<b>Lane Community College</b>	Eugene	Oregon	FLS Level 14
<b>MiraCosta College</b>	Oceanside	California	FLS Level 14
<b>North Seattle Community College</b>	Seattle	Washington	FLS Level 14
<b>Orange Coast College</b>	Costa Mesa	California	FLS Level 14
<b>San Jose City College</b>	San Jose	California	FLS Level 12
<b>San Mateo College</b>	San Mateo	California	FLS Level 14
<b>Santa Barbara City College</b>	Santa Barbara	California	FLS Level 14
<b>Santa Monica College</b>	Santa Monica	California	FLS Level 14
<b>Seattle Central Community College</b>	Seattle	Washington	FLS Level 14
<b>Shoreline Community College</b>	Shoreline	Washington	FLS Level 14
<b>Skyline College</b>	San Bruno	California	FLS Level 14
<b>Snow College</b>	Ephraim	Utah	FLS Level 14
<b>Spokane Community College</b>	Spokane	Washington	FLS Level 14
<b>Spokane Falls Community College</b>	Spokane	Washington	FLS Level 14
<b>UW Barron County</b>	Rice Lake	Wisconsin	FLS Level 14
<b>UW Fox Valley</b>	Appleton	Wisconsin	FLS Level 14
<b>UW Marathon</b>	Wausau	Wisconsin	FLS Level 14
<b>UW Marinette</b>	Marinette	Wisconsin	FLS Level 14
<b>UW Richland</b>	Richland Center	Wisconsin	FLS Level 14
<b>West Los Angeles College</b>	Culver City	California	FLS Level 14
<b>Whatcom Community College</b>	Bellingham	Washington	FLS Level 14

# VACATIONS

## *Key Points*

- Students may take a four-week vacation after sixteen weeks of study.
- Students must register for the following term before taking a vacation.
- All vacations must be approved by the FLS administrative staff.
- Students should not make travel plans before their vacation is approved.
- Students taking a vacation must choose to vacate or keep their housing.
- Vacations must be a minimum of four weeks.

## **Vacation**

Students may take four weeks of vacation time for every sixteen weeks of study. Students should take vacations in four week increments unless special circumstances apply.

(Students may divide their earned vacation time into four-week periods separated by terms of study. For example, after 32 weeks of study, students may take a four-week vacation, study for two terms, and take another four-week vacation). Tuition will be placed on hold for approved vacations ONLY (Your time on vacation will not be counted toward the term of study you have paid for).

Students must plan their vacations carefully in advance. Students who plan to take a vacation must 1) prepay the next term of study before departing 2) submit an FLS Form V ("vacation request form") two weeks prior to the planned vacation date and 3) receive approval prior to departure. Students should not make travel plans before receiving vacation approval. Students planning to leave the U.S. on their vacation must have their I-20 signed by a school officer in order to reenter the country. Students are advised to take their school ID card on vacation in case asked to present additional proof of enrollment at FLS.

Students wishing to maintain the same housing assignment after their vacation should see the procedure below.

**Vacation Housing Procedures:** When taking a vacation, students must consider their housing status. Students have the following options in regard to housing during a vacation:

- **Vacation Procedures for Homestay**

Option 1: A student with a homestay family may vacate the current home and be reassigned to a new host family following his/her vacation for no additional fee. For this option, the student must move all of his/her belongings out of the home and plan to stay in another accommodation during the vacation. Upon return, the student will be placed with a new family; this new arrangement should be discussed with the Housing Coordinator prior to vacation departure.

Option 2: A student at a homestay family may remain assigned to the current home during the vacation period. For this option, the student must inform the FLS staff if he/she intends to reside with this homestay family for the term he/she is taking a vacation or leave his/her belongings in the homestay family house during the vacation. If so, he/she must pay the appropriate homestay family rate at the time of vacation request to FLS. This rate is the daily homestay rate listed on the fee schedule for your school.

- **Vacation Procedures for Student Residences**

Students in student residences must fulfill the terms of their housing contract with the host college/university. For this reason, FLS students must continue payment for housing during

any vacation or leave period. If a student wishes to extend his/her stay through the term he/she has a vacation tuition credit at FLS, he/she must pay the published nightly rate for the housing for the extended period.

- **Vacation Procedures for International House (Boston only)**

Students residing in the International Guest House are required to fulfill the terms of their housing contract with FLS and the housing facility. The International House does not permit students to leave belongings in the facility during a vacation period. Students leaving the area for a vacation must move out and then move in again, if they desire, after the vacation. If an FLS student wishes to extend his/her stay at the International House through the term he/she has a vacation tuition credit at FLS, he/she must pay the published nightly rate for the facility for the extended period. There is no guarantee of continued placement after the vacation for students who do not pay for their International Guest House accommodation during their vacation.

**If a student does not attend class and does not receive approval of their vacation request, no tuition credit will be given for the days missed.**

DO NOT MAKE ANY TRAVEL RESERVATIONS BEFORE RECEIVING APPROVAL OF YOUR VACATION REQUEST.

Vacation time accumulated cannot be transferred from one student to another.

### **Illness**

Time off for illness is permitted only if a doctor's note is presented to the office. Only letters from certified medical doctors are accepted. Absences which are not accounted for by medical excuses or approved vacations will be counted as unexcused absences and may affect a student's grades and F-1 visa status.

### **Family Emergency**

If you have a family emergency or other urgent matter that requires you to leave the country unexpectedly, please request approval for a temporary absence. An FLS staff member will review your request and inform you if you qualify for this type of approved absence.

## **TRANSFERS**

### ***Key Points***

- **Students should notify FLS of the intent to transfer to another program before their end date.**
- **Students must provide proof of their admission at the transfer-in school.**

### **Transfer Policies (outside FLS):**

Students should speak with an FLS staff member about their plans to transfer to a new school before their last date of study with FLS and before making any payments to a new school to ensure that they're in compliance with federal regulations.

Before being released to a transfer school in SEVIS, F-1 students must provide proof of their admission at the transfer-in school, such as a formal letter of acceptance.

Students should enroll in the new school for the next available term to remain in status as an F-1 Visa student.

F-1 students on Attendance Probation (or with less than 80% cumulative attendance) will be transferred

out in SEVIS as Terminated – Unauthorized Drop Below Full Course of Study.

F-1 students transferring to a non-FLS school who transfer out of the program without completing their registered program length will be transferred out in SEVIS in the status Terminated – Authorized Early Withdrawal.

See Transfer Procedures above under F-1 Student Regulations for additional information.

#### **Transfer to Another FLS School:**

Students may transfer to another FLS school and transfer any unused payment credit in their account to the new campus. Students must pay a \$150.00 transfer fee to the school they are departing from. Students should see a counselor to begin the transfer process. Transfer paperwork must be completed 2 weeks before the desired date of transfer. (Please note that program fees are different at some FLS schools so the period covered by your tuition fees may change or you may be required to pay additional fees if you transfer to a new FLS school). When transferring to another FLS school, students are responsible for their own travel costs (airfare).

**Transfer of Program Payments:** Student program payments are non-transferable. They may not be transferred from one student to another.

## **REFUND AND CANCELLATION POLICIES**

### ***Key Points***

- **If you request a refund before you begin the program, follow policy A (Cancellation Policy).**
- **If you request a refund after you begin the program, follow policy B (Program Refund Policy).**
- **After requesting a refund (program drop), students may no longer attend classes or activities.**

### **A. Cancellation Policy:**

**FLS International** shall refund 100 percent of the amount paid for institutional charges, less a reasonable deposit or application fee not to exceed two hundred fifty dollars (\$250), if notice of cancellation is made before enrollment in the program.

**Cancellation Procedure:** A student who wishes to cancel their program should send an e-mail to flscitrus@fls.net including their name, student number, their intention to cancel the program and their reason for cancelling the program.

### **B. Withdrawal Policy:**

FLS International shall also provide a refund in school credit for unearned institutional charges to students who have completed a designated portion of the period of attendance at the following rates.

No tuition refund will be given for the first four weeks of the student's program.

For programs over four weeks:

If 25% or less of the program has been completed:	50% of the unused tuition will be refunded.
If 26 – 50% of the program has been completed:	25% of the unused tuition will be refunded.
If 51% or more of the program has been completed:	No amount is refunded.

If the student has received federal student financial aid funds, the student is entitled to a refund of moneys not paid from federal student financial aid program funds.

If the student has obtained a loan to pay for an educational program, the student will have the responsibility to repay the full amount of the loan plus interest, less the amount of any refund.

If the student is eligible for a loan guaranteed by the federal or state government and the student defaults on the loan, both of the following may occur:

(1) The federal or state government or a loan guarantee agency may take action against the student, including applying any income tax refund to which the person is entitled to reduce the balance owed on the loan.

(2) The student may not be eligible for any other federal student financial aid at another institution or other government assistance until the loan is repaid.

In order to process a refund, students should see a member of the school staff and request to sign a Deactivation Form.

## DEFINITIONS and EXPLANATIONS

**A. Cancellation:** Cancellation refers to a request to cancel your program before you begin your course of study or up to attendance at the first-class session, or the seventh day after enrollment, whichever is later.

**B. Withdrawal:** "Withdrawal" means voluntarily leaving the course during a period of attendance (after the seventh day of enrollment).

**C. Termination:** "Termination" refers to the institution terminating the student's program of study due to a failure to abide by institutional requirements or visa regulations.

**Students who have already started their FLS program and wish to change to a program with fewer hours of study per week (for example, from Intensive English to General English) are not eligible for a refund on any unused hours of tuition.**

**Extensions:** There is no additional application fee for program extensions. Additional course fees must be paid in advance to FLS or to your FLS representative. Students are allowed continued access to class only when extensions have been paid in full.

In regard to program extensions: For students who withdraw before completing 60% of any additional program of study (extension), FLS will retain a prorated amount of tuition. For students who withdraw after completing 60% of any additional program, FLS will retain all of the charges for the program.

**Drop-Out/Withdrawal Refund Procedure:** Student requesting to drop their program before their end date, should request a Form D from an FLS staff member and submit the completed form.

**Homestay Refund:** No refunds will be given for the first four weeks of accommodation. No refunds will be given on homestay payments already disbursed (paid out) by FLS International. The refund on unearned homestay charges will be determined according to the following table:

<u>% of Accommodation used</u>	<u>Refund</u>
0-25%	50%
26-50%	25%
51% & Over	0%

For students who remain in the FLS program, but wish to cancel their homestay accommodation, refunds will be calculated according to the policy above.



**Dormitory, Apartment or International Guest House Early Move-Out:** Students placed in an FLS-arranged apartment, dormitory or housing facility are bound to stay for the duration of the contracted period. Early move-out will result in forfeiture of all remaining unused rent. Early move-out students can avoid rent forfeiture if another student is found to move in for the remainder of the contracted housing term. Students are solely responsible for finding a student to take their place. The FLS Housing Coordinator must approve the new student before he/she is allowed to move in.

**Duration of Stay:** Please note that FLS students are expected to stay with their host families only for the duration of their program at FLS. Students should plan to move out of their homestay no later than 12:00pm the day after their final FLS class. There are a limited number of families, and new students are always arriving to our programs. We appreciate your cooperation in keeping families open for FLS students. If you wish to stay with your host family for additional time, talk to the Housing Coordinator as early as possible to see if this is possible and discuss charges for additional homestay fees.

## STUDENT BEHAVIOR

### *Key Points*

- **Students are expected to follow the behavior rules established by FLS and the host college.**
- **Students who disobey school rules may be put on probation or suspension. In extreme cases, students will be subject to expulsion.**
- **Students will be notified in writing of probation, suspension or expulsion. Advisors or parents of minor students may be notified in each case.**

Students are expected to behave in a mature manner and follow the rules and regulations of FLS and the host college at all times.

**The following list describes basic behavior policies that all FLS students must follow at all times:**

1. Students shall not disrupt the class or the learning environment.
2. Students shall follow all reasonable rules and requests of the teachers and staff.
3. Students shall not engage in any activities that endanger the safety of students or staff.
4. Students shall not intentionally destroy, damage or alter FLS or host college property.
5. Students shall not use alcohol or illegal drugs on FLS or host college property, or bring alcohol or illegal drugs onto FLS or host college property.
6. Students shall not engage in sexual or racial discrimination or harassment of FLS or host college students or staff.
7. Students shall not disobey any of the host college's rules.
8. Students shall not use language deemed offensive by the Center Director or wear clothing or accessories deemed offensive by the Center Director.
9. Students shall not threaten or use physical violence against another student or staff member.
10. F-1 students shall abide by the terms of their student visa, including maintaining their student status by regular attendance and satisfactory academic progress.
11. Students shall not perform other actions which are deemed unacceptable by FLS International or the host college. Such activities may also result in suspension or expulsion.

Students who disobey or disregard FLS and/or host campus rules and regulations will be counseled. Depending on the severity of the offense, the student will receive a verbal or written warning, probation, suspension or expulsion from the program. The Center Director will make the determination based on the severity of the offense and the student's behavior record. Please note that in case of severe behavior problems, the Center Director may skip one or more steps in the disciplinary process.

In addition to behavior problems, students may receive a warning regarding their academic progress and/or attendance. Problems with attendance and academic performance may also result in written reprimand, probation, suspension or expulsion.

**1. Warning, Verbal or Written:** A warning is a notice that continuation or repetition of prohibited conduct may be the cause for more severe disciplinary action.

**2. Student Probation:** If a student violates behavior rules, the student may be placed on behavior probation. The term of probation is usually one month. Parents or legal guardians of minors shall be notified of the action.

When a student is placed on probation he or she is notified in writing about the reason for the probation and the terms that he or she must follow to be removed from probation status. The student is asked to sign the probation letter. One copy is given to the student and one is kept in the student's file. During their probation, students may continue to attend FLS classes. Students who violate FLS or host college policies during their probation are subject to immediate suspension or expulsion.

At the end of the probation period, FLS staff will determine whether the student has fulfilled the terms of the probation agreement. If the student has corrected his/ her behavior, he/ she will be taken off of probation. If FLS staff determines that further improvement is needed or that the student violated the terms of probation, the probation will be extended or the student may be subject to suspension or expulsion.

**4. Student Suspension:** Suspension is exclusion for a definite period of time from attending classes and participating in other school activities, as set forth in written notice to the student. Parents or legal guardians of minor students shall be notified of the action. Students placed on suspension will not receive any tuition reimbursement or refund for the period of suspension. Students placed on suspension for an extended period of time may jeopardize their F-1 student status.

When a student is placed on suspension he or she is notified in writing about the reason for suspension and the terms that he or she must follow to be removed from suspension or remain in the FLS program. The student is asked to sign the suspension letter. One copy is given to the student and one is kept in the student's file. During their suspension, students may not attend FLS classes or activities. Students who violate FLS or host college policies during their suspension are subject to immediate expulsion.

**5. Expulsion:** Expulsion is the termination of a student's participation in the FLS program. Expulsion or termination from FLS is generally permanent. The parents or legal guardians of minor students shall be notified of the action. Students who are expelled will not receive any tuition reimbursement or refund for the remaining period of their program. Expulsion may have a severe impact on a student's F-1 status and may result in the student's termination in SEVIS.

**Appeals:** If a student is placed on probation or suspension or is subject to expulsion, he or she has the right to appeal this action if they feel that it is unwarranted or that there are special circumstances that excuse the behavior. All appeals should be made in writing to the Center Director with any supporting documentation.

## **STUDENT COMPLAINTS OR GRIEVANCES**

Students who have a complaint or grievance are encouraged to request an appointment with a school administrator to discuss their complaint. Students who feel that they have not received an adequate response to their complaint from the site administrator should request a Student Complaint form from the Center Director or other administrative staff member. The student should submit the form to the Center Director, President or Senior-Vice President. Contact information for these individuals may be found on the FLS International website at [www.flis.net](http://www.flis.net). Students may also contact the FLS Administrative Offices in California with particular complaints. (Phone: (626) 795-2912, Fax: (626) 795-5564).

In addition to contacting FLS personnel, students may file a complaint with FLS' accrediting body, CEA (the Commission on English Language Program Accreditation).

The contact information for CEA is as follows:

E-mail: [info@cea-accredit.org](mailto:info@cea-accredit.org)

Website: <http://cea-accredit.org>

Address: Commission on English Language Program Accreditation

1001 North Fairfax Street, Suite 630

Alexandria, VA 22314 USA

Phone: (703) 665-3400

Fax: (703) 519-2071

# DESCRIPTION OF COURSES

The FLS English Language Programs are made up of three types of classes: Core Classes, Elective Classes and Test Preparation Classes. The specific classes taken by each student depend upon the student's course option. The descriptions below provide more details on each type of class.

## CORE CLASSES

The FLS Core Courses are offered in eighteen levels of proficiency. In the core course students learn the skills of speaking, listening, reading and writing in an integrated manner. Our program emphasizes a student-centered, communicative approach. In each class, students learn conversational English in an informal, inviting atmosphere. Students are invited to use spoken English as much as possible to get conversation practice during class time. Teachers make extensive use of pair and group work to maximize the amount of speaking time available to each student.

In the elective, students concentrate on a particular skill or subject. Electives include American Culture, Slang & Idiomatic Speech, English Composition, Listening and Speaking and many more. Please note that the variety and choice of elective varies from center to center and from term to term. In addition to the regular program of study, students benefit from regularly scheduled Language Extension Day events and special activities.

**Prerequisites:** To enter any of the classes below, students must meet one of the following conditions: 1) Achieve a score on the FLS Placement Test which corresponds to placement in the designated level, 2) Successfully complete the previous level with a passing score of 70% or higher or 3) Follow the procedures for changing class levels under Class Placement and Class Changes above.

## CORE CLASS SUMMARIES

Each class lasts 4 weeks and includes 60 hours of instruction.

Level	Course Content
<b>1</b> <b>(4 weeks,</b> <b>60 hours)</b>	<b>Skills:</b> Mastering the present of 'be', subject pronouns, 'have/has', demonstratives, 'wh' questions and prepositions of place. <b>Communication Goals:</b> Upon completion of this level students will be able to introduce themselves, identify family members, give and get directions, describe clothes and describe their home. <b>Vocabulary:</b> Alphabet and numbers, greetings and introductions, family members, furniture in an office or living room, time, types of transportation, clothes and sizes, days and months and occupations. <b>Textbook:</b> Top Notch Fundamentals A and Workbook A
<b>2</b> <b>(4 weeks,</b> <b>60 hours)</b>	<b>Skills:</b> Mastering simple present tense, count and non-count nouns, the present continuous, past tense of 'to be', polite requests with 'could', 'can/can't' and frequency adverbs. <b>Communication Goals:</b> Upon completion of this level students will be able to discuss the weather, describe people, describe daily activities, talk about an ailment and talk about how often they do things. <b>Vocabulary:</b> Daily activities, chores, ailments, accidents and injuries, the seasons, food, invitations and free-time activities. <b>Textbook:</b> Top Notch Fundamentals B and Workbook B

<p style="text-align: center;"><b>3</b></p> <p style="text-align: center;"><b>(4 weeks, 60 hours)</b></p>	<p><b>Skills:</b> Review of simple present tense, mastering prepositions of time, 'there is/there are', 'anything/nothing', questions with simple present and definite article 'the'.</p> <p><b>Communication Goals:</b> Upon completion of this level students will be able to talk about musical tastes, ordering food from a menu, comparing people, discussing family cultural traditions, complaining, making plans to see an event.</p> <p><b>Vocabulary:</b> Countries and nationalities, musical genres, entertainment and cultural events, marital status, categories of food and drink, electronic products and appliances.</p> <p><b>Textbook:</b> Top Notch 1A and Workbook 1A</p>
<p style="text-align: center;"><b>4</b></p> <p style="text-align: center;"><b>(4 weeks, 60 hours)</b></p>	<p><b>Skills:</b> Mastering object pronouns, comparative adjectives, superlative adjectives, 'too/enough', 'be going to' for future, modals 'could' &amp; 'should' and irregular verb forms.</p> <p><b>Communication Goals:</b> Upon completion of this level students will be able to talk about vacations, reserve travel services, ask for a recommendation, discuss fitness and eating habits and shop for clothes.</p> <p><b>Vocabulary:</b> Travel services, store locations, physical activities, financial terms, bargaining, clothing departments and transportation problems.</p> <p><b>Textbook:</b> Top Notch 1B and Workbook 1B</p>
<p style="text-align: center;"><b>5</b></p> <p style="text-align: center;"><b>(4 weeks, 60 hours)</b></p>	<p><b>Skills:</b> Mastering the present perfect, imperative, the future with 'will' and 'be going to', the real conditional.</p> <p><b>Communication Goals:</b> Upon completion of this level students will be able to discuss smartphones and technology, responses to emergencies, safety plans, hotel amenities, vacation activities, food preferences, supernatural experiences and fortune telling.</p> <p><b>Vocabulary:</b> Social media, technology, predictions, natural disasters, airports, travel, superstitions and the supernatural, ghosts and fortune telling.</p> <p><b>Textbook:</b> Fliteline 5.</p>
<p style="text-align: center;"><b>6</b></p> <p style="text-align: center;"><b>(4 weeks, 60 hours)</b></p>	<p><b>Skills:</b> Mastering the use of the past continuous, gerunds and infinitives as subject and objects, infinitives of purpose, 'use to' / 'used to', direct objects with phrasal verbs, possessive pronouns, and the active causative.</p> <p><b>Communication Goals:</b> Upon completion of this level students will be able to discuss film history and film genres, trends in modern cuisine and healthy eating, the contemporary workplace, and city neighborhoods and lifestyle.</p> <p><b>Vocabulary:</b> <b>Movies and acting, cuisine and dining out, employment, business, city life.</b></p> <p><b>Textbook:</b> Patterns 2.</p>
<p style="text-align: center;"><b>7</b></p> <p style="text-align: center;"><b>(4 weeks, 60 hours)</b></p>	<p><b>Skills:</b> Mastering use of the past perfect, the modals 'may' and 'might', the passive causative, indirect speech with 'say' and 'tell'.</p> <p><b>Communication Goals:</b> Upon completion of this level students will be able to discuss opinions on entertainment, express opinions on festivals and traditions, present a story, express resolutions, discuss personal goals, discuss unsolved mysteries, talk about quotes and summarize reports.</p> <p><b>Vocabulary:</b> Words related to art, music, movies, rituals and traditions, festivals, resolutions, goals, and mysteries.</p> <p><b>Textbook:</b> Fliteline 7.</p>
<p style="text-align: center;"><b>8</b></p> <p style="text-align: center;"><b>(4 weeks, 60 hours)</b></p>	<p><b>Skills:</b> Mastering perfect modals, conclusions with '<i>must</i>', adjective clauses with 'that' and 'who', past conditional, present conditional, noun clauses and present perfect continuous.</p> <p><b>Communication Goals:</b> Upon completion of this level students will be able to discuss explorers and exploration, legends and fables, animals and people and hobbies.</p> <p><b>Vocabulary:</b> Words related to exploration, legends, fables, stress, health, wild animals, hobbies, puzzles, and volunteering.</p> <p><b>Textbook:</b> Fliteline 8.</p>

<p><b>9</b> <b>(4 weeks, 60 hours)</b></p>	<p><b>Skills:</b> Mastering count and non-count quantifiers, noun clauses as subjects, verbs followed by gerunds and infinitives, the future continuous, the future perfect continuous, the past perfect continuous.</p> <p><b>Communication Goals:</b> Upon completion of this level students will be able to discuss people's personalities, extreme sports, the environment and transportation.</p> <p><b>Vocabulary:</b> Words related to personality, stereotypes, extreme sports, thrill-seeking, global warming, recycling, drought and transportation.</p> <p><b>Textbook:</b> Fliteline 9.</p>
<p><b>10</b> <b>(4 weeks, 60 hours)</b></p>	<p><b>Skills:</b> Mastering the past perfect continuous passive form of gerunds and infinitives, passive voice with modals, repeated comparatives, double comparatives, 'too' + adjective + infinitive, 'either...or'/'neither...nor', verbs followed by objects and infinitives</p> <p><b>Communication Goals:</b> Upon completion of this level students will be able to create a survey, make comparisons, discuss changing plans and intentions, theories of dreams, educational systems, crime and justice, social groups, psychology, fears and phobias, and regions of the United States.</p> <p><b>Vocabulary:</b> Words related to prison, crime prevention, cyber crime, cliques, online learning, geography, phobias, dreams, visual perception, landmarks and lifestyle.</p> <p><b>Textbook:</b> Fliteline 10.</p>
<p><b>11</b> <b>(4 weeks, 60 hours)</b></p>	<p><b>Skills:</b> Mastering adjective clauses with 'whose', 'where' and 'when', present perfect for past events, the subjunctive, making non-count nouns countable and narrating past events logically.</p> <p><b>Communication Goals:</b> Upon completion of this level students will be able to express regret and responsibility; express frustration, empathy and encouragement, talk about values, discuss superstitions, describe job qualifications and experience.</p> <p><b>Vocabulary:</b> Words related to dreams and goals, encouragement and discouragement, problematic attitudes and behaviors and ways to express disbelief.</p> <p><b>Textbook:</b> Summit 2A and Workbook 2A.</p>
<p><b>12</b> <b>(4 weeks, 60 hours)</b></p>	<p><b>Skills:</b> Mastering mixed conditional sentences, subordinating conjunctions and transitions, transitive phrasal verbs, passive voice for the future and maintaining meaning in indirect speech.</p> <p><b>Communication Goals:</b> Upon completion of this level students will be able to discuss future technologies, explain a life-changing event, react to news about global issues, explain why something is funny and define an idea.</p> <p><b>Vocabulary:</b> Words related to technologies, demographics, intelligence, world issues and economics.</p> <p><b>Textbook:</b> Summit 2B and Workbook 2B.</p>
<p><b>13</b> <b>(4 weeks, 60 hours)</b></p>	<p><b>Skills:</b> Compare and contrast differing viewpoints, investigate multiple sides to an issue, analyze book reviews, choose information to highlight in a passage, identify and use metaphorical expressions, role-play a meeting and frame arguments and clarify values.</p> <p><b>Behavior:</b> Upon completion of this level students will be able to infer word meaning from context, synthesize information from multiple listening excerpts, summarize a discussion, build on others' ideas, analyze opinions, make predictions, and hypothesize another's point of view.</p> <p><b>Vocabulary:</b> Words related to psychology, neuroscience, learning theories, personalities, and cross-cultural issues.</p> <p><b>Textbook:</b> Northstar 4 Listening and Speaking (Units 1-4).</p>
<p><b>14</b> <b>(4 weeks, 60 hours)</b></p>	<p><b>Skills:</b> Tell an anecdote, interpret a cartoon, gather background information, use direct and indirect speech when telling a story, paraphrase and react to quotes and respond to complex and controversial questions.</p> <p><b>Behavior:</b> Upon completion of this level students will be able to simulate a policy meeting, use parallel structure, frame arguments, find and read research on an academic topic, discuss research and studies, and respond to pictures and symbols.</p> <p><b>Vocabulary:</b> Words related to social media, business, economics and the arts.</p> <p><b>Textbook:</b> Northstar 4 Listening and Speaking (Units 5-8).</p>

<p><b>15</b> <b>(4 weeks,</b> <b>60 hours)</b></p>	<p><b>Skills:</b> Hedging, cleft sentences, approximation, inversion in conditionals, expressions of purpose.  <b>Communication Goals:</b> Evaluating data, making suggestions, dealing with disagreement, reaching a consensus, being diplomatic, asking for clarification and repetition, brainstorming and choosing the best ideas, encouraging cooperation, giving instructions, describing a solution.  <b>Vocabulary:</b> <i>Over- and under-</i> prefixes, image and identify, conformity, obstacles, inspiration, solutions.  <b>Textbook:</b> Keynote Advanced (Units 1-6).</p>
<p><b>16</b> <b>(4 weeks,</b> <b>60 hours)</b></p>	<p><b>Skills:</b> Intensifying adverbs, cause and result, passive reporting verbs, qualifiers, subordinate clauses, the future in the past.  <b>Communication Goals:</b> Talking about visualization, speculating, taking part in a meeting, having difficult conversations, discussing alternatives, talking about risks and probabilities, talking about a vision of the future, past views of the present, talking about financial decisions, persuasive language.  <b>Vocabulary:</b> Teamwork, risk and probability, optimism and pessimism, expressions with <i>mind</i>, expressions with <i>look and see</i>, expressions about <i>parts of the body</i>.  <b>Textbook:</b> Keynote Advanced (Units 7-12).</p>
<p><b>17</b> <b>(4 weeks,</b> <b>60 hours)</b></p>	<p><b>Skills:</b> Stative and dynamic verbs, nominalization in passive sentences, expressions of certainty, inversions with adverbial phrases, expressions with statistics, emphatic structures, expressions with <i>go and get</i>.  <b>Communication Goals:</b> Describing talents, giving and justifying advice, describing beliefs and facts, making appropriate responses, expressing belief and disbelief, conducting an interview, expressing attitudes about the future, negotiating, using persuasive techniques.  <b>Vocabulary:</b> Hopes and fears, body language, feelings and emotions, economics, creativity, describing objects.  <b>Textbook:</b> Keynote Proficient (Units 1-6).</p>
<p><b>18</b> <b>(4 weeks,</b> <b>60 hours)</b></p>	<p><b>Skills:</b> Verb and adjective patterns, gradability, conditional conjunctions, adverbs and word order, expressions with modal verbs, comparative expressions.  <b>Communication Goals:</b> Constructing arguments, describing graphs, describing customs and convention, giving and explaining opinions, talking about success, describing capabilities, reviewing a product, describing a new invention, compound nouns.  <b>Vocabulary:</b> Success and failure, the Internet, learning and memory, innovation, idioms related to <i>choice</i>, synonyms with <i>-able</i> and <i>-ible</i>.  <b>Textbook:</b> Keynote Proficient (Units 7-12).</p>

## ELECTIVE CLASSES

Each class lasts 8 weeks and includes 40 hours of instruction.

FLS Elective Classes focus on specific skills and topics. Our wide range of electives lets you customize your study program with choices that support your goals and objectives.

Below are descriptions of the FLS English Language Program electives. Students are recommended to take a particular elective based on their standing in the intensive program.

Class	Appropriate for Levels:	Class Content
<b>Beginning Conversation</b>	<b>1-6</b>	<p><b>Description:</b> Students discuss everyday topics such as money, travel and tourism, food and drink, entertainment, health, cities and homes and learn how to implement learned vocabulary and structures in conversational situations.</p> <p><b>Skills:</b> Describing appearance, talking about food, comparing customs, describing lifestyles, talking about achievements and regrets.</p> <p><b>Performance Outcomes:</b> Successful students should be able to: express opinions, attitudes regarding entertainment; hold a conversation about elements of pop culture; relate personal and cultural information; teach others about aspects of their own culture; hold a conversation about spending habits.</p> <p><b>Textbook:</b> Let's Talk, Book 1 by Leo Jones</p>
<b>American Culture</b>	<b>1 – 6</b>	<p><b>Description:</b> Students learn about American customs, holidays, events, people, places, music and arts. Students read selections on American culture, view related videos, and have class discussions.</p> <p><b>Skills:</b> Reading about American topics, reading comprehension, listening for content, comparing cultural attitudes, practicing topical discussion.</p> <p><b>Performance Outcomes:</b> Successful students should be able to: identify several major American holidays; identify several important American cultural and historical figures; identify several American musical or cultural products; be able to state basic differences between their native culture and American culture.</p> <p><b>Textbook:</b> All About the USA 1-4 by Milada Broukal, Peter Murphy &amp; Janet Milhomme</p>
<b>Critical Thinking 1</b>	<b>9-12</b>	<p><b>Description:</b> Students will listen to a variety of topical lectures from TED Talks and use the context of the talks to understand referents, make interpretations and respond to provocative ideas.</p> <p><b>Skills:</b> Listening to authentic materials, synthesizing information, recognizing tone, getting meaning from context, making presentations and understanding visuals.</p> <p><b>Performance Outcomes:</b> Successful students will be able to listen to an authentic talk, interpret statements, recognize a message, summarize ideas and reflect on related experiences.</p> <p><b>Textbook:</b> 21<sup>st</sup> Century Reading, Book 1 by Robin Longshaw and Laurie Blass</p>
<b>Critical Thinking 2</b>	<b>13-18</b>	<p><b>Description:</b> Students will listen to a variety of topical lectures from TED Talks and use the context of the talks to understand referents, make interpretations and respond to provocative ideas.</p> <p><b>Skills:</b> Listening to authentic materials, paraphrasing information, interpreting research, interpreting statistics, analyzing arguments and analyzing causes.</p> <p><b>Performance Outcomes:</b> Successful students will be able to listen to an authentic talk, infer purpose and reasons, interpret meaning, predict responses, and evaluate approaches.</p> <p><b>Textbook:</b> 21<sup>st</sup> Century Reading, Book 4 by Laurie Blass and Jessica Williams</p>



<b>Beginning English Composition</b>	<b>5-8</b>	<p><b>Description:</b> Students become familiar with paragraph structures and review grammar essential to academic writing. The class introduces methods for generating ideas, organizing thoughts and developing statements into full paragraphs.</p> <p><b>Skills:</b> Practice writing with descriptive vocabulary, use techniques such as clustering and listing to generate ideas for writing, recognize the difference between a fact and an opinion, use adjectives to provide descriptive detail.</p> <p><b>Performance Outcomes:</b> Successful students will be able to write a correct, well-constructed English opinion paragraph with supporting reasons and details, identify and develop reasons and examples to support a statement, write a descriptive paragraph about a place and write an organized paragraph using listing order.</p> <p><b>Textbook:</b> Longman Academic Writing Series 2 by Alice Oshima and Ann Hogue, Fourth Edition.</p>
<b>Intermediate English Composition</b>	<b>7-10</b>	<p><b>Description:</b> Students become familiar with the steps in the writing process, from prewriting and organizing through revising and editing. Students analyze the parts of a paragraph and practice writing various types of paragraphs. Students are introduced to the structure of an academic essay and write an opinion essay.</p> <p><b>Skills:</b> Writing paragraphs to achieve specific objectives, understanding the structure of paragraphs appropriate to academic writing, outlining a paragraph, and understanding the three parts of an academic essay.</p> <p><b>Performance Outcomes:</b> Successful students will be able to write a correct, well-constructed English composition about an opinion, analyze the elements of standard paragraph construction in written English, and correctly use time-order signals in a narrative paragraph.</p> <p><b>Textbook:</b> Longman Academic Writing Series 3 by Alice Oshima and Ann Hogue, Fourth Edition.</p>
<b>Advanced English Composition</b>	<b>10-14</b>	<p><b>Description:</b> Students will develop their writing skills, beginning with a review of paragraph structure and building to the completion of a variety of essays in various categories, such as process, cause and effect, comparison and contrast and argumentative essays.</p> <p><b>Skills:</b> Use effective techniques to write opening and closing paragraphs, correctly cite outside sources, use transition signals to organize ideas chronologically, and properly integrate quotations into an essay.</p> <p><b>Performance Outcomes:</b> Successful students will be able to recognize and outline a variety of academic essay types; learn what is expected from an essay in the American college system; use specific signal words for a cause and effect essay, and write several full-length academic essays in such genres as cause/effect, comparison and contrast and argumentation.</p> <p><b>Textbook:</b> Longman Academic Writing Series 4 by Alice Oshima and Ann Hogue, Fifth Edition</p>
<b>High Advanced English Composition</b>	<b>10-18</b>	<p><b>Description:</b> This course provides students with numerous strategies to prepare and organize various types of essays found in an academic environment. Students are introduced to the process of finding reputable research sources and integrating their research into their essays.</p> <p><b>Skills:</b> Write summaries and abstracts for academic essays, effectively use collocations and synonyms, use appropriate paraphrasing techniques, and use several organizational techniques to prepare essay structures.</p> <p><b>Performance Outcomes:</b> Write academic definitions and an extended definition essay; write and analyze an essay on a controversial topic, write a problem and solution essay; and prepare and write a research paper.</p> <p><b>Textbook:</b> Longman Academic Writing Series 5 by Alice Oshima and Ann Hogue, Fourth Edition.</p>
<b>Practical Grammar 1</b>	<b>5-8</b>	<p><b>Description:</b> Students will improve their knowledge of English grammar through a review of key grammar points including parts of speech and common verb tenses, and practice grammar through listening, speaking and writing activities.</p> <p><b>Skills:</b> Identifying and correctly using fundamental grammatical structures; correcting basic grammatical errors.</p> <p><b>Performance Outcomes:</b> Successful students will use grammatical structures more effectively, and understand the use of tenses, parts of speech, articles, quantity expressions, phrasal verbs and tag questions.</p> <p><b>Textbook:</b> Grammar Sense 2 by Cheryl Pavlik</p>

<b>Practical Grammar 2</b>	<b>9-14</b>	<p><b>Description:</b> Students will increase their knowledge of complex English grammar through an intensive review of grammar points including the future, modals, comparative and tag questions, and practice grammar through reading, writing and conversation activities.</p> <p><b>Skills:</b> Identifying and correctly using advanced grammatical structures; correcting advanced grammatical errors.</p> <p><b>Performance Outcomes:</b> Successful students will use grammar more effectively and understand the use of infinitives, modals, reported speech, gerunds, comparatives, superlatives and direct and indirect objects.</p> <p><b>Textbook:</b> Grammar Sense 3 by Cheryl Pavlik</p>
<b>Listening and Speaking</b>	<b>3-6</b>	<p><b>Description:</b> Students increase their ability to listen with high comprehension through exposure to a variety of conversations on numerous subjects. Students carry out tasks which demonstrate comprehension and original thinking.</p> <p><b>Skills:</b> Using listening strategies, such as predicting, guessing, focusing and responding.</p> <p><b>Performance Outcomes:</b> Successful students will increase their ability to understand idiomatic American conversations, respond appropriately in conversational situations and reinforce knowledge of vocabulary.</p> <p><b>Textbook:</b> Impact Listening 2 by Jill Robbins and Andrew MacNeill.</p>
<b>Advanced Listening and Speaking</b>	<b>7-10</b>	<p><b>Description:</b> Students increase their ability to listen with high comprehension through exposure to a variety of conversations on numerous subjects. Students carry out tasks which demonstrate comprehension and original thinking.</p> <p><b>Skills:</b> Using listening strategies, such as predicting, guessing, focusing and responding.</p> <p><b>Performance Outcomes:</b> Successful students will increase their ability to understand idiomatic American conversations, respond appropriately in conversational situations and reinforce knowledge of vocabulary.</p> <p><b>Textbook:</b> Impact Listening 3 by Jill Robbins and Andrew MacNeill.</p>
<b>Slang and Idiomatic Speech</b>	<b>9-14</b>	<p><b>Description:</b> Students study informal speech, including various styles of slang and popular expressions. Students discover how to use American terms in the context of dialogues and themed units.</p> <p><b>Skills:</b> Learning new vocabulary terms, learning to use idioms in appropriate contexts.</p> <p><b>Performance Outcomes:</b> Successful students will increase their active vocabulary by over 150 slang words and phrases, be better able to comprehend informal American English and be able to use slang terms in appropriate contexts.</p> <p><b>Textbook:</b> All Clear 1 by Helen Fragiadakis.</p>
<b>Beginning Public Speaking</b>	<b>3-10</b>	<p><b>Description:</b> Students will be introduced to the fundamentals of preparing and presenting a speech and receive practice and feedback on making presentations in front of class.</p> <p><b>Skills:</b> Using the voice and body movements effectively in making a presentation, using effect preparation tools and presentation aids, learning the components and organizational techniques for various types of presentations.</p> <p><b>Performance Outcomes:</b> Successful students will give several presentations including a demonstration, a persuasive speech, a fable and speech on cultural differences. Students will use tools such as note cards, visual aids and body language to deliver their material effectively.</p> <p><b>Textbook:</b> Speech Communication Made Simple 1 by Paulette Dale.</p>
<b>Advanced Public Speaking</b>	<b>9-18</b>	<p><b>Description:</b> Students will gain practice in preparing, delivering and critiquing oral presentations. This course will give students opportunities to practice speaking both in a controlled form (speeches, presentations, etc.) and also in an informal form (discussions, impromptu, etc.).</p> <p><b>Skills:</b> Understand what is expected from a classroom oral presentation, learn good speaking and presentation skills, gain practice in preparing and presenting as a public speaker. Choose appropriate topics for a speech and research a speech.</p> <p><b>Performance Outcomes:</b> Successful students will present several prepared and impromptu speeches, learn to understand various styles of public speaking and gain confidence and expertise in their presentation skills. Students will be able to identify and use legitimate research tools and prepare an organized outline.</p> <p><b>Textbook:</b> Speech Communication Made Simple 2 by Paulette Dale and James C. Wolf.</p>

<b>English Through Film</b> <b>(8 weeks, 40 hours)</b>	<b>9-16</b>	<p><b>Description:</b> Students will gain an understanding of American culture and increase their vocabulary through viewing, analyzing and discussing various selected American films. Students will view and discuss one film per week.</p> <p><b>Skills:</b> Students will increase their knowledge of American idiomatic vocabulary and slang, improve their ability to listen to authentic speech and gain analytical ability in writing and discussing films.</p> <p><b>Performance Outcomes:</b> Successful students will increase their vocabulary by approximately 100 new idioms and expressions, be able to give a synopsis of a feature film, be able to discuss and explain the importance of cultural issues raised in several films and be able to write a brief analytical paper about a film or scene.</p> <p><b>Textbook:</b> Lesson guides from ESLnotes.com for four selected films. Examples of films include: Chinatown, House of Sand and Fog, Unforgiven and American Beauty.</p>
<b>Business English</b> <b>(8 weeks, 40 hours)</b>	<b>9-14</b>	<p><b>Description:</b> Students will gain a broad understanding of how to use English effectively in the global business culture. Students will read authentic business articles, study memos and reports and examine case studies. Students will use role play and group work to develop solutions to real world business problems.</p> <p><b>Skills:</b> Manage phone calls, take part in meetings, give presentations, negotiate, lead a team, socialize at business events, make decisions, choose a candidate for a job.</p> <p><b>Performance Outcomes:</b> Successful students will be able to write business memos, minutes and press releases; take part in a business meeting, assess an ad campaign, analyze job candidates, and give a short presentation.</p> <p><b>Textbook:</b> Market Leader Intermediate, 3<sup>rd</sup> Edition by David Cotton, David Falvey and Simon Kent</p>
<b>Introduction to Literature</b> <b>(8 weeks, 40 hours)</b>	<b>11-18</b>	<p><b>Description:</b> This course engages students in becoming skilled readers of literature written in a variety of periods, genres and contexts as well as in becoming skilled writers who compose for a variety of purposes.</p> <p><b>Skills:</b> Gaining mastery in expository, personal, and persuasive writing; enhancing oral expression; expanding vocabulary, gaining an understanding of literary genres, styles and techniques.</p> <p><b>Performance Outcomes:</b> Write an analytical composition based on a work of literature studied, use cognitive strategies to evaluate text critically, interact with text to form a personal interpretation, present and support ideas and opinions in group discussions.</p> <p><b>Sample Textbooks:</b> Lord of the Flies by William Golding, Great American Short Stories</p>
<b>College Study Skills</b> <b>(8 weeks, 40 hours)</b>	<b>9-16</b>	<p><b>Description:</b> Students will learn the skills necessary for successful communication at any university or college. Students will learn the social and cultural expectations of campus life and specific expressions for academic environments.</p> <p><b>Skills:</b> Using appropriate language in academic environments, participating in class discussions, giving presentations, planning a project and interacting with teachers and administrators.</p> <p><b>Performance Outcomes:</b> Successful students will be able to understand academic vocabulary, perform the functions of a college student, interact productively with other students and teachers, and increase confidence in their academic skills.</p> <p><b>Textbook:</b> The First-Generation College Experience by Amy Baldwin</p>
<b>Model College Class</b> <b>(8 weeks, 40 hours)</b>	<b>11-18</b>	<p><b>Description:</b> Students will experience a simulation or model of a typical college introductory class in one of the humanities. The class will give students a realistic experience of the content, assignments and work load typical for a college course.</p> <p><b>Skills:</b> Understanding and taking notes on content-based lectures, participating in classroom discussions using appropriate vocabulary, conducting appropriate and productive research, performing at an advanced level in written compositions, oral presentations and class exams.</p> <p><b>Performance Outcomes:</b> Successful students will be able to read and understand a typical introductory college text, and perform college classroom tasks such as taking useful notes, preparing a research plan, participating in class discussion and making an oral presentation.</p> <p><b>Sample Textbook:</b> Introduction to Sociology by Anthony Giddens and Mitchell Duneir.</p>

<b>English For Travel and Tourism (8 weeks, 40 hours)</b>	<b>7-12</b>	<p><b>Description:</b> This course introduces students to the concepts and vocabulary of the travel industry. Students gain practice in communication situations common among travel professionals and between the travel industry and clients. The class offers coverage of such industry topics as package tours, tour operators, itineraries, making sightseeing recommendations, hotel facilities, and special interest tours.</p> <p><b>Skills:</b> Understanding careers in travel, interpreting tourist brochures and guides, practicing professional communication skills, understanding the steps in making a reservation, describing sights and attractions, discussing transportation options, planning a tour or cruise.</p> <p><b>Performance Outcomes:</b> Successful students will be able to make reservations, plan a simple tour, understand a travel guide, write a letter to a tour operator, read a train map and schedule, create an itinerary, make a tour recommendation, and correspond with a client.</p> <p><b>Textbook:</b> English for International Tourism, Intermediate by Peter Strutt Publisher: Longman</p>
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## TEST PREPARATION CLASSES

Each class lasts 8 weeks and includes 80 hours of instruction.

FLS Test Preparation Classes are classified as 'Premium Electives' and are available only to students in the Academic English Program. These Premium Electives meet for two hours each day and offer focused instruction on test preparation skills including test-taking strategies, problem analysis, vocabulary building, diagnostic tests and more to ensure that you can perform to the best of your ability.

Test Preparation Class offerings vary from center to center, so check with center staff for the specific classes offered at your site.

Class	Required Level or TEST Score	Class Content
<b>TOEFL 1 (8 weeks, 40 hours)</b>	<b>Level 9-14 or iBT TOEFL 29-46</b>	<p><b>Description:</b> Students with an advanced understanding of English are trained in using the listening, reading, and grammatical skills necessary for success on the TOEFL. Students learn idioms and vocabulary likely to appear on the TOEFL, study and analyze practice exams, and engage in a rigorous review of grammar and reading comprehension skills. This class is designed for students scoring between 29 and 46 on the iBT.</p> <p><b>Skills:</b> Increase listening, reading and grammatical skills as appropriate to achieving a high performance on the TOEFL. Understanding test-taking strategies.</p> <p><b>Performance Outcomes:</b> Successful students will increase their score on the TOEFL and make gains toward a goal of 450 or 45 iBT.</p> <p><b>Textbook:</b> Longman Preparation Course for the TOEFL: Next Generation iBT by Deborah Phillips.</p>
<b>TOEFL 2 (8 weeks, 40 hours)</b>	<b>Level 11-18 or iBT TOEFL 46+</b>	<p><b>Description:</b> Students with an advanced understanding of English and previous experience with the TOEFL are trained in using the listening, reading, and grammatical skills necessary for success on the TOEFL. Students learn idioms and vocabulary likely to appear on the TOEFL, study and analyze practice exams, and engage in a rigorous review of grammar and reading comprehension skills. This class is designed for students scoring over 46 on the iBT.</p> <p><b>Skills:</b> Increase listening, reading and grammatical skills as appropriate to achieving a high performance on the TOEFL. Understanding test-taking strategies.</p> <p><b>Performance Outcomes:</b> Successful students will increase their score on the TOEFL and make gains toward a goal of 500-550 on the TOEFL or 61-79 on the iBT.</p> <p><b>Textbook:</b> Delta's Key to the Next Generation TOEFL Test by Nancy Gallagher.</p>

<b>SAT Preparation (8 weeks, 40 hours)</b>	<b>13-18</b>	<p><b>Description:</b> Students with an advanced understanding of English are trained in material appearing on the SAT, including mathematical problems; verbal tasks such as reading comprehension, critical reasoning, sentence completion and correction; and writing, covering structure, clarity and analyses of an argument and an issue.</p> <p><b>Skills:</b> Understanding test-taking strategies. Thorough understanding of and familiarity with all aspects of the SAT. Increased vocabulary comprehension, analysis of written passages and development of coherent essay structure.</p> <p><b>Performance Outcomes:</b> Successful students will increase their SAT score, have increased success and accomplishment in written English, perform satisfactorily on all types of SAT questions and have a thorough understanding of and familiarity with the SAT.</p> <p><b>Textbook:</b> McGraw-Hill Education SAT by Christopher Black and Mark Anestis</p>
<b>IELTS (8 weeks, 40 hours)</b>	<b>9-18</b>	<p><b>Description:</b> Students with an advanced understanding of English are trained in material appearing on the IELTS including test-taking strategies and the structure and content of the exam.</p> <p><b>Skills:</b> Understanding test-taking strategies. Thorough understanding of and familiarity with all aspects of the IELTS. Describing tables and graphs, skimming and scanning effectively and identifying synonyms and antonyms.</p> <p><b>Performance Outcomes:</b> Successful students will increase their IELTS score, have increased success and accomplishment in written English, perform satisfactorily on all types of IELTS questions and have a thorough understanding of and familiarity with the IELTS.</p> <p><b>Textbook:</b> Barron's IELTS, Fourth Edition by Dr. Lin Loughheed</p>

PLEASE NOTE THAT NOT ALL CLASSES ARE OFFERED EACH TERM. CLASS AVAILABILITY DEPENDS UPON STUDENT DEMAND AND OTHER FACTORS. CHECK POSTED CLASS SCHEDULES OR ASK A STAFF MEMBER IF YOU HAVE QUESTIONS ABOUT CURRENT CLASS OFFERINGS

## LANGUAGE EXTENSION DAY

Each term, the English Language Program includes a chance to 'extend' your English skills with a special Language Extension Day. This event takes place on the first day of the term. On Language Extension Day students will practice English by exploring the campus or community to find information or interact with Americans, by taking part in a special seminar or workshop, or by interacting in guided activities with students from other classes. Language Extension Day gives you ways to practice your English in new settings and situations and gain more confidence in your English skills. Typical programs include: photo scavenger hunts, educational excursions to local museums or scenic areas, workshops on specific language skills, cultural topics, and discussion workshops based on films. The Language Extension Day is a regular class day, and students' participation is counted toward final term grades.

## ACHIEVEMENT SCALE

FLS uses our own Achievement Scale to provide students with a gauge of their overall English proficiency. The scale is based on our eighteen core levels. Each term, English Language Program students receive an Achievement Score on their Core Class progress report.

At the end of each term, teachers will review students' progress report scores. Students who score a 70% or better will receive an achievement score equivalent to that core class level.

Students who receive less than 70% on their progress report will remain at the achievement rating they previously achieved.

# FLS International ACHIEVEMENT SCALE

The FLS Achievement Scale is aligned with the FLS Core Class levels. The chart indicates typical skills and tasks that the average student who has successfully completed the indicated level will be able to perform.

Level	Skills
<p>LEVEL 1 – 12 ACHIEVEMENT SCALE EXPLANATION</p> <p><b>Grammar:</b> Students will be able to use the listed grammar structures appropriately in spoken and written discourse.</p> <p><b>Vocabulary:</b> Students will be able to use vocabulary terms from the text in the indicated categories in appropriate contexts.</p>	
<b>1</b>	<p><b>Grammar:</b> Simple present, possessive nouns and adjectives, demonstratives, frequency adverbs</p> <p><b>Vocabulary:</b> Family relationships, clothes, colors and sizes, time expressions</p>
<b>2</b>	<p><b>Grammar:</b> Present continuous, simple past tense, count and non-count nouns, 'can' and 'can't' for ability</p> <p><b>Vocabulary:</b> Buildings, parts of the body, ailments, abilities</p>
<b>3</b>	<p><b>Grammar:</b> Contractions, prepositions of time and place, information questions, indefinite adjectives</p> <p><b>Vocabulary:</b> Music, electronic devices, locations and directions, cultural events</p>
<b>4</b>	<p><b>Grammar:</b> Subject &amp; object pronouns, comparative adjectives, superlative adjectives, modals 'should' &amp; 'could'</p> <p><b>Vocabulary:</b> Sports, transportation, stores, vacations</p>
<b>5</b>	<p><b>Grammar:</b> Present perfect, future with 'will', the real conditional, past continuous</p> <p><b>Vocabulary:</b> Movie genres, car parts, driving, grooming</p>
<b>6</b>	<p><b>Grammar:</b> Gerunds and infinitives, passive voice, infinitive of purpose, the unreal conditional</p> <p><b>Vocabulary:</b> Food, art, computers, personality</p>
<b>7</b>	<p><b>Grammar:</b> Tag questions, passive causative, noun clauses, indirect speech</p> <p><b>Vocabulary:</b> Manners, medical procedures, books, emergencies</p>
<b>8</b>	<p><b>Grammar:</b> Perfect modals, reflexive pronouns, past unreal conditional, 'wish' clauses</p> <p><b>Vocabulary:</b> Holidays, politics, geography, natural features</p>
<b>9</b>	<p><b>Grammar:</b> Present perfect continuous, quantifiers, possessives with gerunds, paired conjunctions</p> <p><b>Vocabulary:</b> Charity, investment, fashion, creativity</p>
<b>10</b>	<p><b>Grammar:</b> Order of modifiers, adverbs of manner, passive voice with modals, repeated comparatives</p> <p><b>Vocabulary:</b> Pets, behavior, leisure, advertising</p>
<b>11</b>	<p><b>Grammar:</b> Subjunctive, relationship of past events, clauses with 'no matter', article usage, adjective clauses</p> <p><b>Vocabulary:</b> Goals, regret, adversity, attitudes</p>
<b>12</b>	<p><b>Grammar:</b> Mixed conditional sentences, subordinating conjunctions, phrasal verbs, passive voice for the future</p> <p><b>Vocabulary:</b> Recommendations, hobbies, reactions</p>

LEVEL 13 -18 ACHIEVEMENT SCALE EXPLANATION

**Academic Skills:** Students will be able to use the listed skills in academic assignments.

**Listening and Speaking Skills:** Students will be able to demonstrate the listed skills in communicative situations.

**Reading and Writing Skills:** Students will be able to demonstrate the listed skills in the context of written discourse.

**Vocabulary:** Students will be able to use vocabulary terms from the text in the indicated categories in appropriate contexts.

13	<p><b>Academic Skills:</b> Infer word meaning from context, compare &amp; contrast viewpoints, interpret graphs, analyze blogs</p> <p><b>Listening and Speaking Skills:</b> Listen for main ideas, synthesize information from listening, express opinions, role-play a conversation</p> <p><b>Reading and Writing Skills:</b> Read a novel used in U.S. high schools, take accurate listening notes, write an announcement, analyze a book review</p> <p><b>Vocabulary:</b> Synonyms, degrees of certainty, colloquial language, metaphors</p>
14	<p><b>Academic Skills:</b> Separate fact from myth, interpret a cartoon, debate pros and cons, interpret photographs</p> <p><b>Listening and Speaking Skills:</b> Make predictions, tell an anecdote, respond to topical questions, paraphrase quotes</p> <p><b>Reading and Writing Skills:</b> Read a novel used in U.S. high schools, read research on an academic topic, complete charts, summarize opinions.</p> <p><b>Vocabulary:</b> Religion, the workplace, humanitarian groups, education</p>
15	<p><b>Academic Skills:</b> Predict exam questions, interpret humor, distinguish causes and effects, analyze solutions.</p> <p><b>Listening and Speaking Skills:</b> Take lecture notes, prepare questions, listen for emotion, listen for supporting statistics</p> <p><b>Reading and Writing Skills:</b> Use abbreviations, use Latin terms, respond to an article, understand stems &amp; affixes.</p> <p><b>Vocabulary:</b> Cultural anthropology, physical anthropology, poverty, economic development</p>
16	<p><b>Academic Skills:</b> Analyze poetry, analyze a story, use a variety of sources, memorize definitions</p> <p><b>Listening and Speaking Skills:</b> Listen for rhyme, listen for topic signals, use visuals, give constructive criticism</p> <p><b>Reading and Writing Skills:</b> Compare lecture notes, recognize figurative language, write messages, complete outlines</p> <p><b>Vocabulary:</b> Poetry, myths and heroes, wildlife, the environment</p>
17	<p><b>Academic Skills:</b> Identify word collocations, analyze a film, understand proverbs, identify elements of American identity</p> <p><b>Listening and Speaking Skills:</b> Explain abstract concepts, discuss scenes from a film, discuss aspects of American life, listen for proverbs and sayings</p> <p><b>Reading and Writing Skills:</b> Read a book taught in U.S. colleges, conduct internet research, write a short composition about an American cultural concept, record interview answers.</p> <p><b>Vocabulary:</b> Immigration, values, exploration, consumers</p>
18	<p><b>Academic Skills:</b> Identify connotations, complete a small-group project, interpret polls, take notes on people's reactions</p> <p><b>Listening and Speaking Skills:</b> Listen to media reports, conduct a debate, discuss people-watching observations</p> <p><b>Reading and Writing Skills:</b> Complete a timeline, develop questions based on a reading passage, scan a reading passage, write a narrative composition, interview an American</p> <p><b>Vocabulary:</b> Government, ethnic diversity, higher education, civil rights</p>

# **CAMPUS INFORMATION**

## **CAMPUS CONTACT INFORMATION**

**Citrus College**  
1000 W. Foothill Blvd.  
Glendora, CA 91741  
Tel: (626) 952-0075  
E-mail: flscitrus@fls.net

## **OTHER FLS CONTACT INFORMATION**

Here is the contact information for the individual FLS campuses:

**FLS International  
Corporate Office**  
680 E. Colorado Boulevard, Suite 180  
Pasadena, CA 91101  
Tel: (626) 795-2912  
Fax: (626) 795-5564  
E-mail: info@fls.net

**Boston Commons**  
131 Tremont Street, Suite 400  
Boston, MA 02111  
Tel: (617) 695-3571  
E-mail: flsboston@fls.net



## **SCHOOL OFFICERS AND GOVERNING BODY**

**FLS International** is owned and operated by FLS International dba FLS Language Centres. The chief officers of FLS are: Director and Founder Francine Swain and President Luke Frerichs. The FLS International administrative offices are at 680 E. Colorado Blvd. Suite 180, Pasadena, CA. Phone: (626) 795-2912. Fax: (626) 795-5564.  
E-mail: info@fls.net

### **FLS International at Citrus College Administrative Staff**

Brian Henry  
**Center Director**  
flscitrus@fls.net

Alvaro Vasquez  
**Housing Coordinator**  
citrushousing@fls.net

John Trejo  
**HR and Accounting**  
jtrejo@fls.net

Barbara Gonzales  
**Activity Coordinator**  
citrusstudentservices@fls.net

## FACILITIES AND SURROUNDINGS

**Welcome to FLS Citrus College.** Our center is located on the campus of Citrus College in Glendora, California, just 30 minutes East of Los Angeles. FLS Citrus is not only close to Los Angeles, but also many beaches, amusement parks, museums, shopping malls and many other famous places in California, like Hollywood, Beverly Hills, Santa Monica, Pasadena and more.

**Classrooms and Equipment:** The FLS facilities at Citrus College include nine dedicated classrooms. Classrooms are equipped with whiteboards, video monitors, smartboards, projectors and internet access. The teaching resources include hundreds of ESL textbooks and electronic resources, as well as reference works, games, realia and supplies. The facility also includes five dedicated offices, teacher break room and lobby.

**Student Restrooms:** Restrooms are located in the Earth Science Building and in all the other buildings on campus. There are no restrictions.

**Public Telephones:** Public telephones are located outside the cafeteria, the students' center and at several locations throughout Citrus College campus.

**Parking:** You may buy a parking permit for the entire semester from the Citrus College cashier located in the Student Services Building. Short term students can also buy daily parking permits from parking machines located in the S8 parking lots and at the entrance of the main students' parking lot on Citrus Ave.

**Fire Exits:** In case of a fire emergency, exits can be found at both, north and south, entrances of the Earth Science building, in classrooms ES 602 and ES 604, and in the main lobby of the FLS office.

**Bicycles:** Students who wish to ride their bicycles to school must park them in designated bicycle racks on campus. It is strongly recommended that students buy a strong lock to protect themselves from bicycle theft. Wearing a helmet is required by law for bicyclists 18 years old and younger.

**College Library:** The Hayden Memorial Library, named in honor of Floyd S. Hayden, the founder of Citrus College, is located north of the Ross L. Handy Campus Center and east of the Administration Building. It includes an Archives/Special Collections and an Art Gallery, where student and faculty work is exhibited. The library houses over 50,000 books, 130 periodical subscriptions, audio and video recordings, printed music and art reproductions.

**Computer Labs:** FLS Students have access to all the four Computers Labs on campus. Two of them are located in the library, a third one is inside the new mathematics building, northeast on campus, and the main Computers Lab is also located in the Computers Information Systems Building (IS Building).

**Surrounding Areas:** The campus is within easy driving distance to many points of interest, including: Disneyland, Universal Studios, Six Flags Magic Mountain, Hollywood, Beverly Hills, Pasadena, Downtown L.A., Santa Monica Beach and Pier, Huntington Beach and others. FLS arranges frequent trips to these destinations.

**Local Colleges and Universities:** Other colleges and universities nearby are Cal State Los Angeles, University of California, Los Angeles, University of Southern California, Cal State Fullerton, and Cal Poly Pomona. Talk to an FLS counselor about assisting you with your future educational goals in the USA.

# Welcome to Glendora, California, U.S.A.

## A Guide for Living and Studying in California

**Alcohol:** The legal drinking age in California (and in all 50 states) is 21. Minors (those under 21 years of age) are not allowed to purchase, transport or consume any alcoholic beverages. Those doing so may be subject to arrest. Homestay students should check with their host family about house rules regarding alcohol consumption.

**DO NOT DRINK AND DRIVE.** California's penalties for doing so are severe. Know your limit or be willing to call someone for a ride. As of January 1, 1994, minors driving with over 0.01% blood alcohol content may lose their drivers' license if stopped by police.

**Apartments & Housing:** FLS International does not have any apartments or dormitories under its control. FLS will assist students in locating homestay accommodation upon request and upon payment of the applicable fees as described in our pricing materials.

For students who prefer to find their own housing, there are a number of affordable apartments in the Glendora, Azusa and Covina areas. Most apartments will charge an application fee of about \$25 and a security deposit from \$300 - \$500. If you leave the apartment in good condition, you will be entitled to a refund on most of your security deposit. Most apartments do not accept pets. If you need help finding a roommate, you may post a notice at FLS and ask the FLS housing coordinator for help. Current prices are about \$2000 a month for an unfurnished, 1 bedroom apartment in Glendora.

For a good combination of convenience, quality and price, FLS recommends the **Alosta Place** apartments. The apartments are located across the street from Citrus College and the complex includes pools, tennis court, basketball court, clubhouse and more.

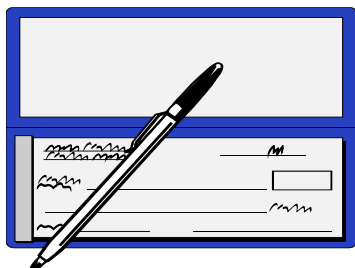
Please note that FLS will not assist students who are 18 or under in finding or renting an apartment.

**Attractions:** Southern California is the home of many wonderful attractions from fun amusement parks to exciting sporting events to great cultural experiences. Here is a list of some of the most popular attractions. FLS schedules regular field trips to almost all of these attractions. But if you do want to go on your own, you should know that your valid Citrus College ID can help you get discounts at some attractions when you buy the tickets at the Citrus College Student Center. In addition, your valid student ID can help you get discounts at most museums and at some movie theaters. Visit the attraction websites for more detailed information.

Amusement Parks:			
Disneyland	131 S. Harbor Blvd.	Anaheim	disneyland.disney.go.com
Knott's Berry Farm	8039 Beach Blvd.	Buena Park	knotts.com
Magic Mountain	26101 Magic Mtn.	Valencia	sixflags.com/magicmountain
Universal Studios	100 Universal City	Universal City	universalstudioshollywood.com

<b>Museums:</b>			
Getty Center for the Arts	1200 Getty Center Dr.	Brentwood	getty.edu
LA County Museum of Art	5905 Wilshire Blvd.	Hancock Park	lacma.org
Museum of Contemporary Art	250 S. Grand Ave.	Los Angeles	moca.org
Norton Simon Museum	441 W. Colorado	Pasadena	nortonsimon.org
Huntington Library	1151 Oxford Road	San Marino	huntington.org
<b>Sports:</b>			
Dodger Stadium L.A. Dodgers (Baseball)	1000 Elysian Park	Los Angeles	dodgers.com
Crypto.com Arena (Lakers and Clippers Basketball)	1111 S. Figueroa St.	Los Angeles	cryptoarena.com
Anaheim Stadium (Angels Baseball)	2000 Gene Autry Way	Anaheim	angels.com

**Banks:** There are two basic types of bank accounts. A "savings account" allows you to deposit or withdraw money as you wish. All money earns simple interest. A "checking account" also accepts deposits and withdrawals, but also allows you to write checks. Most banks charge a monthly fee which can be avoided if you maintain a minimum balance (the amount of money you have) in the account. Check with your individual bank, as each one has its own special rules and regulations. If you need help opening an account, please ask a member of the FLS staff.



### **ATM Machines:**

ATMs, or Automatic Teller Machines, allow you to deposit or withdraw money from your savings and checking account without having to go to the bank. Each bank has several hundred of these machines throughout California. However, you should be careful to use only your own bank's ATM or you will be charged a \$1 to \$3 interbank service fee. Many ATMs have instructions in multiple languages. Banks also offer online banking.

### **ATM Safety:**

If you use ATMs, make sure you do the following things to remain safe:

- \* Only use the machine during the day.
- \* Take a friend along with you.
- \* Make sure no one else can see the special code you must punch in.
- \* Always keep your receipt.
- \* Once you get your money, leave.

ATMs can be safe and convenient, especially if you use them correctly!

### **Some Local Banks:**

Chase	1188 E. Alostia, Azusa	(626) 852-1246
Bank of America	115 W. Foothill, Glendora	(626) 852-4000

**Bicycles:**

Bicycles are a convenient and healthy way to travel to your classes at FLS Citrus and to reach many local destinations. You can purchase a bicycle beginning at prices around \$350 - 700 and higher depending on the kind of bike and the kinds of features you would like. When using your bicycle, it is important to keep these things in mind:

**Always lock your bike** with a heavy cable and padlock. Bicycle theft is very common, even in otherwise safe parts of California.

If you park your bike at school, be sure to use one of the bike racks on campus. Do not bring your bike into the FLS building.

Wear a helmet. Helmets can help prevent serious injury if you have an accident while riding. **You must wear a helmet, by law, if you are 18 or under.**

Avoid riding your bicycle late at night. If you do ride at night, be sure your bike is equipped with lights or reflectors so that you are clearly visible.

Become familiar with the rules of the road, since many of these rules affect bicyclists as well as drivers.

Avoid riding on the sidewalks, since these are usually reserved for pedestrians.

**Driver's Licenses:** Anyone who wants to drive in California must possess a driver's license. Since California's license displays not only your name, address and date of birth, but your photo and signature as well, you might also decide to get one as a simple form of identification. A driver's license makes driving, cashing a check and proving your identity easier.

**Who needs one?**

If you are a visitor in California over 18 and have a valid driver license from your home state or country, you may drive in this state without getting a California driver license as long as your home state license remains valid.

If you are between 16-18 years old, you may drive here with your home country's license or instruction permit for only 10 days after you arrive in California. After 10 days, you must apply for a Nonresident Minor's Certificate or a California license. You may obtain a Nonresident Minor's Certificate by showing proof of financial responsibility in case of an accident to the Department of Motor Vehicles (DMV). This proof is usually a letter by your auto insurance company *if and only if that insurance company is allowed to do business in California*. Check with your company before you leave home. If your company may not operate in California, you will need to purchase additional insurance and apply for a driver's license after ten days.

**How do I get a license?**

For complete information, please contact the local DMV Office. The nearest DMV office is at 800 S. Glendora Avenue in West Covina. The phone number is (626) 962-3661. However, please use the following as general requirements.

If you are over 18 years old, you must bring an acceptable birth verification document (such as your birth certificate or passport) and your I-20 to a DMV office. There you will be instructed where and when to take

the written and behind-the-wheel exams. Upon successful completion of these exams, a vision test and payment of a \$33.00 application fee, you will be issued a license.



If you are between 16-18 years old, you must have your parents sign your license application. In doing so, your parents accept liability for any one accident you may have. This assumption of liability may be voided by notifying the DMV and having the license cancelled. In addition, minors involved in car accidents may be liable for civil damages. If the collision involved a law violation, the minor may be fined. Minors must likewise pass

written and behind-the-wheel exams. However, they are required to pass courses in driver's education and training offered by private companies.

All drivers, NO MATTER HOW OLD, with a California Driver's License must purchase insurance providing a minimum of (1) \$15,000 for death or injury to any person, (2) \$30,000 for death or injury to another person and (3) \$5,000 for property damage.

To find driving schools, look for *Driving Schools* online. To find agencies offering auto insurance, look for *Car Insurance*.

**Emergencies:** For all fire or crime emergencies, call 911. Stay on the line as long as possible to let the operator know the location and nature of the emergency. If you are able, use English as clearly as possible.

For non-critical situations, call the regular numbers of the police and fire departments listed below. Using 911 for unnecessary purposes is both wasteful and illegal.

**City of Glendora:**

Police: (626) 914-8250

Fire: (626) 963-2733

Animal Control: (626) 914-8275

(Emergency numbers for other cities may be found in the front of your telephone book).

**Immigration Matters:** FLS counselors at can help you with questions regarding visa changes, work permits and stay extensions. For more information regarding other immigration concerns, please contact US Citizenship and Immigration Service. You can find more information and contact instructions at [www.uscis.gov](http://www.uscis.gov).

**Insurance:**

**Health Insurance:** All international students are required to have medical insurance. You may purchase a low-cost health insurance program through FLS. Coverage is available both for the student and his or her family. You should buy it on registration day. Read the information very carefully so that you understand what the insurance covers and doesn't cover. You may also use traveler's insurance purchased in your home country. Please carry your insurance card with you at all times.

Students renting an apartment may consider Renters' Insurance to protect their possessions in case of fire, theft or disaster. For more information, look under ***Insurance*** in the phone book and ask for "Renters' Insurance."

**Doctors, Dentists and Hospitals:** If you become ill, make an appointment with a local doctor.

Choose one based on your friends' recommendations, the doctor's location or the results of a physician referral service. If you have insurance purchased through FLS, we will provide you with a list of doctors that accept your insurance. At the appointment, the doctor will request proof of insurance. You must then show the card your insurance company gave you. You may be required to pay a small part of the bill. This is called your deductible or copayment (usually about \$50).

FLS does **not** offer dental insurance. Should you have a dental emergency, get a recommendation from a friend or a dental referral agency. You will then need to pay the full amount when the dentist bills you. Dental insurance is available at your own expense from insurance agencies.

If you have an emergency, go to a hospital immediately. If you are unable to do so, dial 911 and request an ambulance. Please carry your insurance card with you at all times. You and your insurance company will be billed appropriately.

#### **Local Hospitals:**

Emanate Health Foothill Presbyterian Hospital	250 S. Grand Ave.	Glendora	(626) 963-8411
Casa Colina Hospital	910 E. Alosta Ave.	Glendora	(626) 334-8735
San Dimas Community Hospital	1350 W. Covina Blvd.	San Dimas	(909) 599-6811

**Libraries:** The Hayden Memorial Library at Citrus College is available for FLS Students to use. You might also want to visit these local libraries. You can usually get a library card free of charge if you bring in a piece of mail sent to you at your current address along with your passport.

Glendora	140 S. Glendora Ave.	(626) 852-4891
Covina	234 N. Second Ave.	(626) 384-5303
Azusa	729 N. Dalton Ave.	(626) 812-5232



**Mail and Post Offices:** The standard rate for first class is mail within the United States is \$0.66 for the first ounce. For additional postal rates, check the U.S. Postal Service website at [www.usps.com](http://www.usps.com).

When mailing anything within the U.S., you must provide the proper zip (or postal) code. Glendora's is 91741.

The US Mail also provides **Certified Mail** (gives proof of mailing), **Registered Mail** (gives proof of mail and insurance) and **Express Mail** (gives proof of mailing, insurance and rapid delivery) at additional charges. Other private delivery companies provide faster service at a higher price.

#### **Post Offices:**

Glendora	255 S. Glendora Ave.	(626) 857-9127
Azusa	110 W. Sixth St.	(626) 969-9530
Covina	170 E. College St.	(626) 339-9125

#### **Private Delivery Companies:**

Federal Express	(800) 463-3339	<a href="http://www.fedex.com">www.fedex.com</a>
UPS	(800) 742-5877	<a href="http://www.ups.com">www.ups.com</a>

**Money:** American paper money is based on the dollar. Denominations are issued as \$1.00, \$5.00, \$10.00, \$20.00, \$50.00, \$100.00 and some rarely seen higher forms. All denominations are the same color and size. You can tell the difference only by looking at the numbers printed on them. Therefore, look at your money carefully before you give it to someone.



Coins are divided into \$0.01 (pennies), \$0.05 (nickels), \$0.10 (dimes), and \$0.25 (quarters). 100 pennies = \$1.00, 20 nickels = \$1.00, 10 dimes = \$1.00 and 4 quarters = \$1.00. You may also see \$0.50 (half-dollar) coins and \$1.00 coins.

**Public Transportation:** The area surrounding Glendora is served by the Foothill Transit System. Bus Books with detailed routes and schedules are available at FLS. Bus tickets cost \$1.75 in exact change. Transfers to connecting routes cost an additional \$0.50 and are purchased from the driver. If you plan to use the buses a lot, obtain a monthly bus pass at the following locations:

Vincent Ave., Suite #200, West Covian, CA 91790 1-800-743-3463

To obtain a bus pass, you will need to go to the office in person with your passport and a letter from FLS stating that you're a full-time student. FLS arranges trips to the bus office on a regular basis.

For information about bus passes and routes visit [www.foothilltransit.org](http://www.foothilltransit.org).

**Social Security Card:** International students are usually not able to obtain a Social Security Card. However, the Social Security Office will issue an "official letter" saying that you are not eligible for a Social Security card. This letter will help you to obtain a California Drivers License. For more information, please talk to a member of staff.

501 S. Vincent Ave., W. Covina, CA 91790  
For more information call 1 (800) 772-1213.

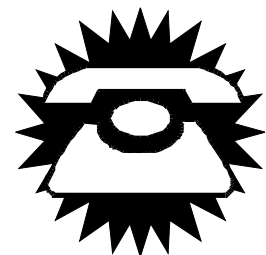
**Taxes:** Sales tax in Los Angeles County is 10.25% and is payable on all clothes, shoes, furniture and all non-food items. Keep this in mind while shopping. Hotel rooms are subject to an additional tax, depending on their location. Should you earn any money during your stay in the United States, you must report it to the Internal Revenue Service (IRS). Tax is due every April 15. If you do not report your income (salary - if allowed to work - or interest), you may be subject to additional penalties. For additional information, check the IRS website at [www.irs.gov](http://www.irs.gov).

### **Telephones:**

#### **How do I start service?**

To obtain a SIM card to use your smartphone in the U.S., visit a mobile phone service provider, such as T-Mobile or Verizon. Local providers include:

T-Mobile	541 S. Grand Ave.	Glendora	(626) 857-1839
Verizon	630 S. Grand Ave.	Glendora	(626) 335-1112



To begin telephone service at your rented apartment, you need to first contact a local telephone agency. Depending on your area, your local telephone needs will be served a providers such as Spectrum or Verizon. Ask your landlord which one your neighborhood uses and then call them.

#### **What if my phone is broken?**

If your phone suddenly does not work, call 611. A telephone repairperson will be sent out to repair your service.



## How do phones work in the USA?

All phone numbers in the United States are based on a ten-digit number. The first three are called the area code. The next seven make up the basic phone number.

To place a call, you will usually dial '1' and then the area code. You must dial '1' when calling from one area code into a different area code.

To call overseas, you must first dial 011 (international access code), the country code, the city code, and then the actual phone number. For instance, to call Paris, France you must dial 011-33-1 and then the local phone number. To call Tokyo, Japan, dial 011-81-3 and then the local number.

To call the other 49 states, Canada and the Caribbean, dial '1', the area code and then the local phone number.

### Some Country Codes and Their City Codes:

Argentina	54	Buenos Aires (1)
China (PRC)	86	Beijing (1), Shanghai (21), Canton (20)
Colombia	57	Santa Fe de Bogota (1)
France	33	Paris (1), Nice (93)
Indonesia	62	Jakarta (21)
Italy	39	Rome (6), Milan (2), Florence (55)
Japan	81	Tokyo (3), Osaka (6), Kyoto (75)
Korea	82	Seoul (2)
Mexico	52	Mexico City (5), Tijuana (66)
Saudi Arabia	966	Riyadh (1), Mecca (2)
Spain	34	Madrid (1)
Taiwan (ROC)	886	Taipei (2), Kaohsiung (7)
Thailand	66	Bangkok (2)
United Arab Emirates	971	

For additional city and country codes, please check your telephone book.

### How do I make a collect call (the person receiving the call pays)?

To make a local collect call, dial '0' (zero) and then the phone number. An operator will then answer the line. Tell him, "My name is (first name only), and I'd like to make a collect call." He will then dial the number and ask the person answering if she accepts the charge. If she agrees, you two will be connected. If she says 'no', you will be disconnected.

To make a long distance collect call, dial either of the following numbers and then proceed as usual. Remember, long distance usually means a distance of over 50 miles.

AT&T	1 (800) 225-5288	
MCI	1 (800) 265-5328	1 (800) COLLECT*

\* Notice that the keys on American telephones carry letters corresponding to the numbers.

### Safety Tips:

Here are some general safety tips to keep in mind:

- \* Do not go into strange or unfamiliar areas alone. Go with an American friend who knows the area well.
- \* Do not go out late at night alone. Take a friend.
- \* If you get lost, call FLS or your host family immediately.



- \* If you plan to go to a busy urban area, such as Hollywood or Downtown Los Angeles area, go with several friends and stay together. It is best if someone in your group has strong English skills.
- \* Do not give out your phone number to strangers, even if they appear to be friendly.
- \* If you have a bad experience, please report it to FLS immediately. This can help us to insure your safety, the safety of our other students and the community. It is important to report all crimes to the police. If you feel your English is not strong enough to talk to the police, FLS can arrange for translation.

***Enjoy your stay in the United States!***