

The background features a large, light blue watermark of the Lakeland University seal. The seal is circular with a scalloped edge. It contains a central shield with a cross, two crossed keys, and a banner above the cross. The text "LAKELAND UNIVERSITY" is arched across the top, and "1862" is at the bottom. Two stars are positioned on either side of the shield.

Lakeland University Japan

**English for Academic Purposes (EAP)
Program**

EAP Student Handbook

2019-2020

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Welcome to Lakeland's EAP program!

Dear Students,

On behalf of all the staff and instructors, I would like to extend a very warm welcome to those joining Lakeland University Japan's English for Academic Purposes (EAP) program this year and to our continuing students. To our new students: Congratulations on taking the leap to opening this new and exciting chapter in your life! We are glad that you are here, and that you have invited us to be a part of your journey to using English in academic settings.

You have no doubt worked extremely hard to get to this point, and we want you to know how much we respect and appreciate that. In this intensive language program, you will soon find that hard work, diligence, and perseverance can be very rewarding.

LUJ's EAP program is an intensive one, and it will be challenging; you will be required to spend many hours studying. However, for students who put in their best effort, it may be one of the most rewarding experiences of your life so far. At the end of each term, we hold a gathering of all morning/afternoon EAP students to commemorate the completion of another term. At that ceremony, two certificates are handed out: Certificates of Completion, for those graduating from the EAP program, and Dean's List Certificates, which are earned by maintaining a GPA of 3.5 or above. I look forward with anticipation to the day when I can offer each one of you a certificate of successful completion of our EAP program and celebrate with those whose diligence and perseverance have led to a spot on the Dean's List.

Please remember that each member of the EAP faculty is here to help you and wants to see you succeed. Our well-trained and experienced instructors work tirelessly to plan lessons, grade assignments, give quality feedback, and deliver excellent lessons. Should you have any questions or concerns, or should you need help at any point, you are warmly invited to ask.

Because Lakeland is an American university, you will soon notice a number of differences between LUJ and other local institutions. You have joined this program because you are interested in using English academically to obtain an American university degree. As an American institution, LUJ places a high value on initiating conversation by asking questions and taking responsibility for oneself. This may feel very different to what you are used to, if you are coming from a different educational tradition. Please be reassured, however, that in an American education system, asking questions is a very good thing because it demonstrates that you are paying close attention, that you are keenly interested, and that you are using your own critical eye, all of which are very important in an American educational setting.

Here at LUJ you will learn and grow in ways that you may not have imagined before. Classes will be interactive. You will be expected to participate actively, share your ideas, explain and support your arguments, and to help others learn as well.

Finally, remember to enjoy yourself! There will be many opportunities to take part in LUJ activities and events while you are here. These will be chances to add depth to your language studies, be introduced to new ideas, and get to know students from other classes

and countries, as well as students in LUJ's Academic Program. Although your studies will challenge you in many ways, I am confident that each of you can reach your potential and take away valuable new knowledge, skills, and memories from your experiences in the LUJ EAP program.

We are very glad that you're here and we look forward to becoming a part of your English language learning journey! We wish you the very best as you embark upon this journey to an American university education and hope that you will enjoy your time with us!

Yours Respectfully,

Lia Sergio

EAP Program Coordinator

Introduction to the EAP Program

This handbook contains important information, so please keep it safe throughout your EAP career. This handbook is meant to be a reference material (like your dictionary) to give you information about how to be a successful and independent student. Please use it as a guide, and when you have questions, please consult this handbook to see if the answer is included here. If you still have questions, do not hesitate to ask any member of staff or EAP instructor.

Mission Statement

The LUJ EAP Program aims to:

- Provide an intensive English for Academic Purposes program designed to help students build their linguistic skill in order to meet their academic goals
- Help students transition to an American style of higher education, where emphasis is placed on: academic rigor; communicative, student-centered learning; facilitating teamwork and opportunities for students to learn collaboratively from one another; fostering independence; promoting student self-efficacy through the teaching and use of language learning strategies and study skills; developing critical thinking skills
- Build student autonomy and equip students with the skills to thrive in university level academic classrooms where English is the medium of instruction
- Create a learning atmosphere that provides opportunities for socio-cultural development and exploration
- Promote Lakeland University and NIC's values as stated in the General Student Handbook

Student-centered learning

EAP classes are students centered. This means that the students carry a large part of the responsibility for having a successful class. It is your job to speak only in English, to bring a positive attitude and a willingness to communicate.

Student-Teacher Ratio/Class Size

In the LUJ EAP program, we try to ensure small class sizes to ensure that students can have as much access to each instructor as possible, and therefore we aim to have a maximum of 16 students per class.

Many Englishes!

English is one language, with many different variations. Learning how to communicate with different varieties of English is an important part of preparation for using English academically. It is highly likely that when you progress to LUJ's academic program, you will be learning from speakers of English from many different countries – not only American instructors with American accents! Therefore, you will learn to experience different varieties of English in the EAP program: this term, for example, we have teachers from the UK and Australia, as well as the USA. This is a valuable opportunity to build up your listening skills and fill in your knowledge of the language by learning how it is used by different varieties of English speakers.

A variety of teaching styles

You will take three different classes: Listening/Speaking, Writing, and Reading. Each class will be led by a different instructor, according to their teaching style. Learning how to succeed in different classroom situations and how to adapt to different styles of teaching is another vital part in your education, because when you embark upon your academic degree after EAP, you will quickly see that different teachers and different academic fields have very different ways of teaching and learning. If you discover some personality differences between you and your teachers, it is important to learn how to overcome this so that you can focus above all on your studies and succeed in your classes.

EAP Policies

Please note that rare exceptions to EAP policies may be made by the EAP Coordinator or LUJ Dean on a case by case basis.

Accommodations for Disabilities

Students with disabilities (physical, sensory or mental) are welcomed by the EAP Program. We are committed to equal access to educational opportunities. Accommodations are available for students who apply for them, and all LUJ staff and faculty are committed to supporting students with special needs. Please refer to your class syllabus or ask any member of faculty of LUJ official for details of how to apply.

EAP Contacts

Offices

Office Name and People	Street Address & Contact Numbers	Come here for information about...
EAP Program Office: <ul style="list-style-type: none">- All EAP Faculty- EAP Office Assistant	New Valley 4F, 5 Chome-7-7, Shinjuku-ku, Shinjuku, Tokyo, 160-0022 Tel: 080 4170 7908	<ul style="list-style-type: none">- EAP classes- the EAP program- office hours for EAP instructors- academic EAP matters
LUJ Main Building: <ul style="list-style-type: none">- Student Affairs (3F)- Academic Affairs (3F)- Finances (3/7F)- Recruitment (7F)- Admissions (7F)- Textbooks (7F)- Counselor (3F)	5 Chome-7-12, Shinjuku-ku, Shinjuku, Tokyo, 160-0022 Tel: 03 3225 0425 Fax: 03 3225 0428	<ul style="list-style-type: none">- admissions- immigration/visas- EAP fees/tuition- the Academic Program- student activities/life- counseling support- administrative support & procedures

People

EAP Program Coordinator / Instructor:

- Ms. Lia Sergio
(sergio@japan.lakeland.edu)

EAP Assistant Coordinator / Instructor:

- Ms. Jessica McDonald
(mcdonald@japan.lakeland.edu)
-

Facilities/Resources for EAP Students

New Valley Building (NV)

NV-3F EAP Classrooms

There are two EAP classrooms located on the 3rd floor of NV (NV-3A and NV-3B).

NV-3F Study Area

The New Valley 3F study area is open Mon-Fri 8:00am to 7:30pm. You may use this space for quiet study. Please keep this area clean and tidy and be considerate when classes are in session by keeping noise to a minimum, especially during tests/exams.

Stephen & Susan Gould Center (SGC)

SGC Classrooms

There are EAP classes located on SGC 2F, 3F, & 4F (SGC-2B, SGC-3B, SGC-4A, SGC-4B).

SGC Study areas

The SGC study areas are open Mon-Fri 8:00am to 7:30pm. You may use this space for quiet study. Please keep this area clean and tidy and be considerate when classes are in session by keeping noise to a minimum, especially during tests/exams. There are computers available for student use here, but you will need to go to the Main Library to print. **If a class requires these computers, students may be asked to leave.**

SGC EAP Library Collection (3F)

EAP students are invited to make use of the special EAP Library Collection which contains graded readers, an EAP collection (books that are not graded but are more level appropriate for EAP students), a selection of other academic books, a small reference section, and a selection of magazines/newspapers. This collection is maintained by the LUJ Library and uses an honor system for checking out books. If you would like to check out a book, please write the appropriate information on the book check-out sheet which is kept on the bookshelf of the EAP Collection and return the book in a timely fashion.

SGC Learning Center (2F)

(Please see the section about the Learning Center for more details about this.)

Other LUJ campus buildings and NIC facilities

Please check the LUJ Student Handbook for information about other LUJ campus facilities (including the Student Lounge, Library, Learning Center, and ELTZ) and for information on NIC's facilities, such as the NIC Media Center and Computer Lab.

****Satellite buildings (NV, SGC, & ELTZ) will be closed during vacation periods. Campus Hours are available at our English website Student Resources Page (<https://luj.lakeland.edu/Inside-Lakeland/student-resources>) under "CALENDERS & SCHEDULES".**

Tips for EAP Success...

...in the classroom:

- ✓ **Come to school a few minutes early** so you can relax, get ready for class, talk to your classmates (please try in English!), and be ready for your lesson.
- ✓ **Have your notebook and other materials ready when class begins.**
- ✓ **Write down everything that your teacher puts on the board** in your **notebook**. Also, write down your homework in a special notebook where you can keep a record of all of your daily homework assignments.
- ✓ **Participate actively.** Raise your hand, ask questions, respond to questions!
- ✓ **Only use English in the classroom.**
- ✓ **Take responsibility for yourself.** If you don't understand something, **you** must ask the teacher about it. If you miss class or homework, **you** must find out what you missed and ask whether/how you can make it up. The teacher will not always come to you in that situation.
- ✓ At the end of class, **check that you know what your homework is** and **write it down.**

...outside of class:

- ✓ **AM students: eat breakfast! PM students: eat lunch!** Learning is very difficult with an empty stomach.
- ✓ **Make a sandwich/ onigiri/ bento at home and bring it to school.** You can relax and eat between classes or after school.
- ✓ **Get enough sleep.** Your mind must be well rested to concentrate in class. If you don't have enough time to sleep, try to re-organize your daily schedule.
- ✓ **Manage your study time.** Most students have part-time jobs, family responsibilities, hobbies, and social lives in addition to time at LUJ. It is a good idea to **make a schedule** so that you give yourself enough time for homework every day
- ✓ **Work on your homework every day, step-by-step. Don't wait until the night before homework is due.**
- ✓ **The best time to do homework may be right after school** while your classes are "fresh" in your mind.
- ✓ **Don't do your homework right before class.**
- ✓ **Find a time and study place that works best** with your lifestyle and learning style, and set aside enough time to focus on your homework each day. Some students do their best work in noisy cafes, while some students need complete silence to be able to focus. Try some different ways to study – with friends, by yourself, in the library, in a café, at home, etc. – and establish a routine that works well for you!

Useful Expressions...

...for the Teachers' Office

To your teacher:

"(Excuse me) Can I ask you a question?"

"(Excuse me) Do you have a few minutes?"

"May I have/Can I have...?" (not "~~I want...~~")

"I don't understand the assignment; can you please explain...?"

"I would like to talk about my [grades/progress] in class."

"I would like to improve my grade; what can you recommend?"

To another teacher/staff member:

"Is [Roger] here?" (not "~~Is there Roger?~~")

"Where is [Roger's] desk?"

...in the Classroom

If you need help:

"Sorry, could you repeat that?"

"One more time, please?"

"(Excuse me) What should I do?"

"How do you spell ...?"

"What does ... mean?" (not "~~What means ...?~~")

"How do you pronounce [this/that]?"

If you need something:

"May I have/Can I have...? (not "~~I want...~~")

For lateness:

"I'm sorry [this is/I'm] late." (not "~~I'm sorry for late.~~")

If you are sick:

"I'm sick." / "I don't feel well." (not "~~My condition is bad.~~")

If you will be absent:

"I'm sorry, but I can't come to class tomorrow because ..."

"I will be absent tomorrow because ..." (not "~~I will absent.~~")

EAP Instructors

All LUJ EAP instructors are trained and experienced English language instructors whose goal is to help their students succeed.

However, remember that your success is ultimately up to you! **You** are responsible for your own education and for earning your grades. Students often come to their teachers saying, “Thanks to you I was able to improve my reading skills.” While of course we are happy that your skills have improved, it is vital to recognize that **you** are ultimately the author of your success! A teacher can only show the student the way and facilitate learning; the success is thanks to the **student’s** incredible efforts! So, give yourself a pat on the back!

Office Hours

EAP instructors maintain five scheduled office hours every week. These are times when they are in the office, available to their students. Please use these times to ask questions about something you did not understand in class, missing work, homework instructions, academic advice, grades, etc. Feel free to approach your teachers; they are there to help you!

The EAP Office Hours schedule will be posted at the beginning of each term in the NV-4F EAP Office. This information will also be available on each class’s syllabus. Please check the posted schedule or your class syllabus to find out when your teachers are available.

Once in a while, your teachers will need to adjust their office hours due to necessary meetings, illness, etc. If this happens, please be patient and ask/email your teacher when you can come see them. It is often a good idea to schedule an appointment.

If for some reason you cannot find your teachers, or if they are already busy helping other students, you should wait for them to finish (if they ask you to wait), come back at another time, or email your teacher with your question or to schedule an appointment. If you are unsuccessful in finding your teacher more than twice, please email your teacher to let him/her know that you want to see him/her. If they do not know that you are looking for them, they will not be able to help you!

Please do not be shy about making use of your teachers’ office hours; asking questions is a very positive thing in an American university setting. It shows that you are interested, and that you care deeply about your work. Remember that your teachers also have experience learning new languages and living in foreign countries, and they are always happy to answer questions.

Please check the “Useful Expressions” section above if you need help starting a conversation!

About the EAP Program

Yearly Calendar

There are three EAP three terms per year:

- 1) Summer (late April or early May to early August)
- 2) Fall (early September to early December)
- 3) Spring (early January to early April)

EAP terms are roughly the same as LUJ's Academic term dates. Please refer to the current calendars provided to see exact dates for each term's Midterm and Final Examinations, TOEFL and TWE dates, national holidays, etc.

Daily Class Schedule (Monday-Friday)

There are 20.75 hours of EAP class per week.

The EAP Program has two different schedules of classes running in parallel: one set of classes in the morning, and one set in the afternoon. There is no difference in AM and PM class levels. Students must take either all morning classes or all afternoon classes.

AM Schedule

Class	Mon, Tues, Thurs, Fri	1st Wednesday of the month	All other Wednesdays
Listening & Speaking	8:30-9:55am	8:30-9:35am	8:30-9:45am
Writing	10:05-11:30am	9:45-10:50am	9:55-11:10am
Reading	11:40-1:05pm	11:00-12:05pm	11:20-12:35pm

PM Schedule

Class	Mon, Tues, Thurs, Fri	1st Wednesday of the month	All other Wednesdays
Listening & Speaking	1:25-2:50pm	2:25-3:30pm	1:55-3:10am
Writing	3:00-4:25pm	3:40-4:45pm	3:20-4:35pm
Reading	4:35-6:00pm	4:55-6:00pm	4:45-6:00pm

EAP Classrooms

EAP classes are held in both the New Valley Building (NV) and the Stephen & Susan Gould Center (SGC). Occasionally classes may be held in other locations such as the NIC Computer Lab, Media Center, or in the ELTZ Building; you will be notified in advance if this is the case.

You will be in a different classroom for each class. This gives students a chance to stretch their legs between classes and chat with students from other classes, in addition to having a more authentic "campus" experience.

There are 10-minute breaks between classes; be sure to give yourself enough time to get to your next lesson on time.

Textbooks

Textbook distribution

Textbooks will be distributed to students in their classes on the first day of term.

- **New students:** Do not write or otherwise mark in your textbooks for the first week. Please keep your book in perfect condition until the end of the first week in case you need to exchange your books for new ones.
- **Repeating students:** Bring your old textbooks from previous terms to your teachers by the end of the first week. You may have them back at the end of the term. It is your responsibility to ask for these back.
- **Repeating students** are required to buy a new set of textbooks for each term that they repeat a level.
- **If you are absent** on the first day or two of class, you may need to go to the Main Building (7F) to pick up your books from Yuko Takamatsu. Check your email for instructions regarding this.

Bring your textbooks to class

It is very important to bring your textbooks to class every day. Not doing so will affect your performance grade and ability to participate in class. Do NOT leave your textbooks in public study areas or in your classrooms. If you have any problems with your books, please let one of your teachers know as soon as possible.

Extensive Reading

This may be the single most important thing you can do to improve your English language skills: read, read, read! And then read some more! One of the biggest challenges in the Academic Program is coping with the amount of reading that is required. It is a very good idea to get a head start on this and get used to reading in English (without a dictionary!) for at least 20 minutes per day, every day. The material that you read during these times should be easy to understand (again, without a dictionary!) and it should be **enjoyable!** So, please choose books that you **want** to read, and subjects that you find interesting.

XReading

XReading is an online database of thousands of books designed for students of English. It's an easy way to do extensive reading. There are many different levels and genres available. *ALL* LUJ EAP students use it to help improve their reading fluency. There are thousands of English books that are available to you. You can also listen along with the provided audio for many of the books!

Go the URL **xreading.com** and log in with your unique log-in details. If you have questions (not sure how to log in) or problems (can't log in for some reason or can't find what you're looking for) please ask your Reading teacher.

Use of English in EAP matters

The official language of LUJ is English, and students are expected to use only English in the EAP Program. This is vital not only for your education but also for your peers; remember that they are coming to the EAP program for the opportunity to use English. Students who speak a language other than English with their classmates rob their classmates of valuable time to practice using their English. Please remember this as you come to class every day and show consideration for your classmates' educational goals.

All other conferences, advising sessions, and meetings with EAP faculty will also be conducted in English; if Japanese interpretation is required, this can be provided. Please ask.

Grading in EAP

- It is each student's responsibility to keep track of their grades throughout the term.
- If at any time you are not sure how you are doing, please ask your teacher.
- Midterm and Final grades will be distributed in the week following Midterm/Final exams. Once grades are distributed, they cannot be changed, except for very rare circumstances. Therefore, it is better to ask about your grades *before* it is too late!

Grade Scale

A	92.5%-100%	Excellent (exceeds expectations)
AB	87.5%-92.4%	
B	82.5%-87.4%	Good (meets expectations)
BC	77.5%-82.4%	
C	72.5%-77.4%	Fair (minimally meets expectations)
CD	67.5%-72.4%	Poor (minimally meets <i>some</i> expectations; should probably repeat)
D	60%-67.4%	Deficient (almost meets expectations; must repeat)
F	0%-59.9%	Fail (does not meet expectations; must repeat)

Assessments and grading

Assessments in your classes can include (but are not limited to):

- Quizzes
 - These may be oral, written, or both. These are usually short and may be weekly or after each unit/chapter in a textbook.
- Tests
 - These are longer, usually taking an entire class period. They may be given after each chapter/unit.
- Midterm Exam
 - This is a 2-hour exam that will include everything you have studied in each class for the first half of term.
- Final Exam
 - This is a 2-hour exam that will in some way include everything you have studied in each class for the whole term.
- Other ongoing assessments
 - These may include (but are not limited to) book reports, presentations, speeches, essays, timed writings, or other projects.

Grading policy (Please read carefully)

Students in LUJ's EAP receive one combined grade, which is the same as the Academic Program. Your overall grade will be based on a weighted combination of assessments, attendance, homework, and participation as described below. Please check each class's syllabus to make sure you understand clearly how you will be graded. If you have any questions, please ask. Do your best to not be absent on test days. If you are absent for an assessment, it is important to get the absence excused and make an effort to follow up. Please ask your teacher what you should do if you miss a test.

Grade weighting and calculations

Your grade will be calculated in the following way:

25% Midterm Exam

25% Final Exam

25% Ongoing Assessments

- This category includes chapter tests, vocabulary quizzes, presentations, book reports, essays/paragraphs, timed writing, etc.
- *If at any point you are not sure whether something will count as an ongoing assessment, it is your responsibility to ask the teacher about it.

10% Homework

- This category may include daily textbook exercises, supplemental worksheets, vocabulary notebooks, News For You activities, rewriting lecture notes, XReading, Listening Logs, other supplemental homework/classwork assigned, etc.

10% Participation

- Participation includes offering answers in class, engaging other students in pair/small group work, being an active and attentive listener, taking notes, etc.
- If a student is caught sleeping, using their phone, speaking Japanese, etc., this is where that would be reflected, according to each instructor's policy.

5% Attendance:

- All students will start out with 100% A in this category
- If you accrue 4 unexcused absences, you will receive 85% (B) for this part of your grade. If you reach 6 unexcused absences, you will receive 75% (C). 10 unexcused absences = 65% (D), and 12+ unexcused absences = 50% (F).
- Tardiness is taken seriously at LUJ. You should arrive on time and ready to study. If you have 3 unexcused late arrivals, it will equal 1 unexcused absence.
- Please make sure that you clearly understand all attendance policies. If you do not understand, it is your responsibility to ask.

Please make sure that you clearly understand each teacher's syllabus, policies, and expectations.

LUJ Learning Center (LC)

What is it?

- The LC is a place where you can get individual tutoring in a variety of different subjects or simply practice your English conversation skills.

Who?

- The LC is for any student who would like to have some extra support in their studies. It is both for struggling students and students who are doing well in their classes.
- The person in charge is Mr. Charles Laurier, the LUJ Librarian.
- The LC is for all LUJ students (Academic and EAP).
- The tutors in the LC are highly performing students in the Academic Program (most of them are also former EAP students, so they understand your situation well!)

How to make an appointment?

1. Go to the LC of your choice; check the schedule; find a tutor for your subject (EAP) and time/day that you can go
2. Sign up (there is a sign-up sheet at each LC location)
3. When it's time for your appointment, please bring all relevant materials, books, assignments, reading passages, etc.

Where?

- There are 3 convenient locations:
 - 1) LUJ Library (Main Building 4F)
 - 2) SGC 2F
 - 3) ELTZ 6F

When?

- 30 minute sessions, starting on the hour/half-hour (:00 and :30)
- Any time! (Except when you should be in class, of course!)

Why go to the LC?

- If you have good grades, go to the LC to make sure you maintain your good grades.
- If your grades are low, go to the LC to get help.
- If you are having difficulty understanding an assignment, etc., go to the LC.
- If you want to just practice conversation and improve fluency, go to the LC.

*****Note: Please make a note of your appointment time/date and be sure to not miss your appointment. If your plans change and you cannot attend your session, you MUST go to the LC and cancel your appointment, so that another student can use that slot.*****

Level Placement (for new students only)

Placement tests

New students take four different tests prior to beginning their studies in EAP to evaluate their grammar, reading, listening, and writing proficiency.

- 1) The LUJ Entrance Exam (administered by LUJ Admissions Officials at the time of enrollment)
- 2) The LUJ diagnostic test (this tests your grammar, reading and vocabulary levels)
- 3) Two timed writings (these assess your basic writing and more advanced composition skills and are assessed by multiple LUJ EAP instructors)
- 4) The TOEFL ITP (this tests Listening, Structure and Reading)

Tests 2), 3), and 4) are administered to all new students by EAP faculty at the end of the term prior to entry to LUJ EAP. These tests have been used for many years and have proven to be reliable and accurate.

If you are not able to attend the LUJ administered TOEFL, and plan to use a past TOEFL score (e.g. iBT) or another standardized test score, the score must be no more than 8 months old.

Placement decisions

Level placement decisions are carefully considered and made by EAP faculty based on a student's scores on all the above placement tests. Placement decisions for new students are determined by five important factors:

1. Your writing sample in the diagnostic test (productive writing skill)
2. Your grammar/vocabulary/reading score on the diagnostic test (receptive skills)
3. Your TOEFL score (receptive skills)
4. Your entrance exam score (receptive skills)
5. Your performance in class during the first week of term (productive and receptive skills)

Appealing your placement decision

Instructors perform diagnostic tasks/assessments during the first week of classes, to make sure that new students are in the appropriate level. If it becomes apparent that a student would be more appropriately placed in a different level, teachers can recommend that a student be moved, but only within the first week of class.

If all of a student's placement test/TOEFL scores are at the top of the level, and if a student demonstrates extremely high-quality work in the first week's diagnostic tasks in all classes, the student may be eligible to move up a level. The teachers and coordinator will discuss the matter and make a joint decision; students may only change level if all three teachers recommend it. If your teachers recommend a change in class/level for you, you will receive a new schedule and need to exchange textbooks. Please note that this may mean moving up **or** down a level. This decision will be final.

If you are unhappy with your placement, you should:

- remember that the first couple weeks of term might feel like review to you, but the rest of the term will get much more challenging and may be appropriate for you,
- speak with your teacher in the first week of classes and ask for more challenging work to demonstrate your ability and perseverance
- demonstrate your ability immediately in class by participating, responding to questions, and putting forth your best effort in the first few assignments and classes

If you feel that you have been placed in a level too high, please speak with one of your teachers or a coordinator to request to move down a level.

Please remember, the final decisions on placement matters are made by highly qualified and experienced EAP faculty, not by the students.

Class changes are not allowed after the first week of classes. Requests for class changes due to personal reasons (e.g., you do not like your classmates or teacher) will not be considered.

A Note about TOEFL Scores

Many students think that the TOEFL score is the most important consideration in level placement, promotion, and graduation to the Academic program. Actually, it is not. The TOEFL, like any standardized test, is simply a measuring stick, or a ruler. The TOEFL IPT used by LUJ measures receptive skills only. It is very useful, of course, but the goal of LUJ's EAP program is not to help students earn a certain TOEFL score. Rather, the goal of LUJ's EAP program is to help students develop their **communicative English skills for academic settings**. In communicative abilities, productive skills (especially writing) are just as important as receptive skills, and using English communicatively, especially in an academic setting, is *very* different to using English on a test like the ITP TOEFL exam.

Therefore, it is possible to have a high TOEFL score, and at the same time need to improve productive writing skills (e.g. grammatical knowledge, organization of ideas, the ability to describe things specifically, or the ability to clearly and logically express and connect ideas), for example. As a result, some students may be placed in a level lower than they expected to improve their productive writing skills.

Please rest assured that our instructors are all highly trained and experienced in English language instruction and have your best interests in mind. Your instructors are thinking not only about this term, but also subsequent terms, and want to make sure that you have the foundational knowledge necessary to succeed at higher and more challenging levels.

Students who progress too quickly through levels, without satisfactorily mastering the previous levels' skills, face a much higher chance of having to repeat later on or delaying entrance to the Academic Program.

Students who leave the EAP program for more than two terms will be required to take the placement tests again.

Level Promotion (for continuing students only)

As with placement, the decision to promote students is determined by a combination of factors, including:

- Class grades
- Attendance
- Teacher's recommendation
- TOEFL scores

Students must satisfy ALL of the above in order to be promoted to the next level. This means that:

1. Students must finish the term with C grades or higher.
2. Students must meet the minimum attendance requirement and not miss more than 14 days of class (total of excused and unexcused absences).
3. Students must be recommended by ALL of their teachers that they are ready for the next level.
4. Students also need to be performing at the appropriate TOEFL score level, especially to enter the top two levels of EAP.

Skipping a level

While this is extremely rare, it can be possible to skip a level. Usually, this is initiated by the teachers, but it is also possible for a student to approach their teachers to express this desire early on in the term. In this case, they may be required to do additional class/homework to demonstrate their ability at the level above them, be earning strong A grades in all classes, have a sufficiently strong TOEFL score, and have the recommendation of all three of his/her teachers.

Repeating levels

If a student fails to meet one or more of the above criteria, he/she will need to repeat that level.

If you are not sure whether you are meeting these requirements, it is your responsibility to ask BEFORE the end of term, and find out how, if necessary, you can improve your grades/performance.

Students must pass ALL three classes to be promoted to the next level. If a student fails one class, that means they will need to repeat the entire level.

A student who fails one or more of his/her classes will be required to repeat the level in all classes. Students may attempt each level a maximum of four times. **If a student fails a level on a fourth attempt, the student may be dismissed from the program.** Please see the section on LOA, Suspension, Probation, and Dismissal policies in this handbook for further details about how this works.

Exiting students (entry to the LUJ Academic Program)

Students can exit the EAP Program successfully through three routes:

1) Graduation to full Academic student status

This means you have successfully passed all your classes, have the necessary TOEFL scores, and have recommendations from all three of your teachers.

2) Bridging

This means taking 1 or 2 EAP classes plus 1 or 2 Academic classes, as determined by your EAP instructors and LUJ's Dean.

3) Very rarely, it is possible for an HI student to advance directly to the Academic Program. To do this, the student must have a TOEFL score over 500, have demonstrated outstanding work in his/her classes, have his/her teachers' strong recommendations, and the approval of the Dean. **This is initiated by EAP faculty, not the student.*

The decision for a student to Bridge EAP/Academic rests with the EAP instructors and must be approved by the Dean.

Students entering the Academic Program (including Bridge Students) must demonstrate the advanced English skills necessary to succeed in an academic setting and must be performing at the 500 TOEFL score level and meet all other requirements for promotion as listed above¹.

The decision to promote students to the Academic Program rests not with the student but with the highly trained and experienced EAP faculty and LUJ Dean. Decisions may be appealed by going to the Dean. The Dean's decision will be final.

Students who meet all the requirements of exiting the EAP Program and have no overdue payments will receive a Certificate of Completion.

TOEFL

TOEFL is used for placement and diagnostic purposes in LUJ's EAP and Academic Programs. TOEFL scores are one factor (of many) used in level promotion decisions.

While the TOEFL is useful for placement and assessment, it is *NOT* viewed by LUJ as a magic ticket into the Academic Program or for promotion within EAP! LUJ's EAP program is not a TOEFL prep course; it is a program designed to teach students how to use English **academically** and **communicatively**, in a way that will help you succeed in the Academic Program. ALL of the skills you practice and ALL of the activities/homework you do in ALL of your classes throughout the entire term contribute towards helping you prepare for the TOEFL test.

Each term, EAP students have the chance to take the TOEFL ITP test. This happens after midterms. In the week or so before the test, your teachers will provide you with some

¹ This TOEFL level requirement refers to students entering the EAP Program in the SU18 term and later; it does not affect students who entered before that term.

specific TOEFL test preparation and practice to help you be prepared for the test's structure and types of questions. If you would like more TOEFL practice at any point in the term to do independently, please ask your teacher about this.

Test of Written English (TWE)

Each term, during the same week as the TOEFL ITP, students in IN, HI, and LA levels will participate in a TWE (Test of Written English), which is a timed writing test like the TOEFL iBT Writing section. This part is not an officially administered TOEFL exam like the ITP, but it will count toward your Writing class grades. All students receive the same writing prompt and topic. This program-wide assessment helps ensure that students in all levels are meeting the same outcomes in their Writing instruction, provides a chance to measure students' increases in writing skill, and gives students a valuable opportunity to experience a more authentic TOEFL writing assessment.

Student Expectations

Strong effort policy

The EAP Program is an intensive one that requires a high level of dedication. EAP students are expected to demonstrate a strong effort in the classroom and with their homework assignments, to complete their EAP studies in a reasonable amount of time and make satisfactory progress in accordance with EAP policies.

Students are expected to:

- Come to class on time and prepared
- Keep each syllabus, and make sure that they read and understand the contents
- Bring their textbooks to all classes
- Focus on the class during class time
- Ask questions during class time that are related to that class (other questions/matters should be reserved for office hours)
- Understand that the teacher has equal obligation to **all** students in the class
- Maintain a professional relationship with instructors and with peers
- Pass their classes with C or above grades
- Turn off/put away cell phones in class
- Do all homework and in class assignments
- Take all tests, quizzes, and midterm/final exams
- Participate actively in class
- Speak English only in class
- Listen to the teacher and follow instructions
- Behave appropriately and respectfully to all instructors and peers
- Earn good grades: If a student studies hard, does well on tests, homework, attendance, and other classroom requirements, he/she will earn a good grade for that class.
- Take responsibility for their learning
- Try to speak English outside of the class as much as possible

- Adhere to EAP policies and guidelines
- If using electronic devices in class, use only English language programs, websites, etc.
- If arriving late to a class, knock before entering; if a student is giving a speech, wait until they are finished, and do not interrupt.
- Work together collaboratively and positively with classmates in pairs or groups
- Come to class ready to make a positive contribution
- Get enough sleep before your class
- Ask questions if anything is not understood

Students may not:

- Work on homework for other classes during class
- Request grade changes after they have been finalized
- Request class assignment/schedule changes after they have been finalized
- Ask about other students' grades or promotion status

Homework

Students should expect to have approximately one hour of homework for each class every day, which means a total *minimum* of 3 hours of homework per day.

Please arrange your schedule so that you have at least 3 hours available every day to work on your homework. Because homework is an integral part of the EAP program and of each student's learning, it is very important to make sure you have enough time to do this homework while still getting enough sleep. This may require reducing the number of hours you work at your part-time job or rearranging your other priorities. If you need help creating a homework schedule to help you keep up with your homework, please ask a Learning Center tutor or any of your teachers, and they will be happy to help you with that.

Do NOT expect to be able to complete your homework right before class. The quality of your work and therefore your grades will suffer as a result. Do NOT attempt to do homework for one class in other another class. This will not be tolerated, and you will be asked to put it away and stay on task. This will affect your participation grade.

Successful and quality completion of homework in a timely manner will contribute to higher participation and homework grades and will result in an increased ability to participate well in your classes.

If you are absent, it is your responsibility to ask your classmates what the homework was, or to ask your teacher directly via email as soon as know that you will be absent. You should do the homework as soon as possible and submit it the next time you come to class or via email, according to each teacher's preferences and policies. You should also ask for the in-class work that you missed, and complete as much of that as possible as homework to ensure that you don't fall behind your classmates.

If you know you will be absent, you may submit that day's homework via email or in person, or by leaving it in your teacher's mailbox before that day's classes for full credit.

Please check your syllabus for each class and make sure that you clearly understand each teacher’s late work/make up test policies.

Use of email

All LUJ students will receive an LUJ email account and **must** check their Lakeland email every day. Important information is frequently sent via email. You are also encouraged to use email to contact your teachers, especially when you cannot attend office hours for some reason, or if your teacher is busy helping other students during their office hour.

How to write a respectful email to your instructor

1. Do not use your personal email account; use your **LUJ email account**.
2. Include a clear **SUBJECT**. Your teachers receive MANY emails every day. If there is no subject, or if the subject is not clear, your email can easily get lost. Include a short, clear subject such as “Question about April 26 Homework Assignment LA-1” or “Submission of Persuasive Essay Draft #1” or “May 16 request for appointment”
3. When you write an email, be sure to include all **3 sections** of the email:
 - o Greeting
 - Start your email with a polite greeting and your teacher’s preferred name. For example: “Dear Lia,” or “Good morning Dr. Brender,”
 - o Message (body)
 - Here, explain your message and why you are writing. Remember to ask politely. For example, “Could I please make an appointment to see you on Monday or Tuesday next week?” (*NOT*: “I want to talk to you next week.”) If you need to see your teacher outside of office hours, it’s important to suggest two or three possible days/times.
 - Remember to check spelling, grammar, and mechanics.
 - o Closing/sign off
 - This is your chance to say good bye and remind your teacher who you are and which class you are in. Never leave this part out. Always include a formal closing such as “Sincerely, YOURNAME”, “Thank you, YOURNAME”, or “Regards, YOURNAME”.
 - When signing off, always include your first name and class. Sometimes, it may also be a good idea to include your last name and LUJ ID.

Example email:

From: harrypotter@japan.lakeland.edu

To: minervamcgonagall@japan.lakeland.edu

Subject: Question about today’s Transfiguration Essay

Dear Professor McGonagall,

I’m confused about today’s essay assignment for our homework. Should I answer both questions, or should I choose one? Thank you!

Sincerely,

Harry Potter, LA-2

Attendance

Things move along very quickly in an intensive program like ours; before you know it, Midterms and then Finals will be here! Therefore, good attendance is a crucial part to succeeding. If you must miss a class, it is imperative that you communicate with each of your teachers to:

1. Tell them about your absence
2. Ask about what you missed in class
3. Ask about what homework you should do

When you return to class, you must bring your completed homework. Each instructor has their own late homework/test make-up policy, which will be explained to you in the first week of class and in the class syllabus. Please pay close attention to these details, because they could have a big impact on your overall grades.

TIP: Many classes choose to create a LINE group which includes all classmates, so that if a student is absent, or is unsure about some details from class, they can easily ask their classmates about this and find out what they missed or what the homework is.

EAP Attendance Policy

Please arrive to lessons on time and prepared for class. Absences **WILL** affect your overall grade, so please do your best to avoid absences.

- **25 or more minutes late = one absence**
- **5-25 minutes late 3 times = one absence**

Students are responsible for counting and keeping track of their own late arrivals and absences. If you would like to check how many absences you have, please ask.

Students who achieve 100% attendance for ALL classes in a term will receive a certificate at the end-of-term ceremony.

Minimum attendance requirement

EAP students **MUST** attend a minimum of **75%** of classes per term to be eligible for level promotion.

This means that each student can be absent a **maximum of 14 times** (this applies to *both* excused and unexcused).

Absences due to class cancellation during inclement weather or other unavoidable reasons such as natural disasters will NOT be counted toward a student's absence total.

In extreme cases, where a student misses more than 14 days due to unavoidable circumstances, the student may be advised to take a Leave of Absence (LOA). In this case, they will need to repeat that level. Please discuss this with Student Affairs (Main Building, 3F) if you would like to know more about this.

****International students are advised to be careful to understand how absences and student status may affect their visa status.****

Excused absences

If you have a good reason for being absent (see below for what is eligible to be excused), you need to follow the standard procedure and have it approved and excused as soon as possible. To do this, please go to the EAP teachers' office in New Valley on the 4th floor and ask for an **excused absence form**. Please follow the instructions provided on the form. You will need to provide evidence to document your absence. Please note that all evidence submitted must be **original documents** (no photocopies). (Your documents will be returned to you.)

What counts for excused absences?

1. Medical situation/illness
 - a. 1-day absence = hospital receipt is ok
 - b. 2+ days absences = must be verified by official doctor's certificate
2. Family loss, verified by funeral program or similar document
 - a. 1st degree (mother, father) = 5 days
 - b. 2nd degree (grandparent, brother, sister) = 3 days
 - c. 3rd degree (uncle, aunt, cousin) = 1 day
3. Verifiable train delays, verified by a train ticket received from station showing date and how many minutes the delay is (must be filled out by a station employee, NOT the student)
4. To observe a religious holiday – but ONLY if the teachers are notified in advance

What does **not** count for excused absences?

1. Routine medical/dental checkups and visits which can be scheduled outside of class time
 - a. If you have special (e.g. chronic) medical needs and must see a certain doctor who is e.g. only during class times, you may want to apply for a disability accommodation so that the case can be verified and reviewed, and so that appropriate arrangements can be made to help you succeed.
2. Minor medical issues that do not interfere with your ability to participate in class
 - a. e.g. hay fever, allergies
3. Chronic lateness due to minor train delays (once in a while is understandable, but if a journey/line is often late or disrupted you **must** make arrangements to get to class on time, e.g. different route, earlier train, etc.)
 - a. If you are chronically late and bringing train tickets to class every other day, your teacher may add up those late minutes and once they equal 25 minutes it will count as an absence.

Unexcused absences

Unexcused absences will affect your grades. Please see the grading section to find out how these will influence your grades.

Students who sleep during class, persist in using languages other than English, or who are otherwise disruptive to other students' learning and the class atmosphere will be asked to leave the room and will be counted absent (unexcused).

Students will receive an absence warning letters after 5 unexcused absences via email from the EAP Coordinator (this will also be reported to Student Affairs).

Students will receive an absence warning letters after 8 unexcused absences via mail from the Student Affairs Office.

Student Code of Conduct

All EAP students are expected to abide by LUJ's student code of conduct as described in the LUJ Student Handbook. Student misconduct will be taken seriously and reported to the Dean. Consequences may include counseling, volunteer/community service, suspension, or dismissal, depending on the nature and severity of the offence. Please also refer to LUJ's Student Handbook for the Drug/Alcohol Policy.

Academic Honesty

Academic honesty means being honest and ethical in regard to all academic assignments completed for your EAP classes including, but not limited to, homework, in-class work, essays, projects, oral presentations, written tests, and exams.

At LUJ, originality is very important, and academic dishonesty is an extremely serious offense. Academic dishonesty applies to both:

- plagiarism and
- cheating (e.g. copying another student's test/assignment, possessing unauthorized materials during a test, procuring a test, draft of a test, or answer key, etc.).

In every class, in every term, and from every teacher at LUJ you will receive instruction and guidance about what academic dishonesty is and how to avoid it.

Please remember that LUJ's policies and definitions of academic dishonesty may differ from policies you have experienced in the past at other educational institutions. It is very important for you to understand these differences and the standards of academic integrity that American university students are held to. This will be even more important once you enter LUJ's Academic Program.

Please read the information below to ensure you understand what plagiarism is and how to avoid it. If at any point, you are not sure, please ask!

Cheating

Cheating refers to any attempt to improve your grade or assignment score by means deemed inappropriate by the instructor or school policy. This includes, but is not limited to, copying another student's test/assignment answers, possessing unauthorized materials during a test, gaining unauthorized access to testing materials, using electronic devices or other means to access answers during a test, asking another person to complete a test or assignment on the student's behalf, etc.

Consequences for cheating: 3 strikes

- *Strike 1:* The first time this happens will result in a strong verbal warning from the teacher, zero/fail grade for OR redo of that assignment/assessment (determined at instructor's discretion), and documentation of offense in EAP's records of academic dishonesty.
- *Strike 2:* The second time this happens will result in a counseling session with EAP Coordinator, a zero/fail grade for that assignment/assessment, and documentation of offense in EAP's records of academic dishonesty.
- *Strike 3:* The third time this happens will result in a conference with the Dean, a zero/fail grade for that assignment, a negotiated consequence (e.g. expulsion, repeat level), and documentation of offense in EAP's records of academic dishonesty.

Plagiarism

Plagiarism means using words or ideas that are not your own in any kind of verbal or written assignment, without citing the source. This can be deliberate or unintentional. In the Academic Program, both are subject to the same consequences, so please be careful to make sure you understand what it is and how to avoid doing it.

Plagiarism can happen in many different ways, including:

- Using a translation machine
- Using someone else's idea(s) without citation
- Copying another author's words in a written or verbal assignment (more than 3 words)
- Copying someone else's sentence (whether in a verbal or written assignment) and merely replacing some of the words while keeping the same sentence structure
- Submitting someone else's work or ideas as your own.

EAP faculty use various programs to check electronically whether a text has been plagiarized in addition to their own judgment.

If a teacher believes that an assignment has been plagiarized, the student will be asked to explain the meaning of the relevant section/assignment in detail. If the student is unable to do so, or if the original text is found, the work will be considered plagiarized.

Categories of plagiarism offenses in EAP

There are two categories of plagiarism offenses in the EAP Program: Minor and Major.

“Minor Offenses” include but are not limited to:

- not paraphrasing well
- inserting 1-2 copied sentences in a paragraph that is otherwise original
- using a translation machine for a minor part of the assignment
- minor assignments where the student may not have understood the instructions
- incorrect or insufficient citation for minor parts of the assignment

“Major Offenses” include but are not limited to:

- using a translation machine for or copying an entire paragraph or essay
- insufficient citation for large parts of the assignment

How to avoid plagiarizing:

- Practice **paraphrasing** (saying something in your own words).
- Include **citations** (MLA style)

Consequences for Plagiarism in HB, LI, and IN levels

Records of plagiarism offenses are maintained by instructors for each term. This information is confidential and will not be discussed with other teachers, though it may be shared with the EAP Coordinator or Dean, depending on the nature and severity of the offense.

Consequences for **Minor** Academic Dishonesty Offenses in HB, LI, and IN:

- Advising session with your teacher
- Must redo and submit assignment with a penalty for late submission

Consequences for **Major** Academic Dishonesty Offenses in HB, LI, and IN:

- 1st offense:
 - Advising session with your teacher
 - Must redo and submit assignment with a penalty for late submission
- 2nd offense:
 - Verbal warning from teacher
 - Must redo and submit assignment with a grade penalty of 15% (in addition to any penalties for late submission)
- 3rd offense:
 - Written warning sent via email
 - Strong verbal warning from teacher
 - Must redo and submit assignment with a grade penalty of 25% (in addition to any penalties for late submission)
- 4th offense:
 - Strong written warning from teacher sent via email
 - Strong verbal warning from teacher

- Student receives an F grade for assignment
- Must redo and submit assignment
- Conference with the EAP Coordinator and possibly Student Affairs

Consequences for Academic Dishonesty in HI and LA Levels

Records of plagiarism offenses are maintained by instructors for each term. Additionally, a record of major offenses at the HI and LA levels (starting with the 2nd offense) is kept by the EAP Coordinator. This information is confidential and will not be discussed with other teachers, though after the 1st offense it may also be shared with the Dean, depending on the nature and severity of the offense.

Consequences for **Minor** Academic Dishonesty Offenses in HI and LA:

- 1st offense:
 - Advising with your teacher
 - Must redo and submit assignment with a penalty for late submission
- 2nd offense:
 - Advising with your teacher
 - Must redo and submit assignment with a 5% penalty (in addition to any penalties for late submission)
- 3rd offense:
 - Advising with your teacher
 - Must redo and submit assignment with a 10% penalty (in addition to any penalties for late submission)
- 4th offense
 - Advising with your teacher
 - Must redo and submit assignment with a 15% penalty (in addition to any penalties for late submission)

Consequences for **Major** Academic Dishonesty Offenses in HI and LA:

- 1st offense:
 - Strong verbal warning and advising from teacher
 - Must redo and submit assignment with a grade penalty of 25% (in addition to any penalties for late submission)
- 2nd offense:
 - Strong written warning sent via email from teacher
 - Strong verbal warning and advising from teacher
 - Must redo and submit assignment
 - F grade for assignment
 - Instructor will record the offense; a photocopy of the plagiarized work and the original (if available) will be kept on record in the EAP Academic Dishonesty Record

- 3rd offense:
 - Strong written warning from teacher sent via email
 - Strong verbal warning and advising from teacher
 - Must redo and submit assignment
 - Zero grade for assignment
 - Instructor will record the offense; a photocopy of the plagiarized work & original (if available) will be kept on record in the EAP Academic Dishonesty Record
 - Conference with the EAP Coordinator
- 4th offense
 - Strong written warning from teacher sent via email with notification
 - Must redo and submit assignment
 - Zero grade for assignment
 - Instructor will record the offense; a photocopy of the plagiarized work & original (if available) will be kept on record in the EAP Academic Dishonesty Record
 - Conference with EAP Coordinator and the Dean to negotiate a solution depending on the nature and severity of the offenses (this may include but is not limited to repeating the level, probationary status, suspension, or dismissal).

Appeals (Student Contestation of Plagiarism/Cheating Charges)

Students who wish to contest a charge of plagiarism and/or cheating must submit a statement in writing, along with any documentary evidence that they are able to furnish, to the EAP Coordinator within 2 weeks of the incident. The EAP Coordinator will then consult with the relevant instructor and the Dean before making a decision on the matter. If the student wishes to appeal the Coordinator and Dean's decision, they may ask for a committee decision, which will be the final decision.

Grievance Procedures: How to submit comments/complaints

If you have any comments or complaints about classes, classmates, or teachers (NOT including Title IX incident reports), please follow the standard procedure:

1. The first step should be to speak directly to your teacher, explain your concerns, and try to resolve the matter with your teacher. This may be done in person during office hours or via email.
2. If you are still unsatisfied for some reason, or if you are unable to speak to your teacher, or if you feel uncomfortable speaking with your teacher, you should email the EAP Coordinator to explain that you have a comment/complaint/problem. You should say whether you have already spoken with your teacher and explain the nature of your comment/complaint.
3. The EAP Coordinator will reply to your email, and if appropriate, will invite you for a meeting in order to try to find a solution. If you require Japanese language support (translation or interpretation), this can be provided. This meeting may include another teacher, the Dean, or another LUJ official depending on the nature and severity of the grievance.

4. If the comment/grievance involves another member of faculty or LUJ official, the relevant person will be notified of the grievance unless there is compelling reason to not divulge this information.
5. If you prefer to submit a comment anonymously, you may do so on the LUJ website. Please go to <http://LUJ.lakeland.edu>, click on “Current Students”, and then “Student Suggestion/Complaint Form”.
6. Students will **never** be penalized for expressing concerns. We hope to foster an environment of transparency and trust where students, parents, instructors, and university officials can work together in harmony and hold open, honest discussions.

*****Do not bring verbal complaints/comments to the Japanese administrative/recruitment officials. They will instruct you to speak to your EAP teacher or the EAP Coordinator. If you speak to a Japanese member of the administration team in the main building it will not be considered a formal/official discussion, and there is no guarantee that any action will be taken. For this, you must speak to the appropriate member of EAP faculty. If you require Japanese translation or assistance, you may request that a member of the Japanese administrative staff attend your meeting with the EAP faculty/coordinator.*****

Enrollment Policies

LUJ EAP Program recognizes its students’ enrollment upon satisfaction of the following:

- Students have completed all application processes.
- Students have been registered for EAP classes.
- Students have met all financial obligations in a timely manner.

Enrollment Adjustment Procedures for Leaving LUJ: EAP Rules and Procedures Regarding Leave of Absence and Withdrawal

**International students with a student visa must consult with a Student Affairs official to discuss the serious immigration consequences that may result from no longer attending LUJ.*

Leave of Absence (LOA)

- Students may take up to three LOAs (either consecutively or non-consecutively). This included the term from which the student requested the LOA.
- How to apply for LOA:

Step 1) Contact the Student Affairs Office (see the deadlines listed below) and explain that you need information about taking a Leave of Absence.

Step 2) Receive instructions about the LOA procedure and have an advisory session with a Student Affairs official.

Step 3) You will receive an LOA application form.

Step 4) You must submit this form by the set deadline to Student Affairs.

*Students who are on their third LOA must decide to either withdraw from LUJ or re-enter the next term. If a student does not do this, the student's status will be changed either to *Fallen out of Enrollment (FOE)* or *Dismissal*, depending on the circumstances.
***International students with a student visa will need to leave Japan while on LOA.*

Withdrawal

Students in good academic and financial standing who wish to withdraw from LUJ must contact the Student Affairs Office by the contact deadline listed below in order to receive the appropriate withdrawal instructions and procedures.

Withdrawal Deadlines:

1. **Post-semester Withdrawal:** last day of the term
(This is if you want your withdrawal to take effect after the current term so you can successfully complete your current term. In this case, your student status will expire on the last day of the term you were enrolled.)
2. **Mid-semester Withdrawal:** the day the withdrawal form was submitted
(This is if you want your withdrawal to take effect immediately, and do not want to successfully finish the current term.)

Contacting Deadlines for LOA or Withdrawal

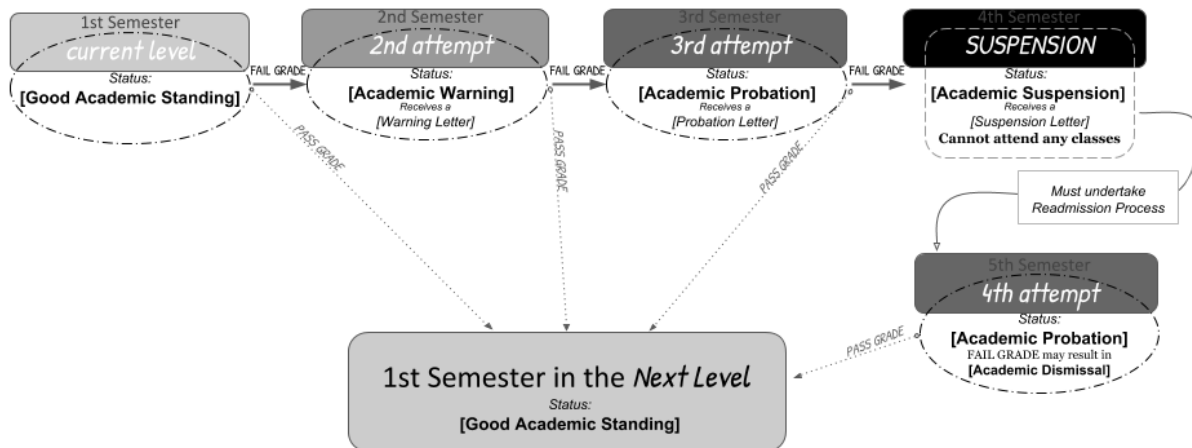
1. Full term LOA and Post-term Withdrawal

- If you want to take LOA for a full term (starting from the first day of the term), this is called a **Full-Term LOA**.
- If you want to withdraw before the next term starts, this is called a **Post-Term Withdrawal**.
- In both of these situations, you must contact the Student Affairs Office **two weeks before the first day of term to explain your intention.**
- If a student misses this deadline or does not complete the application process, they will stay enrolled for the following term.
- All students who are enrolled on the first day of term must pay both tuition and the TOEFL fee.
- **Form Submission Deadline: the day before the first day of term**
Important note: First year EAP students applying for a full-term LOA who have already paid a full year's tuition will not receive any refund.

2. Mid-Term LOA and Mid-Term Withdrawal

- If you want to take LOA or withdraw in the middle of the term, after classes have already started, this means that you will not receive any grades for that term. This is called Mid-Term LOA or Mid-Term Withdrawal.
- In both of these situations, you must contact the Student Affairs Office **two weeks before the Writing Final Exam day to explain your intention.**
- If student misses this deadline or does not complete the LOA/Withdrawal process by the set deadline, they will stay enrolled and will receive their official grades.
- **Form Submission Deadline: the day prior to the Writing Final Exam day**

Academic Standing and Enrollment Adjustment Procedures: EAP Rules and Procedures Regarding Probation, Suspension, and Dismissal (for repeating students)



Good Academic Standing (1st attempt)

In the student's first attempt at a level, his/her status will be **Good Academic Standing**.

→ Academic Warning (2nd attempt)

Students who have to repeat a level for the first time will receive a warning letter, placed on **Academic Warning** status, and be given a second chance to pass the level. If they pass the level on their second attempt, they will return to **Good Academic Standing**.

→→ Academic Probation (3rd attempt)

Students who failed their second attempt at a level and are attempting that level for a third time will be placed on **Academic Probation** and must fulfill the following terms:

Terms of Academic Probation

Students on Academic Probation:

- will receive a letter explaining their probationary status and their need to improve their overall GPA during their third attempt
- must have a counseling session with the teacher of the class(es) they didn't pass in their second attempt
- must meet with student tutors in the Learning Center during their third attempt at the level.

Students who successfully pass the level on their third attempt will return to Good Academic Standing in the next level/term.

→→→ Academic Suspension (1 term)

Students who did not pass the level on their third attempt may be placed on **Academic Suspension** for one term.

***International students on a student visa must leave Japan according to the instruction of the suspension letter.*

→→→→ Readmission after Suspension (4th Attempt)

After suspended students have been away from LUJ for one term, they can apply for **readmission**. (Please read the *Re-admission section* to find out how to do this.)

Students readmitted after academic suspension will have probationary status. This means that they must fulfill the terms of Probation as listed above and pass the level.

Students who successfully pass the level on their fourth attempt will return to Good Academic Standing in the next level/term.

Students who do not pass the level on the fourth attempt can be dismissed from LUJ.

Appeals

Appeals to the above policy decisions may be made to an EAP Appeal Committee.

Fallen out of Enrollment (FOE) Status

Students who leave LUJ without following any official procedures will be processed with the status of Fallen out of Enrollment; student status will expire on the last day of the term. Students who wish to resume studies at LUJ after FOE must complete the readmission process in order to register for courses. Readmitted students are subject to the degree requirements in effect at the point of their re-entry to the university. ***International students on a student visa must leave Japan according to the instruction of the FOE letter.*

Enrollment Adjustment Procedures for Returning to LUJ: EAP Rules and Procedures Regarding Re-Entry and Re-Admission

How to return to LUJ EAP after LOA, Suspension, Withdrawal, or FOE

< Overview of Processes for Leaving and Returning >

Process for leaving	Process for returning
Leave of Absence →	Re-Entry
Fallen out of Enrollment	Re-Admission
Academic Suspension	

Withdrawal	
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Re-entry (for students returning after LOA)

After taking LOA, students must contact the **Student Affairs Office** to apply for re-entry in order to be re-enrolled in LUJ classes.

Applications for readmission should be submitted in a timely manner prior to the date on which the student wishes to begin coursework.

Successful readmission requires the complete payment of all prior balances.

Re-admission (for students returning after Withdrawal, FOE, or Suspension)

Students who have withdrawn, fallen out of enrollment, or who have been suspended from LUJ must contact the **Admissions Office** to apply for readmission to order to be re-enrolled in LUJ classes.

Applications for readmission should be submitted in a timely manner prior to the date on which the student wishes to begin coursework.

Readmission requests should be completed **two months before the intended returning term starts**.

Successful readmission requires the complete payment of all prior balances due, and the approval of the EAP Readmission Committee.

As a part of the decision to accept the student for readmission, there will be an overall review of the student's records relating to his/her prior experience at LUJ.

- This review will include:
 - academic performance
 - conduct
 - participation in campus community life
 - compliance with financial obligations
 - any other factors deemed relevant

The university reserves the right to make the readmission decision based on any combination of the above factors as well as the best interests of the student and the university community. This policy applies to all readmissions regardless of the reasons for the student's initial withdrawal or suspension from the institution.

Readmitted students are subject to the degree requirements in effect at the point of their re-entry to the university.

Students readmitted after suspension are placed on academic probation for their first term of re-enrollment and must meet the terms of probation in order to be eligible for continuing enrollment.

Adjustments for Academically Imposed Removal (Academic Dismissal)

Students who are admitted on probation but fail to achieve the required terms of condition in their first term of returning will be academically dismissed. Dismissed students may no longer enroll in LUJ coursework and are ineligible for readmission to LUJ. ****Students from outside Japan on a student visa must leave Japan according to the instructions of the dismissal letter.**

Students may be eligible for dismissal from the EAP Program if:

- They fail the same level four times
- They fail to meet the minimum attendance requirement in three terms
- They persist in submitting plagiarized work (major offenses) beyond the fourth offense
- Violate the student code of conduct as described in the LUJ Student Handbook

Payment Policies

- Students are expected to pay all fees by the deadline set in the invoice.
- Students who miss the deadline for any reason and who do not confirm the full payment of tuition by fifth working day of the term will be processed as *Fallen Out of Enrollment* and will no longer be a student at LUJ. In this case, students will be asked to leave school immediately until they complete their payments.
- If a student has overdue school fees (but has paid tuition), the student is eligible to be enrolled in classes. However, they will not be able to have any official documents issued or get their ID card validation stamp at Student Affairs.
- Any students with overdue payments on grade distribution day will have their grades and promotion status withheld until their payments are confirmed.

		Complete-payment Status	Partial-payment Status	Non-payment Status
FEES	Tuition	Paid	Paid	Overdue
	School Fee (Textbook, TOEFL)	Paid	Overdue	Paid / Overdue
<i>Affects the following:</i>		↓	↓	↓
ADMINISTRATION	Enrollment Status	✓	✓	Fallen Out of Enrollment
	Document Issuing	✓	✗ (Unable to order)	
	ID card validation stamp	✓	✗ (Unable to validate)	
	Grades and promotion status	✓	✗*	

(*Grades and promotion status will be withheld until payment is confirmed.

FERPA (The Family Education Right to Privacy Act)

The Family Education Right to Privacy Act (FERPA) is a U.S. federal law (also called the Buckley Amendment) designed to protect the education records of students at all educational levels. In the university setting, it gives the enrolled student, regardless of age, control of their records held by the university. Students have certain rights with respect to their education records. Please refer to our English website for the detailed information. (<http://luj.lakeland.edu/images/acadprog/FERPA.pdf>)

FERPA is the name of an American law that protects student data, privacy, and confidentiality. It means that as a student, your educational records are legally protected. If you have any questions about this or how it affects you as an LUJ student, please let a member of staff or faculty know.