



**LANGUAGE SYSTEMS**  
INTERNATIONAL  
COLLEGE OF ENGLISH

# 2020 Student Catalog

01/02/2020 - 12/20/2020

*(last revised 04/16/2020)*

## Institution Addresses:

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\*Institution Locations.

Accredited by:



Authorized by:



Certifications/Associations:



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## **I. MISSION STATEMENT**

**Language Systems International College of English** was founded in 1987 with the purpose of providing a multitude of language-related services. The primary focus of **Language Systems International** is to teach English as a Second Language (ESL) and test preparation to international students in a communicative, student-centered environment. The center is committed to providing strong language educational programs designed for the needs of a uniquely diverse student body. Small classes are provided at all levels, ensuring close interaction between faculty and students.

### **A. Goals**

The goals of Language Systems International are to implement language instruction to help foreign students function successfully in an English-speaking environment, to introduce and foster studying habits common to those expected at American institutions of higher learning, to aid in the development of critical abilities to think, read, write, listen, and communicate effectively in English, and to build students' self-confidence and self-esteem when communicating in English in academic, business or personal situations.

### **B. Standards**

At Language Systems International, we put into practice a learning process in which our students are exposed to a variety of educational methods, and our classes are specially tailored to meet our students' academic needs. We implement high learning standards and teaching methods in helping students reach their academic goals. With a seven-level ESL curriculum, specialized test preparation classes, highly qualified instructors, and excellent facilities and equipment, Language Systems remains committed to quality educational standards and academic achievement.

Language Systems offers no degree programs at this time.

### **C. Values**

At Language Systems International, we value diversity and encourage each student to share his or her unique cultural background. We value a learning process in which our students are exposed to a variety of educational methods, and our classes are specially tailored to meet our students' academic needs and goals. We value mutual understanding and friendly relationships established among students, peers and instructors through classes, outdoor activities, and campus events.

### **D. International Students**

Language Systems International is a private institution that is licensed to operate by the Bureau for Private Postsecondary Education and authorized by the United States Citizenship and Immigration Service (USCIS) to accept nonimmigrant alien students. Our highly experienced staff can provide students with immigration information and documents required for visa processing. However, no visa services are offered.

### **E. English as a Second Language (ESL)**

Seven levels of ESL classes are offered. All classes are especially developed to improve both written and oral expression. Books and other materials are carefully chosen to provide an integrated approach covering grammar, vocabulary and idioms, reading, listening, writing, pronunciation, and speaking. Aspects of American culture are also introduced to help students understand and adapt to American life. All instruction is in English.

### **F. Test Preparation**

Students receive special instruction for the TOEFL®, TOEIC®, GMAT® and GRE® tests in highly structured courses (availability varies at each campus). Students study only the material which is relevant to the particular exam. Vocabulary and grammar are studied intensively. The most up-to-date materials are used to sharpen and improve reading and listening comprehension skills. Students also learn specific strategies to maximize their test potential and feel more confident about taking tests.

All classes are taught in an intimate and friendly atmosphere. Students are individually tested at the beginning of their studies to establish their appropriate level and to provide a basis for measuring their progress.

## **II. FACILITIES & INSTRUCTORS**

### **A. Facilities**

The main campus of Language Systems International is located in Placentia, California (known as the "Orange County Campus"). There are three additional branch campuses in Southern California, all in Los Angeles County. Each of the four campuses offers a unique geographic locale, giving students numerous opportunities to participate in the social and cultural activities that California has to offer. In addition, each campus offers modern facilities and equipment, such as computer labs and free Wi-Fi internet connections. The students are provided everything necessary for success, such as information regarding colleges and universities, as well as instructors available for academic counseling and advice. Students have access to kitchen and dining facilities, vending machines, as well as numerous nearby eating establishments, public transportation and parking.

### **B. Equipment**

Each classroom is equipped with standard teaching equipment: large whiteboards and standard classroom desks. In addition, Language Systems uses a variety of resources to facilitate the learning process. Each classroom has a TV (with DVD player) and a CD player so that teachers may supplement classes with audio and visual aids, such as DVDs and CDs accompanying the textbooks and video segments from popular media. Most campuses (LA, OC, and Torrance) have overhead projectors available for instructors to utilize.

There are also free Wi-Fi internet connections and at least one computer lab on each campus for students to use both in and out of class. For classes that require writing assignments, students will have access to the lab during non-instruction hours for writing purposes. For classes requiring students to work directly on a computer, such as TOEFL® preparation, students get hands-on experience in the computer lab, simulating realistic testing situations.

Language Systems International does not have equipment for the hearing impaired and is not able to provide instruction in Braille.

### **C. Materials**

Every component in each level is assigned one or two textbooks that have been carefully vetted for that particular class and a syllabus detailing how the texts will be utilized. There are also instructional and supplemental texts and audio-visual materials available for both instructors and students to use to enhance what is learned in the classroom.

## D. Student Resources

Each campus has a small library with ESL resource books, used textbooks, new desk copies from publishers, novels (fiction), reference books (dictionaries, encyclopedias), CDs and DVDs (both for educational and entertainment purposes), as well as software that students may use in the computer lab. For most of the learning resources, students are allowed access only on campus, in the resource room or computer lab. However, students are allowed to take the following resources off campus after checking them out with the program coordinator: DVDs/CDs (entertainment-related materials only), used textbooks, and novels. The student must sign a form with the titles he/she has checked out along with the student's contact information and a date that the items need to be returned.

## E. Activities

Because learning involves much more than classroom study, we regularly plan outside activities, both educational and fun. Through activities such as cultural and historical excursions, hiking, skiing etc., students have the opportunity to learn about American culture and lifestyles.

## F. Instructors

Our teachers are experienced, English-speaking instructors committed to providing a comprehensive curriculum and high-quality teaching. All of our teachers have a minimum of 3 years of experience teaching, an equivalent in education, or a combination of the two; however, many of our teachers have other experience, including overseas teaching experience, TESL/TEFL degrees and other certifications. As well as being qualified, they enjoy working with students and strive to make the learning experience dynamic, creative, and successful.

## G. LANGUAGE SYSTEMS INTERNATIONAL—ORANGE COUNTY (Main Campus)

The Orange County branch is the only Language Systems location outside of Los Angeles County and is known as the "OC" Campus. Being located in Orange County, this campus has the privilege of being near the "Happiest Place on Earth:" Disneyland. In addition, students can enjoy Knott's Berry Farm and are in close proximity to the beautiful coastline of Orange County, such as Newport Beach and Laguna Beach.

The OC Campus is near numerous colleges and universities to which students can transfer, such as the University of California, Irvine (UCI) and Fullerton College. The OC Campus is also next to the city of Irvine, which continues to grow as a major center for technology and business.

The OC Campus occupies an entire two-story building in the dynamic business section of the city of Placentia. After receiving a recent renovation, this campus provides students with modern amenities, large classrooms and audio-visual equipment to facilitate the student's success. Students can take the TOEFL® ITP Assessment at Language Systems OC, which is accepted by many colleges. In addition to being near several colleges, it is located on convenient routes for public transportation and major interstate highways 57 and the 91. Numerous housing opportunities exist for students because of the proximity to the various colleges and universities in the area.

### LANGUAGE SYSTEMS — ORANGE COUNTY INSTRUCTORS\*

**Bhumika Chettiar – Program Coordinator.**

B.A. in Liberal Studies, CBEST, CSET, B.A. in Liberal Studies – Cal State University Fullerton Certification: CBEST, CSET

**Juan Alfonsin – ESL Instructor.**

B.A. in TEFL

**Charis Cochran – ESL Instructor.**

B.S. Commercial Art from Pensacola Christian College, Florida, TESOL/TEFL Teacher Training Certification

**Patrick Joe Conner – ESL Instructor.**

B.A. in Biology from UC San Diego

**Chelsea Frazier – TOEFL Instructor.**

B.A. in History, Political Science and International Studies, TEFL Certificate

**Christopher Halbert – ESL Instructor.**

B.A. in Theology, M.A. in Theology from Concordia University, M.A. in Systematic Theology

**Brian Han – ESL Instructor.**

B.A. in History from UCI, Single Subject Teaching Credential from CSULB, CELTA (TESOL/TEFL) Certificate

**Nicole Herman – ESL Instructor.**

B.A. in Theater in Arts-Acting from California State Polytechnic University, TEFL, TBE

**Bob Hornyak – ESL Instructor.**

B.S. in Business Management from University of Nevada, Las Vegas

**Charles Kim – TOEFL Instructor.**

B.A. in English Literature and Creative Writing from CSULB, CELTA, Certificate in English Language Teaching to Adults

**Jodi Leung – ESL Instructor.**

B.S. in Child and Adolescent Studies from CSUF

**Chesare Livelo – ESL Instructor.**

B.A. in Recreation, Parks and Tourism from San Francisco State University

**Andrew Long – ESL Instructor.**

B.A. in English from CSULB

**Melissa Lussier – ESL Instructor.**

B.A. in English from The State University at Buffalo

**Iris Marialaki – ESL Instructor.**

B.A. in Psychology and Social Behavior with a minor in Italian Studies from University of California, Irvine

**Tyson Mussack – ESL Instructor.**

B.A. in Biblical Studies from Biola University

**Nancy Pontius – ESL Instructor.**

B.A. in Technical Journalism from Colorado Cal State University, M.A. in TESOL from Biola University, Advanced 28-unit Certificate in TESOL, University of California Riverside

**Catherine Steveley – ESL Instructor.**

B.S. in Psychology from National University M. Ed. In TESOL from Grand Canyon University, TEFL Certificate

**Shane Uesugi – ESL Instructor.**

B.A. in Humanities, UC Irvine Certification: CBEST

\*Instructors subject to change.

## H. LANGUAGE SYSTEMS INTERNATIONAL— DOWNTOWN LA (Branch)

The city of Los Angeles is an important center of culture, business, media, and international trade. However, Los Angeles is most famous for being the center of the world's entertainment industry, drawing millions of tourists every year and offering something for everyone. Students of the Downtown campus are able to participate in frequent activities that introduce them to the sites and experiences of Los Angeles, such as the Hollywood Walk of Fame and its over 2300 stars, Grauman's Chinese Theatre and its handprints and footprints, and the famous Hollywood/Highland entertainment center.

Students also benefit from Los Angeles' renowned cultural offerings, including the Disney Concert Hall, built by the prize-winning architect Frank Gehry, the Los Angeles County Museum of Art, the Museum of Contemporary Art and the J. Paul Getty Museum, designed by renowned architect Richard Meier.

Students receive instruction in one of the numerous classrooms occupying an entire floor of a high-rise office building located in the heart of Los Angeles. A large kitchen and lunch area are continuously available during the day for breaks and study periods, and

there are outdoor patio facilities available as well. Being the largest of the four campuses, the Downtown branch provides a greater number of classes in each program to accommodate the increased number of students. Language Systems Downtown is an ETS-authorized TOEFL® iBT and TOEIC® Test Center, and students can take the TOEFL® ITP Assessment here as well, which is accepted by many colleges.

An additional advantage to the Downtown LA location is the numerous ethnic restaurants available for students, as well as convenient proximity to public transportation such as bus routes and the Metro rail line. The campus is near major interstate highways 10 and 101, and numerous colleges and universities are in close proximity to the school, including the University of Southern California (USC) and Los Angeles Community College (LACC). A large variety of housing options exist for students within walking distance of the school.

### LANGUAGE SYSTEMS — DOWNTOWN INSTRUCTORS\*

**Hugh Kingston - Program Coordinator**

BA in English Lit. - UC Irvine

**Paul Grosfield - TOEIC Instructor/Asst P.C. (Evening)**

B.A. in Art & Minor in Japanese - Lewis and Clark College, Portland, OR

**Miriam Stenshoel: ESL Inst. / Asst. P.C. (Afternoon)**

BA in Dance & Music Ethnology -- Univ. of Minnesota

**Ehab Elmezian: ESL Inst.**

BA in Sociology -- UC Riverside

**Caroline Leva: ESL Inst.**

BA in Communication Studies -- Cal State Long Beach

**Kurt Schultheis: TOEFL Inst.**

BA in Modern Languages & Literatures -- Cal Polytechnic State Univ. San Luis Obispo ;; Celta Certificate

**Peter Hurtgen: ESL Inst / GRE/GMAT Inst.**

BA in English -- Univ. of Central Florida ;; CELTA certificate

**John Bury III: ESL Inst.**

B.A. in English - Alameda University

**Erich Homsher: ESL Inst / TOEFL Inst.**

BA in Speech Communication & Advertising -- Penn State Univ. ; Cambridge International Diploma for Teachers and Trainers

**Dion Sanchez: ESL Inst.**

MA. TESOL - Univ. of San Francisco ; BA in Liberal Studies - Arizona State Univ. ;; TEFL Certificate - University of Toronto

**Luis Smillin: ESL Inst.**

BA in English & Methodology -- Belize Teachers' College

**Melissa Felipe: ESL Inst.**

BA in International Studies -- Humboldt State Univ. ;; TESL Certification

**Wesley Dolen: ESL Inst.**

BA in International Studies & Philosophy -- Albion College, Michigan -- CELTA Certificate

**Kirk Mayer: ESL Inst.**

BA & MA in History -- San Francisco State Univ.

**Kallie Ann O'Connor: ESL Inst.**

BA in Psychology -- Univ. of Michigan -- CELTA Certificate

**Lloyd Hardy: ESL Inst.**

B.S. in Business Administration -- Alameda University

**Carey Phillips: ESL Inst.**

MA in Curriculum & Instruction in the Urban Setting - Calstate LA -- BA in Communication Arts -- Univ. of West Florida

**Ivan Heredia: ESL Inst.**

BS in Engineering -- Loyola Marymount Univ.

**Michelle Huitink: ESL Inst.**

BA in English -- Calstate Northridge

**Bryan Santa Cruz: ESL Inst.**

BA in Psychology -- UC Santa Barbara ;; CELTA Certificate

**Charles Beall: ESL Inst.**

MA & BA in English Composition -- San Diego State Univ.

**Jeremy Gonsalves: TOEFL Inst.**

BA in Spanish -- Arizona State Univ. ;; TESOL Certificate

**Jordan Kurt: ESL Inst.**

BA in Literary Arts -- Brown Univ., Providence, RH

*\*Instructors subject to change.*

## I. LANGUAGE SYSTEMS INTERNATIONAL— NORTHEAST LA (Branch)

The Northeast Los Angeles Center is located in beautiful Pasadena. Top-ranked universities and colleges in the United States, including California Institute of Technology (Caltech), California State University, Los Angeles (CSULA) and Pasadena City College are just minutes away from the center. Also, the Rose Bowl stadium (home field of the UCLA Bruins college football team) and The Huntington Library, with its beautiful botanical gardens, are a short distance from the center. Historic Old Town and the Norton Simon Museum are located on beautiful Colorado Boulevard in downtown Pasadena. And there are many areas with shopping, dining, and entertainment located in downtown Pasadena.

Bordering the city of Alhambra is San Gabriel on the east, San Marino and Pasadena on the north and Monterey Park on the south. Major freeways include interstate highways 10 and 710. Several renowned educational institutions are located nearby, such as the California Institute of Technology (Cal Tech), California State University, Los Angeles (CSULA), Pasadena City College (PCC) and East Los Angeles College. Slightly further away are the University of California, Los Angeles (UCLA) and University of Southern California (USC). Students may take advantage of the numerous articulation agreements Language Systems International has with the surrounding colleges and universities. In addition, Language Systems – North East LA is an ETS-authorized TOEFL® iBT Test Center. The campus is on a major bus route with a wide variety of housing and homestay opportunities available for students.

## LANGUAGE SYSTEMS — NORTHEAST LA INSTRUCTORS\*

**Pat Nimmanant - Program Coordinator.**

B.S. in Zoology - Cal Poly Pomona.

**Valeria Espinosa – TOEFL Teacher.**

B.A. Interdisciplinary Studies (Ethnic Studies & Cultural Studies) – UC Riverside TESOL Certificate

**Jeniphur Hickey - ESL Teacher.**

B.A. in French Literature - University of Hawai'i at Manoa

**James Glaeser - ESL Teacher.**

B.A. in English – Cal State University, Northridge  
Certification: BPPVE: Instructor – Teaching ESL

**Kristen Gilmartin - ESL Teacher.**

TESOL Certification 2012, Associate Teacher ECE Certification - Saddleback College, B.A. Painting - Art Center College of Design, Pasadena

**Agustin Diaz - ESL Teacher.**

TEFL 100 hour Certification, Bridge TEFL, B.A. in Psychology at CSU Dominguez Hills.

**Arlene Pereira - ESL/TOEFL Teacher.**

TESOL/TEFL Certificate - TEFL International Barcelona, M.A. in TESOL - USC, B.S. in Education - Drexel University, PA

**Chad Jaspe - ESL Teacher.**

B.A. in Child and Adolescent Development - CSU

**Hannah Bautista - ESL Teacher.**

B.A. in Psychology - Azusa Pacific University.

**\*Juaquin De Vita - ESL Teacher.**

M.A. in TESOL - CSU LA, B.A. in Applied Linguistics and Japanese in UCLA.

\*Instructors subject to change.

## J. LANGUAGE SYSTEMS INTERNATIONAL— SOUTH BAY LA (Branch)

Language Systems International – South Bay LA is located in Torrance, which is home to corporate offices for numerous companies, from computer firms to automobile manufacturers. Although Torrance is known for its hotels, shopping centers and entertainment facilities, perhaps its best attraction is its proximity to renowned beaches, such as Redondo Beach and Hermosa Beach. Each year, numerous events and competitions take place that are known internationally, such as beach volleyball tournaments, marathons and surfing competitions.

The weather in Torrance is like no other campus in its continuous sea breeze and ocean air. The climate lends itself to students taking frequent trips to the nearby beaches and numerous parks for school activities and cultural events.

Students at the South Bay LA campus benefit from being on the top floor of one of several buildings located in a thriving business complex in the center of Torrance. The complex has a large series of paths and walkways between the buildings that provides a natural setting for students to quietly study or relax. The facility provides kitchen and lunch areas, as well as vending machines, microwaves and refrigerators inside the campus. The complex also has its own snack shop and is located adjacent to an outpatient medical facility. The campus is located near a major shopping center and numerous restaurants and is in close proximity to all major retail centers. It is conveniently located near interstate highways 91 and 405 and a few miles south of Los Angeles International Airport (LAX). The campus is also close to many colleges, including El Camino College and LA Harbor College, and Language Systems Torrance is an ETS-authorized TOEFL® iBT Test Center. There are a variety of housing options available at all pricing levels, and the campus is located on major bus lines.

## LANGUAGE SYSTEMS — SOUTH BAY LA INSTRUCTORS\*

**Sylvia Sunada – Program Coordinator.**

B.A. in Communication - UC San Diego

**Henry Oswald – Assistant Program Coordinator.**

(Evening) B.A. Political Science (Seton Hall University)

**Juan Carlos Huevo – TOEFL Instructor.**

M.A. Political Science- Cal State University at Los Angeles

**Duane (DJ) Johnson – ESL Instructor.**

B.A. in English Literature - Barry University, Miami, Florida, TESOL Certificate

**Britt Marlowe – TOEFL Instructor.**

B.A. in English- University of North Carolina at Chapel Hill M.A. in Religious Studies- University of Colorado at Boulder

**Steven Ryan – ESL Instructor.**

B.A. in French Language and Literature- UC Santa Barbara

**David Scott Sell – TOEIC Instructor.**

MBA – University of Phoenix

**Sarah Donnelly- ESL Instructor.**

Bachelor's in Philosophy and History of Mathematics- St. John's College, Santa Fe, New Mexico

**Ethan Bradley- ESL Instructor.**

B.A. in English, Northern Arizona University, Flagstaff, Arizona, Master of Arts, Biola University, La Mirada, California

\*Instructors subject to change.

**Joseph Davison- ESL Instructor.**

B.A. in English Composition, Humboldt State University, Arcata, California, TEFL Certification, American Language Institute

**Rubi Gamboa- ESL Instructor.**

B.A. English Language Teaching, Universidad de Sonora, Hermosillo, Sonora, Mexico

**Hilda Wijaya- ESL Instructor.**

B.S. in Finance, Cal State University at Long Beach, Long Beach, California. M.B.A in Marketing and International Business Systems, Loyola Marymount University, Los Angeles, TESOL Certificate

**James Groleau- ESL Instructor.**

B.A. Industrial/Organizational Psychology, DePaul University, Chicago, Illinois. TEFL Certificate

**Kaylan Stedman- ESL Instructor.**

B.S. in International Affairs, Florida State University, M.A. in Teaching English to Speakers of Other Languages, University of Central Florida

**Sepideh Razipour- ESL Instructor.**

B.A. in English Translation, Azad University, Iran. M.A. in Linguistics, Azad University, Iran

**Lisa Arellano- ESL Instructor.**

B.A. Liberal Arts, Loyola Marymount University, TEFL Certification

### III. CLASS DESCRIPTIONS

All ESL Levels at Language Systems International contain 3 different classes focusing on two primary components each: Grammar & Writing, Reading & Vocabulary, and Listening & Speaking

#### ESL Level 1 - 216 Hours per Term

The Level 1 ESL course is designed to introduce and develop fundamental English skills. The focus of this course is on the basic language and functions required to effectively communicate in the English-speaking world.

Basic **grammatical structures** presented at this level include the simple sentence parts (nouns, pronouns, articles, verbs, adjectives, adverbs, prepositions), present/past simple verbs, modals, question formation and comparatives/superlatives. Fundamental grammar structures are introduced through ample examples and explanations so that students can experiment and become familiar with ways of communicating their ideas in the target language.

The **reading and vocabulary** stressed in this level involve simple sentence level reading and the acquisition of survival vocabulary covering a variety of everyday activities and functions. Basic words needed for simple interactions are presented through a variety of visuals and class activities designed to encourage the practical use of newly acquired vocabulary in real-life situations.

**Listening and speaking** skills are introduced through the use of realia, pictures, or pantomime. The focus of the listening/speaking section of the class is to help students build their basic fluency and comprehension skills so that they can deal with common situations and topics in an English-speaking environment. Development of basic pronunciation skills will also be emphasized through stress and reduction exercises accompanying new language and functions.

Through a variety of class activities, homework and support materials, students will develop the essential grammar, listening, speaking, reading and vocabulary skills necessary to successfully survive in an English-speaking environment.

Level 1 Characteristics	Objectives
ability to form basic sentences consisting of no more than two or three words	build survival vocabulary
frequent long pauses and repetition	improve elementary pronunciation
often unintelligible pronunciation that is strongly influenced by the student's native language	introduce basic grammatical structures

#### ESL Level 2 - 216 Hours per Term

The level 2 course continues to introduce and expand on the fundamentals of English. Students are taught to build on basic skills through communicative exercises and extension activities. The material provided is intended to encourage students to express practical ideas beyond survival English.

**Grammatical structures** in level 2 involve the present, past, present continuous and future (with going to) verb tenses, question formation, count/non-count nouns, modal auxiliaries and comparatives/superlatives. Emphasis will be on expanding the productive use of these structures in a meaningful and communicative manner while building on the students' basic knowledge of grammatical structures.

The **vocabulary focus** is on the acquisition and use of functional words beyond basic survival English. Students will learn how to understand contextual clues and use the dictionary in English to increase their basic **vocabulary**. To build fluency, reading strategies will be established for basic comprehension of details, understanding the main idea, and making simple inferences. The reading level involves present, past, present continuous, and future tenses (going to and will) in basic sentence structures involving conjunctions and adverb clause connectors.

The **listening/speaking** emphasis is on the limited expansion and production of more involved language structures, including a broader range of common topics, multiple speech functions, and appropriate language for various situations.

Throughout this course, students will be encouraged to build on their basic knowledge of vocabulary, understand simple reading passages, and participate in interactive grammar-based conversations. The goal is to successfully expand on survival skills and engage in the productive use of communicative functions designed to enhance the students' basic skills in English.

Level 2 Characteristics	Objectives
ability to form simple questions or statements with reasonable accuracy (although basic grammatical errors are frequently evident)	build vocabulary that facilitates discussion of limited topics beyond basic survival needs such as personal history, hobbies and opinions
little autonomy of expression	develop thinking skills in English
practical vocabulary for elementary needs	emphasize basic grammatical structures, listening comprehension and reading skills to build the fundamental guideline for speaking

#### ESL Level 3 - 216 Hours per Term

The level 3 course emphasizes the expansion and development of basic conversational functions, essential grammatical structures, and simple reading skills, including a broader range of vocabulary items.

The main focus of the **grammar** section is to strengthen and reinforce fundamental grammatical skills through controlled exercises and open-ended fluency activities. Students are introduced to a wider range of verb tenses, including the simple present, present continuous, simple past, past continuous, present perfect, present perfect continuous, present/past passive, past perfect, and the future with will/going to. The emphasis is on expanding the students' knowledge of verb tenses and more detailed grammatical structures to facilitate fluency beyond the functional level.



In the **reading/vocabulary** section, the focus is on strengthening basic reading skills and expanding the students' vocabulary base through a variety of extension activities designed to facilitate the expression of ideas related to the reading topics. The development of more involved reading skills, such as scanning, using contextual clues, and making inferences, is emphasized in order to deal with longer, more difficult reading passages. Students are provided with academically high interest passages that will encourage students to use newly acquired vocabulary and share their background experiences.

In the **listening/speaking** section, students are introduced to a broader range of more detailed language functions that facilitate conversational competency on a more interactive level. Language functions and structures related to expressing opinions, describing people/things, identifying problems, giving advice, and making suggestions are used in creative extension activities designed to accommodate the students' interest and confidence.

Throughout this course, the focus will be on expanding the use of essential grammatical structures that include a wider range of verb tenses, developing solid reading skills to deal with more complicated material, building a substantial vocabulary base, and using more involved language functions. Through the expansion of these skills, students will be better equipped to expand on their basic skills and to successfully function on a more interactive level.

Level 3 Characteristics	Objectives
slight development in stress/intonation is evident	strengthen listening comprehension and knowledge of vocabulary to allow understanding of more complex grammar
ability to satisfy everyday needs and minimum courtesy requirements	
ability to formulate and respond to simple questions & statements using accurate basic grammatical structures	provide more fluency practice using common grammatical structures and speech functions to make conversation more communicative & natural
ability to satisfy limited functional requirements and social demands in an English-speaking environment	

### ESL Level 4 - 216 Hours per Term

The level 4 course focuses on the combination of basic language skills acquired at the lower levels with more sophisticated language functions, structures, and comprehension skills. The goal is to facilitate the transition from practical language skills to more involved structures, including broader cultural topics, complex grammar, and academic vocabulary.

The **grammatical structures** presented at this level involve reinforcing familiar verb tenses, including the present, present perfect, past, future and passive tenses. These verb tenses are integrated into more complex sentence structures presented at this level, including adverb and adjective clauses. In addition, students are introduced to more numerous functions of gerunds and infinitives as well as the diverse roles of modals. Students will build on familiar structures by formulating more sophisticated sentences to facilitate communication beyond the practical level.

The **reading and vocabulary** section stresses the importance of strengthening essential reading skills, including skimming, scanning, locating the main idea, distinguishing between direct/indirect details, and using contextual clues. The fortification of these skills will develop the students' ability to read more difficult reading passages, involving complex grammatical structures and academically oriented vocabulary, with more fluency and speed.

In the **listening/speaking** section, students are presented with a wide range of language functions, vocabulary, idiomatic expressions, and cultural issues. Communication on a level beyond practical English is emphasized as students make the transition from basic to more sophisticated language skills. Freestyle conversation in a structured environment through the use of complex language functions, synonyms, and idiomatic expressions will be implemented. Students participate in highly relevant, culturally focused discussions designed to motivate interest and meaningful use of newly acquired language functions and vocabulary.

In this course, an emphasis will be put on strengthening familiar language skills through the addition of more sophisticated vocabulary, idiomatic expressions, structures, and functions. Formulating a more complex combination of language functions and structures will improve the students' speaking skills and build a solid foundation for the transition to a higher level of language acquisition.

Level 4 Characteristics	Objectives
ability to satisfy most functional requirements	develop accurate and natural expressions
some spontaneity in language production, but fluency is not consistent	
flexibility in a variety of circumstances beyond immediate survival needs	strengthen listening skills to allow understanding at natural speed
ability to initiate and sustain general conversations, but only a slight understanding of the social conventions related to conversation	
errors frequently evident in more complex grammatical patterns	provide more complicated grammar instruction and discussion of more diverse subjects
ability to express basic feelings and intentions	

### ESL Level 5 - 216 Hours per Term

The level 5 course focuses on enhancing open-ended communication skills, accurately using complex grammatical structures, and dealing with a greater variety of reading passages. The main goal is the expansion and development of the students' authentic language capabilities.

In the **grammar** section, an emphasis is put on reinforcing and accurately using complex grammatical skills in a less controlled environment. Verb tenses, modals, gerunds, infinitives, and adjective/adverb clauses are reinforced and expanded on using a variety of interesting and relevant contexts. In addition, students are introduced to complex grammatical forms such as noun clauses and unreal conditions. In general, students will be encouraged to develop their existing grammatical competencies through various activities designed to facilitate extensive practice and production of more involved language structures.

Level five **reading/vocabulary** primarily focuses on reinforcing the students' previously acquired reading skills and presenting new,

more sophisticated skills. The fortification of skills such as locating the main idea/supporting details, skimming, scanning, and increasing speed will be emphasized. In addition, more involved skills, including categorizing, drawing conclusions, and summarizing, will be presented to enhance the students' ability to deal with inferential features and cultural references in a broad range of complex reading passages.

In the **listening/speaking** section, a wide range of listening, conversation, and pronunciation skills are presented. Communication based on increasing the accuracy of existing language functions and focusing on fluency in a less controlled environment is emphasized. Students are encouraged to participate in a number of situations in which they use more complex language functions to give presentations, conduct interviews, and discuss various cultural and academic issues.

Throughout this course, students will be encouraged to develop their accuracy and fluency through a variety of open-ended activities. This will include using complex grammatical structures in a less controlled environment, acquiring more sophisticated reading skills that enhance students' inferential abilities, and applying more involved language functions in a wide-ranging array of cultural and academic situations.

Level 5 Characteristics	Objectives
ability to deal with most social situations with confidence	stress accuracy when using more complex grammatical structures
firm grasp of daily conversation	teach more idiomatic expressions used in conversation
knowledge of vocabulary that is sufficient to discuss a wider range of topics	provide more academic vocabulary covering a wide range of topics and opinions
ability to handle more complex grammatical structures with a greater degree of competence	

### ESL Level 6 - 216 Hours per Term

The level 6 course focuses on expanding a variety of presentation skills, developing formal written and oral communication, and enhancing analytical and critical thinking skills. The main goal is to refine the skills that students have already acquired in the lower levels and expand on more sophisticated skills needed for high-level social and academic interaction.

Level 6 **grammar** emphasizes the accurate use of both **written** and oral communication. At this level, students are expected to have already acquired knowledge of complex grammatical structures. Therefore, for oral communication, the focus is on fine-tuning and troubleshooting problem areas. In-depth techniques for writing are also used to develop coherent paragraphs, with a stress on grammatical structures that complement the different paragraph types. Students will have ample opportunity to practice and refine their writing skills throughout the term.

In the **reading/vocabulary** section, the purpose is to polish and perfect reading skills related to recognizing topics/details, making inferences, and understanding vocabulary in context. An emphasis is put on developing analytical and critical thinking skills in relation to authentic and academic reading material.

Level 6 **listening/speaking** focuses on both informal and formal presentation skills related to public speaking and everyday communication in the English-speaking world. Students will work on orally presenting information, ideas, and opinions, in a coherent, organized manner. In addition, to public speaking skills, students will also gain essential communication skills including improving body language, becoming effective listeners, and understanding interpersonal and intercultural communication.

Throughout the level 6 course, students will be fine-tuning their oral communication skills to enhance both the accuracy and fluency of their English language abilities. In addition, developing coherent paragraphs and using a variety of complex grammatical structures in writing will also be emphasized.

Level 6 Characteristics	Objectives
ability to effectively communicate about more complex topics	build student's confidence in order to express contradictory opinions without hesitation
firm grasp of simple, compound, and complex grammatical structures	
errors still evident in articles, prepositions, tense usage and passive constructions	develop students' abilities in expressing opinions about social/political topics
demonstrated fluency and ease of speech	
ability to respond appropriately in most situations	broaden vocabulary knowledge and usage

### ESL Level 7 - 216 Hours per Term

The level 7 course focuses on refining fluency and critical thinking skills. The main goal is to further develop and enhance the learners' authentic language capabilities through a variety of high-level, student-centered activities incorporating advanced conversation, academic essay writing, and analytical reading skills.

Level 7 **writing** includes an in-depth review and practice of important complex structures by developing various types of academic essays. The focus will be on standard, universally recognized forms of written essays and term papers accepted at American colleges and universities. Grammar usage is interwoven into the writing for a broad range of essay types and creative papers. The emphasis in grammar will be on fine-tuning and troubleshooting problem areas in relation to written statement.

In the **reading/vocabulary** section, the goal is to refine the advanced skills of interpretation, inference, critical analysis, evaluation and application. There will be an emphasis on the review of basic comprehension skills like scanning and on more advanced skills such as humor and intention.

Level 7 **listening/speaking** focuses on controlled, topic-related conversation and presentation skills. Through the use of authentic

radio and video clips, students will further develop not only their basic comprehension skills, but also more sophisticated skills related to formulating opinions and arguments based on the issues presented in the listening passages. Students use their advanced verbal skills to acquire and reinforce advanced vocabulary, make presentations and debate various social issues.

Throughout the level 7 course, the focus is on enhancing students' advanced language capabilities through developing academic essays, reinforcing high-level reading skills, and presenting sophisticated arguments on a variety of relevant issues.

Level 7 Characteristics	Objectives
ability to speak the language with sufficient structural accuracy and vocabulary to participate effectively in most formal and informal conversations on practical, social and professional topics	maintain the student's already high level
capacity to discuss particular interests and special fields of competence with reasonable ease	broaden knowledge of academic vocabulary and idiomatic expressions
more extensive vocabulary	
excellent command of complex grammatical structures	
errors virtually never interfere with understanding	build student's confidence in communicating on all topics

### University Preparation Program (UPP)

(Prerequisite: eligibility for level 6 or above)

UPP contains 3 different classes focusing on two primary components each: Grammar & Writing, Reading & Vocabulary, and Listening & Speaking. The main goal is to further develop and enhance the learners' authentic language capabilities through a variety of high-level, student-centered activities incorporating advanced conversation, academic essay writing, and analytical reading skills. In addition, further focus is placed on preparing students for higher education studies.

UPP **writing** includes an in-depth review and practice of important complex structures by developing various types of academic essays. The focus will be on standard, universally recognized forms of written essays and term papers accepted at American colleges and universities. **Grammar** usage is interwoven into the writing for a broad range of essay types and creative papers. The emphasis in grammar will be on fine-tuning and troubleshooting problem areas in relation to written statement.

In the **reading/vocabulary** section, the goal is to refine the advanced skills of interpretation, inference, critical analysis, evaluation and application. There will be an emphasis on the review of basic comprehension skills like scanning and on more advanced skills such as humor and intention.

UPP **listening/speaking** focuses on controlled, topic-related conversation and presentation skills. Through the use of authentic radio and video clips, students will further develop not only their basic comprehension skills, but also more sophisticated skills related to formulating opinions and arguments based on the issues presented in the listening passages.

University Preparation Program (UPP)	Objectives
ability to speak the language with sufficient structural accuracy and vocabulary to participate effectively in most academic conversations and to understand academic lectures and discussions	broaden knowledge of academic vocabulary and idiomatic expressions
Knowledge of more extensive vocabulary, including academic and professional terms related to higher education	build students' confidence in communicating on all topics
excellent command of complex grammatical structures	research and develop college/university application plans
errors virtually never interfere with understanding	exposure to university level topics and refinement of both relevant verbal/written skills

### Vacation English Program - 56 Hours per Term

(Prerequisite: eligibility for one of Language Systems ESL levels )

The Vacation English Program at Language Systems International 56-hour, one-session course that aims to improve students' communicative skills for personal development. The course consists of 13.5 hours per week of classroom instruction and activities, and 2 hours at the end of the session for assessment.

The Vacation English program provides short-term students with the opportunity to explore in and around the Los Angeles area while helping improve confidence in using English in everyday situations. Based on our popular intensive ESL program, the Vacation English program focuses on listening, speaking, grammar and reading skills, but it has less rigorous academic requirements, helping students improve while having enough time to explore popular nearby tourist sites. In addition, there are fun activities and field trips available every Friday, giving students the chance to practice established and developing language skills in real-world settings while learning about American culture. While grades will not be given at the end of this program, each student's progress will be monitored through in-class participation, practical out-of-class assignments, and a final cumulative assessment on the last Friday of the session. This cumulative assessment will ensure that students have retained the materials from the weeks enrolled, and if successful, students will be given a certificate of completion for the short-term program.

Vacation English Program Characteristics	Objectives
at least a rudimentary understanding and ability to read, write and speak basic English	helping foreign students function successfully in an English-speaking environment by improving their ability to communicate effectively in English
desire to improve English skills in a short, 4-week course	introducing students to American culture
	building students' self-confidence and self-esteem when communicating in English in personal situations

### Conversation Program - Intermediate - 216 Hours per Term

(Prerequisite: eligibility for level 4 or above)

Conversation – Intermediate consists of 3 classes: CMAR, FOI and RPP. This program is intended for intermediate-level students who wish to focus on their ability to converse in the English language. The individual courses present and reinforce everyday English skills, as opposed to the more academic English in the ESL program.

#### 1st Class: Conversation Management and Accent Reduction (CMAR)

CMAR focuses on improving everyday, practical communication skills and practicing American English pronunciation in order to speak with confidence, clarity and effectiveness.

#### 2nd Class: Focus on Idioms (FOI)

In FOI, students study idioms commonly used in everyday conversations, with an emphasis on using the idioms correctly in their own speech. The students will practice idioms in a variety of different contexts and build confidence in using idioms in conversations and discussions.

#### 3rd Class: Role Play Practice (RPP)

The focus of RPP is on immersing the students in different "real life" situations in which they must communicate effectively. In this class, the students will act in a variety of contexts in order to learn how to deal with real situations in the English-speaking world. Students will do dialogues, improvisations, and acting in order to improve communication skills. In addition, students will practice both formal and informal telephone skills in a variety of different contexts using real phones.

Conversation (Int.) Characteristics	Objectives
ability to speak the language with sufficient structural accuracy and vocabulary to participate effectively in most formal and informal conversations on practical, social and professional topics	maintain the student's already high level
ability to communicate at a low-intermediate to intermediate level of fluency in English (levels 4-5)	broaden knowledge of academic vocabulary and idiomatic expressions
desire to focus on English conversational skills, as opposed to academic English skills	
desire to focus on pronunciation and the use of common idioms	

### Conversation Program - Advanced - 216 Hours per Term

(Prerequisite: eligibility for level 6 or above)

Conversation – Advanced consists of 3 classes: CMAR, IDC and IDD. This program is intended for advanced-level students who wish to focus on their ability to converse in the English language. The individual courses present and reinforce everyday English skills, as opposed to the more academic English in the ESL program.

#### 1st Class: Conversation Management and Accent Reduction (CMAR)

The focus is on improving pronunciation and intonation in debates, presentations, speeches, and advanced discussions. The goal is to speak with confidence, clarity, and native-like pronunciation.

#### 2nd Class: Focus on Idioms (FOI)

In Advanced FOI, students study more complex, topic-related idioms commonly used in a range of situations, including everyday conversations and lectures, with an emphasis on using the idioms correctly in their own speech. The students will practice idioms in a variety of different contexts and build confidence in using idioms in conversations and discussions.

#### 3rd Class: In-Depth Discussion & Communication (IDDC)

The focus of IDDC is on developing and sharpening students' skills in formal and informal presentations, debates and discussions related to real-life issues in the United States. Students will practice forming arguments and counter-arguments as well as expressing one's point of view on a variety of relevant issues.

Conversation (Adv.) Characteristics	Objectives
ability to communicate at a pre-advanced to advanced level of fluency in English (levels 6-7)	reinforce and build on advanced speaking and pronunciation skills that students already possess in order to help them interact in an English-speaking environment with confidence, clarity and effectiveness
desire to focus on English conversational skills, as opposed to academic English skills	build advanced conversation strategies including negotiating, expressing concerns, and persuading
desire to focus on pronunciation and the use of common idioms	develop and sharpen students' abilities to communicate in both formal and informal situations, including forming arguments and counter-arguments and expressing one's point of view on a variety of relevant issues

## English through American Culture – Intermediate - 216 Hours per Term

(Prerequisite: eligibility for level 4 or above)

English through American Culture - Intermediate consists of 3 classes: CMAR, CCC, FAC. This program is intended for intermediate-level students who wish to focus on their ability to learn about American culture and converse in the English language. The individual courses present and reinforce everyday English skills, as opposed to the more academic English in the ESL program.

### 1st Class: Conversation Management and Accent Reduction (CMAR)

CMAR focuses on improving everyday, practical communication skills and practicing American English pronunciation in order to speak with confidence, clarity and effectiveness.

### 2nd Class: Cross-Cultural Communication (CCC)

The focus of CCC is on immersing the students in different “real life” situations in which they must communicate effectively. In this class, the students will act in a variety of contexts in order to learn how to deal with real situations in the English-speaking world, particularly with an American perspective. Students will do dialogues, improvisations, and acting in order to improve communication skills.

### 3rd Class: Focus on American Culture (FAC)

In FAC, students will study American short stories and articles to gain a uniquely American perspective on various issues and insights into American cultural norms. American English vocabulary from stories and articles will be used to discuss opinions on American culture and current issues in American society.

English through American Culture (Int.) Characteristics	Objectives
ability to speak the language with sufficient structural accuracy and vocabulary to participate effectively in most formal and informal conversations on topics related to American society and culture	develop pronunciation and speaking skills for everyday conversation
ability to communicate at a low-intermediate to intermediate level of fluency in English (levels 4-5)	expand comprehension of American culture through relevant stories and articles
desire to focus on English conversational skills, as opposed to academic English skills	communicate effectively on various issues related to American culture and perspectives.
desire to focus on pronunciation and the use of common idioms in American English	

## English through American Culture – Advanced 216 Hours per Term

(Prerequisite: eligibility for level 6 or above)

English through American Culture - Advanced consists of 3 classes: CMAR, CCC, FAC. This program is intended for advanced-level students who wish to focus on their ability to learn about American culture and converse in the English language. The individual courses present and reinforce everyday English skills, as opposed to the more academic English in the ESL program.

### 1st Class: Conversation Management and Accent Reduction (CMAR)

CMAR focuses on improving everyday, practical communication skills and practicing American English pronunciation in order to speak with confidence, clarity and effectiveness.

### 2nd Class: Cross-Cultural Communication (CCC)

The focus of CCC is on immersing the students in different “real life” situations in which they must communicate effectively. In this class, the students will act in a variety of contexts in order to learn how to deal with real situations in the English-speaking world, particularly with an American perspective. Students will do dialogues, improvisations, and acting in order to improve communication skills.

### 3rd Class: Focus on American Culture (FAC)

In FAC, students will study American short stories and articles to gain a uniquely American perspective on various issues and insights into American cultural norms. American English vocabulary from stories and articles will be used to discuss opinions on American culture and current issues in American society.

English through American Culture (Adv.) Characteristics	Objectives
ability to communicate at a pre-advanced to advanced level of fluency in English (levels 6-7)	develop pronunciation and speaking skills for everyday conversation
desire to focus on English conversational skills, as opposed to academic English skills	expand comprehension of American culture through relevant stories and articles
ability to use advanced idiomatic expressions in American English	communicate effectively on various issues related to American culture and perspectives

## Business English Program - Intermediate - 216 Hours per Term

(Prerequisite: eligibility for level 4 or above)

Business English – Intermediate consists of 3 classes: Business Communications, Business Theory & Meeting Skills, and Business Practice. This program serves as an introduction and will prepare students for all aspects of the business world. The individual courses present and reinforce essential business skills, from presentations to PowerPoint, from negotiating to socializing, from phone skills (with real cell phones) to letter-writing.

### Business Communications

This class focuses on introductory telephone skills (with real cell phones), writing skills (letters, faxes and emails), socializing skills, and cultural considerations for the U.S. business world. Students will actively participate in phone conversations, role-play realistic business scenarios, and become familiar with the customs and etiquette of the U.S. business landscape. Weekly tests will measure learners' progress in pronunciation, syntax, and acquisition of phrases commonly used throughout the workplace. Students will be instructed in the correct forms for all types of business communication, including official letters, emails, and faxes, voicemails and computer English.

### Business Theory & Meeting Skills

The focus of this class is to establish English skills necessary to enter the worlds of business and economics. Students will lead and participate in weekly meetings, practice negotiating skills, considerably expand their general knowledge of American business culture, and increase their self-confidence when writing and speaking in different business situations and environments. Topics include: Career management, product descriptions, corporate entertaining, public relations, managerial skills, technical terms and abbreviations, business metaphors and fixed expressions in the context of price and money. Students will be tested weekly on ever-increasing business vocabulary skills and on a bi-weekly basis for meeting and inter-personal skills.

### Business English Practice

This class instructs students in what is necessary when using graphs, charts, PowerPoint and overhead projector formats to make presentations, present business plans, and describe company structures, in groups and individually. Students will also learn standard interview protocols and practice interviewing skills in English, as well as learn how to market themselves by creating effective portfolios and resumes, describing themselves and negotiating salary. Students will be required to make presentations where they display effective communication and organizational skills.

Business (Int.) Characteristics	Objectives
ability to communicate at a low-intermediate to intermediate level of fluency in English (levels 4-5)	instruct students in the correct forms for all types of business communication, including official letters, emails, and faxes, voicemails and computer English
desire to learn the basics of the English necessary for the English-speaking business world, as opposed to academic English skills	build the English skills necessary to enter the worlds of business and economics, focusing on career management, product descriptions, corporate entertaining, public relations, managerial skills, technical terms and abbreviations, business metaphors and fixed expressions in the context of price and money
desire to build and reinforce essential business skills, such as presentations, PowerPoint, negotiating, socializing, phone skills and letter-writing	build student confidence in giving presentations and interviews

## Business English Program - Advanced - 216 Hours per Term

(Prerequisite: a passing score in Business English – Intermediate, or eligibility for level 6 or above )

Business English – Advanced consists of 3 classes: Business Communications, Business Theory & Meeting Skills, and Business Practice. This program reviews and builds on the basic topics covered in Business English – Intermediate and will prepare students for more complex interactions in the business world. The individual courses present and reinforce more comprehensive business skills, from presentations to PowerPoint, from negotiating to socializing, from phone skills (with real cell phones) to letter-writing.

### Business Communications

This class focuses on advanced telecommunication skills (using cell phones, Skype, and webinars), writing skills (business letters, faxes, emails, and social media), socializing skills, and cultural subtleties needed to interact in the U.S. business world. Students will actively participate in business meetings via cell phones, Skype, and webinars, role-play realistic business scenarios, and become familiar with the customs and etiquette of the U.S. business landscape. Weekly tests and projects involving simulated business situations will measure individual learner's progress in pronunciation, syntax, and acquisition of phrases commonly used throughout the workplace. Students will be instructed in the correct forms for all types of business communication, including official letters, emails, messages on social media (such as Facebook), faxes, and voicemails.

### Business Theory & Meeting Skills

This class is designed with more-intensive instruction focusing on English skills for the worlds of business and economics. Students will plan, lead and participate in weekly business meetings, practice negotiating skills in a variety of business settings, aggressively expand their general knowledge of American business culture, and increase their self-confidence when writing and speaking in different business situations and environments. Topics include: Career management, product descriptions, corporate meetings and entertaining, public relations, managerial skills, technical terms and abbreviations, business metaphors and fixed expressions in the context of price and money. Students will be tested weekly on more sophisticated business vocabulary skills and on a bi-weekly basis for meeting and inter-personal skills.

### Business English Practice

This class expands on students' ability to design and use of business graphs, charts, PowerPoint and overhead projector formats to make presentations, create and present business plans, and describe company structures. Students will review and further their knowledge of interview protocols and practice interviewing skills in English, as well as learn how to market themselves by creating effective portfolios and resumes, describing themselves and negotiating salary. Students will be required to make several graded presentations where they display advanced communication and organizational skills.

Business (Adv.) Characteristics	Objectives
ability to communicate at a pre-advanced to advanced level of fluency in English (levels 6-7)	instruct students in more complex types of business communication, with an emphasis on telecommunication skills, writing skills, socializing skills, and cultural subtleties needed to interact in the U.S. business world
desire to learn the more complex aspects of English necessary for the English-speaking business world, as opposed to academic English skills	expand the students' English skills necessary for the worlds of business and economics, focusing on career management, product descriptions, corporate meetings and entertaining, public relations, managerial skills, technical terms and abbreviations, business metaphors and fixed expressions in the context of price and money
desire to reinforce and build more comprehensive business skills, such as presentations, PowerPoint, negotiating, socializing, phone skills and letter-writing	improve student confidence in giving presentations and practicing interviews

### Test Preparation (All Courses)

All Test Preparation courses at Language Systems International are 18 hours per week and focus on the specific needs required to obtain a better score on the relevant test.

### GMAT®/GRE® Test Preparation - 432 Hours per Term

(Prerequisite: eligibility for level 6 or above)

GMAT®/GRE® Test Preparation covers all of the verbal and writing portions of the GMAT and GRE tests. You will have a practice test at least once every four weeks to get an idea of your score.

**Intensive Review of the Verbal Sections of Each Test:** In combined and separated sessions, the class reviews the verbal sections of each test, using materials that simulate actual test questions. Classes are combined for the reading review, but are separated for those parts of the GMAT and GRE tests that are different.

**Intensive Writing Practice:** Students regularly write and receive feedback on essays that focus on the analytical skills necessary to do well on the writing sections of the tests

**Intensive Vocabulary Review:** Vocabulary common to the GMAT and GRE tests is pulled from the materials, explained, and reviewed on a regular basis.

GMAT®/GRE® Characteristics	Objectives
Students who need a GRE or GMAT score to enter a graduate school program in the US or abroad	Help students pass the GRE® or GMAT® tests
Students who wish to improve their academic verbal, writing and vocabulary skills beyond the level of the TOEFL® test	Help students who wish to succeed in a graduate-level academic environment

### TOEIC® Test Preparation - 432 Hours per Term

(Prerequisite: eligibility for level 4 or above)

The TOEIC® Test Preparation program covers all seven parts of the TOEIC listening and reading tests. You will have a minimum of eight (and a maximum of eleven) practice TOEIC tests every (12/13-week) term to get an idea of your TOEIC score. You can get a high TOEIC score to help you find a good job in your country.

**Intensive Study of the TOEIC Test:** The class uses authentic TOEIC questions in listening, grammar, vocabulary, and reading. The students participate in simulated test situations and review each test question by question.

In addition to the listening and reading portions of the paper-based test, ETS has two computer-based sections: speaking and writing. Right now, these test sections are optional, based on who the test-taker wants to submit TOEIC scores to.

**Speaking and Writing Practice:** The class uses a textbook approved by ETS that focuses on the new speaking and writing sections of the test. Students practice for these parts in at least two classes each week. Pronunciation, intonation, grammar, sentence structure and other skills are emphasized to help the student succeed on these parts of the test.

**Intensive Vocabulary Building:** The class uses materials that contain vocabulary that most commonly appears on the TOEIC test. Time is spent every day on learning new words, understanding and practicing them in context, and reviewing word forms. Through these two approaches, students are introduced to vocabulary from both American and British English.

TOEIC® Characteristics	Objectives
ability to communicate at least at a low-intermediate level of fluency in English (level 3 or above)	help students get a better score on the TOEIC test.
necessity of a TOEIC score to get a job in another country	
desire to work in business in an English-speaking country	help students be more successful in an actual business environment by building up their business vocabulary and comprehension of the business environment
desire to learn business related vocabulary	

## TOEFL® iBT Test Preparation - 648 Hours per Term

(Prerequisite: eligibility for level 5 or above)

The TOEFL® iBT Test Preparation class is an intensive look at the skills and strategies necessary to achieve a successful score on the four sections of the TOEFL iBT test. The class is 18 hours per week, with 36 weeks of unique materials to allow students enough time to reach their desired scores. It includes instruction in the following areas:

**Integrated Writing:** Strategies are presented to improve reading, listening, note taking and writing. Students write on a topic that simulates actual TOEFL iBT questions, and are given feedback by the instructor.

**Integrated Speaking:** Strategies are presented to improve speaking, reading, listening, note taking, and pronunciation. Students speak on a topic that simulates actual TOEFL iBT questions, and are given feedback by the instructor.

**Independent Writing:** Strategies are presented to help students write the standard American English essay. Students write on a topic that simulates actual TOEFL iBT questions, and are given feedback by the instructor.

**Independent Speaking:** Strategies are presented to improve speaking, organization, and pronunciation. Students speak on a topic that simulates actual TOEFL iBT questions, and are given feedback by the instructor.

**Reading:** Students are introduced to the ten question types presented in the TOEFL iBT reading section and learn strategies to answer the questions more effectively.

**Listening:** Students are introduced to the six question types presented in the TOEFL iBT listening section and learn note-taking strategies to effectively capture the main ideas and details.

In addition to classroom instruction, Language Systems regularly makes use of the computer lab at each campus in order to provide students with a more authentic TOEFL iBT test experience. Computer practice is given in each subject area, but there is special emphasis on the writing and speaking skills.

TOEFL® Characteristics	Objectives
ability to communicate at least at an intermediate level of fluency in English (level 4 or above)	help students get a better score on the TOEFL test
necessity of a TOEFL score to get a job in another country	
necessity of a TOEFL score to pursue higher education	help students be more successful in an academic environment by building up their academic vocabulary and comprehension of academic topics
desire to learn academically related vocabulary	

## IV. ADMISSIONS & ACADEMIC POLICIES

### A. Admissions Requirements

As a prerequisite to admission, applicants must:

- be at least 18 years of age or older;
- hold a valid high school diploma or its equivalent, transcripts, or GED
- be able to benefit from the education and training being offered by Language Systems;
- have at least a rudimentary understanding and ability to read, write and speak basic English

Applications are accepted throughout the year and must be in writing, either in hardcopy or online. While no interview is required, applicants are welcome to visit any campus and upon request may audit an actual class.

As part of the admissions process, overseas initial applicants must submit a completed application, a copy of a valid passport, current proof of financial responsibility and payment of all required fees. Transfer students must submit a completed application, a completed transfer-in form, a copy of a valid passport, a copy of a current I-20, current proof of financial responsibility and payment of all required fees. Applicants will be notified of their acceptance in writing after submitting a completed application package.

12-week terms have three sessions: Session A, Weeks 1 – 4, Session B, Weeks 5 – 8, and Session C, Weeks 9 – 12. 13-week terms also have three sessions, with a week added to one of the sessions to compensate for studies missed during national holidays. Official start dates are on the 1st Monday of each session. Flexible start dates are on any day in a session; however, study before an official start date will not count toward academic completion of a program (see "Certificate Issuance").

Language Systems reserves the right, at its discretion, to withhold registration from, or require withdrawal from the program of, any student or applicant.

Language Systems International admits qualified students of any race, color, national or ethnic origin, sex, age, disability, religion, sexual orientation, and gender identity to all the rights, privileges, programs, and activities generally accorded or made available to its students. Consistent with its obligations under the law, Language Systems prohibits unlawful discrimination, including harassment, on the basis of race, color, national or ethnic origin, sex, age, disability, religion, sexual orientation, gender identity, or any other characteristic protected by applicable law in the administration of Language Systems' programs and activities.

### B. Entrance Testing Requirements

Students who wish to enroll at Language Systems must first take a placement test to assess the level of English proficiency. Language Systems uses the Michigan Placement test for this purpose. The Program Coordinator (or other qualified faculty member) will review the student's history and placement test score, placing the student in one of Language Systems' 7 levels. Prerequisites for test preparation courses, as well as business and conversation courses are based on eligibility or completion of these levels. If students are believed to have been placed into inappropriate levels, the student or any faculty member may approach the Program Coordinator, suggesting additional assessment in the first week of placement.

If a student misses 8 continuous weeks of class or more, any previous placement test scores and/or Certificates of Completion obtained can no longer be considered for level placement. A student who has missed 8 continuous weeks of class or more must take a placement test to be placed in the proper level, except in instances where the Program Coordinator has performed an oral assessment and determined the student's former placement and/or completion is still relevant.



## C. Satisfactory Academic Progress

Students are required to make Satisfactory Academic Progress (SAP) throughout their period of study at Language Systems.

### i. ESL, Conversation, English through American Culture, and University Preparation SAP

Students are required to make Satisfactory Academic Progress (SAP) throughout the program, which means that the student must receive at least 70% overall in the following academic areas:

- a. **Tests** (60% of total grade)  
Tests are given weekly in each class component and cover the materials from each class.
- b. **Participation** (25% of total grade)  
Participation is graded weekly using a rubric covering attendance, effort & attitude in each class. Rubrics are prominently displayed in classrooms and available upon request.
- c. **Homework** (15% of total grade)  
Homework is graded 2 times a week and reinforces the material covered in class, often being incorporated into classroom activities and discussions.

### ii. Vacation English SAP

Students are required to make Satisfactory Academic Progress (SAP) throughout the program, which means that the student must maintain a minimum attendance average of 80% and receive at least 70% overall in the following academic areas:

- a. **Tests** (25% of total grade)  
Cumulative tests covering the materials in each class component are given at the end of each session.
- b. **Participation** (60% of total grade)  
Participation is graded weekly using a rubric covering attendance, effort & attitude in each class. Rubrics are prominently displayed in classrooms and available upon request.
- c. **Homework** (15% of total grade)  
Homework is graded 2 times a week and reinforces the material covered in class, often being incorporated into classroom activities and discussions.

### iii. Test Preparation SAP

Students are required to make Satisfactory Academic Progress (SAP) throughout the program, which means that the student must:

- receive at least a 70% participation average (graded weekly using the Participation Rubric covering attendance, effort on production exercises, participation in in-class test & attitude in class), and
- receive a grade of at least 75% on one practice test given in one term (complete practice tests are given regularly in test preparation courses, with a minimum of at least one test per session).

If students are not meeting SAP at any time, they may receive Warning Notices from their instructors informing them that they may be in danger of failing. In addition, every student will receive a progress report every 4 weeks. If a student is not showing progress on in-class tests, an instructor may recommend that student to be moved to an alternative class in order to improve necessary language skills.

Students will also receive a progress report at the end of their 24- or 36-week study informing them of their SAP status. If a student fails to meet SAP at the end of a course, the student may only repeat that course one time. If a student fails to pass the course a second time, the student will immediately be placed on probation for the following term, regardless of the course the student enrolls in. The decision of what course(s) the student will be allowed to take will be made after a thorough evaluation by the Program Coordinator and relevant academic personnel (i.e. former instructors, Academic Director, etc.). If at any point during the term of probation, the student is not meeting SAP, they may be withdrawn from the program.

## D. Certificate Issuance

A Certificate of Completion will be issued upon request to any student who successfully completes a course at the end of a session. If a student begins mid-session, the initial weeks before the first complete session will be treated as an adjustment period and tracked according to regular attendance and SAP requirements for international students. However, the weeks during the adjustment period will not count toward completion of the course.

### i. Requirements for Completion (ESL/University Prep/English through American Culture/Conversation/Business)

If a student who is enrolled for an entire program wants to receive a Certificate of Completion and/or be promoted to the next level at the end of the program, he or she must:

- A. be enrolled in the current level for 3 full (4/5-week) sessions
- B. have made Satisfactory Academic Progress in the current course

### ii. Requirements for Completion (Vacation English)

If a student who is enrolled for an entire session of the Vacation English program wants to receive a Certificate of Completion, he or she must:

- A. be enrolled in the current session for a full (4/5-week) session
- B. have maintained a minimum of 80% attendance in the current course
- C. have made Satisfactory Academic Progress in the current course

Due to alternative assessment, completion of a Vacation English program does not count as completion of the equivalent ESL level or fulfill eligibility requirements for test preparation or advanced courses. Any student who moves to one of LSI's other programs will need to be reevaluated for level eligibility.

### iii. Requirements for Completion (Test Preparation)

If a student who is enrolled in a test preparation program wants to receive a Certificate of Completion for the program, he or she must:

- A. be enrolled for a minimum of 6 full (4/5-week) sessions in a TOEIC® or GMAT®/GRE® course; OR
- A. be enrolled for a minimum of 9 full (4/5-week) sessions in a TOEFL® iBT course
- B. have made Satisfactory Academic Progress in the current course

If a student was not promoted but feels that his or her grades do not reflect actual ability, he or she may request an interview with the Program Coordinator. If after speaking with the student and reviewing his/her academic and attendance records, the Program

Coordinator feels that the student might be ready for a higher course, the Program Coordinator will speak to the student's instructors to determine if the student should be allowed to advance to a higher level. In these cases, the student will normally not receive a Certificate of Completion for the course unless it was determined that there was an error in the student's recorded scores.

If a student attempted to promote but didn't meet the requirements for promotion, that student must be enrolled in the same level for at least 1 session before attempting promotion again.

#### **E. Policy on Repeating Courses**

Occasionally, students may complete a course but desire to take the course again (for example, a test preparation student may need additional practice in order to reach a desired score, or a Conversation student may need additional pronunciation practice). A student who wishes to repeat a course he or she has already completed will need to meet with the Program Coordinator to explain his or her unique situation. If the Program Coordinator and the student's teacher(s) determine that the student would benefit from repeating the course, the student may re-enroll in that course one time only. The student is again expected to maintain Satisfactory Academic Progress in the course and fulfill all requirements. If at any point a student repeating a course is not meeting Satisfactory Academic Progress, he or she will receive an SAP Warning, followed by withdrawal from the program if improvement is not documented.

#### **F. Policy on Repeating Failed Courses**

Occasionally, students may fail an ESL, Conversation or Business course despite maintaining a satisfactory attendance average. A student who fails a course must speak with the Program Coordinator to discuss his or her unique situation, and they will identify together the reason(s) for the course failure. The PC will then advise the student on which course(s) the student would most benefit from, possibly including the failed course, as well as develop a study plan for the student's academic future. For example, if a student gets low test scores throughout the term while also getting low homework scores, the Program Coordinator might suggest that the student retake the same course, but emphasize that homework and improved study skills would help the student improve his or her test scores. Alternatively, the Program Coordinator may suggest another program of study that is more suitable to the student's skills and needs. The student is expected to maintain Satisfactory Academic Progress in the repeated course and fulfill all requirements. If at any point a student repeating a course is not meeting Satisfactory Academic Progress, he or she will receive an SAP Warning, followed by withdrawal from the program if improvement is not documented. Students may not take a failed course more than two times; however, under very special circumstances, and with the Program Coordinator's permission, a student may take a course a third time under an academic probation agreement if it is beneficial to his/her learning.

#### **G. Policy on Accelerated Students**

Occasionally, students may accelerate quickly in an ESL, Conversation or Business course and need to move up before completing three sessions. A student who feels that he or she should be moved to a higher level must speak with the Program Coordinator to discuss his or her unique situation. The Program Coordinator will evaluate the student's homework, participation and test scores, and if the student shows exceptional grades, the Program Coordinator will speak with the student's instructors. If after discussing the student with the student's instructors, the Program Coordinator determines that the student should be moved, the Program Coordinator will instruct front office staff to move the student at the beginning of the next session. A student who moves up before completing three sessions in a course will not receive a Certificate of Completion in that course, and the student is expected to maintain Satisfactory Academic Progress in the new course and fulfill all requirements.

#### **H. Behavior**

If a student does not observe the classroom rules or is found in violation of Language Systems' stated Rules of Conduct, he/she will be given a verbal warning, and if necessary, placed on Probation or terminated.

#### **I. Probation ESL/University Prep/English through American Culture/Conversation/Business Probation for Academic Reasons**

When a student is placed on Probation for academic or behavioral reasons, he or she must correct the issue by either improving academically or changing the behavior in question in order to maintain his or her F-1 visa status. Probation is limited to three sessions or thirteen weeks, whichever is shorter. The Program Coordinator will check the student's progress every session. As long as the student is following the requirements and showing progress, he/she will continue on Probation until the student either fulfills the requirements for Satisfactory Academic Progress or is terminated from the program. If a student is exhibiting the same behavioral issues or is not showing academic progress while on Probation, he or she will be terminated from the program. In order to transfer, a student cannot be on probation; he or she must first meet the conditions of probation and be in good standing. If at any time a student isn't meeting the conditions of probation, he or she can be terminated immediately without warning.

##### **i. ESL/Conversation/Business Probation for Academic Reasons**

When an ESL student is placed on Probation for academic reasons, he or she must fulfill the following requirements

- **80% Homework**
- **80% Participation**
- **80% Test Scores**

##### **ii. Test Preparation Probation for Academic Reasons**

When test preparation students are placed on Probation, they must fulfill the following requirements until either they fulfill the requirements for Satisfactory Academic Progress or are terminated from the program:

- **80% Participation**
- Completion of **every practice test** given in class

##### **iii. Probation for Behavioral Reasons**

When students are placed on Probation for behavioral reasons, they must correct the behavior in question (based on terms defined at the Program Coordinator's and Academic Director's discretion) while continuing to fulfill the requirements for Satisfactory Academic Progress during a probation period lasting up to three sessions.

#### **J. Language Systems Attendance Policy**

As an institution, Language Systems International expects students to attend school every day. When a student misses class, he or she not only falls behind on new material, but that student also misses the hands-on repetition that is so important in learning and

developing new skills.

### **i. Minimum Standard**

Language Systems International requires the following minimums in any 12/13-week period: 80% cumulative attendance in the classroom. Please note: government sponsors may require a higher average.

### **ii. Tracking**

Attendance is tracked in every class period by the instructor. Attendance is entered into an attendance database, which calculates the student's attendance percentage. Students with attendance lower than 80% at the end of a term will be told to speak with the Program Coordinator, who will place the student on Probation for the following term. If a student does not agree with any of the attendance data, he or she must submit a written appeal to the Office Manager within one week of the Probation notification.

### **iii. Tardiness and Early Departures**

As an institution, Language Systems International expects students to be in class on time every day. When a student arrives late to class or leaves class early, he or she not only misses the material being presented but also disrupts both the instructor and his or her fellow students. Students are allowed a grace period of up to 20 minutes the first hour of class and 5 minutes the second and third hours, although they will be marked as tardy for that class. If students arrive later than 20 minutes for the first class, they will be allowed into class, but they will be counted as absent for that hour. If students arrive later than 5 minutes for the second or third class, they will be allowed into class, but they will be counted as absent for that hour. If a student needs to leave early, their teachers will record an early departure on that student's attendance sheet as a tardy or an absence. All tardies and early departures will affect a student's attendance percentage negatively, with three tardies counting as one class absence.

### **iv. Absences**

As an institution with a diverse student population, Language Systems International recognizes that students must occasionally miss classes for understandable reasons, such as illnesses, appointments and religious holidays. In these cases, participation scores for the day may be excused and homework and/or tests may be made up, but the absences are still counted against students' overall attendance averages. Students are expected to inform their instructors in advance when they have an appointment or religious holiday or supply a doctor's note if they are sick so the student can be excused from any participation scores for the day.

### **v. Probation (for Attendance Reasons)**

If a student does not maintain the necessary 80% cumulative attendance during or at the end of the 12 or 13-week term, he or she will be placed on probation. Students will receive a warning at the end of each session that falls under 80% so that they have a chance to avoid probation. Once on probation, a student must maintain 80% attendance in his or her program for the following term. If a student maintains 80% attendance for the term, he or she will be removed from probation. The student must meet with the Program Coordinator and abide by the terms outlined in the Probation notice. At the end of the term on Probation, the student must have an 80% cumulative attendance for the term. Failure to maintain an 80% cumulative attendance during the probationary period may result in termination from school. A student can only be on probation twice in the duration of his/her time at Language Systems. If a student does not maintain 80% attendance continuously after his/her second probation, he/she will be dismissed from school.

In order to transfer to another school, a student cannot be on probation; he or she must first meet the conditions of probation and be in good standing. If at any time a student isn't meeting the conditions of probation, he or she can be terminated immediately without warning.

### **vi. Make-up Classes & Tests**

Make-up classes are offered at least once a week and must be completed outside of normally scheduled class hours. Only complete make-up hours will be accepted; the make-up hours will be lost if a student is tardy at the beginning of the class or after a break or if the student leaves early. Only time spent on instructor-approved activities in the make-up class will count as make-up hours, and students must come prepared with books, pencils/pens and any other necessary materials. Such activities may include completing class exercises, taking missed tests, or other course-related assignments. A student can make up no more than 7 hours per session.

Students may take up to three make-up tests per session for most classes; tests for Listening/Speaking classes, test preparation classes, and presentations that were missed may not be made up. In order to make up tests, students must have a valid reason for the absence. Students should speak to the Program Coordinator to schedule make-up tests during make-up classes or outside of their regular class hours. Make-up tests must be taken within one week of the original test date (for example, if a student misses a test in week 2, he or she must retake that test in week 3). Additional make-up tests or tests made beyond the week deadline may be allowed at the discretion of the Program Coordinator. It is the student's responsibility to schedule a make-up test in advance.

### **vii. Consecutive Absences**

A student who is absent for eight consecutive class days in the morning or evening, or ten consecutive class days in the afternoon, or fourteen consecutive calendar days without an approved leave of absence will be terminated.

### **viii. Dismissal**

Any student dismissed for attendance related reasons—consecutive absences, failure to maintain the 80% cumulative attendance, excessive tardiness or early departures, failure to meet the terms of attendance probation, or failure to return from a leave of absence—may restart classes in the next session only with the Program Coordinator AND P/DSO's written authorization.

### **ix. Length of Study**

A student's cumulative total length of academic study at Language Systems may not exceed 36 months. A student's cumulative total length of academic study may not include leave of absences in some circumstances. Please speak with a manager to discuss eligibility.

## **K. Leave of Absence Policy**

A leave of absence is defined by Language Systems as time away from studies, with two types of leave of absence possible: Annual Vacation/Personal Leave of Absence and Medical/Family Emergency/Service Leave of Absence. If a student wishes to take a leave of absence but not be withdrawn from Language Systems, the student must request the leave of absence in writing at least 10 academic days in advance of the beginning date of the leave of absence, unless unforeseen circumstances prevent doing

so. The student must sign and date the leave of absence request, specify the reason for the leave, and indicate the start and end dates of the leave. The school will then indicate the date the student will return to school based on the next available start date. If student takes a leave of absence without providing the required documentation, they will be withdrawn from Language Systems.

In any 12-month period, the **Maximum Allowed Leave Of Absence is 13 weeks**. A student enrolled under an F-1 visa may be granted multiple leaves of absence for a maximum total period in accordance with: (a) the written leave of absence policy of Language Systems; (b) the regulations of the Department of Homeland Security; and (c) sound educational and professional practice.

**i. Vacation/Personal Leave of Absence**

In addition to the regularly scheduled holidays or breaks, a student, if qualified, may take a vacation/personal leave of absence lasting one session (4/5 weeks). To qualify for a vacation, a student must enroll for the next session AND must have completed a minimum of three consecutive sessions (12/13 weeks) prior to taking the annual vacation. Personal leaves of absence (or vacations) can only be taken upon completion of three consecutive sessions (12/13 weeks) of enrollment in the same level or course, and the personal leave of absence must be taken before enrolling in another course. Personal leaves of absence may not be taken during a student's enrolled program.

**ii. Medical/Family Emergency/Service Leave of Absence**

Students may also take a leave of absence due to a documented health reason or family emergency. Satisfactory documentation must be verifiable and received directly from the office of a health care provider, or be a certified copy of a military order or a study abroad contract. Medical leaves of absence received directly from the student may not be acceptable.

If a leave of absence is one session or less, the student's previous records will be considered when calculating the completion of that particular program. If a leave of absence is more than one session, the student's placement will be assessed to ascertain proper placement. The student will be required to begin class on the next available start date, which must take place within the limitation for leaves of absence. The student must complete the program he/she is enrolled in before he/she is eligible for the grace period.

Failure to return to a student's course of study after an approved leave of absence will result in a withdrawal from the school and impact the student's immigration status if studying as a nonimmigrant. An approved leave of absence may be extended for an additional period of time provided that the extension request meets all of the above requirements, and the total length of the leave of absence does not exceed the maximum limit in any 12-month period.

**L. Appeals**

If a student receives Probation or an Intent to Terminate Enrollment notice, he/she can appeal the probation or termination within five school days of receiving notice. In order to appeal, the student must first submit an appeal in writing that explains the special circumstances that caused the probation or termination, such as the death of a relative, an injury or illness of the student, or other special circumstances. That appeal will be given to a committee made up of the manager, the Program Coordinator, and an instructor/director/DSO (whoever is more appropriate in the situation). A meeting will be scheduled within five school days of the submission of the written appeal for the student to discuss the appeal with the committee, and a decision will be made within one week of this meeting. If the committee's decision is to reverse the probation/termination, the student will be allowed to continue in his/her program, including any conditions set by the committee. If the appeal is rejected, the student must abide by the consequences of the initial probation/termination.

**M. Transfer and Articulation Agreements**

Language Systems has special agreements, or Mutual Recognition Programs (MRP), with many Los Angeles area schools. These MRP agreements allow students to transfer without a TOEFL® score, and some also allow Concurrent Enrollment, which means Language Systems' students can take part-time credit classes while the student is studying at Language Systems. After students complete ESL levels 5, 6, or 7 at Language Systems, they can transfer to certain local colleges without a TOEFL score. The intensive ESL program at Language Systems is uniform regarding the skills learned in each level, so a level 6 student in LA would have a similar TOEFL score to a level 6 student in Torrance since the same skills are needed to enter and complete that particular level. Therefore, a student from any Language Systems campus, successfully completing level 5, 6, or 7 at Language Systems, will be able to choose from any school having an MRP agreement with Language Systems. For a complete list of schools, please visit LSI's website.

**N. MRP Requirements**

In addition to successfully completing ESL levels 5, 6 or 7 at Language Systems, students must also take the initial placement test given at the college or university they are planning to attend. The following Schools accept students who have successfully completed:

Level 5:	Level 6:			Level 7:
Mt. Sierra College	Advanced College	Golden West College	Pierce College	Fullerton College
Los Angeles Harbor College	Bristol University	Irvine Valley College	Rio Hondo College	
	Cerritos College	Long Beach City College	Santa Monica College	
Los Angeles Trade-Tech College	Cypress College	Marymount California University	Santiago Canyon College	New York Film Academy
	Devry University	National Polytechnic College	Westcliff University	
Los Angeles Southwest College	East Los Angeles College	Orange Coast College	West Los Angeles College	University of the West
El Camino College	Fremont College	Pasadena City College	University of the West (Academic Bridge Program Only)	

**O. Notice Concerning Transferability of Credits and Credentials Earned at Our Institution**

The transferability of credits earned at Language Systems International (LSI) is at the complete discretion of an institution to which

you may seek to transfer. Acceptance of the diploma or certificate you earn in the educational program is also at the complete discretion of the institution to which you seek to transfer. If the credits, diploma, or certificate that you earn at this institution are not accepted at the institution to which you seek to transfer, you may be required to repeat some or all of your coursework at that institution. For this reason, you should make certain that your attendance at this institution will meet their educational goals. This may include contacting an institution to which you may seek to transfer after attending Language Systems International (LSI) is to determine if your credits, diploma or certificate will transfer.

At this time, Language Systems International offers non-credit courses and therefore does not recognize any credits earned at other institutions in courses of ESL study or through challenge examinations and achievement tests.

## **V. STUDENT RECORDS**

### **A. Record Retention**

Records will be stored by year. Current records will be filed according to day/evening program and are retrievable by student name. Student transcripts are kept permanently. Records for each student will be maintained for a period ending five years after the date of the student's graduation, withdrawal or termination. Each file will contain: a completed application form, an enrollment agreement, an I-20 copy (if applicable), a bank statement, a copy of passport information, an entrance exam, financial information, a copy of certificate(s) of completion (if applicable), a record of enrollment, withdrawal (if applicable), leave of absence, tuition information/ refund information, and any complaints or correspondence. All applicable documents must be signed. A printed copy of each current record required by the California Code of Regulations Section 71930 for each student shall be maintained and will be available for inspection at all times. Records will also be kept in a digital format, which will be constantly updated and kept in a separate location to ensure the safekeeping and storage of information.

### **B. Access to Student Records**

The Family Right and Privacy Act of 1974 (PL93380) prohibits an institution from releasing the school records or any other information about a student to any third party without the written consent of the student. Language Systems International maintains all educational records of students in accordance with the provisions of the Family Educational Rights and Privacy Act of 1974, and requires written consent of the student before education records are disclosed to third parties, with the exception of accrediting commissions or governmental agencies so authorized by law.

Students must request a Student Records Release form from the front desk for each release they request.

Language Systems International guarantees the student's right to access his/her own files, and requests for transcripts or any other verification can be in writing to:

Language Systems International - OC Campus Attention: Office Personnel  
750 S. Placentia Ave. Placentia, CA 92870

Please enclose a stamped, self-addressed envelope along with a \$10.00 verification fee.

## **VI. ENROLLMENT POLICIES**

### **A. Change Class Policy**

If for some reason a student feels that he/she was placed in the incorrect class and would like to try another class level, that student should make an appointment with the Program Coordinator within the first week of the session. Changes of program must be done during the first week of a session in order to be counted toward completion. If a student changes his or her course or program in weeks 2-4 of a session, the time spent in the new course will not count toward completion of that program;. The student's teacher(s) and Program Coordinator must agree that the student can enter another class/level. In addition, the student may be required to take a placement test to make sure that it is the correct level for the student. Students may change schedules (morning/afternoon/evening) at any time as long as the course/level is the same and available.

### **B. Drop Out/Withdrawal Policy\***

You have the right to withdraw from a course of instruction at any time. A withdrawal can take place either by written notice provided by you to the school you are attending or by your conduct, including but not necessarily limited to, your lack of attendance.

Should you choose to withdraw by written notice, you must complete a Drop Out/Withdrawal form obtained at the front office. Once the form is filled out and signed, it must be taken to the front office, where it will be recorded, and filed. The student must refer to the Refund Policy for any applicable refund. (see Refund Policy)

\*If a student with an F-1 visa decides to withdraw from or is dropped from the program, the student may be found in violation of his/her F-1 visa status. The United States Citizenship and Immigration Service (USCIS) will be informed of all students who drop out and/or withdraw from classes.

### **C. Cancellation Policy**

You have the right to cancel this enrollment and obtain a refund of charges paid through attendance at the first class session, or the seventh day after enrollment, whichever is later. "Cancellation" is defined as: any voluntary change in enrollment. You must indicate your request to cancel and obtain a refund by notifying the Language Systems Campus listed on your I-20, or a Pre-Enrollment Application, or the campus at which you applied in person.

### **D. Refund Policy**

You shall be refunded 100% of the amount paid for institutional charges, less both a \$150 non-refundable processing fee and the \$100 shipping and handling fee (if Language Systems processed the mailing of your I-20), if notice of cancellation is made through attendance at the first class session or the seventh day after enrollment, whichever is later.

If after the above cancellation deadline, the refund policy for students who have completed 60 percent or less of the period of attendance shall be a pro rata refund calculated from the last day of attendance, less a \$150 non-refundable processing fee, the \$100 shipping and handling fee (if applicable), and the STRF fee.

Under California law, if the student withdraws after using more than 60% of the class hours paid for, no refund will be issued. Transportation and activities fees are not subject to this 60% limitation.

All refunds as determined above will be paid within 45 days after the date of your completion of or withdrawal from Language

Systems' program, according to Language Systems' Cancellation or Drop Out/Withdrawal Policy.

If your enrollment was facilitated by an authorized Language Systems overseas agent, the recipient of any applicable refund may be governed by the contractual agreement between Language Systems and the agent. You are advised to consult with your agent prior to entering into an enrollment agreement should you have any questions.

A non-refundable late fee will be assessed on the total amount of tuition due if paid after the due date as follows: 1 to 7 calendar days - 5%; more than 7 calendar days - 10%.

#### **E. Financial Aid**

Currently, Language Systems International does not participate in any federal or state financial aid programs.

#### **F. Grace Period:**

Students are allowed a 60-day grace period following the academic completion of an enrolled 12/13-week program indicated in a completed application and enrollment agreement. Students must complete a minimum of 1 term (or 3 consecutive sessions) to qualify for a grace period. The qualifying term cannot include adjustment periods or be interrupted by a leave of absence. In order to be eligible for a grace period, a student must be in good standing, which includes an 80% attendance average over the student's last three sessions of enrollment (not including leaves of absence). Eligibility for the grace period is contingent on the student completing all Language Systems exit procedures including the Language Systems exit form.

Should a student withdraw from the initial program at any time prior to academic completion, the student's I-20 may be terminated immediately. Student's wishing to transfer to another institution prior to academic completion of their initial program are required to provide all applicable transfer Documents including acceptance letter on or before their last date of study and they are also required to complete all Language Systems exit procedures including the Language Systems exit form.

#### **G. Loans**

If you have received federal student financial aid funds, you are entitled to a refund of moneys not paid from federal student financial and program funds.

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

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.

Since Language Systems International does not issue college academic credit, nor participate in the US Federal Aid Program, we will no longer issue 1098-T to students.

#### **H. Placement Services**

Language Systems International does not offer placement services at this time. A degree program that is unaccredited or a degree from an unaccredited institution is not recognized for some employment positions, including, but not limited to, positions with the State of California.

#### **I. Distance Education**

Language Systems International offers no distance learning at this time.

#### **J. Experiential Learning**

Language Systems International offers non-credit courses in English and test preparation. Therefore, there is no award of credit for prior experiential learning.

#### **K. Bankruptcy**

Language Systems International has no pending petition in bankruptcy, and is not operating as a debtor in possession. Further, Language Systems International has not filed a petition within the preceding five years, or has had a petition in bankruptcy filed against it within the preceding five years that resulted in reorganization under Chapter 11 of the United States Bankruptcy Code (11 U.S.C. Sec. 1101et seq.).

#### **L. United States Citizenship and Immigration Service (USCIS) F-1 Regulations**

##### **i. Maintaining Student Status**

A student admitted to the United States in F-1 status must meet certain requirements in order to maintain their legal status and follow the guidelines as set forth by USCIS. These are as follows:

1. Maintain and keep a valid passport.
2. Maintain and follow the attendance policy at the school listed on the form I-20.
3. Maintain a full-course of study, which requires a minimum of 18 clock hours a week.
4. Maintain current enrollment at the school listed on the form I-20.
5. Follow all rules and regulations of the school listed on the form I-20.
6. Limit engagement of any employment to either 20 hours a week on or off-campus and obtain the required authorization to work if employed off-campus.
7. Report any change in address and/or telephone number to the school and USCIS within 10 days.

##### **ii. Concurrent Enrollment**

An F-1 student can be enrolled in two different SEVIS-approved F-1 schools at the same time as long as the enrollment in both schools amounts to a full-time course of study.

The school that the student is attending for the purpose of completing a specific program and that is maintaining the student's form

I-20 will be responsible for ensuring that the student is pursuing a full course of study.

### **iii. Transfer Procedure**

If a student wishes to transfer to another institution after completion of his/her studies, prior to the program end date on the form I-20, the student must inform the school of the intention to transfer, complete the Intent to Transfer form available from the new institution, have Language Systems execute this form, and return it to the new school. In order to transfer, a student must be in good standing, which includes an 80% attendance average over the student's last three sessions of enrollment (not including leaves of absence). The transfer process must be completed within 60 days from the program end date at Language Systems.

## **M. Student Tuition Recovery Fund**

The State of California established the Student Tuition Recovery Fund (STRF) to relieve or mitigate economic loss suffered by a student in an educational program at a qualifying institution, who is or was a California resident while enrolled, or was enrolled in a residency program, if the student enrolled in the institution, prepaid tuition, and suffered an economic loss. Unless relieved of the obligation to do so, you must pay the state-imposed assessment for the STRF, or it must be paid on your behalf, if you are a student in an educational program, who is a California resident, or are enrolled in a residency program, and prepay all or part of your tuition.

You are not eligible for protection from the STRF and you are not required to pay the STRF assessment, if you are not a California resident, or are not enrolled in a residency program.

It is important that you keep copies of your enrollment agreement, financial aid documents, receipts, or any other information that documents the amount paid to the school. Questions regarding the STRF may be directed to the Bureau for Private Postsecondary Education, 2535 Capitol Oaks Drive, Suite 400, Sacramento, CA 95833, (916) 431-6959 or (888) 370-7589.

To be eligible for STRF, you must be a California resident or are enrolled in a residency program, prepaid tuition, paid or deemed to have paid the STRF assessment, and suffered an economic loss as a result of any of the following:

1. The institution, a location of the institution, or an educational program offered by the institution was closed or discontinued, and you did not choose to participate in a teach-out plan approved by the Bureau or did not complete a chosen teach-out plan approved by the Bureau.

2. You were enrolled at an institution or a location of the institution within the 120 day period before the closure of the institution or location of the institution, or were enrolled in an educational program within the 120 day period before the program was discontinued.

3. You were enrolled at an institution or a location of the institution more than 120 days before the closure of the institution or location of the institution, in an educational program offered by the institution as to which the Bureau determined there was a significant decline in the quality or value of the program more than 120 days before closure.

4. The institution has been ordered to pay a refund by the Bureau but has failed to do so.

5. The institution has failed to pay or reimburse loan proceeds under a federal student loan program as required by law, or has failed to pay or reimburse proceeds received by the institution in excess of tuition and other costs.

6. You have been awarded restitution, a refund, or other monetary award by an arbitrator or court, based on a violation of this chapter by an institution or representative of an institution, but have been unable to collect the award from the institution.

7. You sought legal counsel that resulted in the cancellation of one or more of your student loans and have an invoice for services rendered and evidence of the cancellation of the student loan or loans.

To qualify for STRF reimbursement, the application must be received within four (4) years from the date of the action or event that made the student eligible for recovery from STRF. A student whose loan is revived by a loan holder or debt collector after a period of noncollection may, at any time, file a written application for recovery from STRF for the debt that would have otherwise been eligible for recovery. If it has been more than four (4) years since the action or event that made the student eligible, the student must have filed a written application for recovery within the original four (4) year period, unless the period has been extended by another act of law.

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

## **VII. SCHOOL POLICIES**

### **A. RULES OF CONDUCT**

Students at Language Systems International are expected to help maintain an environment in which there is freedom to learn. Further, students are expected to respect the rights of other students, faculty and staff, and students should uphold standards of integrity, honesty, trust, fairness and civility. Students are expected to adhere to all city, county, state and national laws and regulations. Students are also expected to respect and adhere to local laws, procedures, regulations and local customs that pertain, but are not limited to, parking, smoking, interactions with local and school officials, and general etiquette. Should a student be found to be in violation of any of the rules of conduct set forth by Language Systems International, "due process" steps shall be followed according to the Disciplinary Policy set forth herein.

Conduct and offensive behavior that will not be permitted by Language Systems International and will be grounds for disciplinary action include but are not limited to the following:

1. Continued failure to comply with the directions of Language Systems personnel acting in the performance of their duties;
2. Dishonesty of any kind such as cheating, plagiarism or knowingly furnishing false information to Language Systems;
3. Continued disruptive behavior or obstruction of any teaching, school activity or continued willful disobedience in defiance of the authority of Language Systems personnel;

4. Continued use of vulgar or profane language in the presence of or directed at Language Systems personnel or other students;
5. Assault, battery or threat of force or violence on any Language Systems personnel or student or any individual on the Language Systems campus;
6. Physical abuse, willful misconduct or any such act that threatens or endangers the health or safety or causes injury or death of any Language Systems personnel, student or individual on the Language Systems campus or any member of the community;
7. Theft or intentional or willful misconduct that results in defacing, cutting or damage to property of Language Systems, any student, instructor or any Language Systems personnel or member of the community;
8. Possession, use, sale, or being under the influence of any controlled substance or any poison classified as such by Schedule D in section 4160 of the California Business and Professions Code;
9. Smoking anywhere on the premises of Language Systems or any area designated as a no-smoking area where an Language Systems function takes place;
10. Any forgery, alteration or intentional misuse of any Language Systems materials, documents, records or identification;
11. Possession or use of any alcoholic beverages anywhere on Language Systems premises or at any Language Systems sponsored event where alcohol is prohibited or presence on Language Systems premises while under the influence of alcohol;
12. Unauthorized entry into or use of Language Systems facilities, supplies and/or equipment;
13. Illegal possession or use of any firearms, explosives, or flammable substances while on Language Systems property or at any Language Systems sponsored event;
14. Stalking, hate crimes or hate incident; and
15. Any other offense set forth in the California Education Code that constitutes "good cause."

## **B. Classroom Policy**

All students must observe the following rules while in the classroom.

Students must:

- Buy all required textbooks.
- Attend class regularly.
- Come on time to all classes.
- Not cheat on tests or class work.
- Not act aggressively, disrespectfully, or inappropriately toward any student, teacher, or staff member.

## **C. Textbook Policy**

Students are required to have ALL classroom textbooks and other required materials by the second day of class unless circumstances dictate otherwise (on a case-by-case basis). Students who change courses in the first week of their enrollment may be able to get a refund on textbooks purchased (in order to purchase textbooks for the new class), as long as they haven't written in or damaged the materials in any way.

## **D. Disciplinary and Dismissal Policy**

Students must not violate any internal rules of the school including the Rules of Conduct, classroom or textbook rules of the school.

If a student does not observe these internal rules, he/she will be given a verbal warning. If a student persists in breaking any school rules, he/she will be given a written warning. If a student continues to break school rules after the verbal and written warnings, Language Systems has the right to terminate the student's enrollment. In cases of extreme behavior problems, Language Systems has the right to terminate the student's enrollment immediately, without prior warning.

If a student does not comply with all applicable USCIS requirements, school policies, and rules of conduct, he or she may be subject to dismissal.

## **E. Evaluations**

Students at Language Systems International are asked to fill out anonymous evaluation forms once per term. These optional evaluations include questions about programs, instructors, textbooks, front office staff, program coordinators, managers, and school facilities. The information obtained through these evaluations will be used to improve the experiences of Language Systems students. In addition, if students would like to comment on anything regarding Language Systems' program, instructors or facilities, they are encouraged to speak with the Program Coordinator or Office Manager. Student comments and feedback are recorded in writing or paraphrased in weekly reports.

## **F. Copyright and Software License Infringement Policy**

Language Systems respects the intellectual property rights of third parties and requires all users of Language Systems computer systems, servers or copy machines (including but not limited to computer networks, online/internet/web and related services) to comply with local, federal and international laws, especially those concerning intellectual property laws, including copyright laws.

It is against Language Systems policy for any users of Language Systems equipment or services to access, use, copy or otherwise reproduce, or make available to others any copyright-protected materials or software except as permitted under copyright law or specific license. Specifically, users are prohibited from:

- Copying or reproducing any licensed software on or by Language Systems equipment, except as expressly permitted by the software license. Also, users may not use unauthorized copies of software on Language Systems-owned computers.
- Copying, downloading, or uploading audio recordings, music, television shows, photographs, movies, videos and other kinds of copyright, trademark or patent-protected files that can be conveyed electronically without the intellectual property owner's permission. These files could include MP3, wav, midi, or other audio files; QuickTime, avi or other movie files; gif, jpeg or other picture files; as well as any other media files. Using Peer to Peer (P 2 P) programs to distribute music, videos, etc. without copyright permission is against the Digital Millennium Copyright Act.
- Copying or reproducing any copyrighted material on or by Language Systems equipment, except as expressly permitted by the copyright owner's permission or by license. Also, it is prohibited to use Language Systems-copyrighted material, except as expressly permitted by the copyright owner's permission or by license. Users shall not modify, revise or alter in any way Language Systems-copyrighted material, except where and only to the extent explicitly permitted by Language Systems.
- Posting copyrighted material on an Language Systems-owned or operated website (official or personal).



- Accepting or using unlicensed software on Language Systems computer systems or servers received from any third party.
- Users shall not install, nor direct others to install, illegal copies of computer software or unlicensed software onto any Language Systems-owned or operated computer system or server. Only software that has been legally purchased is to operate on Language Systems equipment.
- Users shall not make copies of Language Systems-owned or licensed software except where and only to the extent explicitly permitted according to the terms of the applicable license and shall not use Language Systems hardware to make illegal copies of any copyrighted software for the purpose of selling, giving, personal use or lending this software to others (including but not limited to software from the public and departmental computer labs) or for any other unauthorized purpose.
- Language Systems Software shall not be modified, revised, recast or adapted unless directed to do so in writing.

Preventing copyright infringement is the responsibility of both Language Systems employees and students. Both Language Systems and its employees are subject to the provisions of the Copyright Act and penalties such as fines or imprisonment can be imposed on both organization and individual users within it.

Language Systems International (hereinafter Language Systems) will investigate all claims and notifications of copyright and/or software license infringement (hereinafter collectively infringement). Language Systems reserves the right to conduct inquiries, including but not limited to monitoring network use, to determine whether the activities of any user of the school's computer systems or servers appear to be infringing. Language Systems will investigate all claims and notifications of infringement. If Language Systems determines that any users have infringed the intellectual property rights of others, such users will be contacted and appropriate action will be taken. Language Systems reserves the right to decide how to address or respond to any allegation of infringement in accordance with applicable law, including, but not limited to availing itself of the defenses, such as fair use, that are available to copyright defendants.

Language Systems will terminate, in appropriate circumstances, access to school computer systems, electronic networks and/or services provided to any user who is deemed to infringe third party intellectual property rights.

Further, where Language Systems has actual knowledge that any material or activity using material on the school's system or network is infringing, or is aware of facts or circumstances from which infringing activity is apparent, the school shall act expeditiously to remove or disable access to the material.

Users violating Language Systems copyright and infringement policy may be subject to the full measure of disciplinary action up to and including warnings, suspension and termination of Language Systems student status and/or employment where applicable. Language Systems expressly reserves the right to terminate or suspend the user's network access if Language Systems, in its sole judgment, believes that circumstances relating to the infringement of third party intellectual property rights warrant such action. These policies are in addition to and do not affect or modify any other rights Language Systems may have under law or contract.

## VIII. COST

### A. Tuition Schedule, Cost & Hours

The following is a schedule of tuition\*, fees, and other charges and expenses necessary for the term of instruction and the completion of the course of study.

Program	Tuition 4 weeks	Tuition 5 weeks	Tuition 12 weeks	Tuition 13 weeks	Tuition 16 weeks	Tuition 24 weeks	Tuition 48 weeks	Hours Required for Completion
<b>ESL</b>								
Intensive (2 programs) (36 hours/week)	\$1,410	\$1,634	\$3,289	\$3,513	\$4,183	\$5,990	\$11,342	1512 (all levels combined)  216 (per level)
Semi-Intensive (1 program + CMAR) (22 hours/week)	\$1,098	\$1,272	\$2,559	\$2,733	\$3,254	\$4,661	\$8,829	
ESL (18 hours/week)	\$882	\$1,022	\$2,055	\$2,195	\$2,615	\$3,745	\$7,089	
University Preparation Program	\$882	\$1,022	\$2,055	\$2,195	\$2,615	\$3,745	\$7,089	

Conversation (18 hours/week)	\$882	\$1,022	\$2,055	\$2,195	\$2,615	\$3,745	432	
Business (18 hours/week)	\$882	\$1,022	\$2,055	\$2,195	\$2,615	\$3,883		
English through American Culture (18 hours/week)	\$882	\$1,022	\$2,055	\$2,195	\$2,615	\$3,745		
Vacation English (56 hours/session)	\$801	\$929						
<b>Test Preparation</b>								
TOEFL® (18 hours/week)	\$902	\$1,047	\$2,115	\$2,260	\$2,695	\$3,865	\$7,329	648
TOEIC® (18 hours/week)	\$882	\$1,022	\$2,055	\$2,195	\$2,615	\$3,745		432
GRE®/GMAT® (18 hours/week)	\$882	\$1,022	\$2,055	\$2,195	\$2,615	\$3,745		432

\*Discounts may apply for cash payments

### B. Estimated Total Charges for the Entire Educational Program

The estimated total charges\* for each program (when paid in full) would not exceed the amount listed below plus any appropriate fees.

**ESL** (84-87 weeks): \$12,942

**TOEFL®** (36-37 weeks): \$5,741

**Vacation English** (4-5 weeks): \$929

**Conversation** (24-25 weeks): \$3,883

**Business** (24-25 weeks): \$3,834

**GRE®/GMAT®**(24-25 weeks): \$3,883

**English through American Culture** (24-25 weeks): \$3,883 **University Preparation Program** (12-13 weeks): \$2,195

**TOEIC®** (24-25 weeks): \$3,883

\*Discounts may apply for cash payments

### C. Fees

Language Systems International charges the following fees, as applicable.

Fee	Description/Note
Processing Fee	\$150; Non-Refundable
Textbooks / Materials Fee	Depends on Course (usually \$90-130)
Shipping & Handling (Express Mail)	\$100; Non-Refundable
ID Card Fee Renewal	\$5
SEVIS Fee	\$350 Mandatory I-901; Non-Refundable
Student Tuition Recovery Fund	Non-Refundable; \$0
Expedited Document Fee	\$35

### D. Housing

Language Systems International has no dormitories under its control and does not offer a housing program therefore has no responsibility finding or assisting a student with housing. However, Sweet Home California (SHCA) provides many Language Systems International students with housing and dormitory services. SHCA can be reached at (323) 424-6629 for additional information.

A variety of housing options are located within a reasonable distance from the school by car, public transportation, bike or walking. These options can range from \$550 - \$1,100 a month for a shared room or a private room.

### E. Student Services

Language Systems International does not provide student services.

### F. Late Fee

A late payment fee will be charged if tuition is not paid by the tuition due date. If payment is made from one to five business days after the tuition due date, the late payment fee is 5% of the tuition due. If payment is made more than five business days after the tuition due date, the late payment fee is 10% of the tuition due. If a check is returned unpaid because of insufficient funds, there will be a \$25.00 penalty charge.

## IX. QUESTIONS, GRIEVANCES AND COMPLAINTS

### A. Questions

Language Systems International is a private institution that is approved to operate by the Bureau for Private Postsecondary Education, which means it is in compliance with state standards as set forth in the California Private Postsecondary Education Act of 2009. Any questions a student may have regarding this catalog that have not been satisfactorily answered by the institution may be directed to the Bureau for Private Postsecondary Education at:

### **Bureau for Private Postsecondary Education**

Physical Address: 1747 N. Market Boulevard, Suite 225, Sacramento, CA 95834

Mailing Address: P.O. Box 980818, West Sacramento, CA 95798-0818

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

Toll Free Number: 1 (888) 370-7589

Fax Number: (916) 263-1897

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.

### **B. Grievances and Complaints**

If a student has a complaint about his/her class, teachers, or administration at Language Systems, the student submits that complaint, either in person (usually to the Office Manager or Program Coordinator) or via email to the school. The student's complaint will be given to the Academic Director or Office Manager and addressed, and an appointment will be made with the student and the appropriate personnel in order to discuss the situation. If, however, the student feels that his/her complaint cannot be worked out, he/she has the right to either write or call the Bureau for Private Postsecondary Education.

A student or any member of the public may file a complaint about this institution with the Bureau for Private Postsecondary Education by calling 1 (888) 370-7589 or by completing a complaint form, which can be obtained on the bureau's Internet Web site ([www.bppe.ca.gov](http://www.bppe.ca.gov)).

### **C. Notice to Students: ACCET Complaint Procedure**

This institution is recognized by the Accrediting Council for Continuing Education & Training (ACCET) as meeting and maintaining certain standards of quality. It is the mutual goal of ACCET and the institution to ensure that educational training programs of quality are provided. When problems arise, students should make every attempt to find a fair and reasonable solution through the institution's internal complaint procedure, which is required of ACCET accredited institutions and frequently requires the submission of a written complaint. Refer to the institution's written complaint procedure which is published in the institution's catalog or otherwise available from the institution, upon request. Note that ACCET will process complaints which involve ACCET standards and policies and, therefore, are within the scope of the accrediting agency.

In the event that a student has exercised the institution's formal student complaint procedure, and the problem(s) have not been resolved, the student has the right and is encouraged to take the following steps:

1. Complaints should be submitted in writing and mailed, or emailed to the ACCET office. Complaints received by phone will be documented, but the complainant will be requested to submit the complaint in writing
2. The letter of complaint must contain the following:
  - a) Name and location of the ACCET institution;
  - b) A detailed description of the alleged problem(s);
  - c) The approximate date(s) that the problem(s) occurred;
  - d) The names and titles/positions of all individual(s) involved in the problem(s), including faculty, staff, and/or other students;
  - e) What was previously done to resolve the complaint, along with evidence demonstrating that the institution's complaint procedure was followed prior to contacting ACCET;
  - f) The name, email address, telephone number, and mailing address of the complainant. If the complainant specifically requests that anonymity be maintained, ACCET will not reveal his or her name to the institution involved; and
  - g) The status of the complainant with the institution (e.g. current student, former student, etc.).
3. In addition to the letter of complaint, copies of any relevant supporting documentation should be forwarded to ACCET (e.g. student's enrollment agreement, syllabus or course outline, correspondence between the student and the institution).
4. **SEND TO:**  
ACCET  
CHAIR, COMPLAINT REVIEW COMMITTEE  
1722 N Street, NW  
Washington, DC 20036  
Telephone: (202) 955-1113  
Fax: (202) 955-1118 or (202) 955-5306  
Email: [complaints@accet.org](mailto:complaints@accet.org)  
Website: [www.accet.org](http://www.accet.org)

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

## X. 2020 LANGUAGE SYSTEMS INTERNATIONAL CALENDAR

### WINTER

Winter All-School Event: Basketball Tournament (Date TBD)

#### Session A

January 6th First Day of Winter Term  
January 20st **Martin Luther King Jr. Holiday – No Classes**

#### Session B

February 3rd Starting Day of Winter Term Session B  
February 14th Valentine's Day Party  
February 17th **President's Day – No Classes**

#### Session C

March 2nd Starting Day of Winter Term Session C  
April 3rd Last Day of Winter Term; Graduation Party

### SPRING

Spring All-School Event: Gold Cup Soccer Tournament (Date TBD)

#### Session A

April 6th First Day of Spring Term

#### Session B

May 4th Starting Day of Spring Term Session B

#### Session C

May 25th **Memorial Day – No Classes**  
June 1st Starting Day of Spring Term Session C  
June 25 th Last Day of Spring Term; Graduation Party

### SUMMER

Summer All-School Event: Beach Party and Volleyball Tournament & Futsal Tournament (Dates TBD)

#### Session A

June 29th First Day of Summer Term  
July 4th **Independence Day – No Classes**

#### Session B

July 27th Starting Day of Summer Term Session B

#### Session C

August 24th Starting Day of Summer Term Session C  
September 7nd **Labor Day – No Classes**  
September 18th Last Day of Summer Term; Graduation Party

September 16th – September 20th: **Fall Break**

### FALL

#### Session A

September 21st First Day of Fall Term

#### Session B

October 19 th Starting Day of Fall Term Session B  
November 11th **Veterans day – No Classes**

#### Session C

November 16th Starting Day of Fall Term Session C

November 25th Thanksgiving Potluck  
November 26th-27th **Thanksgiving – No Classes**  
December 18th Last Day of Winter Term; Holiday & Graduation Party

December 23rd – January 3rd: **Winter Break**

*Dates are subject to change.*