



LANGUAGE SYSTEMS

INTERNATIONAL
COLLEGE OF ENGLISH

Accredited by: **ACGET** 

2017 Student Catalog

01/03/2017 - 12/22/2017

Institution Addresses:

Downtown LA Campus*

3250 Wilshire Blvd. #200
Los Angeles, CA 90010
(213) 385-3665
la@languagesystems.com

Orange County Campus*

750 S. Placentia Ave.
Placentia, CA 92870
(714) 572-1771
oc@languagesystems.com

Northeast LA Campus*

1635 W. Main St.
Alhambra, CA 91801
(626) 284 9852
alhambra@languagesystems.com

South Bay LA Campus*

3528 Torrance Blvd. #304
Torrance, CA 90503
(310) 792-7770
torrance@languagesystems.com

Morning Schedule

Monday—Friday
9:00am—12:36pm

Afternoon Schedule

Monday—Friday
1:30pm—5:06pm

Evening Schedule

Monday—Friday
6:00pm—9:36pm

www.languagesystems.edu

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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 approved 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*

Tyson Mussack – Program Coordinator
B.A. in Biblical Studies - Biola University

Kuroda, Yuka – Assistant Program Coordinator (Evening)
B.A. in Comparative Literature and in French – University of California

Paula Agras - ESL Instructor
B.A. in English – CSU Fullerton
M.A. in Education, Higher Education – Ashford University
Online

Christopher Boman - ESL Instructor
B.S. in Communications – Cal Poly Pomona

Charis Cochran - TOEFL®/ESL Instructor
B.S. in Visual Arts – Pensacola Christian College
TESOL/TESL/TEFL Teacher Training Certification

Jon Deleon - ESL Instructor
B.A. in History – University of Maryland

Larry Furman - ESL Instructor
B.A. in Education – University of Ottawa, Ontario, Canada
B.S. in Geography – Brandon University, Manitoba, Canada
Certification: Ontario College of Teachers

Bob Hornyak - ESL Instructor
B.S. in Business Management - University of La Verne

Junko Ihrke - ESL Instructor
B.A. in East Asian Studies – UC Riverside
M.A. in Cultural Studies – Claremont Graduate University

David Labinger - TOEFL® Instructor
B.A. in Philosophy - CSU, Fullerton
M.A. in Philosophy (in progress) - CSU Long Beach

Andrew Long - TOEFL®/ESL Instructor
B.A. in English - CSU Long Beach

Iris Marialaki - ESL Instructor
B.A. in Psychology and Social Behavior with a minor in Italian Studies - UC Irvine

Vanessa Lucero - ESL Instructor
B.A. in Communication – CSU Fullerton
M.A. in Educational Leadership – Chapman University

Suzanne Moore - ESL Instructor
B.A. in Education – Whittier College
M.A. in Educational Leadership – Chapman University

Ariana Mylonas – ESL Instructor
B.A. in Anthropology – Long Beach State University, Long Beach, CA
M.A. in Anthropology – Long Beach State University, Long Beach, CA
TESOL Certificate

John-Michael Patino - ESL Instructor
B.A. in Theater Arts - CSU Fullerton
TEFL Certificate

Sergio Sanchez - ESL Instructor
B.A. in Linguistics - Cal State Long Beach

Steve Sumner - ESL Instructor
M.A. in English - National University, Costa Mesa
B.A. in Psychology - CSU Fullerton

Thelma Tillman - ESL Instructor
B.A. in Feminist Studies - UC Santa Cruz

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*

Ligia Andersen - Program Coordinator
B.A. in English - Universidade de Santo Amaro, Sao Paolo, Brazil

Paul Grosfield - ESL Instructor/Assistant Program Coordinator (Evening)
B.A. in Art & Minor in Japanese - Lewis and Clark College, Portland, OR

Iain McConnell - ESL Instructor/Assistant Program Coordinator (Morning)
B.A. in English - McMaster University, Hamilton, Ontario

Sushant Naidu - ESL Instructor/Assistant Program Coordinator (Afternoon)
B.S. Business Administration and Spanish - East Central University (Ada, OK)

Michael An'gileo - ESL Instructor
B.A. in Cinema - University of Southern California

John Bury III - ESL Instructor
B.A. in English - Alameda University

Scott Casperson - ESL Instructor
B.S. in Advertising - University of Florida

Lester Clark - ESL Instructor
B.A. in English - University of Nevada

Mary Jo Cleary - ESL Instructor
B.A. in History/Environmental Studies - Northern Arizona University

Paul Del-Amico - ESL Instructor
B.A. in English - UCLA
M.A. in Special Education - Cal State Northridge

Peter Ellis - TOEFL® Instructor
B.A. in English - UC Santa Barbara

Ehab Elmezian - ESL Instructor
BA in Sociology UC Riverside

Matthew Flowers - ESL & GMAT/GRE® Instructor
BA English Literature and Culture - University of Oklahoma

Jeremy Gonsalves - ESL Instructor
B.A. in Spanish - Arizona State University, AZ
TESOL Certificate

Sarah Good - ESL Instructor
B.A. in Liberal Studies - Bay Path College, MA
TEFL Certificate

Erich Homsher - ESL Instructor
B.A. in Speech Communication & Advertising - Pennsylvania State University

Maria Kelley-Lovotti - ESL Instructor
B.A. in English - New York University

Monica Khatib - ESL Instructor
B.A. (equivalency) in ESL - El Centro Nacional de Evaluacion para la Educacion Superior, A.C., MEXICO
CELTA Certification
Cambridge International Diploma for Teachers and Trainers

Continued on next page

Language Systems—DOWNTOWN INSTRUCTORS (*continued*)*

Ted Lehde - TOEIC® & TOEFL® Instructor

B.A. in History - UCLA

Caroline Leva - ESL Instructor

B.A. in Communication Studies - Cal State Long Beach

Patricio Maya - ESL Instructor

M.A. in Journalism - S.I. Newhouse School of Public Communications - NY

B.A. in English Literature/Creative Writing - CSU - LA

Kirk Mayer - ESL Instructor

MA in History - SFSU

Martin Mazloom - ESL Instructor

B.A. in English & Cinema/Television - UCLA

Kurt Schultheis – ESL Instructor

B.A. in Modern Languages and Literature - California

Polytechnic State University, San Luis Obispo

CELTA Certificate

Lloyd Hardy – ESL Instructor

B.S. in Business Administration – Alameda University

Jordan Kurt – ESL Instructor

B.A. in Literary Arts – Brown University

Derek Reiman – ESL Instructor

B.A. – Bowling Green State University

Certificate: TEFL

Dustin Newcombe – ESL Instructor

B.S. in Finance – Pennsylvania State University

Steven Williams - ESL Instructor

BA in Journalism and Creative Writing – Southwets Texas State University, San Marcos, Texas

*Instructors subject to change.

I. LANGUAGE SYSTEMS INTERNATIONAL— NORTHEAST LA (Branch)

Language Systems International – Northeast LA occupies the entire first floor of a major office building in the heart of downtown Alhambra. Located eight miles east of Los Angeles, the city of Alhambra sits in the western San Gabriel Valley region of Los Angeles County. Alhambra is comprised of a wide range of ethnic groups, and its businesses have strong ties to international commerce, including a very active Chinese business district.

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 – NORTH EAST LA INSTRUCTORS*

Carlos Takashima - Program Coordinator

B.A. in Geography/Environmental Studies– UC Los Angeles

Marco Cervantes - ESL Teacher

B.A. in English Literature – San Diego State University

MFA in Film and Television Production – Loyola Marymount University

Diego Connelly - TOEFL Teacher

B.A. in English- CSU Northridge

M.A. in Literature - CSU Northridge

Marcia Dos Reis - TOEIC/ESL Teacher

B.A. in Translation & Interpretation - Ibero American University

Erber Espinoza - ESL Teacher

B.A. in TEFL - Universidad de Guadalajara Mexico

James Glaeser - ESL Teacher

B.A. in English – Cal State Univeristy, Northridge

Certification: BPPVE: Instructor – Teaching ESL

Jason Hardwick - ESL Teacher

B.A. in English Literature - CSU Los Angeles

Juan Huezio - ESL Teacher

M.A. in Political Science – Cal State LA

B.A. in Political Science – UCLA

Tommy Munoz - ESL Teacher

B.A. in Social Science - Cal State LA

Dereza Page – ESL Teacher

M.F.A. in Producing for Film and Television – New York Film Academy

B.A. in Music - Berklee College of Music

Andrew Hyun Pak - ESL Teacher

B.A. in History & Business Management – Westminster College, UT

Jacob Slingland - ESL Teacher

B.A. in Sculpture and Printmaking - Cornish College of the Arts, Seattle

TEFL Certified

Jaafar Zedouti – ESL Teacher

B.A. in English and French Literature – University of El Hassin Second Ein Elshak, Dar Beida, Morocco

TEYL Certificate (Teaching English to Young Learners)

TESOL Certificate

*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 Macias – Program Coordinator

B.A. in Communication - UC San Diego

Henry Oswald – Assistant Program Coordinator (Evening)

B.A. Political Science (Seton Hall University)

Anthony Alaimalo – ESL Instructor

M.A. in TESOL - Cal State University, Dominguez Hills, CA

Cheryl Bailey – ESL Instructor

B.A. in English – Ohio State University

MEd in Education – University of Cincinnati

MBA in Marketing - UCLA

Charles Bryan – ESL Instructor

B.A. in English, History – University of Missouri

M.A. in English – University of Missouri

Karen Bourges – ESL Instructor

B.S. Conservation Biology

M.A. Environmental Engineering

Judy Clark - ESL Instructor

B.A. - Teacher's Certification English, 7-12 Single Subject - Canisius University

B.A. in Psychology & English - York University

Samra Dresevic - ESL Instructor

B.A. Modern Languages and Modern Greek History - Loyola Marymount University

Arthur Hsieh - ESL Instructor

B.A. in English - CSU, Dominguez Hills

B.S. Biochemistry - UC Riverside

Teaching Credential

Amanda Jaquez – ESL Instructor

B.A. in English Literature - Rutgers

TESOL/TEFL Certificate

Duane (DJ) Johnson – ESL Instructor

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

Bhumika Kelkar-Chettiar – ESL Instructor

B.A. in Liberal Studies - CSU, Fullerton

David Lewis – ESL Instructor

B.A. in English – Cal State LA, CA

M.A. in HR Management – National University

Brandon Monahan – ESL Instructor

B.A. in English – Azusa Pacific University

TESOL Certificate

Certificate: Education Specialist – Mild/Moderate Disabilities

Sepideh Razipour – ESL Instructor

B.A. in English Translation – Azad University, Iran

M.A. in Linguistics – Azad University, Iran

Samaneh Rouhi – ESL Instructor

B.A. in English Translation – Azad University, Iran

M.A. in Linguistics – Cal State University Long Beach, CA

TESOL Certificate

David Scott Sell – ESL Instructor

MBA – University of Phoenix

Shahrazd Shoraka – ESL Instructor

B.A. in International Developments and Iranian Studies – UCLA

Kathleen Spratt – TOEFL Instructor

B.A. in Psychology - Carleton University, Ontario, Canada

TEFL certificate

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 |
|---|---|
| <ul style="list-style-type: none">• ability to form basic sentences consisting of no more than two or three words• frequent long pauses and repetition• often unintelligible pronunciation that is strongly influenced by the student's native language | <ul style="list-style-type: none">• build survival vocabulary• improve elementary pronunciation• introduce basic grammatical structures |

III. CLASS DESCRIPTIONS (continued)

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 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 |
|--|---|
| <ul style="list-style-type: none">• ability to form simple questions or statements with reasonable accuracy (although basic grammatical errors are frequently evident)• little autonomy of expression• practical vocabulary for elementary needs | <ul style="list-style-type: none">• build vocabulary that facilitates discussion of limited topics beyond basic survival needs such as personal history, hobbies and opinions• develop thinking skills in English• emphasize basic grammatical structures, listening comprehension and reading skills to build the fundamental guideline for speaking |

III. CLASS DESCRIPTIONS (continued)

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 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 |
|---|--|
| <ul style="list-style-type: none">• slight development in stress/intonation is evident• ability to satisfy everyday needs and minimum courtesy requirements• ability to formulate and respond to simple questions & statements using accurate basic grammatical structures• ability to satisfy limited functional requirements and social demands in an English-speaking environment | <ul style="list-style-type: none">• strengthen listening comprehension and knowledge of vocabulary to allow understanding of more complex grammar• provide more fluency practice using common grammatical structures and speech functions to make conversation more communicative & natural |

III. CLASS DESCRIPTIONS (continued)

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 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 |
|---|---|
| <ul style="list-style-type: none">• ability to satisfy most functional requirements• some spontaneity in language production, but fluency is not consistent• flexibility in a variety of circumstances beyond immediate survival needs• 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• ability to express basic feelings and intentions | <ul style="list-style-type: none">• develop accurate and natural expressions• strengthen listening skills to allow understanding at natural speed• provide more complicated grammar instruction and discussion of more diverse subjects |

III. CLASS DESCRIPTIONS (continued)

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 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 |
|--|--|
| <ul style="list-style-type: none">• ability to deal with most social situations with confidence• firm grasp of daily conversation• knowledge of vocabulary that is sufficient to discuss a wider range of topics• ability to handle more complex grammatical structures with a greater degree of competence | <ul style="list-style-type: none">• stress accuracy when using more complex grammatical structures• teach more idiomatic expressions used in conversation• provide more academic vocabulary covering a wide range of topics and opinions |

III. CLASS DESCRIPTIONS (continued)

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 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 |
|---|--|
| <ul style="list-style-type: none">• ability to effectively communicate about more complex topics• firm grasp of simple, compound, and complex grammatical structures• errors still evident in articles, prepositions, tense usage and passive constructions• demonstrated fluency and ease of speech• ability to respond appropriately in most situations | <ul style="list-style-type: none">• broaden vocabulary knowledge and usage• develop students' abilities in expressing opinions about social/political topics• build student's confidence in order to express contradictory opinions without hesitation |

III. CLASS DESCRIPTIONS (continued)

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 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 |
|---|--|
| <ul style="list-style-type: none">• 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• capacity to discuss particular interests and special fields of competence with reasonable ease• more extensive vocabulary• excellent command of complex grammatical structures• errors virtually never interfere with understanding | <ul style="list-style-type: none">• maintain the student's already high level• broaden knowledge of academic vocabulary and idiomatic expressions• build student's confidence in communicating on all topics |

III. CLASS DESCRIPTIONS (continued)

The Vacation English Program at Language Systems International 60-hour, 4-week course that aims to improve students' communicative skills for personal development. The course consists of 14.4 hours per week of classroom instruction and activities, and 2.4 hours at the end of the 4 weeks for assessment.

Vacation English Program - 60 Hours per Term

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

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 |
|--|---|
| <ul style="list-style-type: none">• at least a rudimentary understanding and ability to read, write and speak basic English• desire to improve English skills in a short, 4-week course | <ul style="list-style-type: none">• helping foreign students function successfully in an English-speaking environment by improving their ability to communicate effectively in English• introducing students to American culture• building students' self-confidence and self-esteem when communicating in English in personal situations |

III. CLASS DESCRIPTIONS (continued)

All Conversation courses at Language Systems International are 3.6 hours per day and aim to improve a student's conversation skills.

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 |
|--|--|
| <ul style="list-style-type: none">• 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• ability to communicate at a low-intermediate to intermediate level of fluency in English (levels 4-5)• desire to focus on English conversational skills, as opposed to academic English skills• desire to focus on pronunciation and the use of common idioms | <ul style="list-style-type: none">• maintain the student's already high level• broaden knowledge of academic vocabulary and idiomatic expressions• build student's confidence in communicating on all topics |

III. CLASS DESCRIPTIONS (continued)

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 |
|---|--|
| <ul style="list-style-type: none"> • ability to communicate at a pre-advanced to advanced level of fluency in English (levels 6-7) • desire to focus on English conversational skills, as opposed to academic English skills • desire to focus on pronunciation and the use of common idioms | <ul style="list-style-type: none"> • 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 • build advanced conversation strategies including negotiating, expressing concerns, and persuading • 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 |

III. CLASS DESCRIPTIONS (continued)

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 |
|--|--|
| <ul style="list-style-type: none">• ability to communicate at a low-intermediate to intermediate level of fluency in English (levels 4-5)• desire to learn the basics of the English necessary for the English-speaking business world, as opposed to academic English skills• desire to build and reinforce essential business skills, such as presentations, PowerPoint, negotiating, socializing, phone skills and letter-writing | <ul style="list-style-type: none">• instruct students in the correct forms for all types of business communication, including official letters, emails, and faxes, voicemails and computer English• 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• build student confidence in giving presentations and interviews |

III. CLASS DESCRIPTIONS (continued)

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.

(continued on next page)

III. CLASS DESCRIPTIONS (continued)

| Business (Adv.) Characteristics | Objectives |
|---|--|
| <ul style="list-style-type: none"> • ability to communicate at a pre-advanced to advanced level of fluency in English (levels 6-7) • desire to learn the more complex aspects of English necessary for the English-speaking business world, as opposed to academic English skills • desire to reinforce and build more comprehensive business skills, such as presentations, PowerPoint, negotiating, socializing, phone skills and letter-writing | <ul style="list-style-type: none"> • 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 • 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 • improve student confidence in giving presentations and practicing interviews |

Test Preparation (All Courses)

All Test Preparation courses at Language Systems International are 3.6 hours per day 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 has a unique 10-day system that covers all of the verbal and writing portions of the GMAT and GRE tests. You will have a practice test every two 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 |
|---|--|
| <ul style="list-style-type: none"> • Students who need a GRE or GMAT score to enter a graduate school program in the US or abroad • Students who wish to improve their academic verbal, writing and vocabulary skills beyond the level of the TOEFL® test | <ul style="list-style-type: none"> • Help students pass the GRE® or GMAT® tests • Help students who wish to succeed in a graduate-level academic environment |

III. CLASS DESCRIPTIONS (continued)

All Test Preparation courses at Language Systems International are 3.6 hours per day and focus on the specific needs required to obtain a better score on the relevant test.

TOEIC® Test Preparation - 432 Hours per Term

(Prerequisite: eligibility for level 4 or above)

The TOEIC® Test Preparation program has a unique 10-day system that covers all 7 parts of the TOEIC listening and reading tests. You will have a practice TOEIC test every two weeks 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.

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 sessions 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 a textbook that contains vocabulary that most commonly appears on the TOEIC test. Up to an hour a day is spent on learning new words, understanding and practicing them in context, and reviewing word forms. In addition, words are often pulled from the practice tests for review. Through these two approaches, students are introduced to vocabulary from both American and British English.

Business Readings: Authentic business articles from newspapers and magazines are used to give students real life in-context examples of how business vocabulary is used. Students read and discuss the articles in class in order to practice comprehension skills of business-related environments.

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.

*The writing section is an optional part of the TOEFL PBT test that is often, but not always, required.

| TOEIC® Characteristics | Objectives |
|--|--|
| <ul style="list-style-type: none"> • ability to communicate at least at a low-intermediate level of fluency in English (level 3 or above) • necessity of a TOEIC score to get a job in another country • desire to work in business in an English-speaking country • desire to learn business related vocabulary | <ul style="list-style-type: none"> • help students get a better score on the TOEIC test. • help students be more successful in an actual business environment by building up their business vocabulary and comprehension of the business environment |

III. CLASS DESCRIPTIONS (continued)

All Test Preparation courses at Language Systems International are 3.6 hours per day and focus on the specific needs required to obtain a better score on the relevant test.

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 and runs Monday-Friday, 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 |
|--|---|
| <ul style="list-style-type: none">• ability to communicate at least at an intermediate level of fluency in English (level 4 or above)• necessity of a TOEFL score to get a job in another country• necessity of a TOEFL score to pursue higher education• desire to learn academically related vocabulary | <ul style="list-style-type: none">• help students get a better score on the TOEFL test.• help students be more successful in an academic environment by building up their academic vocabulary and comprehension of academic topics |

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.

Each 12-week term will have three sessions: Session A, Weeks 1 - 4, Session B, Weeks 5 - 8, and Session C, Weeks 9 - 12. Students will be able to start a program on the 1st Monday of weeks 1, 5, and 9, so there are 12 dates per year when students can enter a program.

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 more than 8 continuous weeks of class, any previous placement test scores and/or Certificates of Completion obtained can no longer be considered for level placement. A student who has missed more than 8 continuous weeks of class must take a placement test to be placed in the proper level.

C. Satisfactory Academic Progress

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

i. ESL, Conversation & Business 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 formal progress report 12 or 18 weeks into his or her program, depending on the student's program. 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.

i. Requirements for Completion (ESL/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 **all 12 weeks**
- 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 **all 4 weeks**
- 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 24 weeks** in a **TOEIC®** or **GMAT®/GRE®** course; OR
- A. be enrolled for **a minimum of 36 weeks** 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 Test Preparation Courses

Occasionally, students may complete a test preparation course but desire to take the course again (often students need additional practice in order to reach a desired score). 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 test preparation

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 12 weeks. 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 12 weeks 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 (for Academic/Behavioral 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 one academic term or twelve weeks, whichever is shorter. The Program Coordinator will check the student's progress every 4 weeks. 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.

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 twelve weeks.

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 twelve-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 session will be told to speak with the Program Coordinator, who will place the student on Probation for the following session. 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 have cumulative attendance of at least 80% at the end of any session, he or she will be placed on Probation for the next session. The student must meet with the Program Coordinator and abide by the terms outlined in the Probation notice. At the end of the session on Probation, the student must be making progress toward meeting the 80% cumulative attendance requirement for the term and have met all of the terms of the Attendance Probation. Failure to do so may result in termination from school.

After no more than two sessions on Probation, the student must meet the 80% cumulative attendance requirement, or he or she will be dismissed from school.

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. Partial make-up hours will not be accepted, and students must attend the entire make-up class; 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 10% of the session hours.

Students may take up to three make-up tests per session, regardless of the course. 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 ten consecutive class days 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.

viii. Length of Study

A student's cumulative total length of academic study at Language Systems may not exceed 36 months.

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 12 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 Annual 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 4 weeks. To qualify for a vacation, a student must enroll for the next session AND must have completed a minimum of two consecutive 12-week quarters prior to taking the annual vacation. Personal leaves of absence (or vacations) can only be taken upon completion of a 12-week period 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 shall be from a verifiable source other than the student and can include a note from a health care provider, military order, or study abroad contract.

If a leave of absence is four weeks 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 four weeks, the student will be administered another placement test to ascertain proper placement, and the student will be treated as a new enrollment. 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.

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.

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. 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, Attention: Office Personnel
1635 West Main St., Alhambra, CA 91801

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 must make an appointment with the Program Coordinator within the first week of the session; furthermore, changes of program must be done during the first week of a session, regardless of course completion. Students may not change courses or programs in weeks 2-4 of a session; however, students may change schedules (morning/afternoon/evening) as long as the course/level is the same. 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.

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.

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-week program indicated in a completed application and enrollment agreement. 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. 1101 et 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. The transfer process must be completed within 60 days from the program end date at Language Systems.

M. Student Tuition Recovery Fund

You must pay the state-imposed assessment for the Student Tuition Recovery Fund (STRF) if all of the following applies to you:

- 1) You are a student, who is a California resident, or are enrolled in a residency program, and prepay all or part of your tuition either by cash, guaranteed student loans, or personal loans, and 2) Your total charges are not paid by any third-party payer such as an employer, government program or other payer unless you have a separate agreement to repay the third party.

You are not eligible for protection from the STRF, and you are not required to pay the STRF assessment, if either of the following applies:

- 1) You are not a California resident, or are not enrolled in a residency program, or 2) Your total charges are paid by a third party, such as an employer, government program or other payer, and you have no separate agreement to repay the third party.

The State of California created the Student Tuition Recovery Fund (STRF) to relieve or mitigate economic losses suffered [by] students who are California residents, or are enrolled in a residency program attending certain schools regulated by the Bureau for Private Postsecondary and Vocational Education.

You may be eligible for STRF if you are a California resident or are enrolled in a residency program, prepaid tuition, paid the STRF assessment, and suffered an economic loss as a result of any of the following:

1. The school closed before the course of instruction was completed.
2. The school's failure to pay refunds or charges on behalf of a student to a third party for license fees or any other purpose, or to provide equipment or materials for which a charge was collected within 180 days before the closure of the school.
3. The school's failure to pay or reimburse loan proceeds under a federally guaranteed student loan program as required by law or to pay or reimburse proceeds received by the school prior to closure in excess of tuition and other costs.
4. There was a material failure to comply with the Act or this Division within 30 days before the school closed or, if the material failure began earlier than 30 days prior to closure, the period determined by the Bureau.
5. An inability after diligent efforts to prosecute, prove, and collect on a judgment against the institution for a violation of the Act.

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. 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.

D. 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.

E. 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 12 weeks | Tuition 16 weeks | Tuition 24 weeks | Tuition 48 weeks | Hours Required for Completion |
|--|--------------------|------------------------|---------------------|---------------------|---------------------|--|
| ESL | | | | | | |
| Combination 1 (2 programs) <i>(36 hours/week)</i> | \$1,351 | \$3,153 | \$4,010 | \$5,743 | \$10,875 | 1512 <i>(all levels combined)</i> |
| Combination 2 (1 program + CMAR) <i>(24 hours/week)</i> | \$1,052 | \$2,453 | \$3,120 | \$4,469 | \$8,465 | |
| ESL <i>(18 hours/week)</i> | \$845 | \$1,970 | \$2,506 | \$3,590 | \$6,797 | |
| Conversation <i>(18 hours/week)</i> | \$845 | \$1,970 | \$2,506 | \$3,590 | | 432 |
| Business <i>(18 hours/week)</i> | \$845 | \$1,970 | \$2,506 | \$3,590 | | |
| Vacation English <i>(14.4 hours/week)</i> | \$767 | | | | | |
| Test Preparation | | | | | | |
| TOEFL® <i>(18 hours/week)</i> | \$845 | \$1,970 | \$2,506 | \$3,590 | \$6,797 | 648 |
| TOEIC® <i>(18 hours/week)</i> | \$845 | \$1,970 | \$2,506 | \$3,590 | | 432 |
| GRE®/GMAT® <i>(18 hours/week)</i> | \$845 | \$1,970 | \$2,506 | \$3,590 | | 432 |

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 weeks): \$11,991

TOEFL® (36 weeks): \$5,194

Vacation English (4 weeks): \$767

Conversation (24 weeks): \$3,590

Business (24 weeks): \$3,590

GRE®/GMAT®(24 weeks): \$3,590

TOEIC® (24 weeks): \$3,590

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 | \$200; Mandatory I-901; Non-Refundable |
| Student Tuition Recovery Fund | Non-Refundable; \$0 |

D. Housing

Language Systems International does not offer housing program and 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. 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: 2535 Capitol Oaks Drive, Suite 400 Sacramento
California, 95833

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

Website: 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).

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
Website: www.accet.org

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

X. 2017 LANGUAGE SYSTEMS INTERNATIONAL CALENDAR

| | |
|----------------------------------|--|
| January 3rd | Winter Session A |
| January 18th | First Day of Winter Term Martin Luther King Jr. Holiday – No Classes |
| January 30th | Winter Session B |
| February 14th | Starting Day of Winter Term Session B Valentine's Day Party |
| February 20th | President's Day – No Classes |
| February 27th | Winter Session C |
| March 10th | Starting Day of Winter Term Session C Basketball Tournament |
| March 24th | Last Day of Winter Term; Graduation Party |
| March 27th – March 31st: | Spring Break |
| April 3rd | Spring Session A |
| | First Day of Spring Term |
| May 1st | Spring Session B |
| May 19th | Starting Day of Spring Term Session B Gold Cup Soccer Tournament |
| May 29th | Memorial Day – No Classes |
| May 30th | Spring Session C |
| June 23rd | Starting Day of Spring Term Session C Last Day of Spring Term; Graduation Party |
| June 26th – June 30th: | Summer Break |
| July 3rd | Summer Session A |
| July 4th | First Day of Summer Term Independence Day – No Classes |
| July 31st | Summer Session B |
| August 18th | Starting Day of Summer Term Session B Beach Party and Volleyball Tournament |
| August 28th | Summer Session C |
| September 4th | Starting Day of Summer Term Session C Labor Day – No Classes |
| September 22nd | Last Day of Summer Term; Graduation Party |
| September 25th – September 29th: | Fall Break |
| October 2nd | Fall Session A |
| | First Day of Fall Term |
| October 30th | Fall Session B |
| November 22nd | Starting Day of Fall Term Session B Thanksgiving Potluck |
| November 23rd – 24th | Thanksgiving – No Classes |
| November 27th | Fall Session C |
| December 22nd | Starting Day of Fall Term Session C Last Day of Winter Term; Holiday & Graduation Party |
| December 25th – December 29th: | Winter Break |

Dates are subject to change.