



# 2025 Student Catalog

## Institution Addresses:

### **Downtown LA Campus**

3333 Wilshire Blvd. #720 - 7th floor  
Los Angeles, CA 90010  
+1 323-613-1269  
la@languagesystems.edu

### **Orange County Campus**

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

### **South Bay LA Campus**

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

Certifications/Associations:



Authorized by



# TABLE OF CONTENTS

Page #

<b>I. MISSION STATEMENT</b>	<b>5</b>
A. Goals	5
B. Standards	5
C. Values	5
D. International Students	5
E. English as a Second Language (ESL)	5
F. Test Preparation	5
<b>II. FACILITIES &amp; INSTRUCTORS</b>	<b>5</b>
A. Facilities	5
B. Equipment	5
C. Materials	5
D. Student Resources	6
E. Activities	6
F. Instructors	6
G. Language Systems International - Orange County (Main Campus)	6
H. Language Systems International - Downtown LA (Branch)	6
I. Language Systems International - South Bay LA (Branch)	7
<b>III. CLASS DESCRIPTIONS</b>	<b>8</b>
ESL Level 1	8
ESL Level 2	8
ESL Level 3	9
ESL Level 4	9
ESL Level 5	10
ESL Level 6	10
ESL Level 7	11
University Preparation Program	11
Vacation English Program	12
Conversation Program - Intermediate	12
Conversation Program - Advanced	13
English through American Culture - Intermediate	13
English through American Culture - Advanced	14
Business English Program - Intermediate	14
Business English Program - Advanced	15
TESOL Certificate Program	15
Test Preparation (All Courses)	16
<b>IV. ADMISSIONS &amp; ACADEMIC POLICIES</b>	<b>17</b>
A. Admissions Requirements	17
B. Entrance Testing Requirements	17
C. Satisfactory Academic Progress	17
i. ESL, Conversation & Business SAP	17
ii. Vacation English SAP	18
iii. Test Preparation SAP	18
D. Certificate Issuance	18
i. Requirements for Completion (ESL, Conversation & Business)	18
ii. Requirements for Completion (Vacation English)	18
iii. Requirements for Completion (Test Preparation)	18
iv. Requirements for Completion (TESOL Certificate)	18
E. Policy on Repeating Courses	19
F. Policy on Repeating Failed Courses	19
G. Policy on Accelerated Students	19
H. Behavior	19
I. Probation	19
i. ESL, Conversation & Business Probation (for Academic Reasons)	19

ii. Test Preparation Probation (for Academic Reasons).....	19
iii. Probation for Behavioral Reasons.....	19
J. Language Systems Attendance Policy .....	19
i. Minimum Standard .....	19
ii. Tracking.....	20
iii. Tardiness and Early Departures.....	20
iv. Absences.....	20
v. Probation (for Attendance Reasons).....	20
vi. Make-up Classes.....	20
vii. Consecutive Absences .....	20
viii. Dismissal.....	20
ix. Length of Study.....	20
K. Leave of Absence Policy.....	21
i. Vacation/Personal Leave of Absence.....	21
ii. Medical/Family Emergency/Service Leave of Absence .....	21
L. Appeals.....	21
M. Transfer and Articulation Agreements.....	21
N. MRP Requirements.....	21
O. Notice Concerning Transferability of Credits and Credentials Earned at Our Institution .....	21
<b>V. STUDENT RECORDS .....</b>	<b>22</b>
A. Record Retention .....	22
B. Access to Student Records .....	22
<b>VI. ENROLLMENT POLICIES .....</b>	<b>22</b>
A. Change Class Policy .....	22
B. Drop out / Withdrawal Policy.....	22
C. Cancellation Policy .....	22
D. Refund Policy.....	22
E. Financial Aid.....	22
F. Grace Period.....	23
G. Loans .....	23
H. Placement Services .....	23
I. Distance Education .....	23
J. Experiential Learning .....	23
K. Bankruptcy.....	23
L. United States Citizenship and Immigration Service (USCIS) - F-1 Regulations .....	23
i. Maintaining Student Status.....	23
ii. Concurrent Enrollment.....	23
iii. Transfer Procedure .....	23
M. Student Tuition Recovery Fund.....	24
<b>VII. SCHOOL POLICIES .....</b>	<b>25</b>
A. Rules of Conduct.....	25
B. Classroom Policy .....	25
C. Textbook Policy.....	25
D. Disciplinary and Dismissal Policy.....	25
E. Evaluations.....	25
F. Copyright and Software License Infringement Policy .....	25
<b>VIII. COST.....</b>	<b>26</b>
A. Tuition Schedule, Cost & Hours.....	26
B. Estimated Total Charges for the Entire Educational Program.....	26
C. Fees .....	27
D. Housing.....	27
E. Late Fee .....	27

<b>IX. QUESTIONS, GRIEVANCES AND COMPLAINTS .....</b>	<b>27</b>
A. Questions .....	27
B. Grievances and Complaints .....	27
C. CEA Complaint Procedure .....	28
D. The Office of Student Assistance and Relief .....	28
<b>X. Calendar .....</b>	<b>29</b>

## **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. 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 requiring compliance with state standards as set forth in the California Private Postsecondary Education Act of 2009. Language Systems is 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. A variety of 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 in Placentia, California (known as the "Orange County Campus"). There are two additional branch campuses in Southern California, both in Los Angeles County. Each of the three 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 streaming capabilities and a USB port so that teachers may supplement classes with audio and visual aids, such as online resources, digital files 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.

### **C. Materials**

Every component in each level is assigned one or two textbooks that have been carefully vetted for that class and a syllabus detailing how the texts will be utilized. There are also instructional and supplemental texts and audio-visual materials available.

## D. Student Resources

Each campus has a small library with ESL resource books, used textbooks, new desk copies from publishers, novels (fiction), and reference books (dictionaries, encyclopedias). Additionally, there is a computer lab equipped with digital resources. 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: novels, used textbooks, and digital media (entertainment-related materials only) on USB drives or via temporary access links. 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, and skiing, students can learn about American culture and lifestyles.

## F. Instructors

Our instructors are experienced, English-speaking instructors committed to providing a comprehensive curriculum and high-quality teaching. All ESL instructors at Language Systems are required to hold at least a bachelor's degree and possess a TESOL or TEFL certificate. Additionally, instructors are required to have classroom teaching experience. Along with their qualifications, LSI instructors are passionate about working with students and aim to create a learning experience that is engaging, innovative, and effective.

## 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 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 near 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. This campus provides students with modern amenities, large classrooms, and audio-visual equipment to facilitate the student's success. In addition to being near several colleges, it is located on convenient routes for public transportation and major interstate highways 57 and the 91. Numerous housing opportunities exist for students because of the proximity to the various colleges and universities in the area.

### LANGUAGE SYSTEMS — ORANGE COUNTY INSTRUCTORS\*

**Bhumika Chettiar– Program Coordinator**

B.A. in Liberal Studies; TESOL Certificate

**Barbara Shoffner - ESL Instructor**

M.A., in Teaching & Leadership Development;  
CELTA (TESOL/TEFL Certificate)

**Brian Han - ESL Instructor**

B.A. in History; CELTA Certificate

**Bob Hornyak - ESL Instructor**

B.S. in Management; ESL Certification

**Deborah Murphy - ESL Instructor**

B.S. in Adolescent Development  
Teaching Certification with Focus on ELL

**Bryant Perez - ESL Instructor**

M.A. in TESOL

**Juan Alfonsin – ESL Instructor**

B.A. in TEFL

**Peter Hurtgen – ESL/TOEFL Instructor**

B.A. in English; CELTA Certificate

**Shane Uesugi – ESL Instructor**

B.A. in Humanities; TEFL Certification

\*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 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.

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 near the school, including the University of Southern California (USC) and Los Angeles Community College (LACC). A large variety of housing options exist for students within walking distance of the school.

### LANGUAGE SYSTEMS — DOWNTOWN INSTRUCTORS\*

**Hugh Kingston - Program Director**

BA in English Lit; TESOL Certificate

**Andy Law - Assistant Program Coordinator/TOEFL Instructor**

B.S. in Mechanical Engineering; TESOL Certificate

**Caroline Leva - ESL/TOEFL Instructor**

BA in Communication Studies; TESOL Certificate

**Luis Smillin - ESL/TOEFL Instructor**

BA in English & Methodology - Belize Teachers' College

**Amanda Feher - ESL Instructor**

B.A. in Music; CELTA Certificate

**Joseph Murray - ESL/TOEFL Instructor**

B.A. in Asian Studies; TEFL/TESOL Certificate

**Zhaorong (Sally) Sun - ESL Instructor**

B.A. in Asian Studies; TESOL Certificate

**Christian Pelleschi - ESL Instructor**

B.A. in Journalism; CELTA Certificate

**Michael Hernandez - ESL Instructor**

B.A. in Public Administration; TEFL Certificate

**John Bury - ESL Instructor**

B.A. in English; TESOL Certificate

*\*Instructors subject to change.*

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

Language Systems International – South Bay LA is 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, 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 near 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. 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\*

**Miriam Stenshoel - Program Coordinator**

B.A. in Dance & Music Ethnology; TESOL Certificate

**Steven Ryan – ESL Instructor**

J.D.; B.A. in French; TESOL Certificate

**Calvin Hokama - ESL Instructor**

M.B.A in International Business - TEFL/TESOL Certificate

**Angelica Sather Hodgetts – ESL Instructor**

BA, Digital Arts, Cinema Studies; TEFL/TESOL Certificate

**Mariellen Kelseaux - ESL Instructor**

M.A. in Education, Training, & Development  
Global TESL/TESOL Certification - Adult Learning Theory

**Deanna Sun - ESL Instructor**

B.A. in Psychology; TEFL Certificate

**Nicholas Schroeder – ESL Instructor**

MA, Linguistics - TESOL

**Danielle Davis – ESL Instructor**

MA, Education; R4FA Major ESL

**Thajilah Olaiya – ESL Instructor**

PhD, History; M Ed, Social Studies  
TEFL/TESOL Certificate

**Gloria Lucioni – TOEFL Instructor**

B.A. in Spanish; TEFL Certificate

*\*Instructors subject to change.*

### III. CLASS DESCRIPTIONS

All ESL Levels at Language Systems International contain three 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	Student Learning Outcomes
ability to form basic sentences consisting of no more than two or three words	build survival vocabulary
frequent long pauses and repetition	improve elementary pronunciation
often unintelligible pronunciation that is strongly influenced by the student's native language	use basic grammatical structures

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

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

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

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

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

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

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



### ESL Level 3 - 216 Hours per Term

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

The 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.

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

### ESL Level 4 - 216 Hours per Term

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

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

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

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

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

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

## ESL Level 5 - 216 Hours per Term

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

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

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

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

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

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

## ESL Level 6 - 216 Hours per Term

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

Level 6 **grammar** emphasizes the accurate use of both **written** and oral communication. At this level, students are expected to have already acquired knowledge of complex grammatical structures. Therefore, for oral communication, the focus is on fine-tuning and troubleshooting problem areas. In-depth techniques for writing are also used to develop coherent paragraphs, with a stress on grammatical structures that complement the different paragraph types. Students will have many opportunities 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	Student Learning Outcomes
ability to effectively communicate about more complex topics	build confidence in order to express contradictory opinions without hesitation
firm grasp of simple, compound, and complex grammatical structures	
errors still evident in articles, prepositions, tense usage, and passive constructions	develop abilities in expressing opinions about social/political topics
demonstrated fluency and ease of speech	
ability to respond appropriately in most situations	broaden vocabulary knowledge and usage

## ESL Level 7 - 216 Hours per Term

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

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

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

Level 7 **listening/speaking** focuses on controlled, topic-related conversation and presentation skills. Through the use of authentic radio and video clips, students will further develop not only their basic comprehension skills, but also more sophisticated skills related to formulating opinions and arguments based on the issues presented in the listening passages. Students use their advanced verbal skills to acquire and reinforce advanced vocabulary, make presentations, and debate various social issues.

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

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

## University Preparation Program (UPP)

(Prerequisite: eligibility for level 6 or above)

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

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

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

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

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

## Vacation English Program - 56 Hours per Term

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

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

The Vacation English program provides short-term students with the opportunity to explore in and around the Los Angeles area while improving 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 week, 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 week 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	Student Learning Outcomes
at least a rudimentary understanding and ability to read, write and speak basic English	function successfully in an English-speaking environment by improving ability to communicate effectively in English
desire to improve English skills in a short, 4-week course	Learn about American culture
	build self-confidence and self-esteem when communicating in English in personal situations

## Conversation Program - Intermediate - 216 Hours per Term

(Prerequisite: eligibility for level 4 or above)

Conversation – Intermediate consists of three 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 every day, 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 to learn how to deal with real situations in the English-speaking world. Students will do dialogues, improvisations, and acting 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	Student Learning Outcomes
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	expand upon and use conversational English on a variety of topics
ability to communicate at a low-intermediate to intermediate level of fluency in English (levels 4-5)	Use idiomatic expressions accurately in conversation
desire to focus on English conversational skills, as opposed to academic English skills	build confidence in communicating on all topics
desire to focus on pronunciation and the use of common idioms	

## Conversation Program - Advanced - 216 Hours per Term

(Prerequisite: eligibility for level 6 or above)

Conversation – Advanced consists of three 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 accurate 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 counterarguments as well as expressing one's point of view on a variety of relevant issues.

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

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

(Prerequisite: eligibility for level 4 or above)

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

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

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

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

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

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

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

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

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

(Prerequisite: eligibility for level 6 or above)

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

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

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

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

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

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

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

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

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

(Prerequisite: eligibility for level 4 or above)

Business English – Intermediate consists of three classes: Business Communications, Business Theory & Meeting Skills, and Business Practice. This program serves as an introduction and will prepare students for aspects of the business world. The individual courses present and reinforce essential business skills.

### Business Communications

This class focuses on essential communication skills for the workplace, including phone etiquette, professional writing (emails, letters, and other correspondence), interpersonal skills, and cultural awareness in the U.S. business environment. Students will engage in phone conversations, role-play realistic business scenarios, and learn the customs and etiquette of the U.S. professional landscape. Weekly assessments will track progress in pronunciation, grammar, and commonly used workplace expressions.

### 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, expand their general knowledge of American business culture, and increase their self-confidence when writing and speaking in different business situations and environments.

### Business English Practice

This class teaches students to use graphs, charts, PowerPoint, and projectors for presentations, business plans, and company overviews, both individually and in groups. It also covers interview protocols, English interviewing skills, self-marketing through portfolios and resumes, self-introductions, and salary negotiation.

Business (Int.) Characteristics	Student Learning Outcomes
ability to communicate at a low-intermediate to intermediate level of fluency in English (levels 4-5)	use the correct forms for all types of business communication, including official letters, emails, and faxes, voicemails, and computer English
desire to learn the basics of the English necessary for the English-speaking business world, as opposed to academic English skills	Develop English skills for business and economics, focusing on career management, product descriptions, corporate entertaining, public relations, managerial skills, technical terms, and expressions related to pricing and finance.
desire to build and reinforce essential business skills, such as presentations, PowerPoint, negotiating, socializing, phone skills and letter-writing	build confidence in giving presentations and interviews



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

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

Business English – Advanced consists of three 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.

### Business Communications

This class focuses on advanced communication skills, including cell phones, video conferencing, and webinars, as well as writing for business (letters, emails, and social media) and cultural nuances for U.S. professional settings. Students will engage in mock meetings, role-play business scenarios, and learn U.S. business etiquette. Weekly assessments and projects will track progress in pronunciation, grammar, and workplace expressions. Instruction covers effective business communication across various formats.

### Business Theory & Meeting Skills

This class provides intensive instruction in English for business and economics. Students will lead and participate in business meetings, practice negotiation, build confidence in professional communication, and deepen their understanding of American business culture. Topics include career management, product descriptions, corporate meetings, public relations, managerial skills, technical terms, and business expressions related to pricing and finance.

### Business English Practice

This class enhances students' skills in creating and using business visuals like graphs, charts, and PowerPoint for presentations, business plans, and company structures. It also covers advanced interview techniques, self-marketing through portfolios and resumes, self-introductions, and salary negotiation. Graded presentations will assess students' communication and organizational abilities.

Business (Adv.) Characteristics	Student Learning Outcomes
ability to communicate at a pre-advanced to advanced level of fluency in English (levels 6-7)	use more complex types of business communication, with an emphasis on telecommunication skills, writing skills, socializing skills, and cultural subtleties needed to interact in the U.S. business world
desire to learn the more complex aspects of English necessary for the English-speaking business world, as opposed to academic English skills	expand on English skills for business and economics, emphasizing career management, product descriptions, corporate meetings, public relations, managerial skills, technical terms, and expressions related to pricing and finance.
desire to reinforce and build more comprehensive business skills, such as presentations, PowerPoint, negotiating, socializing, phone skills and letter-writing	improve confidence in giving presentations and practicing interviews

## TESOL Certificate Program – 110 Hours

(Prerequisite: Applicants must hold a bachelor's degree or its foreign equivalent; TOEFL® iBT® score of 65 or IELTS score of 6.0 for non-native English speakers)

The TESOL Certificate Program at Language Systems International is a 110-hour multi-session course that is designed to provide future ESL teachers with the opportunity and tools necessary to successfully teach their own English as a Second Language (ESL) classes. The course schedule is flexible, depending on the needs of the students, but is typically completed within two terms (6 sessions) of the starting date.

In the 110-hour TESOL Certificate program at Language Systems International, participants are introduced to TESOL methodologies and approaches, various techniques for planning and teaching classes in all the English language-skill areas, cross-cultural communication, and a variety of levels and learning styles in the ESL classroom. Through a program of lectures, readings, discussions, assignments, practical teaching exercises, classroom observations, team teaching, and student teaching, participants will acquire a fundamental knowledge of the methodology and materials of TESOL, and the basic skills needed in putting that knowledge into practice.

TESOL Certificate Characteristics	Student Learning Outcomes
fluency in English Reading, Writing, Listening, Speaking, and Grammar	apply effective techniques for planning and teaching classes across all English language skill areas, including listening, speaking, reading, and writing
desire to teach English as a Second Language (ESL) to international students in the United States or abroad	apply cross-cultural communication strategies to accommodate diverse proficiency levels and learning styles

Please note that the TESOL Certificate Program can also be offered as part of our "Semi-Intensive" program in lieu of the additional CMAR class.

## Test Preparation (All Courses)

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

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

(Prerequisite: eligibility for level 6 or above)

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

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

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

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

GMAT®/GRE® Characteristics	Student Learning Outcomes
Students who need a GRE or GMAT score to enter a graduate school program in the US or abroad	obtain a required score on the GRE or GMAT test to enter graduate school
Students who wish to improve their academic verbal, writing and vocabulary skills beyond the level of the TOEFL® test	succeed in a graduate-level academic environment

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

(Prerequisite: eligibility for level 4 or above)

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

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

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

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

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

TOEIC® Characteristics	Student Learning Outcomes
ability to communicate at least at a low-intermediate level of fluency in English (level 4 or above)	achieve an improved score on the TOEIC test
necessity of a TOEIC score to get a job in another country	
desire to work in business in an English-speaking country	expand business vocabulary develop understanding of the business environment
desire to learn business related vocabulary	

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

(Prerequisite: eligibility for level 5 or above)

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

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

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

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

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



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

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

In addition to classroom instruction, Language Systems makes use of the computer lab at each campus to provide students with a more authentic TOEFL iBT test experience.

TOEFL® Characteristics	Student Learning Outcomes
ability to communicate at least at an intermediate level of fluency in English (level 5 or above)	achieve an improved score on the TOEFL test.
necessity of a TOEFL score to get a job in another country	
necessity of a TOEFL score to pursue higher education	succeed in an academic environment by building on academic vocabulary and comprehension of academic topics
desire to learn academically related vocabulary	

## IV. ADMISSIONS & ACADEMIC POLICIES

### A. Admissions Requirements

As a prerequisite to admission, applicants must:

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

Applications are accepted year-round in writing, either online or in hard copy. While interviews are not required, applicants may visit a campus and audit a class upon request.

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

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

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

Language Systems International admits qualified students of any race, color, national or ethnic origin, sex, age, disability, religion, sexual orientation, and gender identity to all the rights, privileges, programs, and activities 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' seven 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 nine 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 nine continuous weeks of class must take a placement test to be placed in the proper level, except in instances where the Program Coordinator has performed an oral assessment and determined the student's former placement and/or completion is still relevant.

### C. Satisfactory Academic Progress

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

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

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

- Tests** (75% of total grade)  
Tests are given weekly in each class component and cover the materials from each class.
- Participation** (15% of total grade)  
Participation is graded weekly using a rubric covering active engagement, language use and fluency, peer collaboration, preparation, and demonstrated effort in each class. Rubrics are prominently displayed in classrooms and available upon request.
- Homework** (10% of total grade)  
Homework is graded once 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 active engagement, language use and fluency, peer collaboration, preparation & demonstrated effort in each class. Rubrics are prominently displayed in classrooms and available upon request.
- c. **Homework** (15% of total grade)  
Homework is graded once 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 maintain a minimum attendance average of 80% and receive at least 70% overall in the following academic areas:

- a. Tests (70% of total grade)  
Tests are given weekly and cover materials for each respective week
- b. Participation (30% of total grade)  
Participation is graded weekly using a rubric covering active engagement, language use and fluency, peer collaboration, preparation & demonstrated effort in each class. Rubrics are prominently displayed in classrooms and available upon request.

Students not meeting SAP may receive Warning Notices from instructors indicating they are at risk of failing. Progress reports are issued every four weeks. If a student shows insufficient progress on in-class tests, the instructor may recommend transferring them to an alternative class to build essential language skills.

At the end of their 24- or 36-week study, students will receive a progress report detailing their SAP status. Students who fail to meet SAP at the end of a course may repeat the course once. If they fail again, they will be placed on probation for the following term, regardless of the course enrolled. Course placement decisions will be made after a thorough evaluation by the Program Coordinator and relevant academic staff (e.g., former instructors, Academic Director). If a student on probation fails to meet SAP during the term, they may be withdrawn from the program.

## D. Certificate Issuance

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

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

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

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

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

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

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

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

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

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

- A. be enrolled for a minimum of 6 full (4/5-week) sessions in a TOEIC® or GMAT®/GRE® course, OR
- B. be enrolled for a minimum of 9 full (4/5-week) sessions in a TOEFL® iBT course.
- C. 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 did not meet the requirements for promotion, that student must be enrolled in the same level for at least 1 session before attempting promotion again.

### iv. Requirements for Completion (TESOL Certificate Program)

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

- A. be enrolled and complete a minimum of 110 hours in the program that include
  - a) 60 hours of coursework and b) 50 practicum hours.
- B. have made Satisfactory Academic Progress in the course (Tests, Assignments, and student teaching)

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

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

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

Occasionally, students may fail an ESL, Conversation or Business course despite maintaining a satisfactory attendance average. A student who fails a course must speak with the Program Coordinator to discuss his or her unique situation, and they will identify together the reason(s) for the course failure. The PC will then advise the student on which course(s) the student would most benefit from, 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 special circumstances, and with the Program Coordinator's permission, a student may take a course a third time under an academic probation agreement if it is beneficial to his/her learning.

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

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

## **H. Behavior**

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

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

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

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

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

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

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

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

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

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

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

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

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

### **i. Minimum Standard**

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

## **ii. Tracking**

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

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

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

## **iv. Absences**

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

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

If a student does not maintain the necessary 80% cumulative attendance during or at the end of the 12 or 13-week term, he or she will be placed on probation. Students will receive a warning at the end of each session that falls under 80% so that they have a chance to avoid probation. Once on probation, a student must maintain 80% attendance in his or her program for the following term. If a student maintains 80% attendance for the term, he or she will be removed from probation. The student must meet with the Program Coordinator and abide by the terms outlined in the Probation notice. At the end of the term on Probation, the student must have an 80% cumulative attendance for the term. Failure to maintain an 80% cumulative attendance during the probationary period may result in termination from school. A student can only be on probation twice in the duration of his/her time at Language Systems. If a student does not maintain 80% attendance continuously after his/her second probation, he/she will be dismissed from school. If at any time a student is not meeting the conditions of probation, he or she can be terminated immediately without warning.

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

Make-up classes are offered at least once a week and must be completed outside of normally scheduled class hours. Students can sign up for make-up classes at the Front Desk and must pay an administrative fee of \$15. Please note that the time and date of make-up classes may vary from campus to campus so please check with your campus Front Desk for make-up class times. Only complete make-up hours will be accepted; the make-up hours will be lost if a student is tardy at the beginning of the class or after a break or if the student leaves early. Only time spent on instructor-approved activities in the make-up class will count as make-up hours, and students must come prepared with books, pencils/pens, and any other necessary materials. Such activities may include completing class exercises, taking missed tests, or other course-related assignments. A student can make up no more than 10% attendance per session.

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

## **vii. Consecutive Absences**

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

## **viii. Dismissal**

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

## **ix. Length of Study**

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

## **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 can be no more than 2 academic sessions**. A student enrolled under an F-1 visa may be granted multiple leaves of absence for a maximum total period in accordance with: (a) the written leave of absence policy of Language Systems; (b) the regulations of the Department of Homeland Security; and (c) sound educational and professional practice.

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

In addition to the regularly scheduled holidays or breaks, a student, if qualified, may take a vacation/personal leave of absence lasting two sessions. To qualify for a vacation, a student must enroll for the next session AND must have completed a minimum of two consecutive semesters (6 sessions) prior to taking the annual vacation. Personal leaves of absence (or vacations) can only be taken upon completion of two consecutive semesters (6 sessions) of enrollment in the same level or course, and the personal leave of absence must be taken before enrolling in another course. Personal leaves of absence may not be taken during a student's enrolled program.

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

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

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

Failure to return to a student's course of study after an approved leave of absence will result in a withdrawal from the school and impact the student's immigration status if studying as a nonimmigrant. An approved leave of absence may be extended for an additional period 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 several 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**

To meet MRP requirements, students must successfully complete ESL levels 5, 6, or 7 at Language Systems and take the initial placement test at their intended college or university.

For a full list of partner schools, visit the Language Systems website. Below is a partial list of schools that accept students based on their completed level:

**Level 5:** Mt. San Antonio College, El Camino College, Los Angeles Harbor College, Los Angeles Southwest College

**Level 6:** Santa Monica College, Pasadena City College, Westcliff University, Los Angeles City College

**Level 7:** New York Film Academy, University of the West, Cypress College, Fullerton College

## **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 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 - OC Campus Attention: Office Personnel  
750 S. Placentia Ave. Placentia, CA 92870

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

## **VI. ENROLLMENT POLICIES**

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

Students who believe they were placed in the wrong class may request a level change by meeting with the Program Coordinator during the first week of the session. Changes made in the first week count toward program completion. Changes made in weeks 2-4 weeks will not count toward completion. Level changes require agreement from the teacher(s) and Program Coordinator, and a placement test may be required. Schedule changes (morning/afternoon/evening) are allowed anytime if the course and level remain the same and are available.

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

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

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

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

### **C. Cancellation Policy**

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

### **D. Refund Policy**

You shall be refunded 100% of the amount paid for institutional charges, less a \$250 non-refundable processing fee, 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 \$250 non-refundable processing fee, and the STRF fee.

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

All refunds as determined above will be paid within 45 days after the date of your completion of or withdrawal from Language Systems' program, according to Language Systems' Cancellation or Drop Out/Withdrawal Policy.

If your enrollment was facilitated by an authorized Language Systems overseas agent, the recipient of any applicable refund may be governed by the contractual agreement between Language Systems and the agent. You are advised to consult with your agent prior to entering into an enrollment agreement should you have any questions. A non-refundable late fee will be assessed on the total amount of tuition due if paid after the due date as follows: 1 to 7 calendar days - 5%; more than seven calendar days - 10%.

### **E. Financial Aid**

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

## **F. Grace Period**

Students are allowed a grace period following the academic completion of two terms indicated in a completed application and enrollment agreement. Students must complete a minimum of two terms to qualify for a grace period. The qualifying term cannot include adjustment periods or be interrupted by a leave of absence. In order to be eligible for a grace period, a student must be in good standing, which includes an 80% attendance average over the student's last three sessions of enrollment (not including leaves of absence). Eligibility for the grace period is contingent on the student completing all Language Systems exit procedures including the Language Systems exit form. Should a student withdraw from the initial program at any time prior to academic completion, the student's I-20 may be terminated immediately. Student's wishing to transfer to another institution prior to academic completion of their initial program are required to provide all applicable transfer Documents including acceptance letter on or before their last date of study and they are also required to complete all Language Systems exit procedures including the Language Systems exit form.

## **G. Loans**

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

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

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

(1) The federal or state government or a loan guarantee agency may act 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 eighteen 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 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. Students will be allowed to transfer at any time provided they have completed the steps listed above. However, an F-1 student who was not pursuing a full course of study at the school he or she was last authorized to attend is ineligible for school transfer and must apply for reinstatement or, in the alternative, may depart the country and return as an initial entry in a new F-1 nonimmigrant status.

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

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

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

It is important that you keep copies of your enrollment agreement, financial aid documents, receipts, or any other information that documents the amount paid to the school. Questions regarding the STRF may be directed to the Bureau for Private Postsecondary Education, 1747 North Market Blvd., Suite 225, Sacramento, California, 95834, (916) 574-8900 or (888) 370-7589.

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

1. The institution, a location of the institution, or an educational program offered by the institution was closed or discontinued, and you did not choose to participate in a teach-out plan approved by the Bureau or did not complete a chosen teach-out plan approved by the Bureau.
2. You were enrolled at an institution or a location of the institution within the 120 day period before the closure of the institution or location of the institution or were enrolled in an educational program within the 120 day period before the program was discontinued.
3. You were enrolled at an institution or a location of the institution more than 120 days before the closure of the institution or location of the institution, in an educational program offered by the institution as to which the Bureau determined there was a significant decline in the quality or value of the program more than 120 days before closure.
4. The institution has been ordered to pay a refund by the Bureau but has failed to do so.
5. The institution has failed to pay or reimburse loan proceeds under a federal student loan program as required by law or has failed to pay or reimburse proceeds received by the institution in excess of tuition and other costs.
6. You have been awarded restitution, a refund, or other monetary award by an arbitrator or court, based on a violation of this chapter by an institution or representative of an institution, but have been unable to collect the award from the institution.
7. You sought legal counsel that resulted in the cancellation of one or more of your student loans and have an invoice for services rendered and evidence of the cancellation of the student loan or loans.

To qualify for STRF reimbursement, the application must be received within four (4) years from the date of the action or event that made the student eligible for recovery from STRF.

A student whose loan is revived by a loan holder or debt collector after a period of non-collection may, at any time, file a written application for recovery from STRF for the debt that would have otherwise been eligible for recovery. If it has been more than four (4) years since the action or event that made the student eligible, the student must have filed a written application for recovery within the original four (4) year period, unless the period has been extended by another act of law. However, no claim can be paid to any student without a social security number or a taxpayer identification number.

## **A. RULES OF CONDUCT**

Students at Language Systems International are expected to maintain an environment that fosters freedom to learn while respecting the rights of fellow students, faculty, and staff. Upholding standards of integrity, honesty, fairness, and civility is essential. Students must also adhere to all local, state, and national laws, as well as local customs, regulations, and procedures, including those related to parking, smoking, and interactions with officials. Violations of these rules may result in disciplinary action in accordance with the Disciplinary Policy. Prohibited behaviors include but are not limited to:

1. Failure to comply with directions from Language Systems personnel.
2. Acts of dishonesty, including cheating, plagiarism, or providing false information.
3. Disruptive behavior or obstruction of teaching and school activities.
4. Use of vulgar or profane language directed at others.
5. Assault, battery, or threats of violence against any individual on campus.
6. Physical abuse, misconduct, or actions endangering the health, safety, or property of others.
7. Theft or intentional damage to Language Systems or community property.
8. Possession, use, sale, or being under the influence of controlled substances or poisons (per California law).
9. Smoking on Language Systems premises or in designated no-smoking areas.
10. Forgery, alteration, or misuse of Language Systems materials, records, or identification.
11. Possession or use of alcohol on campus or at prohibited events.
12. Unauthorized access to Language Systems facilities, supplies, or equipment.
13. Illegal possession or use of firearms, explosives, or flammable substances.
14. Stalking, hate crimes, or hate incidents.
15. Any other violations deemed "good cause" under the California Education Code.



## **B. Classroom Policy**

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

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

## **C. Textbook Policy**

Students must obtain all required textbooks and materials by the second day of class, with exceptions considered individually.

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

Students must adhere to all school rules, including conduct, classroom, and textbook guidelines. Failure to comply will result in a verbal warning, followed by a written warning for repeated offenses. Continuous non-compliance may lead to enrollment termination by Language Systems, which reserves the right to immediate dismissal for severe behavior issues. Additionally, failure to meet USCIS requirements and school policies can result in dismissal.

## **E. Evaluations**

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

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

Language Systems respects third-party intellectual property rights and requires all users of its equipment and systems—including computers, networks, servers, and copy machines—to comply with local, federal, and international intellectual property laws, including copyright laws.

### **Prohibited Activities**

Users are prohibited from:

- Copying, reproducing, or using licensed software on Language Systems equipment except as permitted under the software license. Unauthorized copies of software are not allowed on Language Systems computers.
- Downloading, uploading, or sharing copyright-protected files (e.g., music, movies, videos, audio, photographs) without the owner's permission. This includes the use of Peer-to-Peer (P2P) programs, which violates the Digital Millennium Copyright Act.
- Posting or distributing copyrighted material on Language Systems-owned or operated websites.
- Installing or using unlicensed software on Language Systems equipment or servers. Only legally purchased software is permitted.
- Modifying, altering, or copying Language Systems-owned or licensed software or materials beyond what is explicitly permitted by applicable licenses.

### **Responsibilities and Enforcement**

Preventing copyright infringement is the responsibility of both students and employees. Violations may result in disciplinary action, including warnings, suspension, termination of student status or employment, and loss of network access. Fines, penalties, or imprisonment under the Copyright Act may apply to individuals or the organization.

Language Systems reserves the right to:

- Investigate claims of copyright or software license infringement, including monitoring network use.
- Act promptly to remove or disable access to infringing material upon discovery or notification.
- Decide on appropriate responses to infringement allegations in accordance with applicable laws, including defenses such as fair use.

In cases of repeated or egregious violations, Language Systems will terminate access to its computer systems, networks, and services. These policies do not modify or limit any additional rights Language Systems may have under law or contract.

## VIII. COST

### A. Tuition Schedule, Cost & Hours

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

Program	Tuition 4 weeks	Tuition 5 weeks	Tuition 12 weeks	Tuition 13 weeks	Tuition 16 weeks	Tuition 24 weeks	Tuition 48 weeks	Hours Required for Completion
ESL								
Intensive (2 programs) (36 hours/week)	\$1,974	\$2,286	\$4,598	\$4,912	\$5,850	\$8,380	\$15,864	1512 (all levels combined)  216 (per level)
Semi-Intensive (1 program + CMAR) (22 hours/week)	\$1,263	\$1,488	\$3,127	\$3,353	\$4,029	\$5,846		
ESL (18 hours/week)	\$987	\$1,143	\$2,299	\$2,456	\$2,925	\$4,190	\$7,932	
University Preparation Program	\$987	\$1,143	\$2,299	\$2,456	\$2,925	\$4,190	\$7,932	
Conversation (18 hours/week)	\$987	\$1,143	\$2,299	\$2,456	\$2,925	\$4,190		432
Business (18 hours/week)	\$987	\$1,143	\$2,299	\$2,456	\$2,925	\$4,190		
English through American Culture (18 hours/week)	\$987	\$1,143	\$2,299	\$2,456	\$2,925	\$4,190		
Vacation English (56 hours/session)	\$922	\$1070						
Test Preparation								
TOEFL® (18 hours/week)	\$1,007	\$1,169	\$2,362	\$2,524	\$3,009	\$4,315	\$8,183	648
TOEIC® (18 hours/week)	\$997	\$1,143	\$2,299	\$2,456	\$2,925	\$4,190		432
GRE®/GMAT® (18 hours/week)	\$987	\$1,143	\$2,299	\$2,456	\$2,925	\$4,190		432
F-2 Dependent				Non-Refundable application charge \$100				
Makeup class				\$15				
Refundable tuition deposit when this deposit is applicable.				\$100				
Student Tuition Recovery Fund				0				
Parking Fee (Orange County only)				\$20/month; \$50/3 months				
Intercampus Transfer Fee				\$150 (subtracted from tuition)				

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

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

**ESL** (84-87 weeks): - \$14,268

**Vacation English:** (4-5 weeks): \$1,070

**Business** (24-25 weeks): \$4,363

**TOEFL®** (36-37 weeks): \$6,276

**University Preparation Program** (12-13 weeks): \$2,466

**English through American Culture** (24-25 weeks): \$4,363

**TOEIC®** (24-35 weeks): \$4,363

**Conversation** (24-35 weeks): \$4,363

**GRE®/GMAT®** (24-35 weeks): \$4,363

## C. Fees

Language Systems International charges the following fees, as applicable.

Fee	Description/Note
Processing Fee	\$250; Non-Refundable
Textbooks/Materials Fee	Depends on Course (usually \$90 - \$130)
ID Card Fee Renewal	\$5
SEVIS Fee	\$350 Mandatory I-901; Non-Refundable
Student Tuition Recovery Fund	\$0
Expedited Document Fee	\$35

## D. Housing

Language Systems does not provide housing for students nor refers students to housing agencies. Therefore, Language Systems has no responsibility finding or assisting a student with housing.

## 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: 1747 North Market Blvd., Suite 225, Sacramento, CA 95834.

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

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

Toll Free Number: 1 (888) 370-7589

Fax Number: (916) 263-1897

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

## B. Grievances and Complaints

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

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

## C. CEA Complaint Procedure

A program or language institution that is accredited by the Commission on English Language Program Accreditation must maintain compliance with the CEA Standards for English Language Programs and Institutions throughout the term of accreditation. CEA provides the public the opportunity to report any evidence that the CEA Standards are not being met. Detailed procedures are published in the CEA Policies and Procedures, available on the CEA website at [www.cea-accredit.org](http://www.cea-accredit.org).

### Why to file

- An accredited program must continue to meet the CEA Standards. Complaints may be filed for noncompliance with one or more standards.
- An accredited program must report any substantive change that affects its eligibility for accreditation. Complaints may be filed for failure to report substantive change.

### Who may file

Students, faculty members, staff members, and others who may have knowledge of an alleged failure by an accredited program or language institution to maintain the CEA Standards, may file.

### How to file

Complaints must contain contact information of the complainant and should be submitted following the procedures in the CEA Policies and Procedures. Complaints can be submitted electronically to [info@ceaaccredit.org](mailto:info@ceaaccredit.org) or by mail to the address below.

- Complaints for non-compliance with the CEA Standards must be written, must reference a specific standard, and must document the nature of the non-compliance.
- Complaints for failure to report a substantive change must be written and signed and should explain how, in process or content, the program or language institution has substantively changed from when it was last reviewed.

Note that each accredited site must publicly post a copy of the CEA Standards. The CEA Standards are also available on the CEA website at [www.cea-accredit.org](http://www.cea-accredit.org).

### Adjudication of complaints

CEA sends a copy of the complaint to the primary contact at the accredited program or language institution for a response. The complaint is adjudicated following the procedures specified in the CEA Policies and Procedures. In reviewing a complaint, CEA's policies intend to provide judicious review of the complainant's concern regarding compliance with the CEA Standards while ensuring due process for the site.

If you have questions, or you would like to discuss your concerns, please contact CEA at [info@cea-accredit.org](mailto:info@cea-accredit.org) or (703) 665-3400.

## D. The Office of Student Assistance and Relief

The Office of Student Assistance and Relief is available to support prospective students, current students, or past students of private postsecondary educational institutions in making informed decisions, understanding their rights, and navigating available services and relief options. The office may be reached by calling (888) 370-7589, option #5 or by visiting [www.osar.bppe.ca.gov](http://www.osar.bppe.ca.gov)

## IX. 2025 LANGUAGE SYSTEMS INTERNATIONAL CALENDAR

### WINTER

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

#### Session A

January 6<sup>th</sup>  
January 20<sup>th</sup>

First Day of Winter Term

**Martin Luther King Jr. Holiday – No Classes**

#### Session B

February 3<sup>rd</sup>  
February 17<sup>th</sup>

Starting Day of Winter Term Session B

**President's Day – No Classes**

#### Session C

March 3<sup>rd</sup>  
March 28<sup>th</sup>

Starting Day of Winter Term Session C

Last Day of Winter Term; Graduation Party

### SPRING

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

#### Session A

April 3<sup>rd</sup>

First Day of Spring Term

#### Session B

May 5<sup>th</sup>

Starting Day of Spring Term Session B

#### Session C

May 26<sup>th</sup>  
May 28<sup>th</sup>  
June 2<sup>nd</sup>

**Memorial Day – No Classes**

Starting Day of Spring Term Session C

Last Day of Spring Term; Graduation Party

### SUMMER

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

#### Session A

June 30<sup>th</sup>  
July 4<sup>th</sup>

First Day of Summer Term

**Independence Day – No Classes**

#### Session B

July 28<sup>th</sup>

Starting Day of Summer Term Session B

#### Session C

August 25<sup>th</sup>  
September 1<sup>st</sup>

Starting Day of Summer Term Session C

**Labor Day – No Classes**

September 20<sup>th</sup>

Last Day of Summer Term; Graduation Party

### FALL

#### Session A

September 22<sup>nd</sup>

First Day of Fall Term

#### Session B

October 20<sup>th</sup>  
November 11<sup>th</sup>

Starting Day of Fall Term Session B

**Veterans day – No Classes**

#### Session C

November 17<sup>th</sup>  
November 26<sup>th</sup>  
November 27-28<sup>th</sup>

Starting Day of Fall Term Session C

Thanksgiving Potluck

**Thanksgiving – No Classes**

December 18<sup>th</sup>

Last Day of Winter Term; Holiday & Graduation Party

December 23<sup>rd</sup> – January 3<sup>rd</sup>: **Winter Break**