
TLI



The Language Institute

School Catalog

THE LANGUAGE INSTITUTE

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School Catalog

January 1, 2018 to December 31, 2018

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About this School Catalog

Academic year 2018 (January 1 – December 31, 2018)

The school catalog is revised and updated annually. An electronic copy of this catalog is available as a free download directly from our website. Interested parties may also request a printed copy of this catalog by contacting our administrative office.

Non-native English Speakers

If English is not your primary language and you have extremely limited English knowledge, we would be able to provide this school catalog and other school documents in your own language and we will ensure that someone will orally translate the school catalog and other school documents into a language that you can easily understand.

General Information

Mission

The Language Institute reliably promotes effective post-secondary English training programs that provide non-native English speakers with the highest quality, up-to-date ESL and EAP curricula. TLI maintains student satisfaction in a caring academic environment where student diversity is nurtured and local cultural participation is encouraged. Additionally, TLI pledges honest financial administration and vigilant self-regulation in accordance with the highest standards.

Objectives/Goals

- To carefully design and develop the best intensive English and test preparation programs possible to help our students successfully acquire and demonstrate the English language skills they need for academic or other purposes.
- To maintain a supportive, non-discriminatory academic environment that provides a comfortable home away from home for our students.
- To enable and encourage our students to reach their English acquisition goals in an efficient and timely manner.
- To stay current with the latest English language acquisition materials and proven methods of testing and instruction.
- To provide a straightforward admissions process and earnest administrative services for our students.
- To expand our enrollment, courses, programs, and student services while maintaining high standards.
- To provide faculty development to promote and sustain teaching excellence.
- To execute proper and ethical administration of all financial aspects of the institution.

Facility and Location

The Language Institute (TLI) is located on the eighth floor of a professional building on Lake Avenue in the City of Pasadena, California. Our physical facility is 3,100 square feet in size and can be easily accessed. The official address of TLI is 70 South Lake Avenue, Suite 830, Pasadena, California 91101 USA.

Our English classes and all other training programs are conducted at the same location and in six classrooms. Those classrooms are carefully arranged and set up in a way that can be very useful for interactive learning. Communal reception area and private administrative offices are located at the same site.

A twelve-computer station laboratory is provided for student use. The computer laboratory is used for test preparation programs and other interactive learning programs. The same computer laboratory also serves as an official TOEFL iBT test room. Students can also use the computer lab for internet access when it is not used for classes.

A library/resource room stores useful textbooks and class materials such as video tapes, cassette tapes, CDs, novels and periodicals is also located on the site. The textbooks and materials are well maintained and available to teachers for class preparation. Students are also allowed access and to borrow textbooks, except the teachers' and desk copies, from the library/resource room by checking them out at the front desk. Checked out items must be returned to the library/resource room within seven days. Class materials are not available for check out, but can be accessed and used inside the library/resource room during operational hours.

There are several public and private parking lots and structures near our school including one in the same building. A public bus stop is located right in front of the building complex and a subway station is located within walking distance from the building.

Important Notice to Students

Questions

The Language Institute (TLI) is a private institution and is approved to operate by the Bureau for Private Postsecondary Education (BPPE). "Approved" means the school operates in compliance with the state's minimum standards as set forth in the California Code of Regulations, Title 5 on the basis of our written application to the state.

All prospective students are encouraged to review this catalog carefully prior to signing an enrollment agreement. You are also encouraged to review School Performance Fact Sheet which must be provided to you prior to signing an enrollment agreement. If there are any questions regarding this catalog that have not been satisfactorily answered by our institution, you may direct your questions to:

Bureau for Private Postsecondary Education
2535 Capitol Oaks Drive, Suite 400, Sacramento, California 95833
Tel: (888) 370-7589 Fax: (916) 2631897 www.bppe.ca.gov

Student Complaint Procedure

Students may file a complaint by communicating either orally or in writing to administrator. The Language Institute (TLI) will attempt to resolve the complaint. When students orally deliver complaint and it is not resolved within a reasonable period, or it is not resolved before the students complain one more time about the same matter, TLI will advise the students that the complaint must be submitted in writing, and TLI will provide the students with a written summary of the institution's complaint procedure. When students file a written complaint, TLI will, within 10 working days of receiving the complaint, provide the students with a written response to the objection. If the complaint or relief requested is dismissed by the administration, the reasons for the rejection will be stated.

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

ACCET Complaint Procedure

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

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

1. Complaints should be submitted in writing and mailed, or emailed to the ACCET office. Complaints received by phone will be documented, but the complainant will be requested to submit the complaint in writing.
2. The letter of complaint must contain the following:
 - a) Name and location of the ACCET institution;
 - b) A detailed description of the alleged problem(s);
 - c) The approximate date(s) that the problem(s) occurred;
 - d) The names and titles/positions of all individual(s) involved in the problem(s), including faculty, staff, and/or other students;
 - e) What was previously done to resolve the complaint, along with evidence demonstrating that the institution's complaint procedure was followed prior to contacting ACCET;
 - f) The name, email address, telephone number, and mailing address of the complainant. If the complainant specifically requests that anonymity be maintained, ACCET will not reveal his or her name to the institution involved; and

- g) The status of the complainant with the institution (e.g. current student, former student, etc.).
3. In addition to the letter of complaint, copies of any relevant supporting documentation should be forwarded to ACCET (e.g. student's enrollment agreement, syllabus or course outline, correspondence between the student and the institution).
4. **SEND TO:** ACCET
CHAIR, COMPLAINT REVIEW COMMITTEE
1722 N Street, NW
Washington, DC 20036
Telephone: (202) 955-1113
Fax: (202) 955-1118 or (202) 955-5306
Email: complaints@accet.org
Website: www.accet.org

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

Supervisory and Consultative Services

The Language Institute (TLI) offers extensive consulting services to all students at no additional charge. In addition, at least one advisor is assigned to be on duty during the regular office hours to provide help including academic counseling and college & university placement. The office of the Director is also located on the same site and can be accessed by students during regular hours and if necessary after hours by appointment. Once per session, students are encouraged to meet with a counselor to discuss about important issues such as their class performance and status. Students can also meet with assigned instructors during class hours and after class by appointment.

Job Placement

The Language Institute (TLI) does not and cannot promise or guarantee employment or level of income or wage to graduates following graduation. TLI does not provide job placement to graduates upon program completion or upon graduation.

Scholarship and Financial Aid

The Language Institute (TLI) does not currently participate in any federal and state financial aid programs. However, if the student obtains a loan to pay for an educational program, the student has the responsibility to repay the full amount of the loan plus interest, less the amount of any refund, and that, if the student has received federal student financial aid funds, the student is entitled to refund of the monies not paid from federal student financial aid program funds. Furthermore, The Language Institute (TLI) does not offer private student loans or financing tuition to students.

School Policies

Admissions

The Language Institute (TLI) will admit students who possess a high school diploma or its equivalent, and students who graduated from a postsecondary school such as a technical, vocational or career school, 2- or 4-year college or university into our program.

- Domestic students shall provide a copy of their high school diploma or equivalency for enrollment eligibility unless an ability-to-benefit exam is utilized. Applicants without a high school diploma or GED will be required to take an ability-to-benefit test recognized by the State of California before enrolling in our programs. TLI does not offer an ability-to-benefit test, but we recommend Combined English Language Skills Assessment (CELSA). For more information about CELSA, please contact Pablo Buckelew at actt@cappassoc.com, or call (805) 965-5704 or fax (805) 965-5807.
- For foreign students, the screening process needs to be in place regardless if the student has a high school diploma or a degree from a two-/four-year college. Foreign students shall provide a copy of their diploma in English language, or a copy of their diploma in a foreign language and also a certified translation of their diploma for minimum enrollment eligibility.

Individuals under 18 years of age who possess a high school diploma or its equivalent may be admitted with a written agreement from a parent or guardian.

For non-U.S. residents, full-time study requires an F-1 student visa and they must have sufficient funds available to use while they are enrolled in our program.

Acceptance/Transfer of Credits

Due to the nature of programs offered at The Language Institute, we will not accept and/or transfer any credits the applicants earned at other institution or through challenge examinations and achievement test toward clock hours required to complete our programs.

English Proficiency

The Language Institute (TLI) offers non-degree English training programs. English proficiency is not required to gain entry into our programs. However, our programs are divided into different skill levels (from beginning to advanced), the students will demonstrate their English skills through an English Placement Test prior to the beginning of their program. The test scores will be used to place the students into the best initial level. University of Michigan English Placement Test (EPT), Form A is used for this purpose.

Application

An applicant may apply for admission into the program at The Language Institute (TLI) by doing one of the following:

- Submitting a complete application directly to TLI admission office
- Mailing a complete application to The Language Institute at 70 S. Lake Ave., Suite 830, Pasadena, CA 91101 USA
- Submitting a complete application via e-mail, send to: application@tli-languageschool.com

Foreign Students

Residents of a foreign country must obtain and possess a valid F-1 student visa to be eligible to enroll in our program on a full-time basis. The Language Institute (TLI) is authorized under federal law to enroll non-immigrant alien students. We can accept and enroll foreign students, and issue 'Certificate of Eligibility for Nonimmigrant (F-1) Student' or Form I-20 through the Student and Exchange Visitor Information System or SEVIS. Students can use our I-20 to apply and obtain an F-1 student visa from their local US embassy or consulate prior to arrival in the United States.

Students should visit the US Department of State's website: <http://travel.state.gov/visa> and the Department of Homeland Security's websites: <http://studyinthestates.dhs.gov/> to learn more about student visa and study in the United States before submitting application to TLI. Students may direct questions related to student visa and study in the United States to our administrative office.

Medical/Health Insurance (For F-1 Visa Students)

The Language Institute does not have or provide medical insurance or any medical care for Intensive English Program students. We strongly advise F-1 visa students to

purchase their own medical insurance as the health care costs can be very high without insurance coverage. The students are encouraged to do this in their home countries before coming to the United States. If the students don't have health insurance, The Language Institute can provide a list of insurance companies and/or assist them to obtain insurance after your arrival. The policy on medical insurance may change in the future and The Language Institute will notify the students of any change in insurance requirements.

Non-Discrimination

The Language Institute (TLI) provides equal opportunity to all applicants regardless of race, religion, age, sex, marital status, disability or sexual orientation to enroll in any of our academic programs or to obtain services.

Student's Right to Access Their Files & Records

The Language Institute (TLI) fully protects our student's information and records. Student information is kept confidential and not available to anyone without a written consent from the student. TLI shall maintain records of student's name, address, e-mail address, and phone number for five years from student's graduation, withdrawal or termination from our school. Student's grade reports shall also be kept permanently.

Cancellation, Withdrawal, and Refund Policy

Cancellation - A student has the right to cancel enrollment through the end of the first class session or the 7th day after enrollment, whichever is later. A notice of cancellation shall be in writing (California Education Code §94920) and received by our school no later than the end of the above cancellation period. A student who prepaid tuition and fee and cancels enrollment by the end of cancellation period will receive 100% of the amount paid for school charges less application fee and other itemized nonrefundable fees within 30 calendar days. If an applicant is denied admission by our school, a full refund of all monies paid less nonrefundable application fee will be made to the applicant within 30 calendar days. If our school cancels or discontinues a course or educational program, the school will make an appropriate refund of all refundable charges within 30 calendar days.

Withdrawal - After the cancellation period, a student may withdraw from a class at any time during a period of attendance. Our school will accept either written or verbal notification of withdrawal. A withdrawal can also be the result of a student's failure to adhere to our attendance, conduct, or student progress policy. Automatic withdrawal - a student who has been absent for a maximum of 30 consecutive calendar days will be automatically withdrawn from the class. For the purpose of determining the amount of refund, the date from which refund will be calculated is the last date of attendance (LDA). The student who prepaid tuition and fees but has completed 60% or less of the period of attendance will receive a pro rata refund for the unused portion of the tuition. If the student has already completed more than 60% of the period of attendance, no refund is due. The refund shall be the total amount of tuition for the instruction hours multiplied by a fraction, the numerator of which is the number of hours of instruction which the student has not received and the denominator of which is the total instruction hours.

Example: Upon enrollment, a student pays \$675.00 for tuition and \$50.00 for application fee. After completing 30 hours of an 80-hour course, he/she withdraws:

| Amount Paid | - | Nonrefundable Amount | = | Amount | x | Hours Paid for But not Received | = | Amount | / | Total Instruction Hours | = | Refund Amount |
|-------------|---|----------------------|---|----------|---|---------------------------------|---|----------|---|-------------------------|---|---------------|
| \$725.00 | - | \$50.00 | = | \$675.00 | x | 50 | = | \$33,750 | / | 80 | = | \$421.88 |

If the amount the student has paid is greater than the amount of refund, refund will be made within 30 calendar days from the documented date of determination. The date of determination is the date the student gives notice of withdrawal; the date that our school administratively withdraws the student after consecutive absence for 30 calendar days; or the date that our school terminates the student due to the student's failure to adhere to our attendance, conduct, or student progress policy. If the student provides advanced notice of withdrawal such that the 30-day window ends before the last date of attendance (LDA), the refund will be paid within 30 calendar days from the last date of attendance (LDA). If the amount the student owes is greater than the amount of refund, the student has to make an arrangement to pay in a timely manner. Our school shall refund any credit balance on the student's account within 30 calendar days after the date of the student's completion of the educational program in which the student was enrolled. Refunds will be issued in the form of checks.

Nonrefundable Fees

The actual nonrefundable fees will be listed on each student's enrollment agreement. The following are samples of nonrefundable fees.

- Application fee is nonrefundable.
- I-20 processing fee (for F-1 students) is nonrefundable.
- Express mailing or courier fee is nonrefundable.
- All bank wire transfer fee and credit card processing fee are the student's responsible. These types of fees are nonrefundable.
- Housing placement service fee or any actual cost of housing arrangement for students incurred by our school is nonrefundable.
- Textbooks, class materials, equipment, supplies, laboratory fees, or similar charges not included in the tuition are nonrefundable.

Additional Policy for F-1 Foreign Students

Our general cancellation, withdrawal and refund policy also applies to F-1 foreign students unless otherwise indicated clearly in this section. F-1 students should consult with our Designated School Official (DSO) before cancelling enrollment or withdrawing from a class as it will affect their rights and status as outlined in the federal regulations.

Canceling Enrollment Prior to Arrival in the US - Students who have been denied an F-1 student visa may cancel their enrollment by submitting a written notification to our school. After obtaining an F-1 visa, the students who do not plan to study at The Language Institute may also cancel their enrollment by submitting a written notification to our school. A full refund of all prepaid charges less nonrefundable fees will be made to the student within 30 calendar days.

Note on changing/deferring program start date: Before or after obtaining F-1 student visa and up to 15 days of the original program start date, students who are not able to arrive in the U.S. before the program start date may send a written request to TLI to postpone their study to any available future program start date. In this case, the students are not required to cancel their enrollment. Any request received after 15 days of the original program start date is subject to a rebooking fee.

Canceling Enrollment after Arrival in the US and Withdrawal - F-1 students who entered the U.S. with government documents indicating that they plan to study at The Language Institute but choose not to enroll in our program may cancel their enrollment prior to the start of scheduled classes. If the student intends to study at another SEVP certified school, he/she must submit a request to transfer to our Designated School Official (DSO) prior to the start of scheduled classes. The request must be accompanied by a copy of an acceptance letter issued by the SEVIS certified school indicating that a class is immediately available for the student to enroll. Our school will cancel the student's enrollment if no notice of cancellation is received by the end of the first class session. Our school will calculate and refund all the monies paid by the students less nonrefundable fees and any actual cost incurred by our school. For withdrawal, the general withdrawal policy will apply.

Standards of Student Conduct

School and Classroom Conduct

The following violations of school and classroom conduct subject students to disciplinary action:

- Use, possession, or being under the influence of alcoholic beverage, or drugs while on campus.
- Possession of any weapons while on campus.
- Gambling on school premises.
- Disobedience to directions of school officials including teaching staff acting in the performance of their duties.
- Dishonesty, such as cheating or providing false information to school.
- Forgery, alteration or misuse of school documents or identification.
- Unauthorized entry to or use of school facilities.
- Obstruction or disruption of classes, administration or school activities.
- Theft of or damage to property of school, other students or visitors.
- Misuse of any computer technology including equipment, software, network, or Internet access.

Disciplinary Actions

If any of these policies are violated, the school may exercise one or combination of the following actions:

- Warning: student receives either a verbal or written warning, usually on the first violation
- Probation: student receives a written letter and is closely monitored for a specific period of time and/or until the violation is resolved
- Suspension: student is not allowed to participate/attend classed for one session (4 weeks), this will result in absences, and may be allowed to return to classes at the beginning of the next available session
- Termination: student is dismissed from the program

Attendance Policy

The Language Institute encourages students to attend class regularly in order to maximize benefits from learning in our classrooms. Students are expected to be punctual, fully participate, and not leave class before it is finished.

Minimum Attendance

Minimum cumulative attendance for any enrollment term is 80%.

Documenting and Monitoring Attendance

The instructor takes attendance at the beginning of every class and records it on the attendance report. The report is turned in to the office every four-week session and these records are kept permanently on our computer system.

To reduce the risk of violating the attendance rule, students should not have more than four absences in any four-week session. Student attendance is regularly monitored. If any attendance below 80% is found, the process of warning the student will begin.

- **Warning:** At the end of their first session, any student whose attendance is below 80% will be warned that he/she must improve his/her attendance.
- **Probation:** If a student's attendance rate falls below the required cumulative 80% at the end of the second session, the student is put on probation during the last session. During the probation period, the student must be making progress toward meeting the required cumulative attendance. The student may submit a written appeal to the school if he/she does not agree with his/her attendance report within the first week of the probation period.
- **Termination:** Any student who fails to achieve 80% cumulative attendance during a term will be dismissed from the program.

Tardiness and Early Departure

Arriving late and leaving early are alternate forms of absence and are considered a part of the 80% attendance rule. TLI expects our students to arrive at the classroom on time. A student who arrives any time after the class begins is considered late and will receive a late mark on the attendance report. Leaving class before it is finished is the same as being late. Our instructors may not give special permission to a student for leaving early. A student may leave early, but will acquire the penalty for doing so. Three late arrivals or early departures equals one absence and is included in the 80% attendance requirement.

In addition, students are allowed a grace period of 10 minutes to enter any class. If students arrive after the grace period ends, their attendance will be counted as an absence for the class.

Absence and Make-ups

There are many situations such as illness, appointments, and religious obligations that will prevent students from attending their classes. Students are expected to notify instructors if they will not attend their classes. TLI understands that there may be times that students cannot notify instructors in advance. In case of emergency situations such as accident or illness, students must submit a written proof/notice from officials or

professionals when they return to school. This, however, does not keep students' attendance rate from dropping and TLI does not provide make-up classes for absent students.

No matter how legitimate or sad the students' excuse is for being absent, they are responsible for the tests and class work. It is also the student's responsibility to arrange with instructors for make-up tests, homework and/or class work. The student must approach the Instructor as soon as he or she returns to class, and request any missed assignments and schedule any missed tests within one week of the original date.

Consecutive Absences

When a student is absent for 10 consecutive class days or 14 consecutive calendar days without submitting a notification to the school, he or she will be automatically dismissed from the classes.

Dismissal

Students who fail to maintain the 80% cumulative attendance or violate the consecutive absences rule will be dismissed from their classes. Students who violate the rule for the first time may be allowed to re-enter classes under probation in the next available session with the written approval from our school officials.

Leave of Absence and Vacation Policy

Leave of Absence

A leave of absence is defined as a temporary break in a student's attendance during his/her enrollment in our program. TLI does not encourage any student to take a leave of absence. However, there are situations where a leave of absence can be permitted. Students must complete, sign, and submit a leave of absence request form at least 14 calendar days in advance of the first date of the leave of absence. In case students cannot submit a written request due to unforeseen circumstances, they are subject to withdrawal according to our consecutive absence policy.

- **Emergency situations or obligations** - This could encompass many situations, but to qualify for a leave of absence, students have to be absent from school to take care of an extreme personal issue or fulfill an obligation while they are enrolled in our program such as a death in the immediate family, work contracts, military or religious obligations. Students must provide official documentation from a reliable source in order to complete a leave of absence request.
- **Medical** - Students may take a leave of absence due to documented serious illness or suffering from a medical condition. A written proof of illness or medical condition from healthcare professionals must be submitted to complete a leave of absence request.

Vacation

Besides public holidays and school breaks, students may be eligible to take a vacation while they are not enrolled in any class for a maximum of four weeks after they have successfully completed their study in two consecutive 12-week terms. Students must complete, sign, and submit a vacation request form at least 14 calendar days in advance of the beginning date of their vacation. In case students cannot submit a written request due to unforeseen circumstances, they are subject to withdrawal according to our consecutive absence policy.

Returning to School

If a leave of absence or vacation does not exceed four weeks, the student's previous records will be used when calculating the student's completion of that course. If a leave of absence or vacation exceeds four weeks, rejoining the classes is subject to availability and the student must retake a placement test to demonstrate proficiency.

Maximum Length of Extended Absence

The maximum length of leave of absence, vacation, or combination of the two must not exceed 12 weeks or 90 calendar days in any 48-week period. An approved leave of absence may be extended as long as the total length of absence does not exceed the above maximum limit. If students have to leave longer than the specified period or fail to return to school after an approved leave of absence, they must withdraw from our program. Students enrolled under F-1 visa may be granted multiple leaves of absence or vacations in accordance with the regulations of the Department of Homeland Security and the above policy.

Dismissal

Students who fail to return from a leave of absence will be terminated from their program. Students may re-enroll in the program from the next available session with the written approval from the Program Coordinator or the Assistant Director and a Designated School Official (F-1 student only) or they may re-apply to study in the program.

Appeals

Students who received probation, suspension, or a notice to terminate enrollment may submit a written appeal within five class days of receiving notice. The written appeal must clearly explain special circumstances or legitimate reasons that had caused the violation. A meeting among the instructor(s), Program Coordinator, Assistant Director, Director, and/or Designated School Official will be scheduled to discuss the appeal and a decision will be made within one week of receiving the appeal.

School Calendar

The Language Institute (TLI) offers four quarterly terms a year. We divide each term of study into three sessions of four weeks. Therefore, we operate 12 sessions per academic year. In addition, there are four school breaks in one academic year, once every term.

Students are encouraged to begin study at the beginning of each session. Students may begin study in the middle of a session, but they must be able to demonstrate, through a placement exam, that they are competent to take the class.

School Holidays

A schedule of holidays is published and posted on the school's bulletin board at the beginning of each academic year. The Language Institute (TLI) is closed in observation of the following national and state holidays.

- Martin Luther King Jr. Day
- Presidents' Day
- Memorial Day
- Independence Day
- Labor Day
- Columbus Day
- Veterans' Day
- Thanksgiving
- Christmas

2018 Academic Year Calendar

| | |
|-------------------------------|--------------------------------------|
| January 3 | Winter Term, Session 1 begins |
| January 15 | Martin Luther King Jr. Day (Holiday) |
| January 29 | Winter Term, Session 2 begins |
| February 19 | Presidents' Day (Holiday) |
| February 26 | Winter Term, Session 3 begins |
| March 23 | Winter Term ends (Final Exams) |
| March 26 – March 30 | School Break |
| April 2 | Spring Term, Session 1 begins |
| April 30 | Spring Term, Session 2 begins |
| May 28 | Memorial Day (Holiday) |
| May 29 | Spring Term, Session 3 begins |
| June 22 | Spring Term ends (Final Exams) |
| June 25 – June 29 | School Break |
| July 2 | Summer Term, Session 1 begins |
| July 4 | Independence Day (Holiday) |
| July 30 | Summer Term, Session 2 begins |
| August 27 | Summer Term, Session 3 begins |
| September 3 | Labor Day (Holiday) |
| September 21 | Summer Term ends (Final Exams) |
| September 24 – 29 | School Break |
| October 1 | Fall Term, Session 1 begins |
| October 29 | Fall Term, Session 2 begins |
| November 12 | Veterans' Day (Holiday) |
| November 22 & 23 | Thanksgiving (Holiday) |
| November 26 | Fall Term, Session 3 begins |
| December 21 | Fall Term ends |
| December 25 | Christmas (Holiday) |
| December 24 – January 2 | School Break |

Programs of Study

| Name of Program | Intensive English A |
|--------------------------|---|
| Program Description | This program is designed and developed to help non-native English speakers learn essential English skills: grammar, reading/vocabulary, listening/speaking, writing, and pronunciation. These skills are taught in a friendly atmosphere and in a way that will quickly help students to improve both written and oral expression. |
| Graduation Requirements | To complete this program a student must complete all prescribed courses and meet the following requirements: <ul style="list-style-type: none"> • Attaining an average course grade of 70% or better. • Maintaining an 80% average attendance and participation scores. • Achieving an 85% or better on the exit exam. |
| Total Clock Hours | 300 hours (12-week course) or 1,200 hours (1-year program) |
| Final Tests or Exams | Yes |
| Internship or Externship | None |

| Name of Program | Intensive English B |
|-------------------------|--|
| Program Description | This program is designed and developed to help non-native English speakers learn essential English skills: grammar, reading/vocabulary, listening/speaking, writing. These skills are taught in a friendly atmosphere and in a way that will quickly help students to improve both written and oral expression. |
| Graduation Requirements | To complete this program a student must complete all prescribed courses and meet the following requirements <ul style="list-style-type: none"> • Attaining an average course grade of 70% or better. • Maintaining an 80% average attendance and participation scores. • Achieving an 85% or better on the exit exam. |
| Total Clock Hours | 240 hours (12-week course) or 960 hours (1-year program) |
| Final Tests or Exams | Yes |

Internship or Externship None

| Name of Program | TOEFL Preparation |
|--------------------------|---|
| Program Description | This program prepares students to achieve the highest possible score on the Test of English as a Foreign Language (TOEFL). The program focuses on all of the aspects covered on the TOEFL exam including listening/speaking comprehension, reading comprehension, sentence structure, vocabulary, grammar, and idiomatic expressions. Students receive hands-on training in each subject area measured by the exam. Primarily up-to-date materials are used in classes to help students become familiar with what they will see on the actual exam. Students will also learn test-taking skills such as time management and test anxiety reduction. |
| Graduation Requirements | There is no graduation requirement. Student must maintain the following requirements to continue the class. <ul style="list-style-type: none">• Maintain an average 80% attendance and participation scores.• Consistently improve TOEFL iBT practice exam scores given every two weeks during each course. |
| Total Clock Hours | 126 hours (6-week course) or 1,008 hours (1-year program) |
| Final Tests or Exams | None |
| Internship or Externship | None |

| Name of Program | English Conversation |
|-------------------------|--|
| Program Description | Our English conversation program is carefully designed for non-native English speakers who already have a basic understanding of English and want to enhance listening skills and extend their fluency in spoken English. All class activities use selections from current newspapers, periodicals, and other materials to energize and refine students' speaking and pronunciation skills, American English idioms and slang, and vocabulary. |
| Graduation Requirements | To complete this program a student must complete all four different courses and meet the following requirements <ul style="list-style-type: none">• Achieve an average course grade of 70% or better• Maintaining an 80% average attendance and |

participation scores.

| | |
|--------------------------|---|
| Total Clock Hours | 144 hours (8-week course) or 864 hours (1-year program) |
| Final Tests or Exams | None |
| Internship or Externship | None |

| Name of Program | GRE Preparation* |
|-----------------|------------------|
|-----------------|------------------|

| | |
|--------------------------|---|
| Program Description | The purpose of this class is to prepare students to obtain the highest possible score on the Graduate Record Examination (GRE) General Test. The class focuses on all of the aspects covered on the GRE General exam include verbal reasoning, quantitative reasoning, and critical thinking and analytical writing skills. |
| Graduation Requirements | There is no graduation requirement. Student must maintain the following requirements to continue the class. <ul style="list-style-type: none">• Maintain an average 80% attendance and participation scores.• Consistently improve GRE practice exam scores given every two weeks during each course. |
| Total Clock Hours | 75 hours (4-week course) or 900 hours (1-year program) |
| Final Tests or Exams | None |
| Internship or Externship | None |

**Program is not currently accredited by ACCET.*

| Name of Program | Business/Executive English* |
|-----------------|-----------------------------|
|-----------------|-----------------------------|

| | |
|-------------------------|---|
| Program Description | This program is designed for individuals or small groups of students who want to swiftly refine their business English communication competency and succeed in today's business world. The focus is on improving a full range of business English communication skills including: business vocabulary, business writing, oral communication, accent reduction, and presentation skills. |
| Graduation Requirements | To complete this program a student must complete all eight courses and meet the following requirements <ul style="list-style-type: none">• Achieve an average course grade of 70% or better• Maintaining an 80% average attendance and |

participation scores.

Total Clock Hours 240 hours (8-week course) or 480 hours (program)

Final Tests or Exams None

Internship or Externship None

**Program is not currently accredited by ACCET.*

Class Size

The number of students in each class is usually limited to sixteen (twelve for test preparation programs) in order to assure that individual student will be given enough instruction and attention from the teachers. By keeping the class size small, we can guarantee that our student's learning experience is rewarding and meaningful.

Elimination of Class

The Language Institute reserves the right to cancel, postpone, or reschedule the program start date when the number of students scheduled to start the class is not sufficient as determined by TLI. The student may also be offered an alternative class in which to enroll.

Student Progress

TLI will assess, monitor, record, report and facilitate the records of student progress. Students are required to maintain satisfactory student progress in order to continue attending our school, pass a course, and/or graduate from a program. Average term score along with attendance and participation scores, and exit test score for specific courses will be monitored and evaluated to report student progress for each student. The student will receive written notice of these requirements upon enrollment.

Grading

The standing of studies in each course will be determined by class work, attendance, participation and examinations. TLI uses the following scale to determine grades:

| | |
|----------------------|-----------|
| Outstanding (A) | 90-100% |
| Good (B) | 80-89% |
| Average (C) | 70-79% |
| Need Improvement (D) | 60-69% |
| Failing (F) | Below 60% |

Students are required to take quizzes and a test during three-session course (12 weeks) as well as to keep up with the assigned homework and class participation. Score from quizzes, test, homework assignment, attendance, and participation make up final grade. Student must maintain a passing grade; A, B, or C. Students receiving a grade below 70% (D and F) will repeat the particular course.

Graduation

A student is considered graduated from a class if he/she consistently improve practice exam scores given during the course and maintain at least an 80% attendance and participation scores in our test preparation program or achieve a minimum of 70% final course score, achieve a minimum of 80% attendance and participation scores, and if applicable achieve an exit exam score that is within the appropriate range of scores in other English programs. A Certificate of Completion will be awarded to students upon successful completion of a full course of study, as well as upon completion of the entire program of study at our institute. Successful completion requires that students maintain passing grades during their studies at The Language Institute.

Length of Study

A student's cumulative length of study at The Language Institute may not exceed 36 months.

NOTICE CONCERNING TRANSFERABILITY OF CREDITS AND CREDENTIALS EARNED AT OUR INSTITUTION

The transferability of credits you earn at The Language Institute (TLI) is at the complete discretion of an institution to which you may seek to transfer. Acceptance of the certificate you earn in any of our programs is also at the complete discretion of the institution to which you may seek to transfer. If the certificate that you earn at this institution is 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 enrollment at this institution will meet your educational goals. This may include contacting an institution to which you may seek to transfer after attending The Language Institute (TLI) to determine if your certificate will transfer.

The Language Institute (TLI) offers only non-degree, non-credit English training programs and offers only a certificate of completion to the student who successfully completes a course of study and/or the entire program. TLI does not have an articulation agreement with other institutions and does not imply, promise, or guarantee the transferability of credits or certificate to a college, university or institution.

Cost of Programs

Charges: Tuition & Fees

All fees are subject to change from time to time, without notice.

| Program Name | Tuition (12 weeks) | Registration Fee Refundable | STRF per \$1,000 | I-20 Fee | Books & Materials* | Total Program Charges |
|-------------------------------|-----------------------|-----------------------------------|------------------------|-------------|--------------------------|-----------------------------|
| Intensive English A | \$2,425 | \$50 | \$0.00 | \$100 | \$270 | \$10,930.00 |
| Intensive English B | \$2,070 | \$50 | \$0.00 | \$100 | \$220 | \$9,310.00 |
| TOEFL Preparation | \$2,070 | \$50 | \$0.00 | \$100 | \$60 | \$8,670.00 |
| English Conversation | \$2,070 | \$50 | \$0.00 | \$100 | \$60 | \$8,670.00 |
| GRE Preparation | \$2,200 | \$50 | \$0.00 | \$100 | \$100 | \$9,350.00 |
| Business/Executive English | \$3,000 (8 weeks) | \$50 | \$0.00 | \$100 | \$400 | \$6,950.00 |

*8/12weeks, subject to change

Intensive English A

1. TOTAL CHARGES FOR CURRENT PERIOD OF ATTENDANCE
\$2,845.00
2. ESTIMATED TOTAL CHARGES FOR THE ENTIRE EDUCATIONAL PROGRAM
\$10,930.00

Intensive English B

1. TOTAL CHARGES FOR CURRENT PERIOD OF ATTENDANCE
\$2,440.00
2. ESTIMATED TOTAL CHARGES FOR THE ENTIRE EDUCATIONAL PROGRAM
\$9,310.00

TOEFL Preparation

1. TOTAL CHARGES FOR CURRENT PERIOD OF ATTENDANCE
\$2,280.00
2. ESTIMATED TOTAL CHARGES FOR THE ENTIRE EDUCATIONAL PROGRAM
\$8,670.00

English Conversation

1. TOTAL CHARGES FOR CURRENT PERIOD OF ATTENDANCE
\$2,280.00
2. ESTIMATED TOTAL CHARGES FOR THE ENTIRE EDUCATIONAL PROGRAM
\$8,670.00

GRE Preparation

1. TOTAL CHARGES FOR CURRENT PERIOD OF ATTENDANCE
\$2,450.00

2. ESTIMATED TOTAL CHARGES FOR THE ENTIRE EDUCATIONAL PROGRAM
\$9,350.00

Business/Executive English

1. TOTAL CHARGES FOR CURRENT PERIOD OF ATTENDANCE
\$3,550.00
2. ESTIMATED TOTAL CHARGES FOR THE ENTIRE EDUCATIONAL PROGRAM
\$6,950.00

Policies and Procedures Regarding Financial Aid (Title IV)

The school does not participate in either State or Federal financial aid programs, nor does it provide financial aid, student loans or financing tuition directly to its students. Student enrolled in our institution is not eligible for federal financial aid programs.

Loan Repayment

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

Payment

The nonrefundable application fee must be submitted along with the application for enrollment. Tuition for each session or term is generally due and payable upon the acceptance of student's application and when the date of first class session is set. Any remaining balance of tuition must be paid on or prior to the beginning of the first class of session or term. Any payment not received by due date is subject to additional late payment fee.

The Language Institute (TLI) reserves the right to change tuition and fees without prior notice. Any tuition or fee changes will not affect students who have already paid in full for a particular session or term. However, upon completion of the pre-paid session or term, such students will be required to pay according to the new tuition and fee schedule should they choose to enroll in future sessions. Failure to meet these financial commitments may result in temporary suspension, withholding of grades and certificates, and may also result in dismissal from school.

Student Tuition Recovery Fund Disclosures

(a) A qualifying institution shall include the following statement on both its enrollment agreement and school catalog:

"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."

(b) In addition to the statement required under subdivision (a) of this section, a qualifying institution shall include the following statement in its school catalog:

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

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

1. The institution, a location of the institution, or an educational program offered by the institution was closed or discontinued, and you did not choose to participate in a teach-out plan approved by the Bureau or did not complete a chosen teach-out plan approved by the Bureau.
2. You were enrolled at an institution or a location of the institution within the 120 day period before the closure of the institution or location of the institution, or were enrolled in an educational program within the 120 day period before the program was discontinued.
3. You were enrolled at an institution or a location of the institution more than 120 days before the closure of the institution or location of the institution, in an educational program offered by the institution as to which the Bureau determined there was a significant decline in the quality or value of the program more than 120 days before closure.
4. The institution has been ordered to pay a refund by the Bureau but has failed to do so.

5. The institution has failed to pay or reimburse loan proceeds under a federal student loan program as required by law, or has failed to pay or reimburse proceeds received by the institution in excess of tuition and other costs.
6. You have been awarded restitution, a refund, or other monetary award by an arbitrator or court, based on a violation of this chapter by an institution or representative of an institution, but have been unable to collect the award from the institution.
7. You sought legal counsel that resulted in the cancellation of one or more of your student loans and have an invoice for services rendered and evidence of the cancellation of the student loan or loans.

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

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

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

Program Descriptions

Program: Intensive English A

This program is designed and developed to help non-native English speakers learn essential English skills: grammar, reading/vocabulary, listening/speaking, writing, and pronunciation. These skills are taught in a friendly atmosphere and in a way that will quickly help students to improve both written and oral expression. This program is divided into multiple courses in accordance with the students' English proficiency levels.

Prerequisites

No prerequisites. Students must demonstrate appropriate English proficiency level. An English Placement Test will be administered prior to the start of the course to assess students' initial language level. English Competency Requirement: Qualified Placement test score between 0 and 84. (University of Michigan English Placement Test (EPT), Form A is used for this purpose.)

Courses (Levels)

Intensive English A – Beginning (300 hours/12-week course)

Beginning IEP course is designed for students who have very limited knowledge in English. Students will be able to use simple basic grammar and conversational skills.

Course Description

Grammar helps beginning students develop grammar structures for success in the classroom and on standardized tests. Course emphasizes using standard English grammar. Grammar points include a study of the simple and progressive present and past tenses, the future tense, and modal auxiliaries. Other points include nouns, pronouns, articles, wh-questions, and tag questions.

Listening/Speaking helps beginner students develop basic English vocabulary, listening skills, synthesizing, note taking, and test taking strategies to help students develop strategies for success in the classroom and on standardized tests. A culminating task galvanizes content, language, and critical thinking skills.

Reading offers an academic approach to reading with ten topics that students can relate to. Each topic is a unit in the textbook that contains a section that focuses on preparing the student for the reading using a variety of strategies. Some of these include predicting, previewing, thinking about and discussing the topic, and reviewing new vocabulary. Each unit also contains two reading passages followed by comprehension exercises that help students achieve language proficiency. Some of these include exercises to determine the reading's main ideas and details, and also critical thinking activities which inspire students to express their own conclusions.

Writing offers an academic approach to writing, emphasizing the development of the writing process. Students are led through strategies such as brainstorming, planning, organizing, writing, revising, rewriting, and assessment. Students review vocabulary previously introduced in the reading class, and practice writing structures utilizing them.

Grammar forms are also presented. Students transform their grammar knowledge into practical writing exercises. Ultimately, students write paragraphs about given topics using vocabulary and grammar from the unit.

Pronunciation helps students practice the consonant and vowel sounds used in spoken English. Students will study English pronunciation in an interactive approach so that they get many opportunities to improve their speaking, listening, and conversational skills with their classmates and the instructor.

Intensive English A - Intermediate (300 hours/12-week course)

Intermediate IEP course is designed for students who have knowledge of English grammar and composition, and are able to speak in simple conversation. Student will gain more vocabulary and sentence structure and will be able to begin to develop more abstract thoughts and ideas in their both written and oral lessons.

Course Description

Grammar offers intensive practices in English grammar structure for students who wish to prepare for college-level work as well as the informal spoken English grammar used by American speakers will be highlighted when applicable. Students will improve how they use English grammar, especially parts of speech, subject-verb agreement, tense/aspect, clauses, infinitives, and conditions.

Listening/Speaking helps students develop speaking and listening skills necessary for participating in classroom discussions with an introduction to oral presentation and critical listening skills. More purposeful integration of critical thinking and an enhanced focus on academic skills help students develop strategies for success in the classroom and on standardized tests. A culminating task galvanizes content, language, and critical thinking skills.

Reading offers an academic approach to reading with ten topics that students can relate to. Each topic is a unit in the textbook that contains a section that focuses on preparing the student for the reading using a variety of strategies. Some of these include predicting, previewing, thinking about and discussing the topic, and reviewing new vocabulary. Each unit also contains two reading passages followed by comprehension exercises that help students achieve language proficiency. Some of these include exercises to determine the reading's main ideas and details, and also critical thinking activities which inspire students to express their own conclusions.

Writing offers an academic approach to writing, emphasizing the development of the writing process. Students are led through strategies such as brainstorming, planning, organizing, writing, revising, rewriting, and assessment. Students review vocabulary previously introduced in the reading class, and practice writing structures utilizing them.

Grammar forms are also presented. Students transform their grammar knowledge into practical writing exercises. Ultimately, students write paragraphs about given topics using vocabulary and grammar from the unit.

Pronunciation helps students practice the consonant and vowel sounds used in spoken English. Students will study English pronunciation in an interactive approach so that they get many opportunities to improve their speaking, listening, and conversational skills with their classmates and the instructor.

Intensive English A – High Intermediate (300 hours/12-week course)

High intermediate IEP course is designed for students who want to improve their verb tenses, advanced sentences and paragraph structure. Students will be able to focus on composition lessons, where there will be emphasis on timed readings, academic reading comprehension skills, advanced vocabulary, free and controlled composition, essay pattern and presentation skills.

Course Description

Grammar offers intensive practices in English grammar structure for students who wish to prepare for college-level work as well as the informal spoken English grammar used by American speakers will be highlighted when applicable. Students will improve how they use English grammar, especially parts of speech, subject-verb agreement, tense/aspect.

Listening/Speaking helps students to develop speaking and listening skills necessary for participating in classroom discussions with an introduction to oral presentation and critical listening skills. More purposeful integration of critical thinking and an enhanced focus on academic skills help students develop strategies for success in the classroom and on standardized tests. A culminating task galvanizes content, language, and critical thinking skills.

Reading offers an academic approach to reading with ten topics that students can relate to. Each topic is a unit in the textbook that contains a section that focuses on preparing the student for the reading using a variety of strategies. Some of these include predicting, previewing, thinking about and discussing the topic, and reviewing new vocabulary. Each unit also contains two reading passages followed by comprehension exercises that help students achieve language proficiency. Some of these include exercises to determine the reading's main ideas and details, and also critical thinking activities which inspire students to express their own conclusions.

Writing offers an academic approach to writing, emphasizing the development of the writing process. Students are led through strategies such as brainstorming, planning, organizing, writing, revising, rewriting, and assessment. Students review vocabulary previously introduced in the reading class, and practice writing structures utilizing them.

Grammar forms are also presented. Students transform their grammar knowledge into practical writing exercises. Ultimately, students write paragraphs about given topics using vocabulary and grammar from the unit.

Pronunciation helps students practice the consonant and vowel sounds used in spoken English. Students will study English pronunciation in an interactive approach so that they get many opportunities to improve their speaking, listening, and conversational skills with their classmates and the instructor.

Intensive English A – Advanced (300 hours/12-week course)

Advanced IEP course is designed for students who want to focus more on academic comprehension skills. Students will learn more additional skills when study in college or university. The selected topics for conversation focuses on what they will also encounter in university level.

Course Description

Grammar offers intensive practice in English grammar structure for students who wish to prepare for college-level work as well as the informal spoken English grammar used by American speakers will be highlighted when applicable. Students will improve how they use English grammar, especially parts of speech, subject-verb agreement, tense/aspect, clauses, infinitives, and conditions.

Listening/Speaking helps students develop speaking and listening skills necessary for participating in classroom discussions with an introduction to oral presentation and critical listening skills. More purposeful integration of critical thinking and an enhanced focus on academic skills help students develop strategies for success in the classroom and on standardized tests. A culminating task galvanizes content, language, and critical thinking skills.

Reading offers an academic approach to reading with ten topics that students can relate to. Each topic is a unit in the textbook that contains a section that focuses on preparing the student for the reading using a variety of strategies.

Some of these include predicting, previewing, thinking about and discussing the topic, and reviewing new vocabulary. Each unit also contains two reading passages followed by comprehension exercises that help students achieve language proficiency. Some of these include exercises to determine the reading's main ideas and details, and also critical thinking activities which inspire students to express their own conclusions.

Writing offers an academic approach to writing, emphasizing the development of the writing process. Students are led through strategies such as brainstorming, planning, organizing, writing, revising, rewriting, and assessment. Students review vocabulary previously introduced in the reading class, and practice writing structures utilizing them.

Grammar forms are also presented. Students transform their grammar knowledge into practical writing exercises. Ultimately, students write paragraphs about given topics using vocabulary and grammar from the unit.

Pronunciation helps students practice the consonant and vowel sounds used in spoken English. Students will study English pronunciation in an interactive approach so that they get many opportunities to improve their speaking, listening, and conversational skills with their classmates and the instructor.

Program: Intensive English B

This program is designed and developed to help non-native English speakers learn essential English skills: grammar, reading/vocabulary, listening/speaking, writing. These skills are taught in a friendly atmosphere and in a way that will quickly help students to improve both written and oral expression. This program is divided into multiple courses in accordance with the students' English proficiency levels.

Prerequisites

No prerequisites. Students must demonstrate appropriate English proficiency. An English Placement Test will be administered prior to the start of the course to assess students' initial language level. English Competency Requirement: Qualified Placement

test score between 0 and 84. (University of Michigan English Placement Test (EPT), Form A is used for this purpose.)

Courses (Levels)

Intensive English B – Beginning (240 hours/12-week course)

Beginning IEP course is designed for students who have very limited knowledge in English. Students will be able to use simple basic grammar and conversational skills.

Course Description

Grammar helps beginning students develop grammar structures for success in the classroom and on standardized tests. Course emphasizes using standard English grammar. Grammar points include a study of the simple and progressive present and past tenses, the future tense, and modal auxiliaries. Other points include nouns, pronouns, articles, wh-questions, and tag questions.

Listening/Speaking helps beginner students develop basic English vocabulary, listening skills, synthesizing, note taking, and test taking strategies to help students develop strategies for success in the classroom and on standardized tests. A culminating task galvanizes content, language, and critical thinking skills.

Reading offers an academic approach to reading with ten topics that students can relate to. Each topic is a unit in the textbook that contains a section that focuses on preparing the student for the reading using a variety of strategies. Some of these include predicting, previewing, thinking about and discussing the topic, and reviewing new vocabulary. Each unit also contains two reading passages followed by comprehension exercises that help students achieve language proficiency. Some of these include exercises to determine the reading's main ideas and details, and also critical thinking activities which inspire students to express their own conclusions.

Writing offers an academic approach to writing, emphasizing the development of the writing process. Students are led through strategies such as brainstorming, planning, organizing, writing, revising, rewriting, and assessment. Students review vocabulary previously introduced in the reading class, and practice writing structures utilizing them.

Grammar forms are also presented. Students transform their grammar knowledge into practical writing exercises. Ultimately, students write paragraphs about given topics using vocabulary and grammar from the unit.

Intensive English B - Intermediate (240 hours/12-week course)

Intermediate IEP course is designed for students who have knowledge of English grammar and composition, and are able to speak in simple conversation. Student will gain more vocabulary and sentence structure and will be able to begin to develop more abstract thoughts and ideas in their both written and oral lessons.

Course Description

Grammar offers intensive practices in English grammar structure for students who wish to prepare for college-level work as well as the informal spoken English grammar used by American speakers will be highlighted when applicable. Students will improve how they use English grammar, especially parts of speech, subject-verb agreement, tense/aspect, clauses, infinitives, and conditions.

Listening/Speaking helps students develop speaking and listening skills necessary for participating in classroom discussions with an introduction to oral presentation and critical listening skills. More purposeful integration of critical thinking and an enhanced focus on academic skills help students develop strategies for success in the classroom and on standardized tests. A culminating task galvanizes content, language, and critical thinking skills.

Reading offers an academic approach to reading with ten topics that students can relate to. Each topic is a unit in the textbook that contains a section that focuses on preparing the student for the reading using a variety of strategies. Some of these include predicting, previewing, thinking about and discussing the topic, and reviewing new vocabulary. Each unit also contains two reading passages followed by comprehension exercises that help students achieve language proficiency. Some of these include exercises to determine the reading's main ideas and details, and also critical thinking activities which inspire students to express their own conclusions.

Writing offers an academic approach to writing, emphasizing the development of the writing process. Students are led through strategies such as brainstorming, planning, organizing, writing, revising, rewriting, and assessment. Students review vocabulary previously introduced in the reading class, and practice writing structures utilizing them.

Grammar forms are also presented. Students transform their grammar knowledge into practical writing exercises. Ultimately, students write paragraphs about given topics using vocabulary and grammar from the unit.

Intensive English B – High Intermediate (240 hours/12-week course)

High intermediate IEP course is designed for students who want to improve their verb tenses, advanced sentences and paragraph structure. Students will be able to focus on composition lessons, where there will be emphasis on timed readings, academic reading comprehension skills, advanced vocabulary, free and controlled composition, essay pattern and presentation skills.

Course Description

Grammar offers intensive practices in English grammar structure for students who wish to prepare for college-level work as well as the informal spoken English grammar used by American speakers will be highlighted when applicable. Students will improve how they use English grammar, especially parts of speech, subject-verb agreement, tense/aspect.

Listening/Speaking helps students to develop speaking and listening skills necessary for participating in classroom discussions with an introduction to oral presentation and critical listening skills. More purposeful integration of critical thinking and an enhanced focus on academic skills help students develop strategies for success in the classroom and on standardized tests. A culminating task galvanizes content, language, and critical thinking skills.

Reading offers an academic approach to reading with ten topics that students can relate to. Each topic is a unit in the textbook that contains a section that focuses on preparing the student for the reading using a variety of strategies. Some of these include predicting, previewing, thinking about and discussing the topic, and reviewing new vocabulary. Each unit also contains two reading

passages followed by comprehension exercises that help students achieve language proficiency. Some of these include exercises to determine the reading's main ideas and details, and also critical thinking activities which inspire students to express their own conclusions.

Writing offers an academic approach to writing, emphasizing the development of the writing process. Students are led through strategies such as brainstorming, planning, organizing, writing, revising, rewriting, and assessment. Students review vocabulary previously introduced in the reading class, and practice writing structures utilizing them.

Grammar forms are also presented. Students transform their grammar knowledge into practical writing exercises. Ultimately, students write paragraphs about given topics using vocabulary and grammar from the unit.

Intensive English B – Advanced (240 hours/12-week course)

Advanced IEP course is designed for students who want to focus more on academic comprehension skills. Students will learn more additional skills when study in college or university. The selected topics for conversation focuses on what they will also encounter in university level.

Course Description

Grammar offers intensive practice in English grammar structure for students who wish to prepare for college-level work as well as the informal spoken English grammar used by American speakers will be highlighted when applicable. Students will improve how they use English grammar, especially parts of speech, subject-verb agreement, tense/aspect, clauses, infinitives, and conditions.

Listening/Speaking helps students develop speaking and listening skills necessary for participating in classroom discussions with an introduction to oral presentation and critical listening skills. More purposeful integration of critical thinking and an enhanced focus on academic skills help students develop strategies for success in the classroom and on standardized tests. A culminating task galvanizes content, language, and critical thinking skills.

Reading offers an academic approach to reading with ten topics that students can relate to. Each topic is a unit in the textbook that contains a section that focuses on preparing the student for the reading using a variety of strategies.

Some of these include predicting, previewing, thinking about and discussing the topic, and reviewing new vocabulary. Each unit also contains two reading passages followed by comprehension exercises that help students achieve language proficiency. Some of these include exercises to determine the reading's main ideas and details, and also critical thinking activities which inspire students to express their own conclusions.

Writing offers an academic approach to writing, emphasizing the development of the writing process. Students are led through strategies such as brainstorming, planning, organizing, writing, revising, rewriting, and assessment. Students review vocabulary previously introduced in the reading class, and practice writing structures utilizing them.

Grammar forms are also presented. Students transform their grammar knowledge into practical writing exercises. Ultimately, students write paragraphs about given topics using vocabulary and grammar from the unit.

Program: TOEFL Preparation

This program prepares students to achieve the highest possible score on the Test of English as a Foreign Language (TOEFL). The program focuses on all of the aspects covered on the TOEFL exam including listening/speaking comprehension, reading comprehension, sentence structure, vocabulary, grammar, and idiomatic expressions. Students receive hands-on training in each subject area measured by the exam. Primarily up-to-date materials are used in classes to help students become familiar with what they will see on the actual exam. Students will also learn test-taking skills such as time management and test anxiety reduction. This program is divided into two courses in accordance with the students' English proficiency levels.

Prerequisites

No prerequisites. Students must demonstrate appropriate English proficiency. An English Placement Test will be administered prior to the start of the course to assess students' initial language level. English Competency Requirement: Qualified placement test score of 85 or higher (University of Michigan English Placement Test (EPT), Form A is used for this purpose.); Completed TLI Intensive English - Advanced, 3.5 IELTS score (Academic Test Format Only); or 45 iBT TOEFL score.

Courses

TOEFL Preparation – Intermediate (250 hours/12-week course)

This intermediate TOEFL course covers all four areas of TOEFL iBT test to help student familiarize themselves with question types found on the TOEFL iBT while covering a variety of exercises. Students' progress is evaluated every two weeks through practice tests. This course is not only to develop students' test-taking skills but also to improve students' communicative skills, sharpen awareness of their skills, and build their confidence.

Emphasis

Reading enables students to comprehend academic reading material in English. This class prepares students to read and better understand information from textbooks and other academic materials, focusing on three functions: reading to find information, basic comprehension, and reading to learn.

Listening helps students understand English as it is used in colleges and universities. This class prepares students to make better sense of lectures and conversations, focusing on three functions: listening for basic comprehension, listening for pragmatic understanding, connecting and synthesizing information.

Speaking Offers students to develop their speaking ability to speak effectively in academic settings.

Writing helps students practice necessary writing skills of brainstorming, organizing, and paraphrasing. Students will be able develop writing skills by connecting and supporting ideas. This course also helps students improve sentence structure and word choice.

TOEFL Preparation – Advanced (250 hours/12-week course)

This Advanced TOEFL course covers all four areas of TOEFL iBT test to help student familiarize themselves with question types found on the TOEFL iBT with more advanced contexts. Students' progress is evaluated every two weeks through practice tests. This

course is not only to develop students' test-taking skills but also to improve students' communicative skills, sharpen awareness of their skills, and build their confidence.

Emphasis

Reading enables students to comprehend academic reading material in English. This class prepares students to read and better understand information from textbooks and other academic materials, focusing on three functions: reading to find information, basic comprehension, and reading to learn.

Listening helps students understand English as it is used in colleges and universities. This class prepares students to make better sense of lectures and conversations, focusing on three functions: listening for basic comprehension, listening for pragmatic understanding, connecting and synthesizing information.

Speaking Offers students to develop their speaking ability to speak effectively in academic settings.

Writing helps students practice necessary writing skills of brainstorming, organizing, and paraphrasing. Students will be able develop writing skills by connecting and supporting ideas. This course also helps students improve sentence structure and word choice.

Program: English Conversation

Our English conversation program is carefully designed for non-native English speakers who already have a basic understanding of English and want to enhance listening skills and extend their fluency in spoken English. All class activities use selections from current newspapers, periodicals, and other materials to energize and refine students' speaking and pronunciation skills, American English idioms and slang, and vocabulary.

Prerequisites

Students must demonstrate appropriate English proficiency. An English Placement Test will be administered prior to the start of the course to assess students' initial language level. English Competency Requirement: Qualified Placement test score of 85 or higher (University of Michigan English Placement Test (EPT), Form A is used for this purpose.); Completed TLI Intensive English - Advanced, 5.0 IELTS score (Academic Test Format Only); or 70 iBT TOEFL score.

Courses

English Conversation (Part I) (216 hours/12-week course)

This course introduces and encourages students to increase communication skills to a higher level and to build confidence needed to communicate effectively in any circumstance.

Course Description

Fundamentals of Effective Communication This class offers students the chance to improve their understanding and usage of the English language, increase their fluency and comprehension level and become more comfortable using it. Additionally, such classes afford students the opportunity to converse with others whom are also trying to become familiar with the language, addressing their weaknesses and strengths. Students will advance their speaking and listening skills for a higher level. Class activities include group discussions,

listening to lectures and taking notes. There will also be at least one presentation per session

English Conversation (Part II) (216 hours/12-week course)

This course helps students to learn the basics of presentation style and acquire how to organize presentations such as presenting in front of peers, applying the drafting process to presentations, using visual support when presenting. Students will also be able to lead an audience in question and answer sessions.

Course Description

Presentation Skills This course provides strategies to help non-native English speakers improve their formal oral presentation skills. It identifies the key skills employed by all effective presenters. This course also focuses on (a.) voice and delivery; the ability to pace your speech and use your voice to create the most important impact among your audience, (b.) content language; the variety of key words and phrases that help you make simple visuals that work for you, (c.) Rhetorical Technique; the way to combine both of your voice and content that suits you best and perfect your presentation, (d) Question handling; the ability to deal effectively with the most unpredictable questions that your audience may raise.

English Conversation (Part III) (216 hours/12-week course)

This course encourages students to use English effectively in oral communication. Students will be able to give an effective public speech.

Course Description

Public Speaking This course is a step-by-step approach to developing public speaking skills. The course consists of two parts, theoretical and practical.

Theoretical: Students focus on methods of delivering an effective public speech.

Practical: Students design outlines of presentations and present them to the class.

English Conversation (Part IV) (216 hours/12-week course)

This course is designed to help students to use English effectively in oral communication. Students will learn about important cultural differences in presentation and presentation style.

Course Description

Global Communication This class is to help students develop their discussion and presentation skills, to foster intercultural understanding, to develop independent research skills in English, and to sharpen critical thinking skills.

Program: GRE Preparation

The purpose of this class is to prepare students to obtain the highest possible score on the Graduate Record Examination (GRE) General Test. The class focuses on all of the aspects covered on the GRE General exam include verbal reasoning, quantitative reasoning, and critical thinking and analytical writing skills.

Prerequisites

Students must demonstrate appropriate English proficiency. An English Placement Test will be administered prior to the start of the course to assess students' initial language level. English Competency Requirement: Qualified Placement test score of 95 or higher (University of Michigan English Placement Test (EPT), Form A is used for this purpose.); Completed TLI Intensive English - Academic, 5.0 IELTS score (Academic Test Format Only); or 75 iBT TOEFL score.

Emphasis

Verbal Reasoning – GRE preparation class will help students improve ability to analyze and evaluate written material and synthesize information obtained from it, analyze relationships among component parts of sentences, and recognize relationships between words and concepts.

Quantitative Reasoning – GRE preparation class will help students improve ability to understand basic concepts of arithmetic, algebra, geometry, and data analysis; to reason quantitatively; and to solve problems in a quantitative setting.

Analytical Writing – GRE preparation class will help students improve ability to articulate complex ideas clearly and effectively; to examine claims and accompanying evidence; to support ideas with relevant reasons and examples; to sustain a well-focused, coherent discussion, and control the elements of standard written English.

Students receive hand-on training in each of the subject area measured by the exam. Most-up-to-date materials are used in classes to help students become familiarized with what they will see on the actual exam. Students will also learn test-taking skills such as: time-management and reduction of test-anxiety.

Program: Business/Executive English

This is an intensive program especially designed for individuals or small groups of students who want to advance English for Business communication competency and succeed in today's business world in a short term. Focus is on improving a full range of business English communication skills including:

- Business vocabulary
- Business writing
- Oral communication
- Accent reduction
- Presentation skills

Prerequisites

Students must demonstrate appropriate English proficiency. An English Placement Test will be administered prior to the start of the course to assess students' initial language level. Only students scoring 80% or higher will be eligible to enroll in the Business/Executive English Program. (University of Michigan English Placement Test (EPT), Form A is used for this purpose.)

Courses

Business/Executive English (Part I) (240 hours/8-week course)

Business/Executive English (Part I) is an introduction level business English course for business people or students of business English, and will prepare students for all characteristics of the business world. Each course emphasizes essential business skills from business vocabulary building to communication and writing skills.

Course Description

American Business Terminology teaches over 1000 words and phrases in a wide variety of business areas including accounting, sales, travel, insurance, advertising, management, trade, and public relations.

Business Meetings introduces the language of international meetings. The class provides all the necessary language to ensure full and effective participation.

Business Simulations a stimulating language class for students of business English. The class helps students identify what business students need to learn in order to increase their understanding, fluency, and communicative power in English. It also helps ensure that students engage with the language and interact with each other.

Professional Business (Part I) provides pre-work students with a variety of practice opportunities in problem solving, critical thinking, and professional communication. The class provides students with the language and life skills necessary to pursue business-related career goals through language practice based in real-world situations.

Business Writing (Part I) designed for nonnative speakers of English to help them polish their use of phrases, articles, modal auxiliaries, tenses, and the other areas that commonly cause problems for speakers of English as a second language. The class teaches the critical skills of writing e-mail messages for self-introduction, meeting arrangements, travel plans, recommendation, and invitations.

Business/Executive English (Part II) (240 hours/8-week course)

Business/Executive English (Part II) is to empower students with the necessary skills they need to carry out their career goals, and provides opportunities for students to build awareness and practice the skills in real-life scenarios. It will improve and develop the student's self-confidence to survive and succeed in professional and social encounters within an English-speaking global community.

Course Description

Professional Business (Part II) provides pre-work students with a variety of practice opportunities in problem solving, critical thinking, and professional communication. The class provides students with the language and life skills necessary to pursue business-related career goals through language practice based in real-world situations.

Business Writing (Part II) designed for nonnative speakers of English to help them polish their use of phrases, articles, modal auxiliaries, tenses, and the other areas that commonly cause problems for speakers of English as a second

language. The class teaches the critical skills of writing clear curriculum vitae (resume), e-mail messages, memos, business letters, and reports.

Business Communications emphasizes speaking, listening and problem solving at work. The class teaches students to do their job in English - not just to talk about work, through dialogues and pronunciation activities.

Presentation introduces a comprehensive range of public speaking skills. The class discusses techniques for handling an audience. It also pays unique attention to the structure and detail of the art of speaking and writing effectively.

Interview and Reports a real-life business practices - students write proposal asking for permission to visit various local businesses; students make appointment and conduct interviews with business managers/supervisors learning about their business operations; students write reports and present their findings in a professional manners and atmosphere using the techniques learned from other courses.

Faculty and Instructors

Our instructors are native English speakers who have a Bachelor's degree and/or TESOL Certificate or Master's Degree or have a minimum 18 months of prior English language teaching experience with international students. Our instructors also have superior skills in creating a dynamic, interactive classroom experience. We hire instructors who have high energy level and ability to thrive in a fast-paced environment and instructors who are well-organized, fun, energetic, tremendous patient, hard-working and have excellent communication skills with people of all ability levels.

Lee Keeler, TOEFL/GRE Instructor *Master of Fine Arts in Dramatic Writing, Savannah College of Art and Design, Savannah, GA; Bachelor of Arts in English, The Ohio State University, Columbus, Ohio*

Blair Johnson, ESL/TOEFL Instructor *Master of Fine Arts in Creative Writing, Washington University, St. Louis, MO; Bachelor of Arts in English, The University of Utah, Salt Lake City, Utah; Certificate in Teaching English as a Foreign Language (TEFL), Madrid, Spain*

Leslie Flores, ESL Instructor *Bachelor of Arts in English, California State University, Fullerton, CA; Certificate in Teaching English as a Foreign Language (TEFL) & Teaching English to Speakers of Other Languages (TESOL), International TEFL Academy of Chicago & INTESOL Worldwide, Chicago, IL*

William E. Ambrose, ESL/Business English Instructor *Bachelor of Arts in Political Science, California State University, Pomona, CA*

Carey Hall Waldrop, ESL/Business English Instructor *M.Div. (Mater of Divinity), Golden Gate Theological Seminary, Mill Valley, CA; Master of Arts in Intercultural Communication, Union University, Jackson, Tennessee; Bachelor of Arts, Major in Human Services, Minor in Psychology & Religion, Carson-Newman College, Jefferson City, TN*

Substitutes

Robyn Tubbs, ESL Instructor *Master of Arts in Teaching English to Speakers of Other Languages (TESOL), California State University, Los Angeles, CA; Bachelor of Arts in English Literature, California State University, Los Angeles, CA*

Maria Uribe, ESL/Business English Instructor *Master of Arts in Teaching English to Speakers of Other Languages (TESOL), California State University, Los Angeles, CA; Bachelor of Arts in English, California State University, Los Angeles, CA*

Cara D. Woellhof, ESL Instructor *Master of Arts (TESOL/Global Studies), Azusa Pacific University, Azusa, CA; Bachelor of Sociology (Global Studies), Azusa Pacific University, Azusa, CA; Associate's Degree (Business & Marketing), Fort Scott Community College, Fort Scott, Kansas Bruce Johnson, ESL Instructor PhD in Creative Writing and Literature, University of Southern California, Los Angeles, CA; Master of Fine Arts in Creative Writing-Fiction, University of Nevada, Las Vegas, NV; Bachelor of Arts in English and Philosophy, Nebraska Wesleyan University, Lincoln, NE*

William Haddad, ESL Instructor *Bachelor of Arts in Cinema, McDaniel College, Westminster, MD; Certificate in Teaching English to Speakers of Other Languages (TESOL), International TEFL Academy of Chicago & INTESOL Worldwide, Chicago, IL*

Katherine Kelly, ESL Instructor *Bachelor of Arts, in Education – History/English, University of California, Davis, CA; Lifetime-California License for Standard Teaching Credential with A Specialization in Secondary Teaching*

Alan Perrera, ESL/TOEFL Instructor *Bachelor of Arts in Fine Arts, University of Southern California, Los Angeles, CA*

Veena Sheen, ESL/TOEFL Instructor *Bachelor of Arts, in American History, California State Polytechnic University, Pomona, CA; Certificate in teaching of English to Speakers of Other Languages*

Student Services

Currently, The Language Institute (TLI) offers the following services to our students.

Housing Placement Service

The Language Institute (TLI) does not offer in-resident housing. We do not own and/or operate a student dormitory but we can help arrange comfortable and safe accommodation for our students. Students can choose from staying with an American home-stay family, in an apartment, in a student dormitory of a nearby college or a hotel depending on the students' situations. Housing placement service fee is \$350 which is a nonrefundable fee. American home-stay family and dormitory are available year-round on a first-come-first-served basis.

Sample Pricing

- American Home-stay Family: \$800 per month (without meals) or \$900 per month (with meals)
- Dormitory: Prices start at \$595 per month for shared room with 9 meals per week
- Apartments are available in the surrounding communities. The rental range for a one bedroom unit is from \$1,000 to \$1,800 per month.

For additional information and updated pricing, students may visit our website or contact our administrative office.

Medical/Health Insurance

The Language Institute (TLI) does not have or provide medical insurance or any medical care for Intensive English Program students. We can provide a list of insurance companies and/or assist F-1 visa students to obtain insurance after their arrival.

Extracurricular Activities

To help foreign students make adjustments to the different culture and lifestyle in the United States, The Language Institute (TLI) arranges and encourages students to take part in school activities and field trips. TLI does not charge fee to arrange these activities or field trips, but the students are responsible for the actual costs of participating in the activities and/or field trips. The costs are usually associated with transportation and admissions. One day activities are scheduled as often as two or three (2 or 3) times during each 12 week term. Two or three day field trips are also scheduled for students to participate during our school breaks. We also host school parties at least once a term to provide students a chance to meet with new friends and practice English outside of the classroom. Such parties can introduce how we celebrate American holidays like Easter, Halloween, Thanksgiving, and Christmas. For students who prefer to travel and explore American culture on their own, our staff can help make recommendations and provide tips on how to obtain specific information or how to rent a car.

Learning Enhancement Service (Tutoring)

The Language Institute (TLI) offers both free and low-cost additional English tutoring (private and semi-private classes) to help students improve their English skills they may need to increase their chance of success in the program they are enrolled outside of their regular class schedule. Tutoring classes are taught by our instructors. Students enrolled in

the Intensive English A and Intensive English B programs are eligible to obtain up to three hours of free tutoring (semi-private classes only) per week. Tutoring fee for each additional hour costs \$45 (private classes). Students enrolled in TOEFL Preparation, Conversation, GRE Preparation, and Business/Executive English programs can also obtain up to three hours of free English tutoring (same as the students in Intensive English A and B programs), but private tutoring classes for specific subjects will cost \$55 per hour.

College or University Counseling Service

The Language Institute (TLI) has agreements with local colleges or institutions. Upon completion of the school's Intensive English Program (completion of the highest level), students are accepted to local colleges or institutes; taking the TOEFL or other standardized English proficiency test is waived. Note that this is not a Transferability of Credit.

BPPE Approval

The Language Institute is a private institution and is approved to operate by the Bureau for Private Postsecondary Education (BPPE). "Approved" means the school operates in compliance with the state's minimum standards as set forth in the California Code of Regulations, Title 5.

Questions

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 2535 Capital Oaks Dr., Suite 400 Sacramento, CA 95833, P.O. Box 980818, West Sacramento, CA 95798-0818, www.bppe.ca.gov, toll free telephone number (888) 370-7589 or by fax Fax (916) 263-1897

Review Documents

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.

Complaints

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

Address of Instructional Location

THE LANGUAGE INSTITUTE
70 S. Lake Ave Suite 830
Pasadena, CA 91101

Professions – Requirements for Eligibility for Licensure

None of the educational services offered lead to occupations that require licensure.

Academic Probation and Dismissal Policies

The Program Coordinator may place a student on academic probation if the student is not making satisfactory academic progress as per this institution's published policy. The student's grade point average will be monitored at the end of each enrollment period as the grades are posted. A student may be placed on academic probation if his or her GPA fall below that required for graduation. This will result in a formal advisory, which will be sent to the student by mail, explaining the reason for the probation. After the completion of the currently enrolled term, the student will have one additional term to

bring his or her grade point average up to or exceeding the minimum standard of the institution. Thereafter, the student's failure to achieve satisfactory academic progress may result in dismissal from the program. The Program Coordinator will offer assistance in locating a suitable tutor, should such service be requested by the student. Any student seeking a tutor is financially responsible for the cost of all such tutoring.

Financial Stability – Bankruptcy History

This institution has not had a pending petition in bankruptcy, is not operating as a debtor in possession and has not filed a bankruptcy petition within the preceding five years nor 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.

Catalog Update Policy

The policy of this institution is to update the official school catalog annually, usually in January of each year.

Period covered by the catalog (Beginning and End Dates)

January 1, 2018 through December 31, 2018

Language of Instruction

Instructions will be given in no language other than English.

Financial Aid

The school does not provide either State or Federal financial aid nor does it provide financial aid, student loans or financing tuition directly to its students. Student enrolled in our institution is not eligible for federal financial aid programs.

Experiential Credit

This institution does not award credit for prior experiential learning.

Type of Equipment Used for Instruction

Personal computers, network computers and servers along with standard peripherals are utilized.

Library Resources

No formal library is needed to meet the instructional needs of the students. General library materials would not be compatible with the objectives of this program as the acquisition of specialized knowledge and hands-on-skills are the essential elements for completion of the programs offered.

Student Grievance Procedures – Student Rights

Most problems or complaints that students may have with the school or its administrators can be resolved through a personal meeting with the student's instructor or a counselor. If, however, this action does not resolve the matter to the satisfaction of the student, he/she may submit a written complaint:

The Language Institute, 70 S. Lake Ave Suite 830, Pasadena, CA 91101

The written complaint must contain a statement of the nature of the problem, the date the problem occurred, the names of the individuals involved, copies of documents if any, which contain information regarding the problem, evidence demonstrating that the institution's complaint procedure was properly followed, and the student's signature. The student can expect to receive a written response within 10 working days.

Student's rights are set forth at various places in this catalog. Contact the school director if you require additional information.

Student Records and Transcripts

Student records for all students are kept for five years. Transcripts are kept permanently. Students may inspect and review their educational records. To do so, a student should submit a written request identifying the specific information to be reviewed. Should a student find, upon review, that records that are inaccurate or misleading, the student may request that errors to be corrected. In the event that a difference of opinion exists regarding the existence of errors, a student may ask that a meeting be held to resolve the matter. Each student's file will contain student's records, including a transcript of grades earned. The first copy of the official transcript is provided at no charge. Subsequent copies are available upon advance payment of the transcript fee of \$25.00 for two copies. Transcripts will only be released to the student upon receipt of a written request bearing the student's live signature. No transcript will be issued until all tuition and other fees due the institution are paid current.

Accreditation Status

This institution is recognized by the Accrediting Council for Continuing Education & Training (ACCET) as meeting and maintaining certain standards of quality. The programs we offer do not lead to licensure in California or other states. Our programs are not recognized for some employment positions, including but not limited to, positions with the State of California.

Policy – Distribution of This Catalog and Program Brochures

This institution makes its current catalog and current program brochures available to the public at no charge. Individuals who wish to obtain a copy current catalog and/or current program brochures can call the school's administrative office, Tel. (626) 568-8928.

