

## TABLE OF CONTENTS



## Catalog 2012

**Main Campus:** 12714 Hoover Street  
Garden Grove, CA 92841  
**Phone:** 714.899.2929  
**Website:** [www.sisausa.org](http://www.sisausa.org)  
**e-mail :** [sisaalc@hotmail.com](mailto:sisaalc@hotmail.com)

About SISA AMERICAN LANGUAGE CENTER	2
Mission Statement	2
Administration Staff	3
Teaching Faculty	3
College Placements	3
Admission Policy	4
English Proficiency Assessment Test	5
Program and Course Descriptions	5
English as a Second Language Program	6-8
TOEFL Preparation Programs (iBT)	8-10
Grading Policy	11
Transferability of Credit	11
Academic Calendar	12
Student Services	12
Transcript and Certificates	12
Housing	12
Operation Dates and Hours	12
Tuition and Fees	13
Rules of Operation and Student Conduct	14
Access to Student Files Policy	14
Attendance and Leave of Absence Policies	14
Student Complaint Procedures	14
Student Tuition Recovery Fund (STRF)	15
Tuition and Fees Refund Policy	15
Student's Right to Cancel Policy	15
Withdrawal Policy	16
Unclaimed Balance	16

## ABOUT SISA AMERICAN LANGUAGE CENTER

SISA AMERICAN LANGUAGE CENTER is a SEVP-certified school (SEVIS) and is authorized under Federal law to enroll nonimmigrant alien students. SISA AMERICAN LANGUAGE CENTER is a private institution and that it is approved to operate under the State of California - Department of Consumer Affairs, Bureau for Private Postsecondary and Education (BPPE) - to offer educational services. We provide both English as A Second Language Program Level 1, 2, 3, 4, 5, 6 & TOEFL Preparation Level 1, 2 to the International students who prepare for the U.S. colleges, universities, graduate schools, professional schools and to the exchange, visiting scholars from all over the World and to the State of California residents.

The SISA AMERICAN LANGUAGE CENTER is conveniently located in Garden Grove, Orange County. They are within easy access to major freeways, airports, public transportations, shopping centers, restaurants, banks, and bookstores. Our school facilities include a modern Computer Laboratory for Internet-Based TOEFL (iBT) Preparation, and student-friendly and pleasant lecture rooms. There are large parking lot and spaces adjacent to our building complex. A typical class size for any given program is between five and twenty students. Both the Computer Laboratory for iBT TOEFL and Audio/Video Language Laboratory are equipped fully, and they are open to all enrolled students during regular school hours. Our school facilities are considered very modern, and they are equipped with state-of-the-art learning equipment. The Lecture Rooms are arranged in a way that is absolutely conducive to active learning and academic excellence. SISA AMERICAN LANGUAGE CENTER and its facilities fully comply with all Federal, State, and Local Laws, Regulations, and Ordinances, including pertaining to fire, safety, and health.



## MISSION STATEMENT

In the global community, it is imperative that global citizens be able to communicate well in English because English is a vital skill for everyone who seeks to study, work, and succeed in his/her profession. Where you learn your skills is absolutely crucial in shaping your level of language proficiency. Choosing to study in the English language programs at SISA AMERICAN LANGUAGE CENTER is a very significant step towards reaching your individual goals, acquiring American culture, and having a chance to quickly assimilate yourself into the mainstream American society.

We set our standard high, and we expect our instructors to give the best instruction available. At the same time, we strongly encourage our students to study hard, prepare diligently, and participate actively in their program.

Our mission, in short, is to contribute to your continuing aspiration and success as you reach out to the international community. We are committed to providing you with quality education and support to ensure a most enriching and rewarding experience.

With best wishes, we look forward to meeting you in the near future!

## ADMINISTRATION STAFF

SISA ALC staff members are committed to providing quality education and satisfying services to our students. Our staff will maintain the highest standards in our effort to create an environment conducive to learning and assist you by providing services such as arranging accommodations, acquiring health insurance, setting up a bank account, obtaining a bus pass and more. The goal of our administrative staff is to advise and assist you in your pursuit of a higher education, transferring out to a college or a university, and other services needed so that you can better focus on your studies. If you have any questions, concerns or are in need of any assistance, please come and talk to one of our staff members. They will be happy to help you.

## TEACHING FACULTY

SISA ALC teaching faculty members hold a bachelor's or higher degrees and TESOL (Teacher of English to Speakers of Other Languages) or other equivalent certificates. They are committed to receiving ongoing training and endeavor to fine-tune and improve their teaching approach. The goal of our teaching faculty is to offer an instruction that is the most effective and efficient way to improve students' learning curve. The measure of SISA ALC teachers' success is your learning outcome, your achievement.



## COLLEGE PLACEMENTS

SISA AMERICAN LANGUAGE CENTER and Cypress College (North Orange County Community College District) have established a partnership for the purpose of assisting international students in their pursuit of education and English language skills. Cooperative agreements are in place with Cypress College – International Student Program, and Conditional Acceptance into Cypress College may be available.

The Academic Eligibility Program for F-1 D/S International Student, a partnership for the purpose of education and English language skills, between our school and Cypress College is one of the most recent and outstanding achievements and recognitions resulted from our superb English language and/or Intensive TOEFL Preparation programs. This partnership is for those international students who wish to attend Cypress College but do not have the necessary English skills to qualify for admission. Cypress College will refer to SISA AMERICAN LANGUAGE CENTER academically qualified applicants lacking the necessary English language proficiency for admission to Cypress College. Cypress College will waive its TOEFL requirements of CBT 173/IBT 61 for students who have successfully completed Level 4 of the SISA ALC - English as a Second Language Program. Students whom Cypress College considers admissible except for English language proficiency may be issued a Letter of Conditional Acceptance from Cypress College, pending successful completion of Level 4 from SISA AMERICAN LANGUAGE CENTER.

## ADMISSION POLICY

The final determination and full admission of an applicant is granted if the following requirements are met and provided to our school:

- Completed Application Form (Enrollment Agreement).
- Read, clearly understand, sign and/or initial the \*Disclosure of Documents to the Students. (\*Current School Catalog, Enrollment Agreement & School Performance Fact Sheet)
- Submit official transcripts, certificates, and/or diplomas from any college/universities/language schools attended, and copy of English Language Test (i.e., TOEFL) score report, if any, to help determine the applicant's level placement.
- Submit the non-refundable application fee of \$75.00, and take the Level Placement Test.

## FOR INTERNATIONAL STUDENTS

For students wishing to attend the school as an international F-1 student, the final determination and full admission of an applicant is granted if the following requirements are met and provided to our school:

- Complete the attached "International Student Application" in the Int'l Student Admission Requirements Form.
- Complete and submit the enclosed "Int'l Student Financial Statement". In addition, the applicant and/or sponsor(s) must submit a current Bank Statement (Dated within 6 months) showing a minimum of \$19,600 to meet SISA ALC's estimated Tuition & Fees and Living Expenses. Further financial documentation may be required.
- Submit official transcripts, certificates, and/or diplomas from any college/universities/language schools attended, and copy of English Language Test (i.e., TOEFL) score report, if any, to help determine the applicant's level placement.
- Read, clearly understand, sign and/or initial the \*Disclosure of Documents to the Students. (\*Current School Catalog, School Performance Fact Sheet & SEVIS Fact Sheet)
- Submit photocopies of valid passport showing visa information and I-94 Departure Record.
- Submit the nonrefundable application and processing fee of \$100.00, and take the Level Placement Test.

In addition, depending on their situation, applicants must follow one of the following procedures:

- **Applying for a Student Visa (Initial)**

Upon obtaining a SEVIS Form I-20, the student must pay the SEVIS I-901 fee prior to applying for an F-1 visa. Please visit <http://www.fmjfee.com> for details. The student must then have a visa interview with the local U.S. consulate for an F-1 Visa. For the interview, the student must bring the Form I-20, evidence of the SEVIS I-901 fee payment, a signed passport which must be valid for at least six months, a completed Form DS-156, and other applicable documents.

- **Changing Status to F-1 ( Change of Status)**

Upon obtaining a SEVIS Form I-20, the student must file a Form I-539 with USCIS to change from the student's current non-immigrant status to an F-1 status. The payment of SEVIS I-901 fee is also required.

- **Transferring with an F-1 visa**

The student who already has a non-immigrant F-1 visa and wishes to attend SISA American Language Center must first submit a Transfer Eligibility/Evaluation (Notice of Intention to Transfer) Form completed by the school you are currently attending or attended. It is the responsibility of the student to ensure the release of the student's SEVIS Form I-20 to SISA by communicating with the Designated School Official (DSO) of the school the student is currently attending or attended. Upon the release of the student's record in SEVIS, SISA will issue the SEVIS Form I-20 to the student. The student should check with the office after the registration for the SEVIS Form I-20.



## ENGLISH PROFICIENCY ASSESSMENT TEST

For a new student, the student's level placement is determined based on the result of the English Proficiency Assessment Test provided by the school. The student is placed in the levels that best reflects the ability of the student broken down into two areas of their command of English language: oral skills section and written section. The student has the right to challenge the placement level and retake the English Proficiency Assessment Test, but may do so only once within the first two days of the first term the student is attending. In place of the English Proficiency Assessment Test, the iBT TOEFL score may be provided to the school for a placement. The placement is illustrated below under SISA ALC Course Levels to iBT TOEFL. If the student has been accepted at a regular program of a community college or any 4-year university in the U.S., the student may be treated as a level 6 student. Any English as a Second Language (ESL) courses taken at a community college or a 4-year university will not be accepted.

ESL Level 1	iBT TOEFL 0-13	8 weeks
ESL Level 2	iBT TOEFL 14-20	16 weeks
ESL Level 3	iBT TOEFL 21-32	24 weeks
ESL Level 4	iBT TOEFL 33-45	32 weeks
ESL Level 5	iBT TOEFL 46-53	40 weeks
ESL Level 6	iBT TOEFL 54-61	48 weeks
TOEFL Level 1	iBT TOEFL 62-79	56 weeks
TOEFL Level 2	iBT TOEFL 80+	64 weeks

Our program consists of 8 levels: the levels, 1 and 2, are for beginners/false beginners; the levels, 3-5, are for low to high intermediate students, and the levels 6-8 are for the advanced students. All levels are designed for an eight-week study.



## PROGRAM AND COURSE DESCRIPTIONS

SISA AMERICAN LANGUAGE CENTER offers both English as a Second Language Program & TOEFL Preparation Program to the International students who prepare for the U.S. colleges, universities, graduate schools, professional schools and exchange, visiting scholars from all over the World and to the State of California residents. (subject to the provisions of Article 7/Maxine Waters Act)

English as a Second Language Program offers 144 clock hours of rigorous and truly intensive instruction for each and every level/course for 8-week period.

Six levels/courses (Level 1: Low Beginning, Level 2: High Beginning, Level 3: Low Intermediate, Level 4: High Intermediate, Level 5: Low Advanced, Level 6: High Advanced) are offered in this English as a Second Language program.

Each level/course in this program consists of Listening, Speaking, Reading, Writing, and Grammar sections. Especially, Levels 3, 4, 5, & 6 (Low Intermediate to High Advanced) offer American Idiomatic Expressions/Speech section to help non-native/foreign students understand the most common American English idioms.

Intensive Test of English as a Foreign Language (TOEFL) Preparation Program offers 150 clock hours to provide rigorous and intensive TOEFL Test Preparation. Internet-based TOEFL Test(iBT), since its inception in May 2005, requires Communicative Competence, Academic Communication, Authentic Communication, Task-Based Learning, Integrated-Skills Approach and Learning Strategies unlike antiquated and obsolete Paper & Pencil-Based Test(PBT) & Computer-Based Test(CBT) which only required and is heavily focused on rote memorization of vocabulary, analysis of sentence structure, grammar translation, reading aloud and translation of texts. In order for non-native English speakers to achieve high scores and ready to communicate successfully in an academic environment, they need to

- Understand the types of skills they need to develop for their communicative purposes
- Clearly understand learning objectives
- Be motivated with activities that are dynamic, meaningful, contextualized, and linked to the learning objectives

Our instructors have extensive knowledge and direct experience in teaching TOEFL iBT Speaking, Writing, Reading and Listening. Our instructors prepare daily for rigorous and truly intensive test preparation for our students. Textbooks, Audio CDs & CD-ROMs, quiz & test materials are provided.

**English as a Second Language Program:**

English as a Second Language Program is an academic preparation course designed to help students make the transition to North American academic life in a relatively short period of time through truly intensive full-time instruction. Level Placement Test is given prior to the first class meeting. Based on the test results, each student is placed in one of six levels of study. In each level, students receive grades for written examinations, class participation, and out-of-class work. After successfully completing Level 6, the students are ready to have high scores in TOEFL iBT and enter U.S. colleges, universities, graduate schools or professional schools.

Courses are offered in the following skills areas:

- Structure and Writing
- Academic Writing
- Speaking/Oral Communication
- Reading & Listening
- American Idiomatic Expressions/Speech & Vocabulary
- Advanced Grammar
  - Advanced Pronunciation
  - Advanced Research Writing
  - TOEFL iBT-level skill preparation
- American Film/Documentary topics
  - Current U.S. & World events
  - Pre-history of California
  - Food History & Culture

Each class is held for 18 hours a week, for eight(8) weeks per course. There are total of 144 hours of lectures. There are three break periods each lasting ten minutes.

**Sample Schedule**

ESL Course	Days	Time
Structure and Composition	Mon-Fri	09:00-10:00am
Oral Communication	Mon-Fri	10:10-11:10am
Reading and Listening	Mon-Fri	11:20-12:30pm
Academic Writing	Fri	12:30-01:00pm

**Level 1: Low Beginning (144 hours)**

This course is designed to give foreign-language speaking students a basic functional ability in understanding, speaking, reading and writing Standard American English.

**Level 2: High Beginning (144 hours)**

This course is designed to further a foreign student’s skills in understanding, speaking, reading and writing standard American English.

**Levels 1 & 2**

*Introductory Structure and Writing*

These courses help low-beginning and high-beginning students build and use their knowledge of English grammar using a communicative approach. Students complete a variety of writing activities to develop both fluency and accuracy. These courses prepare students for the more academic writing tasks studied at higher levels of proficiency.

*Oral Communication*

These low-beginning and high-beginning courses focus on improving listening and pronunciation with additional attention to improving conversation skills and developing basic vocabulary.

*Oral Fluency*

These courses focus on activities that will help students develop their ability to speak fluently and comprehensibly, without emphasis on grammatical accuracy. Class activities help students build their listening and speaking vocabulary. Building students’ confidence in order to participate in everyday conversations is emphasized.

*Reading Skills*

These courses help low-beginning and high-beginning students develop their reading skills to be effective learners. In addition to developing their basic reading skills, students work on developing awareness of their personal learning styles and reading progress, building their vocabulary, recognizing main ideas and supporting details from written texts, and test-taking strategies.

*Extensive Reading*

In these courses, students read independently two full-length texts. Instruction focuses on developing both reading and critical thinking skills to help students become more effective readers. Although the overall goal is to develop independence and enjoyment in reading outside of class, classroom activities will focus on helping students develop skills such as summarizing, identifying main ideas, describing characters and themes, relating ideas to students’ own lives, and exploring aspects of various cultures.

**Level 3: Low Intermediate (144 hours)**

This course is designed for those students who have a good foundation of English but need further study to refine their

ability to integrate all four language skills in understanding, speaking, reading, and writing.

#### **Level 4: High Intermediate (144 hours)**

This course is designed for more advanced intermediate level students, who need to increase their ability to integrate their comprehensive language skills.

#### **Level 5: Low Advanced (144 hours)**

This course is the second highest level offered at the school for beginning to intermediate advanced students. This level not only accepts those who successfully completed his/her course (Level 4), but also values those who unequivocally achieved above-average grades in every aspect in English as a Second Language Program.

#### **Level 3, 4, and 5**

##### *Structure and Composition*

In these courses, low intermediate, high-intermediate, and low-advanced students learn about different types of academic writing and about the grammar of academic writing. Through writing, revising, and editing of academic papers, students will practice the features that make for successful writing in university courses.

##### *Oral Communication for Academic Purposes*

These low intermediate, high-intermediate, and low-advanced courses focus on communicating orally for academic purposes and highlight the connections between speaking, listening, and pronunciation in academic settings. Students learn how to ask questions in class, respond to instructors' questions, and contribute during group work activities. Students also learn how to improve interaction with instructors and classmates in academic situations. Academic content material such as American government, media/entertainment, and business/economy communication is used.

##### *Academic Writing for University Exams*

University students must respond appropriately to exam questions based on course material. In these courses, students learn how to manage extensive academic reading, take reading notes, and understand and answer test questions (e.g., identification, short answer, and essay). Students also learn academic vocabulary needed to cite, compare, classify, define, exemplify, and show cause and effect to demonstrate comprehension. Academic content from a high school level textbook regarding environmental issues is used.

##### *Reading and Listening for Academic Purposes*

Students in university courses generally obtain information through both written and spoken text. These courses assist low intermediate, high-intermediate, and low-advanced students in developing their reading and listening skills to be effective learners. Students focus on improving their skills and knowledge in extensive academic reading, understanding academic lectures, taking reading and lecture notes, and understanding and answering test questions (matching, true and false, multiple choice, and short answer). These courses use academic content material such as intercultural communication, sociology, and psychology.

##### *Extensive Reading*

In these courses, students read independently two texts. Instruction focuses on developing both reading and critical thinking skills to help students become more effective readers. Although the overall goal is to develop independence and enjoyment in reading outside of class, classroom activities will focus on helping students develop skills such as summarizing, identifying main ideas, describing characters and themes, relating ideas to students' own lives, and exploring aspects of various cultures.

#### **Level 6: High Advanced (144 hours)**

This is the highest level in English as a Second Language Program at our school. This course is an undoubtedly superior Academic English course (English for Academic Purpose) which is the culmination of Intensive English Program our school offers. The applicants are required to attend a personal interview session with our teaching staff and academic advisors prior to commencing his/her course work. Its course content, activities and assignments are designed to thoroughly prepare foreign students as quickly as possible for the language demands of university work.

##### *Reading, Listening and Oral Communication/Speaking for Academic Purposes*

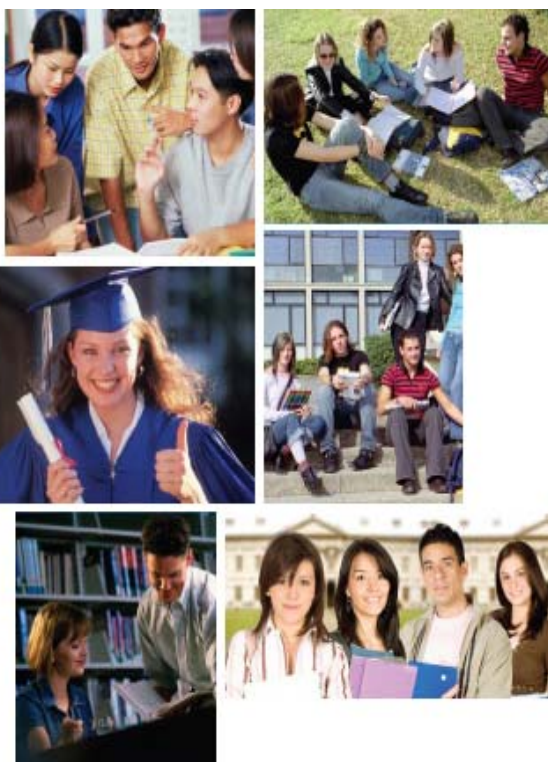
Reading section is not only significantly longer, but also much more intense. In addition to his/her textbooks and scheduled lecture materials, a great amount of extracurricular reading activity is duly required. The main source of the extracurricular reading is the selected National Geographic magazines issued in the past and most currently issued. Listening materials mainly consist of documentary films/video/DVD regarding U.S. & World events, U.S. & World History and much more. National Geographic Channel, Discovery Channel, Smithsonian Channel HD, History & History International Channel, NOVA and Nature are the major sources of our extracurricular listening activity presented both in and outside the classroom. There is a weekly discussion on both reading and listening materials covered and a debate session on some controversial issues

featured on those programs. Both the discussion and debate sessions are pure Oral Communication/Speaking for Academic purposes which prepare students for university academic situations.

*Academic Writing/Essay and College-level Vocabulary*

The content of Academic Writing/Essay at this level is notably more sophisticated than from a high school level textbook, and the subjects are heavily concentrated on academic research type of writings frequently appear in university work. There is a daily vocabulary assignment given, including related searches, synonyms, word origin, related forms, antonyms and proper use in a sentence, and a weekly quiz/test is given with no exceptions.

This course also uniquely offers American Idiomatic Expressions/Speech offered by Educational Testing Services (ETS) throughout the course. Understanding and Using English Grammar is the required grammar text for this course, and scheduled quizzes/tests are given on a weekly basis.



**TOEFL Preparation Programs (iBT)**

TOEFL Preparation Program(Intensive iBT) is a truly rigorous and comprehensive English Language Program/Test Preparation Program which simultaneously covers Listening, Speaking, Reading, Writing, Structure (Grammar), college-level vocabulary, and Idiomatic Expressions/Speech throughout the entire program. This program consists of Intensive English/TOEFL Preparation Program 1 for novice (beginning) and low-intermediate level test takers and Intensive English/TOEFL Preparation Program 2 for high-intermediate level and advanced students who need higher scores required by U.S. colleges/4-year universities and graduate schools. This program is an unquestionably all-inclusive English as A Second Language Program in that it not only deals with the required test skills (Listening, Speaking, Reading, Writing), but it also requires rigorous and demanding practice and class participation for several hours a day in and outside the classroom, including some extracurricular activities closely related to the nature of the program. Our instructors truly and readily deal with every aspect of English language, embrace the class as their own, and inculcate the foreign students with the importance of assimilation into the mainstream of American culture.

Each class is held for five(5) days a week(18 hours a week), for eight(8) weeks per course. The total of 150 hours of a class period is divided into 144 hours of lectures and 6 hours of the supervised Computer Laboratory. Students are allowed to continue the Lab work following the supervised session. There are three break periods each lasting ten minutes.

**Sample Schedules**

TOEFL Course	Days	Time
Listening/Speaking	Mon-Fri	09:00-10:00am
Reading/Writing	Mon-Fri	10:10-11:10am
Grammar/Vocabulary	Mon-Fri	11:20-12:30pm
Pronunciation/Idioms	Fri	12:30-01:00pm

**Intensive TOEFL Preparation Program 1 (150 hours)**

This complete multimedia Intensive English/TOEFL Preparation Program 1 helps high-intermediate level students prepare for TOEFL iBT (internet-Based Test). It is geared to students whose Diagnostic TOEFL scores fall in the 62-79 range (internet-Based Test) or 503-550 range (Paper-Based Test).

## Intensive TOEFL Preparation Program 2 (150 hours)

This complete multimedia Intensive English/TOEFL Preparation Program 2 helps advanced students prepare for TOEFL iBT (internet-Based Test). It is geared to students whose Diagnostic TOEFL scores fall in the 80+ range (internet-Based Test) or 550+ range (Paper-Based Test).

### Listening Purposes in Academic Settings-Learning Objectives

Listening for basic comprehension:

- Understand main idea or purpose of a conversation or lecture
- Understand major points and important details of a conversation or lecture

Listening for pragmatic understanding:

- Recognize the speaker's attitude
- Recognize the speaker's degree of certainty
- Recognize the speaker's purpose or motivation (e.g., apologizing, complaining, suggesting)
- Recognize how stress and intonation help convey the speaker's intended meaning

Connecting and synthesizing information:

- Recognize organization of information presented
- Understand relationships between information presented (e.g., cause-and-effect, compare-and-contrast, steps in process)
- Make connections between or among pieces of information in a conversation or lecture
- Recognize topic changes, exemplifications, digressions, or aside statements in lectures and conversations; recognize introductory and concluding remarks in lectures
- Make inferences, form generalizations, predict an outcome, and draw conclusions based on what is implied

### Speaking Tasks in Academic Settings-Learning Objectives

Independent Speaking:

- Describe familiar persons, places, objects
- Express and justify likes, dislikes, values, preferences
- Recount events and actions
- Express an opinion and support it
- Take a position and defend it
- Make a recommendation and justify it

Integrated Speaking: Using both academic and social university-based situations

- Take and use notes to organize information before speaking
- Identify and summarize major points and important details from written and spoken sources
- Paraphrase information from written and spoken sources
- Synthesize information from written and spoken sources
- Recognize and convey a speaker's attitude and intent
- Connect concrete information with abstract concepts
- Express an opinion in relation to what has been read or heard and support it
- Take a position and defend it
- Make a recommendation and justify it

All types of speaking:

- Use a variety of signal words and phrases
- Use idiomatic speech appropriately
- Use vocabulary (new and previously learned) with precision
- Use a range of grammatical structures with precision
- Produce intelligible speech
- Sustain speech at an even pace for a short time (1 minute)
- Use stress, intonation, and pauses to convey meaning effectively



## Reading Purposes in Academic Settings-Learning Objectives

Reading to find information:

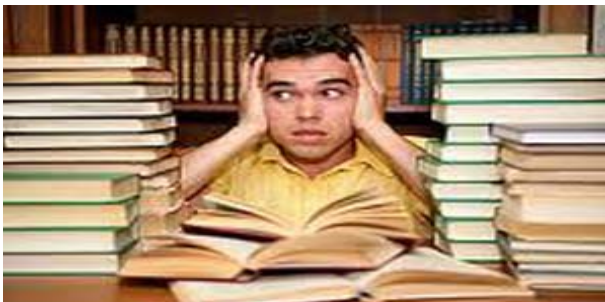
- Find key facts and important information in a reading passage
- Effectively scan textual material for information
- Increase reading fluency and rate

Reading for basic comprehension:

- Understand the main idea of a passage
- Understand key facts and important information in a passage
- Recognize logical sequencing of written material
- Understand vocabulary meaning
- Correctly identify the pronouns and the nouns they refer to in a text
- Make inferences, form generalizations, and draw conclusions based on what is implied in a passage

Reading to learn:

- Recognize the organization and purpose of a passage
- Recognize cause-and-effect relationships, compare-and –contrast relationships, and arguments
- Create a mental framework, such as a category chart or an outline/summary, for organizing and recalling major points and important details
- Distinguish between major and minor points or information
- Recognize and create accurate paraphrases of information from a text
- Understand why an author explains concepts in a certain way



## Writing Tasks in Academic Settings-Learning Objectives

Independent Writing:

- Articulate and justify an opinion about an important issue or personal preference, supporting one's own opinions based on one's own knowledge and experience
- Take the knowledge of the intended audience into account; that is, do not assume the reader is familiar with the topic

Integrated Writing:

- Take notes on major points and important details from written and spoken sources and use these notes to organize information before writing
- Paraphrase and cite information from sources accurately
- Summarize major points and important details from sources
- Select and present in writing the ways that the information from one source (e.g., what is heard in class) relates to the information in another source (e.g., the reading passage)
- Take into account the knowledge of the intended audience; that is, do not assume the reader is familiar with the source material

All types of writing:

- Think about and list all ideas related to a topic or task before writing (also called prewriting)
- Identify one main idea and some major points to support that idea, and plan how you want to communicate them (e.g., with an outline)
- Create a focused thesis statement and use it to develop all the ideas presented in the essay
- Develop the essay by using appropriate explanation and detail
- Express information in organized manner, displaying unity of thought and coherence
- Use effective connecting/linking (transitional) devices to help the reader understand the flow of ideas
- Use a range of grammar and vocabulary for effective expression
- Use vocabulary and grammar accurately; use idiomatic words and expressions appropriately
- Follow the conventions of spelling, punctuation, and layout

## GRADING POLICY

In order for a student to enroll a course in our school programs, he/she must be evaluated to be placed in the most appropriate level. As specifically stated in our Admission Policy, every student must take a Level Placement Test.

A number of scheduled and pop quizzes will be given during the course, and a Mid-Term Test and Final Test will be given to determine his/her final grades. Both Mid-Term Test and Final Test are required in all courses to assess a student's overall final grades.

If a student successfully meets the graduation requirements and completes a course, a Certificate of Completion will be awarded to the student.

### Grading System and Definitions:

- A (90% to 100%) : Achievement that is outstanding relative to the level necessary to meet course requirements.
- B (80% to 89%) : Achievement that is significantly above the level necessary to meet course requirements
- C (70% to 79%) : Achievement that meets the course requirements in every aspect.
- D (60% to 69%) : Achievement that is below average, but barely passing the course, and barely meets course requirements.
- F (Below 60%) : Represents failure and signifies that the course work or a level of achievement is not worthy of anything.
- W : Withdrawal before the end of the term.

### Course Completion Requirements:

- (1) A student must attain a minimum final letter grade of D- (60% or higher), and must keep 80% or higher cumulative attendance to pass and graduate/complete a course.
- (2) A student who did not achieve the minimum final grade of D- (60% or higher) in a course is considered to have failed the course. He/She will be advised by our school

academic advisor to discuss methods for passing and graduating/completing the course. (i.e., repeat the course or portions of it)

- (3) If a student informs his/her instructor and/or Admissions and Records personnel of possibilities of incompleting a course, a written agreement must be submitted to his/her instructor. W(Withdrawal before the end of the term) grade will be given to the student, and he/she will not be able to graduate/complete a course.
- (4) If a student's cumulative attendance record does not meet the overall 80% attendance requirement for each course, he/she will be placed on attendance probation, and will not be able to graduate/complete a course.
- (5) A student must also be in good financial standing with the school in order to graduate/complete a course.



### TRANSFERABILITY OF CREDIT

The transferability of credit you earn at SISA American Language Center is at the complete discretion of an institution to which you may seek to transfer. Acceptance of the certificate you earn at SISA ALC is also at the complete discretion of the institution to which you may seek to transfer. If the degree 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 attendance at this institution will meet your educational goals. This may include contacting an institution to which you may seek to transfer after attending SISA ALC to determine if your certificate will transfer.

## ACADEMIC CALENDAR

2011

### First Session:

- January 09 - First classes begin
- March 02 - Last day of classes
- January 16 : Martin Luther King, Jr. Day

### Second Session:

- March 05 - First classes begin
- April 27 - Last day of classes

### Third Session:

- May 07 - First classes
- June 29 - Last day of classes
- May 28 : Memorial Day

### Fourth Session:

- July 02 - First classes begin
- August 24 - Last day of classes
- July 04 : Independence Day

### Fifth Session:

- September 04 - First classes begin
- October 26 - Last day of classes
- September 03 : Labor Day

### Sixth Session:

- October 29 - First classes begin
- December 21 - Last day of classes
- November 12 : Veterans Day
- November 22 : Thanksgiving Day



## STUDENT SERVICES

Our school provides academic counseling to our students, and our school believes that academic counseling is a major strength, and our Student advisors are always available for helping students in their needs. Student advisors can acquaint students with recreational, cultural, social, and academic opportunities. In addition, student advisors provide information regarding U.S. Department of Homeland Security/Immigration and Customs Enforcement (SEVP Program), Immigration and Naturalization Service Regulations, Student Visa Regulations, housing, transportation needs, admission to U.S. colleges, universities, and other institutions of higher learning. Our Student Advisors will help you adjust to life in the United States as quickly and pleasantly as possible.

### **Transcript and Certificates**

The transcript with our seal is the SISA ALC Official Transcript. Upon request from a student, we provide the transcript detailing the student's progress which includes the student's attendance percentage, midterm grade, the final exam grade, and the final grade for the course taken.

Upon your successful completion of the course or educational service without any remaining financial responsibility (if any) on your account, you will receive a Certificate of Completion.

### **Housing**

The school does not maintain housing accommodations for students; however, we can help arrange housing in private homes or affordable rental units close to the campus. Home-stay accommodations can be arranged.

## OPERATING DATES AND HOURS

Day and Evening classes are available. Office hours are from 8:30 a.m. to 9:00 p.m., Monday through Friday. Important scheduling (operating hours, holidays, vacations, class schedules, and revisions) is announced to the students in advance.

## TUITION AND FEES

### Tuition

Our English as A Second Language Program including TOEFL Preparation Programs tuition cost are in the table below. For refunds, please refer to the Terms and Conditions. The tuition is due 7 days prior to the scheduled start date or at the time of registration. For continuing students, the tuition is due at the time of registration.

Programs	Number of weeks	Standard Tuition
ESL Level 1	08	\$ 800
ESL Level 2	08	\$ 800
ESL Level 3	08	\$ 800
ESL Level 4	08	\$ 800
ESL Level 5	08	\$ 800
ESL Level 6	08	\$ 800
TOEFL Prep. Level 1	08	\$ 850
TOEFL Prep. Level 2	08	\$ 850
<b>Total weeks &amp; Tuition</b>	<b>64</b>	<b>\$ 6,500</b>

### Application Fee

In order for your application to be processed, you must include a non-refundable \$75 application fee with your completed application form. This application fee is waived if the student is deferring the start date within 100 days - or has attended SISA AMERICAN LANGUAGE CENTER previously and is reapplying and starting within 100 days of the student's last day of registration at SISA AMERICAN LANGUAGE CENTER.

### Processing Fee/Rebooking Fee

For the student wishing to attend the school as an international F-1 student, there is a non-refundable processing fee of \$25. Additional processing/rebooking fees apply when there are changes in session start date.

### Books & Supplies

Students must purchase the required textbooks for the courses by the second day of the session. The average cost of textbook(s) per term (8 weeks) is \$75.

### SEVIS I-901 Fee

The SEVIS I-901 fee of \$200 must be paid directly to the SEVP administrator for those, with an initial Form I-20, applying for a student F-1 visa. Should the student wish that the school pay on the student's behalf, the student must provide the credit card information to which the student wishes the charge be made. The school will send the receipt of the payment enclosed in the acceptance package. The fee is independent of SISA AMERICAN LANGUAGE CENTER. Please visit [www.fmjfee.com](http://www.fmjfee.com) for details.

### Express Mailing Fee

Unless you pick up the admission package in person, we allow the delivery of the admission package or any refund checks only by courier companies that have a tracking system ensuring its delivery. The non-refundable express mailing fees are as follows: Outside the US: \$50; Within the US: \$25.

### Other Fees

We provide student IDs and other forms such as student enrollment verifications, official transcripts, recommendation letter to colleges or universities with conditional acceptance agreements, certificates, and more. Such requests can be done by submitting the Student Service Request form with applicable fees if any. The requested documents may be picked up from the administration office between 5 and 30 days. Any requested document or item not picked up within 30 days will be discarded.

### Financial aid

SISA ALC does not participate in federal and state financial aid programs, but 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 moneys not paid from federal student financial aid program funds.

\*Tuition and fees are subject to change without prior notice.

## RULES OF OPERATION AND STUDENT CONDUCT

### ACCESS TO STUDENT FILES POLICY

SISA ALC keeps an electronic record of the student's personal information and transcript for up to five (5) years from the term which the student first registered. SISA ALC keeps photocopies of applicable student information for up to three (3) years from the last date of the student's attendance. SISA ALC keeps hard copies of rosters and exams (midterms and finals) for up to a year. The student's electronic or hardcopy data is accessible only to authorized personnel unless the student requests in writing for the release of his/her information to a person or an entity.

### ATTENDANCE POLICY

**Attendance** is the responsibility of each student, and each and every student is expected to attend all required class meetings. Attendance is taken by the instructor daily, and it is submitted to the school director every Friday. To successfully complete a course, a student must maintain 80% or higher cumulative attendance record. Students not adhering to this requirement will be placed on attendance probation notified by our school official. Students who are absent from three or more consecutive classes will also be placed on attendance probation. **Tardiness** causes disruption to the learning process, and habitual tardiness is strongly discouraged, and is being warned. Three incidents of either tardiness or leaving class early without a legitimate excuse will be considered as an absence. Students are advised to schedule personal appointments outside school hours and to provide advance notification of any anticipated absence. Absences due to illness or emergency situations must be reported as soon as possible to the instructor or Admissions Office. All delinquent work due to absence must be subsequently completed to complete a course and receive a passing grade.

Every effort and attempt will be made to contact the student through a U.S. mail, an e-mail, and/or a courtesy telephone call(s) in order to bring his/her status in good standing.

### LEAVE OF ABSENCE POLICY

A request for a Leave of Absence must also be in a written statement submitted to the school official, and Leave of Absence may be granted at the discretion of the school Director and/or Admissions and Records personnel. It is the student's responsibility to inform our school of the dates and

duration of the absence, and absence may not exceed 30 days during a program. However, in case of an exceptional circumstance, the student may be granted a Leave of Absence for 60 days. In either case, only one Leave of Absence is permitted during a 12-month period.

### STUDENT CONDUCT AND CAUSES FOR EXPULSION

It is stated in the Class Policy that the instructor has the right to reprimand a student for unacceptable behavior in both class and our School premises. At the discretion of the School administration, an act or behavior detrimental to the learning environment and the other students may be considered grounds for expulsion. Serious incident or repeated incidents of an intoxicated state of behavior, possession of narcotics or alcohol on the School premises, possession of weapons, behavior creating safety hazards to other persons, disobedient or disrespectful behavior to another student, an administrator or faculty member are such categories and bases for expulsion.

### Student Complaint Procedures

The SISA AMERICAN LANGUAGE CENTER has appointed the school Director as Student Complaint Designee. In the event you are not satisfied with the school for any reason, you can file a complaint. The complaint can be made in writing. We will investigate your concern(s), and you can expect a written response and resolution within 10 days from the date you submitted your complaint. If you wish to remain anonymous, do not disclose your name. However, the letter should contain the detailed description of the problem(s), the approximate date(s) that the problem(s) occurred, and the name(s) and position(s) of the individual(s) involved in the problem(s).

A student or any member of the public may file a complaint about this institution with the Bureau of 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](http://www.bppe.ca.gov).

## STUDENT TUITION RECOVERY FUND (STRF)

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

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

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

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

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

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

1. The school closed before the course of instruction was completed.
2. The school's failure to pay refunds or charges on behalf of a student to a third party for license fees or any other purpose, or to provide equipment or materials for which a charge was collected within 180 days before the closure of the school.
3. The school's failure to pay or reimburse loan proceeds under a federally guaranteed student loan program as required by law or to pay or reimburse proceeds

received by the school prior to closure in excess of tuition and other cost.

4. There was a material failure to comply with the Act or this Division within 30 days before the school closed or, if the material failure began earlier than 30 days prior to closure, the period determined by the Bureau.
5. An inability after diligent efforts to prosecute, prove, and collect on a judgment against the institution for a violation of the Act.” However, no claim can be paid to any student without a social security number or a taxpayer identification number.

## TUITION AND FEES REFUND POLICY

### STUDENT'S RIGHT TO CANCEL POLICY

You have the right to cancel your agreement for a program of instruction, without any penalty or obligations, through attendance at the first class session or the seventh calendar day after enrollment, whichever is later.

Cancellation shall occur when you give a written Notice of Cancellation at the address of the School shown on the top of the page of this Agreement. You can do this by mail or hand delivery. The written Notice of Cancellation, if sent by mail, is effective when deposited in the mail properly addressed with postage prepaid.

The written notice of cancellation need not take any particular form and, however expressed, it is effective if it shows that he/she no longer wishes to be bound by the Enrollment Agreement.

If the Enrollment Agreement is cancelled, the school will refund the student any money he/she paid, less a registration or administration fee not to exceed \$100.00, and less any deduction for equipment not returned in good condition, within 45 days after the notice of cancellation is received.

If you are a student applying for an F-1 visa outside the U.S. and your visa is denied, you may, within 10 days of the student's scheduled start date, defer your start date or request full refund for any tuition prepaid.

## WITHDRAWAL POLICY

You have the right to withdraw from a course of instruction at any time after the cancellation period (described above) and receive a pro rata refund if you have completed 60 percent or less of the scheduled days in the current payment period in your program through the last day of attendance. The refund will be less a registration or administration fee not to exceed \$100.00, and less any deduction for equipment not returned in good condition, within 45 days of withdrawal. If the student has completed more than 60% of the period of attendance for which the student was charged, the tuition is considered earned and the student will receive no refund.

The refund shall be the amount you paid for instruction multiplied by a fraction, the numerator of which is the number of hours of instruction which you have not received but for which you have paid, and the denominator of which is the total number of hours of instruction for which you have paid. If you obtain equipment, as specified in the agreement as a separate charge, and return it in good condition, the school shall refund the charge for the equipment paid by you.

If the amount that you have paid is more than the amount that you owe for the time you attended, then a refund will be made within 45 days of withdrawal. If the amount that you owe is more than the amount that you have already paid, then you will have to make arrangements to pay it.

### HYPOTHETICAL REFUND EXAMPLES:

Assume that a student, upon enrollment in a 144-hour course, pays \$800.00 for tuition, \$75.00 for non-refundable registration, and withdraws after completing 72 hours (after completing 50% of the program of instruction). The pro rata refund to the student would be \$400.00 based upon the above calculation. If the student returns the equipment (if any) in good condition within 30 days following his/her withdrawal, the school shall refund the charge for the equipment (if any) paid by the student.



\*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.

\*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, PO Box 980818, West Sacramento, CA 95798-0818, Telephone: (916) 431-6959 Fax (916) 263-1897 [www.bppe.ca.gov](http://www.bppe.ca.gov)