



Accredited by: **ACCET**

Student Catalog

2024

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Morning ESL(WW)	Morning TOEFL®(WW)	Morning ESL(HW)	Morning TOEFL®(HW)
Monday- Thursday	Monday- Thursday	Monday- Thursday	Monday- Thursday
9:00am - 1:15pm	9:00am - 1:15pm	9:00am - 1:15pm	9:00am - 1:15pm

Vacation ESL (WW)
Monday- 9:55am - 12:20pm
Tuesday- Thursday 9:00am - 1:15pm

Vacation ESL (HW)
Monday- 9:55am - 12:20pm
Tuesday- Thursday 9:00am - 1:15pm

Morning IELTS™(WW)	Afternoon Conversation (WW)	Afternoon Conversation(HW)
Monday- Thursday	Monday- Thursday	Monday- Thursday
9:00am - 1:15pm	1:45pm - 6:00pm	1:45pm - 6:00pm

Business plus TOEIC®(WW)
Monday- Thursday
1:45pm - 6:00pm

Business plus TOEIC®(HW)
Monday- Thursday
1:15pm - 5:15pm

Duolingo Test Preparation
Monday- Thursday
1:45pm - 6:00pm

TOEFL® and University Preparation(HW)
Monday- Thursday
5:45pm - 10:00pm

*** Instructional Locations**

www.mliesl.edu

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Mentor Language Institute
English. Empowerment. Everyone.

I. MISSION STATEMENT

Mentor Language Institute (MLI) offers English as a Second Language (ESL), English for Academic Purposes (EAP), and English for Specific Purposes (ESP), instruction that meets the needs of the students and empowers them with a lasting ability to use English successfully in their academic, professional, and personal pursuits.

A. Goals

The goals of Mentor Language Institute are to implement language instruction to help foreign students function successfully in an English-speaking environment; to introduce and foster study habits commonly expected at American institutions of higher learning; to aid in the development of students' abilities to think critically and read, write, listen, and communicate in English effectively; and to build students' self-confidence and self-esteem when communicating in English in academic, professional, and personal situations.

B. Standards

At Mentor Language Institute, we put into practice a learning process in which our students are exposed to a variety of educational methods. Our classes are specially tailored to meet our students' academic needs. To this end, we ensure that all ESL, Conversation, and Business classes have a maximum 15-to-1 student-teacher ratio, and a 17-to-1 student-teacher ratio in Test Preparation classes. We implement high learning standards and teaching methods in helping students reach their academic goals. With a four-program ESL curriculum, specialized test preparation classes, highly qualified instructors, and excellent facilities and equipment, MLI is committed to quality educational standards and academic achievement.

C. Values

At Mentor Language Institute, we value diversity and encourage each student to share his or her unique cultural background. We foster a learning process in which our students are exposed to a variety of educational methods, and our classes are specially tailored to meet our students' academic needs and goals. MLI strives to cultivate mutual understanding and friendly relationships among students, staff, and instructors through in-class instruction, outside activities, and campus events.

D. International Students

Mentor Language Institute is a private institution that is approved to operate by the Bureau for Private Postsecondary Education and is authorized under Federal law to enroll nonimmigrant alien students. Our highly experienced staff can provide students with immigration information and documents required for visa processing. However, no visa services are offered.

E. English as a Second Language (ESL)

Eight levels of ESL classes are offered. All classes are especially developed to improve both written and oral expression. Each class has a maximum 20-to-1 student-teacher ratio. Books and other materials are carefully chosen to provide an integrated approach, covering grammar, vocabulary and idioms, reading, writing, listening, pronunciation, and speaking. Aspects of American culture are also introduced to help students understand and adapt to American life. All instruction is in English.

F. Test Preparation

MLI offers several courses for foreign students seeking to take standardized tests with English language components. Vocabulary and grammar are studied intensively in these courses. Instructors make use of up-to-date materials and methods to help students sharpen their reading and listening comprehension skills. Students also learn specific strategies to maximize their test potential and feel more confident about taking tests. All classes are taught in an intimate and friendly atmosphere, with a maximum 17-to-1 student-teacher ratio. Students are individually tested at the beginning of their studies to establish their appropriate

program and to provide a basis for measuring their progress. MLI currently offers test preparation courses for the Internet-Based TOEFL® (also known as the TOEFL® iBT), IELTS™, TOEIC®, and Duolingo.

G. Conversation

The Conversation program at Mentor Language Institute contains 4 levels; Beginner, Intermediate, Advanced & Proficiency. The program is designed to develop students' English skills and ability to converse effectively in the English language. There are three different classes focusing on one primary component each: **Conversation Management and Accent Reduction (CMAR)**, **Focus on Idioms (FOI)** and **Discussion – Role Play Practice (RPP)** (for the Beginner & Intermediate classes), and **In-Depth Discussion (IDD)** (for the Advanced & Proficiency classes).

II. FACILITIES & INSTRUCTORS

A. Campus Facilities

Mentor Language Institute has 2 campuses in the Los Angeles area where instruction is held, one in Westwood and one in Hollywood. Both campuses offer modern facilities and equipment, such as computer labs and wireless Internet connections. Students have access to kitchen and dining facilities, vending machines, and a multitude of restaurants located in the surrounding areas. Each campus offers a unique geographic vicinity, giving students numerous opportunities to participate in the many social and cultural activities that Los Angeles has to offer.

Westwood Campus

Westwood is a vibrant, unique neighborhood located on the westside of Los Angeles. Westwood is famous for being the home of UCLA. It is a very fun and popular area for students, because the area offers many recreational places, for example, there are many shops, restaurants and safe places to hang out. Our campus is located across from the Hammer Museum, which is a world-famous art museum and cultural center. Less than a 10-minute walk away is Westwood Village, a historical landmark full of trendy shopping and diverse restaurants.

Hollywood Campus

When most people think of Hollywood, they think of one thing: movies. It's true that Hollywood is the site of many world movie premieres. It is also home to Paramount Studios, several well-known theaters (including The Chinese Theater), and the stars of the Hollywood Walk of Fame. However, Hollywood offers students much more than just limousines and movie stars. Our campus is located at Hollywood and La Brea. From there, students have easy access to several large shopping malls and countless small shops. It's also mere minutes from Griffith Park and the world-renowned Griffith Observatory. Sunset Boulevard—known locally as “The Strip”—is just two blocks south. This famous street is home to a whole world of bars, comedy clubs, nightclubs, and restaurants, and is traditionally thought to be the center of Los Angeles's nightlife. And, of course, the iconic Hollywood sign overlooks the entire neighborhood.

B. Equipment & Materials

i. Equipment

Each classroom is equipped with standard equipment, including large whiteboards, CD players, and desks. Additionally, MLI uses a variety of resources to facilitate the learning process. Teachers have a TV, a laptop and Internet connection in each classroom and frequently supplement regular course materials with audio and visual aids. The school also has an overhead projector available for instructors to utilize. MLI offers free Wi-Fi internet connections and some Chrome books in the student lounge as well as a computer lab for students to use both in and out of class. For classes that require writing assignments, students will have access to the lab during non-instruction hours for writing purposes. For classes requiring students to work directly on a computer, such as TOEFL

preparation, students get hands-on experience in the computer lab, simulating realistic testing situations. Mentor Language Institute does not have equipment for the hearing impaired and is not able to provide instruction in Braille.

ii. Materials

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

C. Library and Learning Resources

Mentor Language Institute has a small library with a variety of resources. These include ESL resource books, new and used textbooks, novels, reference books (dictionaries, encyclopedias), CDs and DVDs (both for educational and entertainment purposes), and a computer lab. For most of the learning resources, students are allowed access only on campus, in either the resource library or the computer lab. However, students are allowed to take the following resources off campus after checking them out with the Front Desk: CDs and DVDs (entertainment-related materials only), used textbooks, and novels. In order to check out these materials, the student must complete a form on which he/she provides the title of the item to be checked out, along with the student's contact information. A return date will then be posted on the form.

D. Activities

Because learning involves much more than classroom study, MLI regularly plans outside activities, both educational and recreational. Through activities such as cultural and historical excursions, museum visits, beach trips, etc., students have the opportunity to learn about American culture and lifestyles.

E. Instructors

Our instructors are experienced English teachers with native-level fluency. They are committed to providing a comprehensive curriculum and high-quality instruction. All of our teachers have a minimum of a bachelor's degree, and many have additional degrees, including graduate degrees, TESL/ TEFL degrees, and other certifications. MLI's instructors have a minimum of three years of teaching experience (including a minimum of 3 months full time ESL instruction), the equivalent in education training (such as a degree in ESL or TESOL), or a combination of the two. Many have experience teaching overseas. As well as being well-qualified, they enjoy working with students and strive to make the learning experience dynamic, creative and enjoyable.

MLI Instructors

Patrick Riley

Academic Director

B.A. in English: Boston College

M.F.A. in Motion Picture Producing: University of Southern California

Kyle Hanano

TOEFL® Teacher, Test Preparation Coordinator

B.A. in Japanese and English: University of California, Los Angeles

- WESTWOOD CAMPUS -

Gannon Kenney

ESL Teacher; Conversation Teacher

B.S. in Speech: Northwestern University

Post-Graduate Degree: Harvard University Institute for Advanced Theatre Training

Joan Thomas

ESL Teacher; Conversation Teacher
B.A. in History: College of Notre Dame
M.A. in Modern European History: Georgetown University
TESOL Certification: Seattle Pacific University

Sara Khanbeigi

ESL Teacher; Conversation Teacher
B.S. in History and English: Shahid Beheshti University
M.A. in English Translation: Islamic Azad University

Tom Wilde

ESL Teacher; Conversation Teacher
B.A. in French Language & Literature: University of California, Los Angeles
CBEST Certification
CERT Certification

Edward Rodriguez

Conversation Teacher
B.A. in Practice of the Arts: University of California, Berkeley

- HOLLYWOOD CAMPUS -

Linda Ngo

Program Coordinator
Bachelor of International Studies: University of Sydney
Master of Economics: University of Sydney
TESOL Certification

Lisa Abukusumo

Conversation Teacher
B.A. in Theater: The City University of New York
CELTA Certification

Barry Lank

ESL Teacher
B.A. in English Literature: University of California, Berkeley
M.A. in Creative Writing: San Francisco State University
M.S. in Journalism: Columbia University
CELTA Certification: St. John's University

Paddy Campanaro

ESL Teacher
B.A. in Fine Arts Theater: York University

Jeff Miller

Conversation Teacher

B.A. in Communication Studies: Ashford University
M.A. in Education: University of Phoenix
Associate of Science in General Studies: Riverside City College

Ryan Socha

ESL; Conversation Teacher
BA in Physics: University of California, Santa Barbara

David Ballard

Conversation Teacher
B.A. in Spanish: University of California, Berkeley

III. CLASS DESCRIPTIONS

ESL (Full Program) - 1728 Hours (Eight Terms)

All ESL courses at Mentor Language Institute contain 3 different classes focusing on two primary components each: **Grammar & Writing, Reading & Vocabulary, and Listening & Speaking**

Vacation English (Full Program) - 1516.8 Hours (Eight Terms)

The Vacation English program is for international students who do not possess an F-1 student visa and arrive as temporary visitors. Vacation English students attend courses in the ESL program and follow the same curriculum.

Beginning ESL - 432 Hours (Two Terms) for F1 students;

379.2 Hours (Two Terms) for Non-F1 students (Vacation English)

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

Prerequisite: A Placement Test score from 0 to 25 (for Beginner Track 1) and from 26 to 34 (for Beginner Track 2).

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

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

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

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

Beginning Characteristics:

- Sentences usually consist of three to five words.
- Frequent long pauses and repetition are evident.
- Pronunciation is often unintelligible and strongly influenced by the student's native language.

Beginning Objectives:

- Learning survival vocabulary.
- Development of elementary pronunciation.
- Use of basic grammatical structures.

**Intermediate ESL - 432 Hours (Two Terms) for F1 students;
379.2 Hours (Two Terms) for Non-F1 students (Vacation English)**

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

Prerequisite: A Placement Test score from 35 to 44 (for Intermediate Track 1) and from 45 to 52 (for Intermediate Track 2).

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

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

In the **listening/speaking** section, students are introduced to a broader range of more detailed language functions that facilitate conversational competency on a more interactive level. Language functions and structures related to expressing opinions, describing people/things, identifying problems, giving advice, and making suggestions are used in creative extension activities designed to accommodate the student's interest and confidence. Throughout this course, the focus will be on expanding the use of essential grammatical structures that include a wider range of verb tenses, developing solid reading skills to deal with more complicated material, building a substantial vocabulary base, and using more involved language functions. Through the expansion of these skills, students will be better equipped to expand on their basic skills and to successfully function on a more interactive level.

Intermediate Characteristics:

- Slight development in stress/intonation is evident.

- Able to satisfy everyday needs and minimum courtesy requirements.
- Can formulate and respond to simple questions and statements using accurate basic grammatical structures.
- Able to satisfy limited functional requirements and social demands in an English-speaking environment.

Intermediate Objectives:

- Strengthen listening comprehension and knowledge of vocabulary to allow understanding of more complex grammar.
- Provide more fluency practice using common grammatical structures and speech functions to make conversation more communicative and natural.

**High Intermediate ESL - 432 Hours (Two Terms) for F1 students;
379.2 Hours (Two Terms) for Non-F1 students (Vacation English)**

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

Prerequisite: A Placement Test score from 53 to 60 (for High Intermediate Track 1) and from 61 to 68 (for High Intermediate Track 2).

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

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

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

High Intermediate Characteristics:

- Can deal with most social situations with confidence.
- Firm grasp of daily conversation.
- Knowledge of vocabulary is sufficient to discuss a wider range of topics.
- Able to handle more complex grammatical structures with a greater degree of competence.

High Intermediate Objectives:

- Stress on accuracy when using more complex grammatical structures.

- Use more idiomatic expressions in conversation.
- More academic vocabulary covering a wide range of topics and opinions.

Advanced ESL - 432 Hours (Two Terms) for F1 students;

379.2 Hours (Two Terms) for Non-F1 students (Vacation English)

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

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

Prerequisite: A Placement Test score of 69 or higher.

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

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

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

Advanced Characteristics:

- Able to speak the language with sufficient structural accuracy and vocabulary to participate effectively in most formal and informal conversations on practical, social and professional topics.
- Can discuss particular interests and special fields of competence with reasonable ease.
- Vocabulary is more extensive.
- Excellent command of complex grammatical structures.
- Errors virtually never interfere with understanding.

Advanced Objectives:

- Maintain a high level of fluency.
- Broaden knowledge of academic vocabulary and idiomatic expressions.
- Communicate on all topics.

Conversation Programs - 1728 Hours (Eight Terms)

The Conversation program at Mentor Language Institute contains 4 levels; Beginner, Intermediate, Advanced & Proficiency. There are three different classes focusing on one primary component each: **Conversation Management and Accent Reduction (CMAR)**, **Focus on Idioms (FOI)** and **Discussion – Role Play Practice (RPP)** (for the Beginner & Intermediate classes), and **In-Depth Discussion (IDD)** (for the Advanced & Proficiency classes).

Conversation: Beginner – 432 Hours (Two Terms)

This course is designed to introduce and develop students' fundamental English skills and ability to converse effectively in the English language. The course presents and reinforces everyday English skills (as opposed to the more academic English of the ESL program).

Prerequisite: Eligibility for the Beginner (Track 2) ESL program or higher.

The focus of **Conversation Management and Accent Reduction (CMAR)** class is on the development of basic pronunciation skills and word stress exercises accompanying new language and functions.

The **Focus on Idioms (FOI)** stressed in this course involves simple, survival vocabulary covering a variety of everyday activities and functions. Basic words, phrasal verbs and idioms needed for simple interactions are presented through a variety of visuals and class activities designed to encourage the practical use of newly acquired vocabulary in real-life situations.

The focus of the **Discussion-Role Play Practice (RPP)** of the class is to help students build their basic speaking and comprehension skills so that they can deal with common situations and topics in an English-speaking environment.

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

Beginning Characteristics:

- Sentences usually consist of three to five words.
- Frequent long pauses and repetition are evident.
- Pronunciation is often unintelligible and strongly influenced by the student's native language.

Beginning Objectives:

- Use simple expressions and express immediate needs.
- Develop elementary pronunciation.
- Use and understand basic phrases, vocabulary and idioms in simple conversation.

Conversation: Intermediate – 432 Hours (Two Terms)

This course is designed to expand and develop students' ability to converse effectively in the English language. The course presents and reinforces everyday English skills (as opposed to the more academic English of the ESL program).

Prerequisite: Eligibility for the Intermediate (Track 1) ESL program or higher.

In **Conversation Management and Accent Reduction (CMAR)**, students work to improve every day, practical communication skills. The focus of the class is on reducing accents sufficiently to produce clear,

understandable American English pronunciation, and on learning to distinguish between the various phonemes of spoken English. Through a variety of speaking and listening activities, students are introduced to all of the various vowel and consonant sounds of American English, to syllable and word stress, and to rhythm and intonation.

In Focus on Idioms (FOI), students are introduced to idioms commonly used in everyday conversations, with an emphasis on using the idioms correctly in their own speech. Instructors present groups of related idioms of American English according to theme, such as “At the Doctor’s Office,” or “Driving a Car.” The idioms presented include a wide variety of phrasal verbs, collocations, and common slang terms. Students will practice idioms in a variety of different contexts and build confidence in using idioms in conversations and discussions.

The Discussion - Role Play Practice (RPP) class immerses students in various “real life” situations in which they must communicate effectively. Students will present dialogues and improvisations in a variety of contexts in order to simulate real situations in the English-speaking world. These situations are supplemented with discussions of culturally appropriate behavior and customs. In addition, students will practice both formal and informal telephone skills in a variety of different contexts using real telephones.

Conversation Intermediate Characteristics:

- Employs basic stress and intonation patterns.
- Is able to satisfy everyday needs and minimum courtesy requirements.
- Can formulate and respond to simple questions and statements using accurate basic grammatical structures.
- Is able to satisfy limited functional requirements and social demands in an English-speaking environment.

Conversation Intermediate Objectives:

- Strengthen listening comprehension and knowledge of vocabulary to allow understanding of more complex grammar.
- Provide more fluency practice using common grammatical structures and speech functions to make conversation more communicative and natural.

Conversation: Advanced – 432 Hours (Two Terms)

This course is designed to develop students’ ability to converse fluently in the English language. The course enhances and reinforces students’ ability to use practical English (as opposed to the more academic English of the ESL program) for the more experienced English speaker.

Prerequisite: Eligibility for the High Intermediate (Track 1) ESL program or higher.

In **Conversation Management and Accent Reduction (CMAR)**, students work to incorporate correct pronunciation and intonation into every day, practical discourse. Students will examine American English pronunciation rules and patterns, and work to distinguish between similar-sounding words and phrases in spoken English. Through a variety of speaking activities— including debates, presentations, speeches, and discussions— students will learn to speak with confidence, clarity, and native-like pronunciation.

In **Focus on Idioms (FOI)**, students explore the use of idioms commonly used by native speakers in everyday conversation, in popular media, and in professional and political discourse. They are introduced to slightly more sophisticated idioms than are presented in the intermediate class, with an emphasis on correctly using those terms in various “real-life” contexts. The idioms presented include a wide variety of phrasal verbs,

collocations, and common slang terms. Students will build confidence by using these idiomatic expressions in conversations, discussions, and debates.

For the **In-Depth Discussion (IDD)** class, students will develop and sharpen skills in formal and informal debates and discussions. The topics of discussion relate to current, real-life issues commonly discussed in the United States and in the world at large. Students will practice forming arguments and counterarguments and clearly articulating personal points of view. Discussions will provide ample opportunities to learn about American culture, and will promote cross-cultural comparisons. Emphasis is on practical application of the terms and concepts learned in the other course components, as well as on cultural awareness and sensitivity.

Conversation Advanced Characteristics:

- Can deal with most social situations with confidence.
- Possesses a firm grasp of words and expressions for daily conversation.
- Possesses sufficient vocabulary to discuss a wide range of topics.
- Is able to handle more complex grammatical structures with a greater degree of competence.

Conversation Advanced Objectives:

- Sharpen accuracy when using more complex grammatical structures.
- Provide more idiomatic expressions for complex discussions.
- Develop a broader range of precise vocabulary terms for more accurate self-expression on a wide range of topics.

Conversation: Proficiency – 432 Hours (Two Terms)

This course is designed to develop students' ability to converse fluently in the English language. The course enhances and reinforces students' ability to use practical English (as opposed to the more academic English of the ESL program) for the more experienced English speaker.

Prerequisite: Eligibility for the Advanced (Track 1) ESL program or higher.

In **Conversation Management and Accent Reduction (CMAR)**, students work to incorporate correct pronunciation and intonation into every day, practical discourse. Students will examine American English pronunciation rules and patterns, and work to distinguish between similar-sounding words and phrases in spoken English. Through a variety of speaking activities— including debates, presentations, speeches, and discussions— students will learn to speak with confidence, clarity, and native-like pronunciation.

In **Focus on Idioms (FOI)**, students explore the use of idioms commonly used by native speakers in everyday conversation, in popular media, and in professional and political discourse. They are introduced to more sophisticated idioms than are presented in the other classes, with an emphasis on correctly using those terms in various “real-life” contexts. The idioms presented include a wide variety of phrasal verbs, collocations, and common slang terms. Students will build confidence by using these idiomatic expressions in conversations, discussions, and debates.

For the **In-Depth Discussion (IDD)** class, students will develop and sharpen skills in formal and informal debates and discussions. The topics of discussion relate to current, real-life issues commonly discussed in the United States and in the world at large. Students will practice forming arguments and counterarguments and clearly articulating personal points of view. Discussions will provide ample opportunities to learn about American culture, and will promote cross-cultural comparisons. Emphasis is on practical application of the

terms and concepts learned in the other course components, as well as on cultural awareness and sensitivity.

Conversation Proficiency Characteristics:

- Can express ideas fluently and spontaneously without strain.
- Can deal with social situations with confidence.
- Possesses a firm grasp of words and expressions for daily conversation.
- Possesses ample vocabulary to discuss a wide range of topics.
- Is able to handle more complex grammatical structures with a greater degree of competence.

Conversation Proficiency Objectives:

- Sharpen accuracy when using more complex grammatical structures.
- Provide more idiomatic expressions for complex discussions, debates and presentations.
- Develop a broader range of precise vocabulary terms for more accurate self-expression on a wide range of topics.

Business Plus TOEIC® – 432 Hours (Two Terms)

The Business Plus TOEIC® program at Mentor Language Institute contains two different sections focusing on one primary component each: **Integrated Business Concepts** and **TOEIC®**. This program essentially combines the Integrated Business Concepts section of a business course with a TOEIC® exam preparation course.

Prerequisite: Eligibility for the Intermediate (Track 2) ESL program or higher. If a student submits an official TOEIC score of 430 points or higher, then he/she may join a TOEIC program without needing a placement examination score.

This course serves as an introduction to the terms commonly used throughout the business world through an exploration of international business practices and concepts. Additionally, it prepares students for success on the TOEIC® – Listening and Reading Exam by introducing essential vocabulary and exploring strategies for achieving a high score on the test.

In **Integrated Business Concepts**, students develop an understanding of the language and concepts necessary for success in an international business environment. Students will explore a variety of topics through listening exercises, readings, writing projects, and discussions. Topics include work performance and productivity, business innovation, marketing, and investment. Emphasis is also placed on the importance of cultural considerations in an increasingly global business world.

In **TOEIC®**, students will work to expand their vocabulary and improve their reading, listening, and grammar skills, with the ultimate goal of achieving a high score on the test. The Test Of English for International Communication (TOEIC®) is a standardized test used by various companies and organizations throughout the world as an effective measure of a job candidate's ability to understand written and spoken English. In TOEIC® class, students will acquire a variety of vocabulary terms essential to everyday communication. They will also examine the seven parts of the TOEIC®, and develop strategies for approaching each part. Listening and reading exercises (modeled directly after each of the seven parts of the test) will be taken daily, and three complete practice tests will be taken per term.

Business Plus TOEIC® Characteristics:

- Students who need a TOEIC® score.

- Students who intend to use English in business.
- Students who seek to expand their vocabulary and communication skills

Business Plus TOEIC® Objectives:

- Help students achieve a high TOEIC score.
- Help students expand their vocabulary and understanding of business concepts.
- Help students communicate with greater clarity and confidence.

Test Preparation Programs

TOEFL® Test Preparation - 648 Hours (Three Terms)

TOEFL® and University Preparation - 648 Hours (Three Terms)

The TOEFL® programs at Mentor Language Institute contains four different sections corresponding to the four sections on the exam: **Reading, Listening, Speaking, and Writing**. The Reading and Listening sections each focus on one primary component, while the Speaking and Writing sections focus on two separate components each: **Integrated Speaking & Independent Speaking**, and **Integrated Writing & Independent Writing**. The instructor alternates between these components tri-weekly.

Prerequisite: Completion of Intermediate (track 2) or higher, or a minimum Placement Test score of 52. Intermediate (track 2) students may transfer into TOEFL prior to completion if their Placement Test score is 52 or higher and the student receives approval from a Program Coordinator. If a student submits an official TOEFL score of 40 points or higher, then he/she may join the TOEFL program without needing a placement examination score.

The Test of English as a Foreign Language (TOEFL®) is a standardized test created and administered by Educational Testing Service in order to assess a non-native speaker's ability to effectively communicate in English in an academic setting. Most American universities require a TOEFL® score for admission. Many government agencies, private companies, licensing bodies, and scholarship boards also require a score.

MLI's TOEFL® classes are an intensive look at the skills and strategies necessary to achieve a successful score on the four sections of the Internet-Based Test (iBT). In addition to classroom instruction, MLI regularly makes use of the computer lab at each campus in order to provide students with a more authentic iBT TOEFL® experience. Computer practice is given in each subject area, but there is special emphasis on writing and speaking skills.

The class is divided into the following sections:

In the **Reading** section, students are introduced to the ten question types presented in the iBT reading section and learn strategies to answer the questions more effectively.

The **Listening** section introduces students to the six question types presented in the iBT listening section. Students will learn note-taking strategies to effectively capture main ideas and details.

In the **Independent Speaking** section, strategies are presented to improve speaking, organization, and pronunciation. Students speak on topics that simulate actual TOEFL® prompts, and are given feedback by the instructor.

As its name suggests, the **Integrated Speaking** section combines speaking with several other skill groups to simulate an actual academic context. This class gives students practice at responding orally to various written and recorded material. Strategies are presented to improve speaking, reading, listening, note-taking, and pronunciation. Students speak on topics that simulate actual TOEFL® prompts, and are given feedback by the instructor.

In **Independent Writing**, strategies are presented to help students write standard American English essays. Students write on topics that simulate actual TOEFL® prompts, and are given feedback by the instructor.

Like Integrated Speaking, the **Integrated Writing** section gives students practice combining several skills together. Students are given written and recorded materials and are asked to respond in writing. Strategies are presented to improve reading, listening, note-taking, and writing. Students write on topics that simulate actual TOEFL® prompts, and are given feedback by the instructor. In addition to regular course work, three full-length practice tests will be taken per term.

TOEFL® Characteristics:

- Students who need a TOEFL® score to get a job.
- Students who need a TOEFL® score to pursue higher education.
- Students who wish to learn academic vocabulary.

TOEFL® Objectives:

- Help students pass the TOEFL® test.
- Help students be more successful in an actual academic environment by building up their academic vocabulary and comprehension of academic topics.

IELTS™ – 432 Hours (Two Terms)

Prerequisite: Eligibility for Intermediate track 2 or above, either through a grade report or placement test score. If a student submits an official IELTS score of 4.0 points or higher, then he/she may join the IELTS program without needing a placement examination score.

Students seeking entrance into a university or college will need a score on the IELTS™. Students will learn essential skills and strategies for high achievement on each portion of the IELTS™ test.

The IELTS™ Program consists of four parts: Listening, Speaking, Reading, and Writing. The program is designed to specifically help non-native speakers of English improve their verbal, listening, reading, and writing scores on the IELTS™ test.

Listening: The focus of the listening section is to learn the strategies needed to improve their ability to answer the question types presented in the listening section and learn note-taking strategies to effectively capture the main ideas and details as well as develop overall comprehension skills.

Reading: Passages and questions from the IELTS™ will be explained, analyzed and reviewed in both the group and individualized portions of the class. Timed readings are given to help students increase their reading pace, and skimming and scanning skills.

Writing: Strategies are presented to help students write an analytical, data-based essay and an opinion-based standard essay. Students write on topics that simulate the actual IELTS™ questions, and are given feedback from the instructor.

Speaking: Speaking practice involves reviewing and analyzing the speaking section of the IELTS™ test. Students work on drawing logical conclusions to situations, and analyze how different phrasing expresses different ideas.

IELTS™ Characteristics:

- Students who need an IELTS™ score to get a job.
- Students who need an IELTS™ score to pursue higher education.
- Students who wish to learn academic vocabulary.

IELTS™ Objectives:

- Help students pass the IELTS™ test.
- Help students be more successful in an actual academic environment by building up their academic vocabulary and comprehension of academic topics.

Duolingo Test Preparation Program - 432 Hours (Two Terms)

The Duolingo Test Preparation Program at Mentor Language Institute contains two different classes focusing on two primary components each: Academic English Skills and Duolingo Strategies and Practice. There is only one student level for this class.

Prerequisite: Eligibility for Intermediate (Track 2) ESL Program or higher.

In Academic English Skills Class:

This class is designed to provide students with the necessary English language skills and strategies to prepare them for the Duolingo English Test. The class will focus on the four key language skills, including reading, writing, listening, and speaking. The class will cover a range of topics related to academic English, such as academic vocabulary, academic writing styles, critical thinking, and academic presentation skills. In addition, the class will provide students with practice questions similar to those found on the Duolingo English Test to familiarize themselves with the format and strategies that will be required when taking the actual Duolingo.

Academic English Skills Class Characteristics:

- Developing the language skills required for academic settings, such as academic writing, reading comprehension, and listening to academic lectures.
- Emphasis on critical thinking and analysis
- Short form writing and speaking
- Use authentic academic materials, such as academic articles, research papers, and lectures

In Duolingo Strategy and Practice Class:

This class will begin with an introduction to the Duolingo English Test, including its format, scoring, and time limits. Students will also learn about the different sections of the test, including reading, writing, speaking, and listening. Throughout the class, students will be given access to Duolingo's Academic Test practice questions and will be assigned various lessons and exercises to complete. Strategies on the best method to tackle each question type will be shown and practiced. Students will be tested daily on various question types that could show up on the actual Duolingo English Test while in class. In addition, the class will include practice tests that simulate the actual Duolingo English Test, helping students get familiar with the test's format, content, and pacing. Practice tests will be reviewed and analyzed to identify areas of strength and weakness, and to develop strategies for improving performance.

Duolingo Strategy and Practice Class Characteristics:

- Test a student's ability to communicate in real-life situations
- Study test taking strategies related to the Duolingo English Test
- Take practice mock tests
- Take the external actual Duolingo English Test
- Test a student's proficiency in reading, writing, speaking, and listening
- Incorporate technology such as computers

IV. ADMISSIONS & ACADEMIC POLICIES**A. Admissions Requirements**

As a prerequisite to admission, applicants must be 18 years of age or older.

Applications are accepted throughout the year and must be in writing, either in hard copy or online.

As part of the admissions process, overseas F1 applicants must submit a completed application, a copy of a valid passport, current proof of financial responsibility and payment of all required fees. Transfer students must submit a completed application, a completed transfer-in form, a copy of a valid passport, a copy of a current I-20, a copy of their most recent I-94, current proof of financial responsibility and payment of all required fees. Overseas Vacation ESL applicants must submit a completed application.

Each 12-week term will have three modules: Module A, Weeks 1 - 4, Module B, Weeks 5 - 8, and Module C, Weeks 9 - 12. F1 Students will be able to start a class on the first Monday of weeks 1, 5, and 9, so there are 12 to 13 dates per year when students can enter a program. Vacation ESL Students can start every Monday (or Tuesday when Monday is a National Holiday) so there are 51 to 52 starting dates per year.

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

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

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

B. Entrance Testing Requirements

Students who wish to enroll at MLI will first take a placement test to assess the level of English proficiency. MLI uses the CaMLA Placement test for this purpose. The Program Coordinator (or other qualified faculty member) will both review the student's history and placement test score and conduct an entrance interview in order to place the student in one of MLI's ESL programs. Prerequisites for test preparation, conversation, and business courses are based on eligibility for or completion of these ESL programs. If a student is believed to have been placed into an inappropriate program, the student or any faculty member may approach the Academic Director or Program Coordinator to obtain additional assessment within the first week of placement.

If a student misses more than 8 continuous weeks of class, any previous scores and/or certificates of completion obtained can no longer be considered for program placement. A student who has missed more than 8 continuous weeks of class must take a placement test if they wish to continue enrollment to be placed in the proper program.

C. Satisfactory Academic Progress (SAP)

i. ESL, Vacation ESL, Business & Conversation SAP

Students are required to maintain Satisfactory Academic Progress (SAP) throughout the duration of ESL, Vacation ESL, Business or Conversation programs. Students are said to be maintaining SAP if they meet the following academic minimums, as averaged together from their work in all of their classes:

- **70% test scores***
- **70% participation**
- **70% homework**

*Not applicable to non-F1 students

Progress will be assessed at the end of each module. If students are not maintaining SAP at this time, they will receive a Warning Notice stating that they are in danger of failing and what, if anything, they can do to pass the class. Students who fail to achieve SAP at the end of 12 weeks will be placed on academic probation. Students on probation must reach SAP for their programs or face termination from MLI. Students on academic probation may transfer to a different program at the Program Coordinator or Academic Director's discretion. Failing any course while on academic probation will result in termination from MLI.

It is also important to note that in order for a student to advance to the next track, he/she must have gone through **all three modules** of the current track. The modules can be completed in any order. For example, if a student enters a program in Week 5 and finishes Modules B and C, the student must then complete Module A of that track in Week 1 of the following term before he/she may enter the next track. Students may not exceed 150% of the program length.

Note: Non-F1 students, enrolled in the Vacation English program, are held accountable to the same SAP criteria above with the exception of the weekly assessment.

ii. Test Preparation SAP

Students are required to maintain Satisfactory Academic Progress (SAP) throughout the duration of TOEFL®, IELTS™, TOEIC®, and Duolingo courses. Students are said to be maintaining SAP if they meet the following academic minimums:

- **70% participation**
- **70% vocabulary quizzes**
- **75% essay submission - [with the exception of TOEIC & Duolingo]**
- **"Significant Improvement" on practice tests**

As the goal of test preparation courses is to improve test performance, Satisfactory Academic Progress (SAP) in these courses involves making significant improvement on practice test scores. This improvement is assessed in the following way. Students take one test per module. A student's first test score will be used as a measure against which future progress will be assessed. In order to achieve SAP, a student must show significant improvement over that initial score over the next

two modules. MLI uses a graduated scale tailored to the relevant test to measure student improvement. So, a student who scores 72 on the TOEFL® in Module A must then score at least 76 in either Modules B or C in order to achieve SAP. Students who remain in the course for a second 12-week term will have 3 modules to show significant improvement. This will be measured against the highest test score of the previous term. For more information on the scales used to assess improvement, see either the course instructor or the Academic Director. The exception to this is the Duolingo Test Preparation course in which students will take one in-house practice test and sign up for one external actual Duolingo English Test every term (12 weeks). The external Duolingo English Test scores must be submitted to the teacher every term in order to be accessed for SAP status. For example, if a student takes the external actual Duolingo English Test during the initial 6th week of the course and shows a score of 70, their goal score for the in-house practice simulation test at the end of the term on the 12th week should be 75 in order to show a significant SAP improvement.

Missing practice tests is a problem. If a student misses two practice tests in a 12-week term, then that student has not made SAP and must meet with the Academic Director or Test Preparation Coordinator to discuss his or her academic progress. Students who miss three practice tests in one 12-week term are not taking their coursework seriously and will be forced to leave the program. These students must meet with the Academic Director to discuss their options. If a student's practice test scores remain below a certain base threshold at the end of 12 weeks, then the course is too difficult for the student and he or she should consider transferring to a different course. The student must meet with a Program Coordinator to discuss his or her options. See the course instructor or a Program Coordinator for the base thresholds for each test preparation course.

In addition to improving test scores, students must also achieve 70% participation to maintain SAP. Participation will be assessed at the end of each module. If students are not maintaining SAP at this time, they will receive a warning notice informing them of what, if anything, they can do for the remainder of the 12-week term to reach SAP.

Students also must take weekly vocabulary quizzes. Vocabulary quiz scores are given based on student performance on ten-question vocabulary quizzes. Percentages are calculated based on the number correct out of the ten available points per quiz. In order to meet SAP, a student must have an average score of 70% on these quizzes. Vocabulary quiz scores will be assessed at the end of each module. If students are not maintaining SAP at this time, they will receive a warning notice informing them of what, if anything, they can do for the remainder of the 12-week term to reach SAP.

Students must also submit at least one of two weekly essays. These essays are conducted in TOEFL®, and IELTS™ courses. This is not a component of SAP in TOEIC® and Duolingo, because the TOEIC® examination does not have a written portion and the Duolingo English Test does not require essays. Instructors view the two essays of each student, and they select the better of the two based on content, size, and format. In order to maintain SAP, students must complete at least one essay per week for 9 weeks of a 12-week term, which is 75% of the term. Essay participation will be assessed at the end of each module. If students are not maintaining SAP at this time, they will receive a warning notice informing them of what, if anything, they can do for the remainder of the 12-week term to reach SAP.

Students who fail to achieve SAP at the end of 12 weeks will be allowed to continue in the course for a second 12-week term, but will be given a written warning regarding their academic process.

TOEIC®, Duolingo, and IELTS™ students who fail to achieve SAP after a second term will face termination from MLI. TOEFL® students who fail to achieve SAP after a second term will be placed on academic probation. Students on probation must reach SAP for their programs or face termination from MLI.

Please note that students attending Business Plus TOEIC® are held to two sets of criteria for SAP. They must reach Business SAP for the business portion of the class (see section C.i. of this document) and Test Preparation SAP for the TOEIC® portion of the class (see section C.ii. of this document).

It should also be noted that, for test prep students scoring in a class's top percentile range in regards to practice tests, instructors are given a certain amount of discretion in determining what constitutes satisfactory academic progress. While MLI's scale for determining significant improvement takes into account the increasing difficulty of raising an already high test score, it is ultimately up to the instructor to decide if the student has indeed put sufficient time, thought, and effort into his or her studies. If a student scores 100 on a TOEFL® practice test, for example, but is not able to reach that score again in the two subsequent modules, the instructor may nonetheless deem the student's work in the course satisfactory, based on conferences with the student, the student's unique academic goals, and the instructor's observation of the student's efforts in the class. Students may not exceed 150% of the program length.

D. Certificate of Completion Issuance

i. Requirements for Completion (ESL, Vacation ESL)

If a student has completed a level within the ESL or Vacation ESL program (e.g., Beginner Tracks 1 and 2), a certificate of completion for that level will be issued. In order for a student to receive a certificate of completion and/or be promoted to the next level, he/she must:

- A. Have been enrolled in the current program for **24 weeks**
- B. Have maintained a minimum of **80% attendance**
- C. Have made **Satisfactory Academic Progress (SAP)**

ii. Requirements for Completion (Conversation)

If a student has completed both tracks of a Conversation program (e.g., Conversation Intermediate 1 and 2), a certificate of completion for that program or level will be issued. In order for a student who is enrolled for an entire Conversation program to receive a certificate of completion and/or be promoted to the next program, he/she must:

- A. Have been enrolled in the current program for **24 weeks**
- B. Have maintained a minimum of **80% attendance**
- C. Have made **Satisfactory Academic Progress (SAP)**

iii. Requirements for Completion (TOEFL®/ TOEFL® and University Preparation)

In order for a TOEFL® student to receive a certificate of completion for the program, he/she must:

- A. Have been enrolled in the course for a minimum of **36 weeks**
- B. Have maintained a minimum of **80% attendance**
- C. Have made **Satisfactory Academic Progress (SAP)**

iv. Requirements for Completion (IELTS™)

In order for an IELTS™ student to receive a certificate of completion for the program, he/she must:

- A. Have been enrolled in the course for **24 weeks**
- B. Have maintained a minimum of **80% attendance**
- C. Have made **Satisfactory Academic Progress (SAP)**

v. Requirements for Completion (Business Plus TOEIC®)

Because Business Plus TOEIC® combines elements of both Business and Test Preparation classes, students who wish to receive a certificate of completion for the program must satisfy requirements from both. They must:

- A. Have been enrolled in the course for **24 weeks**
- B. Have maintained a minimum of **80% attendance**
- C. Have made **Satisfactory Academic Progress (SAP)** in both portions of the class

vi. Requirements for Completion (Duolingo Test Preparation)

If a student has completed both terms, a certificate of completion for the program will be issued. In order for a student who is enrolled for an entire program to receive a certificate of completion, they must:

- A. Have been enrolled in the program for **24 weeks**
- B. Have maintained a minimum of **80% attendance**
- C. Have made **Satisfactory Academic Progress (SAP)**

E. Policy on Repeating Courses

Occasionally, students may successfully complete a course but desire to take the course again. If a student wishes to repeat a course, he/she must successfully pass SAP and meet with the Program Coordinator or Test Preparation Coordinator to explain his/her unique situation. If the Coordinator determines that the student might benefit from course repetition, the student may re-enroll in that course. However, the student may not exceed 150% of the program length. In order for a student to repeat a course, the student must meet the following requirements before an extension is granted by MLI: The student must meet SAP requirements in the course in the term before the extension period begins. If a student is not meeting SAP requirements after any 12-week term during the extension period, then the standard procedure is applied. If a student is meeting all of the SAP requirements, then the student can change to another program after any 12-week term during the extension period.

F. Behavior

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

G. Drug Policy

MLI does not permit any student to possess or use recreational or medical marijuana, cannabis or other drugs. Possession of any amount of marijuana is a misdemeanor crime under Federal law. If a student breaks this policy, MLI will expel them and terminate their I20 immediately.

H. Attendance & Attendance Probation

Students are expected to attend class daily for the entire class period, with a minimum of 80% attendance. Attendance will be checked every hour of every class. Students who have not maintained 80% attendance at the end of a module will be put on attendance probation. These students will receive a notice informing them of this. They must then meet with the Office Manager or D.S.O., who will inform them of what they need to do to get back in good standing.

Students are expected to be on time for class, and to stay for the duration of each class period. Students must be in class and ready to study within 10 minutes of the scheduled start time or they will not be admitted and will be marked absent for that period. If a student is less than 10 minutes late, he/she will be

admitted to class, but will be marked tardy. Students must be on time upon returning from class breaks as well. If they are late, they will be marked tardy. Students who are more than 5 minutes late returning from scheduled breaks will not be admitted to class. MLI refers to this as the 10-5-5-5 rule (after the 3 daily breaks taken in ESL classes). Students may not enter class more than 10 minutes after the scheduled start time, and more than 5 minutes after each of the scheduled break times.

Excessive tardiness is a serious problem. Not only do tardy students miss the beginning of their lessons, but they also distract their classmates and their teachers. In order to discourage tardiness, MLI counts every three tardies as one hour of absence.

The same goes for students who leave class early. If a student leaves class within 10 minutes of the scheduled end time, this will be noted in the student's attendance record. Three such instances will count as one absence. If a student leaves more than 10 minutes prior to the scheduled end time, the student will be marked absent for the entire period.

When students are put on attendance probation, they have two modules to reach 80% attendance. For example, if a student's attendance for Module A is 70%, he/she must reach a minimum of 90% in Module B, for a total average of 80%. He/she will then be taken off of probation. If the student fails to reach 90% in Module B, he/she has one more module to reach 80%, as averaged together from all three modules. At this point, students who have reached 80% will come off of probation; students who have failed to reach 80% will be terminated from MLI. If, at any point, a student's attendance average falls below 40% for one module, that student's enrollment will automatically be terminated.

I. Making-Up Classes

For students with low attendance and/or academic progress, there are two ways to improve these requirements:

- Attend **more than 80%** of classes (for example, a student with only 70% attendance would need to maintain a minimum of 90% attendance for the same length of time).
- Attend a **makeup class*** for the number of hours missed from the regular class. The make-up class will be consistent with the classwork requirements and activities missed by each particular student. Each make-up class can increase an entire day of the student's monthly attendance and/or scores. Each student is limited to two makeup classes per module (4 weeks) or no more than 10% of a student's attendance.

*Please note that the makeup class involves additional cost.

J. Appeals

If a student receives an Intent to Terminate Enrollment notice, he/she can appeal the termination. In order to appeal, the student must first submit an appeal in writing that explains the special circumstances that caused the termination, such as the death of a relative, injury or illness of the student, or other special circumstances. The appeal will be given to a committee made up of the Program Coordinator and/or Academic Director, the Manager and/or D.S.O., and an instructor, whichever is deemed appropriate. Before a decision is made, a meeting will be scheduled for the student to discuss the appeal with the committee. If the appeal committee accepts the student's appeal, the student will be placed on probation until the end of the term or until the problems causing termination are corrected, whichever comes first.

K. Transfer and Articulation Agreements

The ESL programs at Mentor Language Institute are uniform at each campus. For example, a High Intermediate Track 2 student in Westwood who wished to transfer could enter directly into High Intermediate Track 2 in Hollywood.

L. MRP Requirements

MLI has special agreements, or Mutual Recognition Programs (MRP), with many Los Angeles area schools. These MRP agreements allow students to transfer without a TOEFL® score, and some also allow concurrent enrollment, which means MLI students can take part-time credit classes while the student is still enrolled at MLI. After students complete the High Intermediate ESL program at MLI, they can transfer to certain local colleges without a TOEFL® score. In addition to successfully completing the High Intermediate program at MLI, students must also take the initial placement test given at the college they are planning to attend. The following colleges have MRP agreements with MLI:

1. Advanced College*
2. Cypress College
3. El Camino College*
4. Fullerton College
5. Glendale Community College
6. Los Angeles City College*
7. Los Angeles Film School*
8. Los Angeles Trade-Tech College*
9. National Polytechnic College*
10. New York Film Academy
11. Pasadena City College
12. Pierce College
13. Santa Monica College
14. West Los Angeles College

*These schools accept students who have successfully completed High Intermediate Track 1.

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

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

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

N. Exit Requirements

An exit form that includes an exit survey and exit test is administered to students that are leaving the school. A student's score on this test does not affect his/her SAP or level-advancement in any way. It is simply an in-house instrument used to measure students' academic progress from the time of initial placement, which helps MLI assess the overall effectiveness of its programs. Students can compare these two scores as an independent measure of their own progress upon request. The exit requirements also apply to non-f1 students who have enrolled for 4 weeks or longer.

V. STUDENT RECORDS

A. Record Retention

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

B. Access to Student Records

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

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

Mentor Language Institute guarantees the student's right to access his/her own files. Requests for transcripts must be in writing and can be sent to:

Westwood Campus

Mentor Language Institute, Attention: Office Personnel
10880 Wilshire Blvd., Suite 122, Los Angeles, CA 90024

Hollywood Campus

Mentor Language Institute, Attention: Office Personnel
7080 Hollywood Blvd., Suite 312, Los Angeles, CA 90028

Please enclose a stamped, self-addressed envelope along with a \$35.00 transcript fee.

VI. ENROLLMENT POLICIES

A. Attendance Policy

Students are expected to attend class daily for the entire class period, with a minimum of 80% attendance required to maintain student standing. A student may be terminated from MLI if the number of absences for the student has become excessive. Please see Section IV.H. of this catalog for a more detailed discussion of MLI's attendance policy.

B. Leave of Absence Policy

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

leave of absence, unless unforeseen circumstances prevent doing so. If a student takes a leave of absence without providing the required documentation, the student will be terminated from MLI.

In any 12-month period, the Maximum Leave Of Absence Allowed is determined by the program a student is enrolled in at the time of the leave of absence (as listed in the paragraph below). Note that these maximums only apply to students enrolled in the full program (e.g., 36 weeks of TOEFL). A student enrolled under an F-1 visa may be granted multiple leaves of absence for a maximum total period in accordance with: (a) the written leave of absence policy of MLI; (b) the regulations of the Department of Homeland Security; and (c) sound educational and professional practice.

For ESL, Vacation ESL, Conversation, IELTS™, Business Plus TOEIC®, and Duolingo the maximum LOA allowed yearly is 12 weeks. For TOEFL®, and TOEFL® and University Preparation Program the maximum LOA allowed yearly is also 12 weeks.

i. Annual Vacation/Personal Leave of Absence

In addition to the regularly scheduled holidays or breaks, a student, if qualified, may take a vacation/personal leave of absence lasting 4 or 8 weeks (up to 8 weeks). To qualify for a vacation, a student must complete 24 weeks of study, be enrolled for the next module (4 weeks) AND must have successfully reached “Satisfactory Academic Progress (SAP)” prior to taking the annual vacation.

1. Over 80% attendance
2. 70% minimum average for grades

For TOEFL® and TOEFL® and University Preparation Program: Students may take a vacation/personal leave of absence upon completion of 24 weeks. However, the total program length of 36 weeks will not be changed.

ii. Medical Leave of Absence

Students may also take a leave of absence due to a documented health reason. Satisfactory documentation shall be from a verifiable source other than the student and can include a note from a health care provider.

A student will be permitted to take their leave of absence for the number of days specified by their medical provider in the leave of absence request. After these dates have passed, the student will subsequently be required to resume their studies on the following day of class, as per the MLI Academic Calendar.

If a leave of absence is eight weeks or fewer, the student’s previous records will be considered when calculating the completion of that particular program. If a leave of absence is more than eight weeks, the student will be administered another placement test to ascertain proper placement, and the student will be treated as a new enrollment. Failure to return to a student’s course of study after an approved leave of absence will result in termination from the school.

An approved leave of absence may be extended for an additional period of time provided that the extension request meets all of the above requirements, and the total length of the leave of absence does not exceed a maximum limit of 50% the program length.

C. Class Change Policy

If for some reason a student feels that he/she was placed in the incorrect class and would like to try another program, that student must make an appointment with the Academic Coordinator. The student's teacher(s) and Academic Coordinator must agree that the student can enter another program. In addition, the student may be required to take a placement test to make sure that it is the correct level for the student.

D. Drop Out/Withdrawal Policy*

A student has the right to withdraw from a course of instruction at any time. A withdrawal can take place either by written notice provided by the student to MLI, or by student conduct, including but not necessarily limited to, lack of attendance.

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

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

E. Cancellation Policy

You have the right to cancel this enrollment and obtain a refund of charges paid through attendance at the first class session, or the seventh day after enrollment, whichever is later. "Cancellation" is defined as: any voluntary change in enrollment or request for refund prior to enrollment.

F. Refund Policy

You shall be refunded 100% of the amount paid for institutional charges, less both a \$150 non-refundable processing fee and a \$120 shipping and handling fee (if MLI processed the mailing of your I-20), if notice of cancellation is made through attendance at the first class session or the seventh day after enrollment, whichever is later.

If after the above cancellation deadline, the refund policy for students who have completed 60 percent or less of the period of attendance shall be a pro rata refund, less a \$150 non-refundable processing fee and the Student Tuition Recovery Fund (STRF) fee.

Under California law, if the student withdraws after using more than 60% of the class hours paid for, no refund will be issued.

If Mentor Language Institute cancels a program subsequent to a student's enrollment, all fees will be refunded.

Upon cancellation, withdrawal, termination or completion of enrollment, any refund due the student will be determined and will be paid within 45 days after the date of determination.

If a student's enrollment was facilitated by an authorized MLI overseas agent, the refund shall be made to the agent. However, the processing of any refund may be governed by the contractual agreement between the student and the agent. Students are advised to consult with their agents prior to entering into this enrollment agreement should they have any questions.

G. Financial Aid

Currently, Mentor Language Institute does not participate in any federal or state financial aid programs.

H. Loans

If you have received federal student financial aid funds, you are entitled to a refund of money not paid from federal student financial aid program funds. If you obtain a loan to pay for an educational program, you will have the responsibility to repay the full amount of the loan plus interest, less the amount of any refund. If the student is eligible for a loan guaranteed by the federal or state government and the student defaults on the loan, both of the following may occur:

- (1) The federal or state government or a loan guarantee agency may take action against the student, including applying any income tax refund to which the person is entitled to reduce the balance owed on the loan.
- (2) The student may not be eligible for any other federal student financial aid at another institution or for other government assistance until the loan is repaid.

I. Placement Services

Mentor Language Institute does not offer placement services at this time.

J. Experiential Learning

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

K. Bankruptcy

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

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

i. Maintaining Student Status

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

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

ii. Concurrent Enrollment

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

The school that the student is attending for the purpose of completing a specific program and that is maintaining the student's form I-20 will be responsible for ensuring that the student is pursuing a full course of study.

iii. Transfer Procedure

If a student wishes to transfer to another institution after completion of his/her studies, prior to the program end date on the I-20 form, the student must inform the school of the intention to transfer, complete the Intent to Transfer form available from the new institution, have MLI execute this form, and return it to the new school. The transfer process must be completed within 60 days from the program end date at MLI.

M. Student Tuition Recovery Fund

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

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

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

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

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

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

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

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

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

VII. SCHOOL POLICIES

A. RULES OF CONDUCT

Students at Mentor Language Institute are expected to help maintain an environment in which there is freedom to learn. Furthermore, students are expected to respect the rights of other students, faculty and staff, and students should uphold standards of integrity, honesty, trust, fairness, and civility. Students are expected to adhere to all city, county, state, and national laws and regulations. Should a student be found to be in violation of any of the rules of conduct set forth by Mentor Language Institute, “due process” steps shall be followed according to the Disciplinary Policy set forth herein.

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

1. Continued failure to comply with the directions of MLI personnel acting in the performance of their duties;
2. Dishonesty of any kind such as cheating, plagiarism, or knowingly furnishing false information to MLI;
3. Continued disruptive behavior, obstruction of any teaching or school activity, or continued willful disobedience in defiance of the authority of MLI personnel;
4. Continued use of vulgar or profane language in the presence of, or directed at, MLI personnel or other students;
5. Assault, battery, or threat of force or violence on any MLI personnel or student, or any individual on the MLI campus;
6. Physical abuse, willful misconduct, or any such act that threatens or endangers the health or safety or causes the injury or death of any MLI personnel, student, or individual on the MLI campus or any member of the community;
7. Theft or intentional or willful misconduct that results in defacing, cutting or damage to property of MLI, any student, instructor or any MLI personnel or member of the community;
8. Possession, use, sale, or being under the influence of any controlled substance or any poison classified as such by Schedule D in section 4160 of the California Business and Professions Code;
9. Smoking anywhere on the premises of MLI or any area designated as a no-smoking area where an MLI function takes place;
10. Any forgery, alteration, or intentional misuse of any MLI materials, documents, records, or identification;

11. Possession or use of any alcoholic beverages anywhere on MLI premises or at any MLI sponsored event where alcohol is prohibited, or presence on MLI premises while under the influence of alcohol;
12. Unauthorized entry into or use of MLI facilities, supplies, and/or equipment;
13. Illegal possession or use of any firearms, explosives, or flammable substances while on MLI property or at any MLI sponsored event;
14. Stalking, hate crimes, or hate incidents; and -
15. Any other offense set forth in the California Education Code that constitutes "good cause."

B. Classroom Policy

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

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

C. Textbook Policy

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

D. Disciplinary and Dismissal

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

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

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

E. Copyright and Software License Infringement Policy

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

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

- Copying or reproducing any licensed software on or by MLI equipment, except as expressly permitted by the software license. Also, users may not use unauthorized copies of software on MLI-owned computers.

- Copying, downloading, or uploading audio recordings, music, television shows, photographs, movies, videos, and other kinds of copyright, trademark, or patent-protected files that can be conveyed electronically without the intellectual property owner's permission. These files could include MP3, wav, midi, or other audio files; QuickTime, avi, or other movie files; gif, jpeg, or other picture files; as well as any other media files. Using Peer to Peer (P2P) programs to distribute music, videos, etc. without copyright permission is against the Digital Millennium Copyright Act.
- Copying or reproducing any copyrighted material on or by MLI equipment, except as expressly permitted by the copyright owner's permission or by license. Also, it is prohibited to use MLI-copyrighted material, except as expressly permitted by the copyright owner's permission or by license. Users shall not modify, revise or alter in any way MLI-copyrighted material, except where and only to the extent explicitly permitted by MLI.
 - A. Posting copyrighted material on an MLI-owned or operated website (official or personal).
 - B. Accepting or using unlicensed software on MLI computer systems or servers received from any third party.
 - C. Users shall not install, nor direct others to install, illegal copies of computer software or unlicensed software onto any MLI-owned or operated computer system or server. Only software that has been legally purchased is to operate on MLI equipment.
 - D. Users shall not make copies of MLI-owned or licensed software except where and only to the extent explicitly permitted according to the terms of the applicable license and shall not use MLI hardware to make illegal copies of any copyrighted software for the purpose of selling, giving, personal use or lending this software to others (including but not limited to software from the public and departmental computer labs) or for any other unauthorized purpose.

MLI Software shall not be modified, revised, recast or adapted unless directed to do so in writing. Preventing copyright infringement is the responsibility of both MLI employees and students. Both MLI and its employees are subject to the provisions of the Copyright Act and penalties such as fines or imprisonment can be imposed on both organization and individual users within it. Mentor Language Institute (hereinafter MLI) will investigate all claims and notifications of copyright and/or software license infringement (hereinafter collectively infringement).

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

MLI will terminate, in appropriate circumstances, access to school computer systems, electronic networks, and/or services provided to any user who is deemed to infringe third party intellectual property rights. Further, where MLI has actual knowledge that any material or activity using material on the school's system or network is infringing, or is aware of facts or circumstances from which infringing activity is apparent, the school shall act expeditiously to remove or disable access to the material.

Users violating MLI copyright and infringement policy may be subject to the full measure of disciplinary action up to and including warnings, suspension and termination of MLI student status and/or employment where applicable. MLI expressly reserves the right to terminate or suspend the user's network access if MLI,

in its sole judgment, believes that circumstances relating to the infringement of third-party intellectual property rights warrant such action. These policies are in addition to and do not affect or modify any other rights MLI may have under law or contract.

VIII. COST

A. Tuition Schedule

The following is a schedule of tuition, fees, and other charges and expenses necessary for the term of instruction and the completion of the course of study. Conversation @WW:

Program	Tuition 4 weeks	Tuition 12 weeks	Tuition 24 weeks	Tuition 36 weeks	Tuition 48 weeks
ESL Courses					
ESL Program	\$1,172	\$2,868	\$5,208	\$7,524	\$9,648
Vacation ESL Program	\$1,172	\$2,868	\$5,208	\$7,524	\$9,648
Conversation Prog. (WW)	\$1,172	\$1,635	\$2,969	\$4,289	\$5,499
Conversation Prog. (HW)	\$1,172	\$1,577	\$2,864	\$4,138	\$5,306
Test Prep. Courses					
TOEFL® Program	\$1,172	\$2,868	\$5,208	\$7,524	N/A
TOEFL® and University Prep. Program	\$1,172	\$1,434	\$2,604	\$3,762	N/A
IELTS™ Program	\$1,172	\$2,868	\$5,208	N/A	N/A
Duolingo Test Prep	\$1,172	\$2,868	\$5,208	N/A	N/A
Business + TOEIC® (HW)	\$1,172	\$1,434	\$2,604	N/A	N/A

B. Estimated Total Charges for the Entire Educational Program

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

ESL (96 weeks): \$19,296

VACATION ESL (96 weeks): \$19,296

TOEFL® (36 weeks): \$7,524

TOEFL® and University Preparation (36 weeks): \$3,762

IELTS™ (24 weeks): \$5,208

Conversation (96 weeks): \$10,998 (WW) \$10,612 (HW)

Duolingo Test Preparation Program (24 weeks): \$5,208

Business plus TOEIC® (24 weeks): \$2,604

C. Housing

Mentor Language Institute does not offer any housing programs and therefore has no responsibility finding or assisting a student with housing. However, U.S. Student Services (USSS) provides many Mentor language Institute students with housing and dormitory services. USSS can be reached at (424) 253-3169 for additional information.

A variety of housing options are located within a reasonable distance from the school by car, public transportation, biking or walking. These options can range from \$1,200- \$2,000 per month for a single or studio.

D. Student Services

U.S. Support Services (USSS) provides all student services for MLI students such as airport pick-up, prepaid phone cards, and cell phones for rent. Arrangements must be made at the specific campus the student will attend. USSS can be reached at (424) 245-3169 for additional information.

E. Late Fee

A late payment fee will be charged if tuition is not paid by the tuition due date. If payment is made from one to five business days after the tuition due date, the late payment fee is \$25. If payment is made more than five business days after the tuition due date, the late payment fee is \$50. If a check is returned unpaid because of insufficient funds, there will be a \$25.00 penalty charge.

IX. QUESTIONS, GRIEVANCES AND COMPLAINTS

A. Questions

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

Bureau for Private Postsecondary Education

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

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

Website: www.bppe.ca.gov

Toll Free Number: 1 (888) 370-7589

Fax Number: (916) 263-1897

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

B. Grievances and Complaints

If a student has a complaint about his/her class or teachers, or about the administration at Mentor Language Institute, he/she must register it in the Complaint Log at the school's front desk. The student's complaint will be given to the Program Coordinator and addressed, and an appointment will be made with the student in order to discuss the situation. If, however, the student feels that his/her complaint cannot be worked out, he/she has the right to either write or call the Bureau for Private Postsecondary Education. A student or any member of the public may file a complaint about this institution with the Bureau for Private Postsecondary Education by calling 1 (888) 370-7589, or by completing a complaint form, which can be obtained on the Bureau's web site (www.bppe.ca.gov).

C. Notice to Students: ACCET Complaint Procedure

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

complaints which involve ACCET standards and policies and, therefore, are within the scope of the accrediting agency.

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

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

4. **SEND TO:**

ACCET
CHAIR, COMPLAINT REVIEW COMMITTEE
1722 N Street, NW
Washington, DC 20036
Telephone: (202) 955-1113
Fax: (202) 955-1118 or (202) 955-5306
Email: complaints@accet.org
Website: www.accet.org
Note: Complainants will receive an acknowledgement of receipt within 15 days.

X. 2024 CALENDAR

Mentor Language Institute

January, 2024

January 1st, 2024 New Year's Day – No Classes
January 15th-Martin Luther King Jr. Day- No Classes

February

February 1st Last Day of Term; Graduation Party
February 5th First Day of Term

February 19th Presidents' Day – No Classes

March

April

April 25th Last Day of Term; Graduation Party

April 29th First Day of Term

May

May 27th Memorial Day – No Classes

June

June 19th Juneteenth Day – No Classes

July

July 4th Independence Day – No Classes

July 18th Last Day of Term; Graduation Party

July 22nd First Day of Term

August

Date TBA MLI Beach Party and Volleyball Tournament

September

September 2nd Labor Day – No Classes

October

October 10th Last Day of Term; Graduation Party

October 14th Indigenous Peoples Day – No Classes

October 15th First Day of Term

October 31st Halloween Party

November

November 11th Veterans Day – No Classes

November 27th Thanksgiving Party

November 28th - 29th Thanksgiving – No Classes

December

December 24th Christmas Party

December 25th Christmas – No Classes

December 30th-January 3rd School Break – No Classes

January, 2025

January 1st, 2025 New Year – No Classes

January 9th Last Day of Term; Graduation Party

January 13th First Day of Term

January 20th Martin Luther King Jr. Holiday – No Classes