

**Internexus  
San Diego**

**School**

**Catalog**

**2019**

(January 18, 2019)

**2555 Camino Del Rio South**

**Suite 150**

San Diego, CA

92108

<http://SanDiego.Internexus.edu>

CEA Accredited

## Catalog Instructions

This catalog is available on our website at <http://sandiego.internexus.edu/>.

Internexus San Diego Campus Locations

### **Internexus Mission Valley (Main Location)**

2555 CAMINO DEL RIO S STE 150  
SAN DIEGO, CA 92108-3704  
1-619-291-3304 or 619-972-1759

### **Internexus Hillcrest (Satellite Location)**

1807 Robinson Ave Suite 201  
San Diego CA 92103  
1-619-291-3304

### **Internexus CMU**

#### **California Miramar University (Satellite Location)**

3550 Camino Del Rio N #208,  
San Diego, CA 92108  
1-619-291-3304

#### **Checklist 6:**

Effective Dates of this Catalog  
January 1, 2019 - December 31, 2019

#### **Checklist 7: Required approval language**

##### **BPPE Approval Notice**

This institution is a private institution, and it is approved to operate by the Bureau for Private Postsecondary Education. The approval to operate means the institution is in compliance with state standards, and the institution is licensed to operate, but it does not imply either of the following: (1) The institution or its educational programs are endorsed or recommended by the state or by the bureau (2) The approval to operate indicates that the institution exceeds minimum state standards.

Bureau for Private Postsecondary Education at 2535 Capitol Oaks Drive, Suite 400, Sacramento California, 95833, <http://www.bppe.ca.gov/>, (916) 431-6959, Toll Free: (888) 370-7589, Fax: (916) 263-1897.

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## **CLASS SCHEDULE:**

### **Checklist 3**

#### ***ENGLISH as a Second Language Program***

Monday through

Friday 9:00 am to

12:50 pm

*(Main Location 2555 Camino Del Rio South Suite 150 San Diego CA 92108)*

#### ***TOEFL (Test Preparation)***

*(Satellite Location 1807 Robinson Ave Suite 201 San Diego CA 92103)*

Tuesday and

Thursday 9:00am

to 6pm

#### ***International TESOL Program (Teacher of English to Speakers of Other Languages)***

*(Satellite Location 1087 Robinson Ave Suite 201 San Diego CA 92103)*

Tuesday Wednesday

Thursday 9am to 3pm

### **Checklist 40**

**Internexus San Diego does not offer distance learning at this time.**

## **HOLIDAYS**

The school observes the following holidays:

New Year's Day

Dr. Martin Luther King Jr. Day

Presidents' Day

Memorial Day

Independence Day

Labor Day

Thanksgiving Day

Students do not pay tuition for Winter Vacation (two weeks around Christmas and New Year's Day).

Internexus San Diego has an monthly enrollment policy, students may start any month except during winter vacation. If a Monday is a holiday, students may start on the following Tuesday.

## **Checklist 23 TUITION FEES AND CHARGES**

**Mandatory:**

Tuition ESL/TOEFL \$500 (4week session),  
TESOL (\$1800 12week term including book fee)

Application fee \$100.00 (Non-refundable)  
STRF Assessment \$.00 for every 1000 of institutional  
Charges Textbook fee ESL/TOEFL \$50  
(book fee is included in tuition fee for TESOL program)

The total charge for an entire period of attendance (12 weeks) is \$1,650 (12 weeks tuition \$1,500 plus \$100 application fee plus Textbook \$50). The total estimated charges for TESOL program is \$1900 (12 week tuition \$1,800 plus \$100 application fee).

See important note below on health insurance coverage.

Students may pay tuition monthly as they progress through the program. Tuition is \$112.50/Week after the first 4 weeks of enrollment.

Payments can be made by cash, check or credit card. If tuition is past due students will be given a Tuition Payment Reminder Slip. If students still fail to pay, a meeting will be arranged with the director.

Students may leave the program at any time. See the Refund Section and the Student Rights Section for information on obtaining a refund.

Checklist 27

**No Financial Aid Program**

This institution does not participate in federal and state financial aid programs. This institution does not offer any form of financial aid.

Checklist 28

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

Checklist 10

**MISSION STATEMENT**

OUR MISSION IS TO FOSTER WORLD CITIZENSHIP THROUGH EDUCATIONAL EXPERIENCES.

WE VALUE:

- World citizenship
- Continuous personal and professional growth through learning

- Fulfilling the needs and expectations of all our parties.
- Striving for the highest quality in all we do.
- Innovation and staying on the cutting edge.
- Open and ethical relationships as the way to be successful in business.
- A friendly, cooperative, caring environment which expresses our view of the joyful place this world can be.
- Profit as a resource for growth with social responsibility.

## ***HISTORY***

Internexus San Diego is a private institution which was established in 2016 with the intent of providing students the opportunity to learn English as a Second Language in a professional and affordable setting. We've always believed in hiring well- trained and experienced instructors to help students reach their English language goals. We are approved to operate by the Bureau of Private Post Secondary Education (approval to operate means compliance with state standards as set forth by the Ed. Code). We are authorized under federal law to enroll non-immigrant alien students. We issue I-20's so that you can apply for a F-1 Student Visa. We offer free visa advice but do not provide legal counsel.

Checklist 26

### ***Staff and Faculty Profiles***

**Chief Financial Officer Chika Yamazaki** (CFO) has a Bachelor of Art Degree from Joshibi University of Art Tokyo. She worked as an English school manager at one of the largest English language schools in Japan for several years and is now the Director of Internexus San Diego. As a CFO of Internexus San Diego, her job is to work closely with our board of directors and teachers to provide students with outstanding English instruction. At Internexus San Diego, She works hard to make your experience pleasurable and productive. She wants to know your goals and learning style (in and out of the classroom). She ensures Internexus San Diego instructors are passionate about teaching.

**Student Services Coordinator Davide Bussolari** is from Bologna (Italy) but now he lives in San Diego. He moved here 7 years ago to study English. While studying at EC language school in La Jolla, he decided that he wanted to work in the education field. He studied 4 years of English before taking the TOEFL test and after that he got his TEFL certificate at UCSD and started working at Internexus San Diego San Diego. When he is not working he loves playing soccer and video games.

**School Manager Stefan Calvaruso** E-mail: stefan@internexus.edu

I graduated from New York University in 2009 with a Bachelors Degree in History and Marketing. Throughout my tenure at NYU I began tutoring and mentoring international students, both children and adults, in the art of the English Language and culture. I grew up in New York City surrounded by multiple cultures on a consistent basis and understood the difficulties international students have immersing themselves into the United States. I moved to San Diego in 2012 and received my TESOL and Linguistics Certifications and became a professional educator. Teaching was in my blood and I followed my dream. There is something special about watching students learn and thrive both in and outside the classroom. As a teacher, we have a important role in each students life and the ability to create a positive impact that will resonate in the future.

**Head Teacher Jenna Johnson** University of North Carolina at Charlotte Class of 2014 · Master of Arts in Teaching · Teaching English as a Second Language · Charlotte, North Carolina

Jenna is a North Carolina girl, Tar Heel, born and bred. She grew up in a big family—a sister and three brothers, countless cousins, aunts, uncles—and at a young age learned the value of community. Throughout grade school, Jenna enjoyed the various communities she belonged to: academic, social, local.

When she graduated high school, she went on to a new community, the University of North Carolina at Chapel Hill—her dream school for as long as she could remember. The sky was the limit—so she thought. Her love for English outgrew her inner scientist, and she changed her major. It wasn't until her senior year that she got her “calling” to teach, particularly English as a Second Language. For one of her Spanish classes, she was required to do a community service—her assignment was working with two first grade newcomer English Language Learners. This is where she learned the value of the educational community.

Upon graduation with a Bachelor's in English Literature, minors in Spanish and Linguistics, she decided to go to graduate school at the University of North Carolina at Charlotte. During her studies she worked in a variety of K-12 schools, working mostly with Spanish speakers.

While continuing her Master's of Arts in Teaching English as a Second Language, she got the opportunity to teach adults in San Diego, working with Bryan and

Chika. Through this experience, her love for learning and teaching grew, as she was exposed to a variety of students, different backgrounds, ages, races, nationalities, ethnicities—a new, diverse community welcomed her in.

After completing her Master's degree, Jenna took a short hiatus from

teaching, before jumping back into substitute teaching. What started as one day, turned into several months, as her dedication to education would not let her quit so soon. No matter where she went, she always found herself within that educational community she had always belonged.

The stars aligned and Jenna found herself back “home” working with Bryan and Chika, with a call to be Head Teacher at Internexus. She is excited to teaching ESL again and is dedicated to her passion for language, learning, and community.

Jenna is enthusiastic seeing the school from its birth, with just two students, to now as it has blossomed into its own new global community. She can't wait to learn and grow more with Internexus San Diego!

**Teacher Paul Kohlmeier.** Paul joins Internexus as the instructor of the advanced level English communication course. He received his B.A. from the University of California of San Diego, his TESL/TEFL Teaching Certificate and RLAA Certificate from San Diego State University, and is currently in the second year of his Masters Program in the School of Teacher Education at San Diego State University pursuing a M.A. in Literacy and Writing education. Drawn to the arts of writing, language and linguistics since his youth, Paul was introduced to the educational elements of these disciplines while working with Professor Nikolova at San Diego State University's American Language Institute.

Paul is a results-driven English teacher with experience in the development and delivery of language programs to a wide variety of English learners encompassing diverse backgrounds. From beginners to advanced, children to adults, students and migrants to business professionals, the ability to share life experiences, foster growth, develop connections, and most of all learn from these is what fuels his passion.

**Teacher Mike Rachfal.** I was born and raised in Michigan. I graduated from Michigan State University in 2008 with a degree in Economics. I was too young then to know that I wanted to be a teacher, so I worked in the private sector for about 6 years. After college, I began to travel and move around the United States and Europe. I have lived in Chicago, Miami, Portland, Los Angeles, and now San Diego. San Diego is such a special place and I am lucky to call it my home.

While I was in Barcelona in 2015, I had an amazing opportunity to teach English as a volunteer at an elementary school. I knew I had to teach ESL after that. When I returned to the USA, I moved to the west coast and got my CELTA certificate.

I am honored to be able to teach people English and it's the best job I have ever had. I get to meet students from all over the world and learn new things every single day. Learning English is very important to people for many reasons. I really enjoy when students improve and have their lives changed



as a result of their efforts.

In my free time I like to meditate, read, play soccer, go to the gym, go to the beach near my house, and do nothing. I am excellent at doing nothing! Southern California is great for being outside and maybe the most beautiful place I've ever seen. So, I really like to hike and camp in places I have never seen before.

**Teacher Amir Monfared** Amir Monfared has taught English for over 17 years. He has been a phonetics lecturer and his MATESOL thesis was on oral dialogue journals for teaching pronunciation. He was accepted in a TESOL doctoral program at Alliant University, California School of Education, in San Diego and graduated with an award for outstanding doctor of education in 2016. His area of research is instructed second language acquisition including isolated and integrated form- focused instruction and teachers' cognition. He is also interested in the utilization of technology for teaching all English skill areas. Dr. Monfared has taught academic English courses such as advanced researched writing, advanced negotiation and debated skills, advanced grammar, at different university based English program such as English Language Institute at UCSD and Alliant University. He has coordinated in IEP accreditation and also developed curriculum and assessment for TESOL certificate program and presented at regional and state professional workshops as well as TESOL international convention and American Association of Applied Linguistics.

## ***OUR FACILITIES***

We are located in the beautiful Mission Valley neighborhood, which is known as a very inclusive neighborhood. Mission Valley is close to many shopping malls and the San Diego Trolley System. Mission Valley is a very walkable neighborhood full of trendy shops and locally owned restaurants.

The Institute is located on the first floor of 2555 Camino Del Rio South Suite 150. There are 6 classrooms used for instruction. Each classroom is provided with the necessary equipment to conduct a lesson.

Each class is equipped with one radio/tape recorder/CD player as well as an HD TV connected to a laptop for use of Internet resources. There is a computer lab/student lounge available with free wireless Internet connection during breaks and after instructional hours until 5pm. The student lounge also has an eating area, microwaves and a refrigerator for convenience. The computer lab/student lounge has 7 computers connected to the Internet and is available for students to use self-study software after school.

Classes usually contain an average of 20 students depending on the time of year, our busiest season being the summer. However, we will not allow

classes to exceed a maximum of 25 students in San Diego, but will consider alternative solutions before turning a student away due to classroom capacity.

*We do have 2 Satellite locations which are used on an as needed basis and have similar facilities. All classes are held at our main location unless otherwise stated.*

## Checklist 12

### **Library & Learning Resources**

Multiple learning resources are available for instructors and students. Students on Internexus California Miramar University campus have access to the university's library. Students on all Internexus campus have access to wireless internet throughout school and other teaching/learning resources. The library contains resources for both teachers and students. Books that are available for students include short stories, grammar and punctuation reference books, workbooks with additional practice exercises, and works of fiction and non-fiction. Books that are available to instructors, include ESL textbooks, books on specific subjects and skills, such as grammar, vocabulary, pronunciation, reading, writing and speaking. Students and instructors can request additional new books that helps their learning and teaching. Wireless internet access is available to everyone throughout the school.

Other additional teaching/learning resources are easily accessible to instructors and students, including software and hardware listed below. Students may request to utilize any of these resources in advance.

#### Hardware:

Tables, chairs, whiteboards, markers, pens, pencils, erasers, paper, laptops, projectors, DVD players, flatscreen television monitors, copy services, printers, CD/tape players.

#### Software:

Netflix and Hulu are available for instructors and students to utilize for English learning through viewing movies.

### ***PROGRAM***

See Page 32-34 for Detailed Course Information

Our school provides an English as a Second Language Program with courses including Beginning, Pre-intermediate, Intermediate, Upper-Intermediate and Advanced levels. These courses are designed to improve students' skills in Speaking, Listening, Reading, Writing and Grammar as well as critical thinking.

We also provide a TOEFL class with the focus of preparing students to take their college entry TOEFL exam. This course has a strong focus on Advanced Plus level reading, listening, speaking, and writing.

Our programs offer 18 to 20 hours of instruction per week. Our programs

are based on 12 week terms.. Student advancement is outlined in the Academic Achievement section of this catalog.

The TOEFL course is usually completed when students receive their desired TOEFL score.

International TESOL is a 12 week Teacher Training Program.

#### Checklist 19c

All course instructions are given in English. Internexus San Diego does not provide course instructions in other languages that are not English.

#### Checklist 16

Internexus San Diego does not offer any degree programs.

#### Checklist 21

##### **Our training does not fulfill any requirements for eligibility for licensure**

We provide focused English training to assist our students in achieving their academic, personal and professional goals. At this time, we offer three programs of ESL coursework. Our programs are not designed to lead to positions in a profession, occupation, trade, or career field requiring license.

#### Checklist 8

##### **School Status**

*Internexus San Diego* does not have any pending petition in bankruptcy, is not operating as a debtor in possession, does not have filed a petition within the preceding five years, or have not had a petition in bankruptcy filed against it within the preceding five years that resulted in reorganization under Chapter 11 of the United States Bankruptcy Code (11 U.S.C. Sec. 1101 et seq.).

### Checklist 29 **SCHOOL POLICY AND STUDENT RESPONSIBILITIES**

#### **ADMISSION**

Students are expected to be able to benefit from the instruction offered. If a student doesn't have the academic preparation necessary to succeed in our classes, the director and the student and teacher will hold a conference to see if the student should continue. Students must be 17 years of age or older to attend the school. Students under 18 need to have a Release of Liability form signed by their parent or guardian.

##### **Ability to Benefit**

The California government requires ESL schools to demonstrate that the students they enroll have the ability to benefit from the instruction they will receive at the ESL school. This ability to benefit must be documented in one of two ways.

1. Students may submit a copy of their High School diploma.
2. Students may submit a copy of their University transcripts or a copy of their University Degree. Students may also submit a University ID card.

Documentation of the student's Ability to Benefit must be saved in the student's file.

Students can apply at the school office Monday through Friday, during regular business hours, for admission. Students can also write the school for an application or visit our website <http://sandiego.internexus.edu> to fill out an online application.

#### Checklist 17

##### **Transferred Credits Policy**

**Internexus San Diego** does not accept credits earned at other institutions or through challenge examinations and achievement tests.

#### Checklist 18:

##### **Credit for Prior Experiential Learning**

Our institution does not grant credit to a student for prior experiential learning.

## ***ADMISSION FOR STUDENTS WITH SPECIAL NEEDS***

Internexus San Diego is committed to making sure all students get the education they are desire. Students with special needs will be accommodated to the best of our abilities. Please contact our office to allow us time to resolve any barriers that may be preventing admission or enrollment.

## ***ENROLLMENT***

New students who have filled out an application meet with the director or the administrative assistant to complete the enrollment agreement. The enrollment agreement includes a copy of the **School Performance Fact Sheet**. Any written contract or agreement signed by a prospective student shall not become operative until the student attends the first class or session of instruction.

## ***PLACEMENT TESTING***

New students take the Michigan placement test prior to their first day of class. There are structure, listening and oral components to the test. Based on

these test scores students are placed in the appropriate level. A student's placement is determined by overall ability in these three areas. Students whose placement test scores fall outside of the study options offered at Internexus San Diego will be advised of alternative options at institutions with study options suited for their level.

### ***TEXTBOOKS***

Students may not attend class without a textbook. Textbooks may be purchased in the office on your first day of class.

### ***COPYRIGHT INFRINGEMENT POLICY***

Internexus San Diego adheres to the Copyright law of the United States of America. We prohibit unauthorized photocopying of any copyrighted texts for use in the classroom.

### ***FINANCIAL AID***

Internexus San Diego does not participate in any Federal or State financial aid programs. Students are responsible for paying their tuition directly.

### **Checklist 37 *ACCOMMODATIONS***

We do not directly offer any type of housing. Nearby housing and homestay website links are provided for students' convenience and are available at <http://sandiego.internexus.edu/san-diego-housing/>.

Homestays in the area range from \$680 to \$700 every two weeks and usually include 2 meals (breakfast and dinner).

Internexus San Diego does not have dormitory facility under its control.

### ***NO DISCRIMINATION POLICY***

Internexus San Diego does not discriminate on the basis of sex, race, ethnic origin, or religion. Any incident of harassment or discrimination should be immediately reported to the director.

### ***SEXUAL HARASSMENT POLICY***

Internexus San Diego is a place for learning and growing. You should feel safe and comfortable in our school. In order to meet this objective, you should alert your instructor or an administrator and let them know if an unsafe, unwelcome, or uncomfortable situation arises that interferes with the learning process. Also, if there are circumstances which can be corrected to enhance your performance in class, please inform your instructor or an administrator.

### **Checklist 31**

### ***ATTENDANCE POLICY***

Students must maintain 80% attendance or higher to be considered in status. If a student (enrolled for a minimum of 2 weeks) has a monthly attendance rate of less than 60%, that student's I-20 will be terminated. If a student's I-20 is terminated, he or she must seek reinstatement at another school or he or she must leave the United States immediately.

**Attendance Probation:** Students (enrolled for a minimum of 2 weeks) who fail to maintain 80% attendance or higher in a calendar month, are placed on Attendance Probation. Students placed on Attendance Probation must show that they are making progress toward meeting the cumulative attendance requirement of 80% by achieving a monthly attendance rate of more than 80% in the next calendar month. If a student on Attendance Probation fails to achieve a monthly attendance rate of more than 80% in the next calendar month after being placed on Attendance Probation, their I-20 will be terminated. By the end of the second calendar month after being placed on Attendance Probation students must be back to a cumulative attendance rate of 80% or higher or their I-20 will be terminated. If a student's I-20 is terminated, he or she must seek reinstatement at another school or he or she must leave the United States immediately. Students must have a cumulative attendance rate of 80% or higher to successfully complete our program or to qualify for a vacation or to transfer to another school in status. A student whose I-20 is terminated for failure to maintain status has the right to have their terminated I-20 transferred to another school for reinstatement.

**Appealing Probation:** Students may appeal their probation. Students must submit a written request for appeal within one week of receiving their probation notice. The director will review the appeal and request supporting documentation if needed. The director will then refer the appeal to the review committee (consisting of the Head Teacher, Office Manager, and Owner). If any member of the review committee is directly involved in the issuing of the probation, he or she will be removed from the committee and replaced by a staff member not involved with the issuing of the probation. The review committee will respond to the appeal within 5 business days of receiving the written request for appeal and any required supporting documentation.

### ***TARDY POLICY***

Attendance is taken four times a day. If a student is more than 15 minutes late in the morning or 5 minutes late after breaks or lunch he or she is marked tardy. Six tardies equals a full day absent. If a student is more than 30 minutes late for any of the four sessions he or she is marked absent for that session.

### ***LEAVING CLASS EARLY***

If a student leaves class 15 or more minutes early, he or she will be marked absent for that session.

### **VACATION POLICY**

A student must study for a minimum of four months before he or she is eligible for a vacation. A student must also have a cumulative attendance rate of 80% to qualify for a vacation. A student must notify the school Director at least one week prior to going on vacation! After 4 months of enrollment a student may take 2 weeks of vacation. After 5 months of enrollment students may take an additional 2 weeks of vacation, for a total of 4 weeks of vacation. After 10 months of enrollment a student may take an additional 4 weeks of vacation, for a total of 8 weeks of vacation.

### **Checklist 33 LEAVE OF ABSENCE POLICY**

Students may take a leave of absence for serious medical reasons or family emergencies. Students must document the reason for the leave of absence. Any paid tuition will be carried forward. Students must complete a leave of absence form prior to their departure unless the nature of the cause for the leave of absence makes this impossible. Students leaving the country will have a maximum of 60 days or 50% of the study period listed on their I-20, whichever is shorter to return to the USA and resume classes or their I-20 will be terminated for failure to maintain status. Students who will remain in the USA during their leave of absence must document the medical reason that they cannot study and the school will inform SEVIS of their desire to drop below a full course of study. Students will have a maximum of 60 days or 50% of the study period listed on their I-20, whichever is shorter to resume classes or their I-20 will be terminated for failure to maintain status. The entire leave of absence must be medically documented. Students must have at least one week of paid tuition remaining before going on a leave of absence

### **TRANSFER POLICY**

Students have the right to transfer to another school. However, a student's file will only be considered in good standing and therefore "in status" if they have complied with Internexus San Diego's attendance and academic progress policies. A student who has not complied with Internexus San Diego's attendance and academic progress policies may still request a transfer, but their I-20 will be terminated before being transferred.

### **CHANGE OF ADDRESS, VISA STATUS, LENGTH OF STUDY**

Students must inform the office immediately if they change their address, visa status, or length of study. F-1 visa students should review

<http://studyinthestates.dhs.gov/maintaining-your-status> to make sure that they understand what is required of them as visa students and how to maintain their F-1 visa status.

### Checklist 19a

Internexus San Diego is a SEVP-certified school. We are authorized under Federal law to enroll non-immigrant alien students. However, we do not provide visa services and do not vouch for students' status.

## ***VISITS ABROAD AND REENTRY***

The Director must sign and stamp your I-20 before you leave the country. A valid passport is required to travel to another country, and possibly a tourist visa to the country of destination.

## ***REPLACEMENT OF LOST DOCUMENTS***

If you lose your passport or your Form I-20 please tell the Director immediately.

### Checklist 30 ***ACADEMIC ACHIEVEMENT***

Students will be assessed every session at Internexus San Diego.

**Placement Test:** On the first day, students will take a test to determine their English level. These tests consist of Michigan Placement Test (including grammar, reading and vocabulary, listening), a writing test, and an oral interview. The scores requirements and level placement are given below.

<b>Level</b>	<b>Grammar</b>	<b>Reading &amp; Vocabulary</b>	<b>Listening</b>	<b>Speaking</b>	<b>Writing</b>
<b>Beginning 101-103</b>	0-10	0-15	0-6	0-6	101-103
<b>Pre-intermediate 201-203</b>	11-15	16-33	7-9	7-13	201-203
<b>Intermediate 301-303</b>	16-20	24-32	10-12	14-20	301-303
<b>High-Intermediate 401-403</b>	21-24	33-41	13-15	21-28	401-403
<b>Advanced 501-503</b>	25-27	42-45	16-18	29-33	501-503
<b>Advanced + TOEFL 601-603/ TESOL Program</b>	28-30	46-50	19-20	34-36	601-603



**Achievement Tests:** At the end of each session (one month), students will take achievement tests in each classes. Scores on these tests will show if students understand the things the teacher taught in that session.

**Classwork:** Daily work in classes will also determine if students are successful in learning the skills teachers have taught them. Classwork examples include homework that will be graded, quizzes, and presentations. Classwork and achievement test results will help us determine students' readiness to progress to the next level at the end of the term.

### **Grades:**

Students will have grades from teachers for each class at the end of each session on a grade report. This report can also be sent to your home, school or college if students would like. In each class, students' grades are based on classwork (70%) and achievement tests (30%). For Beginning to Advanced Levels, student must have an average grade of 75% or higher in all classes to move to the next level for each class.

For TOEFL course, students must have an average grade of 80% or higher in all your classes to successfully pass this level.

For TESOL program, students' grades are based on practicum (35%), quizzes (35%) and achievement test (30%). Students must have an average grade of 75% or higher to successfully pass this level.

## ***MAKE-UP WORK***

Teachers are not expected to accommodate make-up work. However, regarding special circumstances students may have an opportunity to make-up some course work.

### **Checklist 32 *ACADEMIC PROBATION***

Students must maintain a satisfactory level of academic performance. At our school this means achieving an overall score of 60% or above at the midterm and final of each quarter. If at the midterm or final of a quarter a student fails to have an overall score of 60% or higher, we need to take the following steps:

1. The teacher should have a meeting with the student to discuss why he or she is having trouble in the class. The teacher and student should fill out and sign a **Notice of Concern** to document the meeting and the plan of action that they intend to take.
2. Based upon the information gathered in the meeting, the teacher and the

student should work to create an individualized study plan to help the student improve his or her weaker skills. The teacher can also attempt to design some evaluation methods that may better reflect the strengths of the student. The plan of action from the **Notice of Concern** should outline the individualized study plan and/or the evaluation methods.

3. If by the next midterm or final the student demonstrates that he or she is making progress by achieving an overall score of 60% or above, then the teacher should continue to monitor and encourage the student but no formal probation is necessary.

4. If by the next midterm or final the student cannot demonstrate that he or she is making progress by achieving an overall score of 60% or above, then we need to put the student on Academic Probation. However, if it is determined that Internexus San Diego does not offer a course that is suitable for the level of the student who is not maintaining a satisfactory level of academic performance, we may suggest that the student transfer to a school that does offer such a course.

When a student is placed on academic probation, the student, the teacher, and the director will sign the probation form. Students will have until the next midterm or final to show that they are making progress in the class by achieving an overall score of 60% or above

If by the next midterm or final a student has not achieved an overall score of 60%, we will be forced to cancel their I-20.

**Appealing Probation:** Students may appeal their probation. Students must submit a written request for appeal within one week of receiving their probation notice. The director will review the appeal and request supporting documentation if needed. The director will then refer the appeal to the review committee (consisting of the Head Teacher, Office Manager, and Owner). If any member of the review committee is directly involved in the issuing of the probation, he or she will be removed from the committee and replaced by a staff member not involved with the issuing of the probation. The review committee will respond to the appeal within 5 business days of receiving the written request for appeal and any required supporting documentation.

## ***CERTIFICATE OF COMPLETION***

A Certificate of Completion is awarded to students that successfully complete a course of study at Internexus San Diego. The schedule for completion is outlined in the Enrollment Agreement.

## ***PRE AND POST TEST***

Students with student visas or students who stay more than 4 weeks are required to take the Michigan English Placement test on their last day of school. This is the same test that all students take on their first day of class as a placement test. The object is to use this pre and post test system as one gauge of student achievement at our school.

### ***INSTITUTIONAL TOEFL TEST***

Students may take the Institutional TOEFL Test at the school (paper-based test). The test is only offered when 10 or more students are interested. The tests are sent to the Educational Testing Service for official scoring. Students receive their results in about two weeks. Institutional TOEFL Test scores are accepted by City College of San Diego, California Miramar University and many more local colleges.

### ***COLLEGE AND UNIVERSITY COUNSELING***

The office staff is familiar with educational opportunities available to foreign students in California and is happy to provide students with college and university counseling. Internexus San Diego has forged ties with local community colleges and can facilitate students' transfer to these institutions, once they have acquired the necessary English language skills.

### ***STUDENT CONDUCT***

Students should in no way endanger other students. Doing so is a cause for expulsion. Minor acts of disruption can be handled by counseling and lesser penalties. In particular, drugs are not permitted at school and drug-related incidents will be reported to the authorities. The director can provide information regarding drug awareness and counseling.

In cases of unacceptable student conduct, and at the discretion of the director, a student may be placed on probation and given an opportunity to demonstrate a change of conduct. Should no improvement take place and should the director and staff feel expulsion is warranted, the student will be asked to leave and his or her money will be refunded.

### **Checklist 34 *DESIGNATED PERSON FOR COMPLAINTS***

Complaints may be submitted either orally or in writing at any time to the administrative assistant. It is suggested that serious complaints be submitted in writing. A Complaint Form will be provided upon request. The director will investigate all complaints. The director will interview all people concerned and review all documents that may relate to the complaint. The director will attempt to resolve the complaint in a reasonable manner. The director may reject the complaint if, after investigation, it is determined to be unfounded.

The director will record a summary of the complaint and its disposition and place a copy of the summary along with any other related documents in the student's file.

Students have the right to appeal a complaint decision.

**Appealing a Complaint Decision:** Students may appeal the results of their complaint. Students must submit a written request for appeal within one week of receiving the decision on their complaint. The director will review the appeal and request supporting documentation if needed. The director will then refer the appeal to the review committee (consisting of the Head Teacher, Office Manager, and Owner). If any member of the review committee is directly involved in the complaint, he or she will be removed from the committee and replaced by a staff member not involved with the complaint. The review committee will respond to the appeal within 5 business days of receiving the written request for appeal and any required supporting documentation.

#### Checklist 14

A student or any member of the public may file a complaint about this institution with the Bureau for Private Postsecondary Education by calling (888) 370-7589 or by completing a complaint form, which can be obtained on the bureau's Internet Web site [www.bppe.ca.gov](http://www.bppe.ca.gov). Complaints may also be directed to our accreditation agency, CEA, Commission on English Language Program Accreditation 1001 North Fairfax Street, Suite 630 Alexandria, VA 22314 USA, Phone: 703-665-3400, email: [info@cea-accredit.org](mailto:info@cea-accredit.org)

### Checklist 38 **STUDENT RECORDS**

Only the student or her or his legal guardian can have access to the student's file. The student's file is also available to school staff and legal authorities as directed by law. The school will maintain all hard copies of student records for a minimum of five years after the student has completed study. Electronic copies of student records are kept indefinitely.

Student records may include:

1. Written records and transcripts of any formal education or training relevant to the student's qualifications for admission to the institution including proof of the student's ability to benefit from our educational program;
2. Copies of all documents signed by the student including the application and/or enrollment agreement;
3. Copies of all tests given to the student before admission, including ability to benefit tests and tests required by Section 94319.2 of the Code;

4. Copies of the student's passport, visa, and I-20;
5. Records of the dates of enrollment and, if applicable, withdrawal, leaves of absence, and graduation;
6. A transcript showing all of the classes and courses or other educational services that were completed or were attempted but not completed and grades or evaluations given to the student;
7. A document showing the total amount of money received from or on behalf of the student and the date or dates on which the money was received;
8. A document specifying the amount of any refund, including the amounts refunded for tuition, the method of calculating the refund, the date the refund was requested, the date it was made, the check number of the refund, and the name and address of the person or entity to which the refund was sent;
9. Copies of any official advisory notice or warnings regarding the student's progress;
10. Complaints received from the student, including any correspondence, notes, memoranda, or telephone logs relating to any complaint;
11. Student transfer information;
12. Student correspondence;
13. Records release authorization.

### ***Checklist 24 STUDENT TUITION RECOVERY FUND***

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

**1. You are a student in an educational program, who is a California resident, or are enrolled in a residency program, and prepay all or part of your tuition either by cash, guaranteed student loans, or personal loans, and**

**2. Your total charges are not paid by any third-party payer such as an employer, government program or other payer unless you have a separate agreement to repay the third party.**

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

**1. You are not a California resident, or are not enrolled in a residency program, or**

**2. Your total charges are paid by a third party, such as an employer, government program or other payer, and you have no separate agreement to repay the third party."**

**(b) In addition to the statement described under subdivision (a) of this section, a qualifying institution shall include the following statement on its current schedule of student charges:**

**"The State of California created the Student Tuition Recovery Fund (STRF) to relieve or mitigate economic losses suffered by students in educational programs who are California residents, or are enrolled in a**

residency programs attending certain schools regulated by the Bureau for Private Postsecondary and Vocational Education.

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

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

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

Note: Authority cited: Sections 94803, 94877 and 94923, Education Code. Reference: Section 94923, Education Code.

**The STRF Assessment is included in your application fee. The assessment equals \$.00 for every \$1000 of institutional charges you pay to the school.**

## ***REFUND RIGHTS NOTICE***

STUDENT'S RIGHT TO CANCEL. You have the right to cancel the enrollment agreement and get a refund. The institution, for all students, without penalty or obligation, shall refund 100 percent of the amount paid for institutional charges, less a reasonable deposit or application fee not to exceed two hundred and fifty dollars (\$250), if the notice of cancellation is made prior to or on the first day of instruction or the seventh day after enrollment whichever is later.

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

The written notice of cancellation need not take any particular form and, however expressed, it is effective if it shows that you no longer wish to be bound by this Agreement.

REFUND INFORMATION. You may withdraw from the program through 60% of your enrollment period and receive a prorated refund for the unused portion of the tuition. After

you study for 60% of your enrollment period, no refund is available. Your enrollment period is defined as the period of study indicated on your signed Declaration of Study Period. For example if you paid for 4 weeks, you could withdraw and receive a refund through the second day of the 3<sup>rd</sup> week. After the second day of the 3<sup>rd</sup> week there would be no refund. If you paid for 12 weeks, you could withdraw and receive refund through the first day of the 7<sup>th</sup> week. After the first day of the 7<sup>th</sup> week there would be no refund.

Refunds are calculated by the day starting the day after you withdraw. For example: If you withdraw on Monday, your refund would be for all unused tuition starting with Tuesday. The daily refund amount is \$20.00 for \$400/4weeks tuition. Refunds will be paid within 30 calendar days of your withdrawal. Refunds can only be paid to the person or company from whom the funds originated and in the form of the original payment. The application fee and tuition deposit are nonrefundable. If you received a discount for enrolling in and paying for a set number of weeks in advance and withdraw early, your discount will be deducted from the amount refunded. You lose the discount if you withdraw early after one or more weeks of enrollment. Commission paid to agencies is also deducted from the refund amount.

If the school cancels or discontinues a course or educational program in which you are enrolled before your start date, the school will make a full refund of all charges paid for that program. If the school cancels or discontinues a course or educational program in which you are enrolled after your start date, the school will make a full refund of all unused charges paid for that program.

TRANSFERS. Students have the right to transfer to another school. However, a student's file will only be considered "in status" if they have complied with Internexus San Diego's attendance and academic progress policies.

\*\* If the school closes before you graduate, you may be entitled to a refund. Contact the Bureau for Private Postsecondary Education, P.O. Box 980818 West Sacramento, CA 95798-0818 Toll Free: (888) 370-7589

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

E-mail: [bppe@dca.ca.gov](mailto:bppe@dca.ca.gov)

\*\* If you have any complaints, questions, or problems which you cannot work out with the school, you may contact your country's consulate; the Bureau of Immigration and Customs Enforcement, located at 550 Kearny St. Suite 800, San Francisco, CA 94108; or you may write to the Bureau for Private Postsecondary Education Mailing Address: P.O. Box 980818 West Sacramento, CA 95798-0818 Toll Free: (888) 370-7589

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

E-mail: [bppe@dca.ca.gov](mailto:bppe@dca.ca.gov)

## Checklist 22

\*\* This institution is Commission on English Language Program Accreditation (CEA). It is the mutual goal of CEA and the institution you are attending to provide educational training programs of quality. When problems arise, students should make every attempt through the formal complaint procedure within the institution to find a fair and reasonable solution.

However, in the event that a student has tried to resolve the problem(s) by way of 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. The student should contact the CEA office by mail. Complaints received by phone will be logged along with a request for a written follow-up; and initial letter speeds up the process.
2. The letter of complaint must contain the following:
  - a. The nature of the problem(s);
  - b. The approximate date(s) that the problem(s) occurred;
  - c. The name(s) of the individual(s) involved in the problem(s) (within the institution and/or other students that were involved);
  - d. Copies of important information regarding the problem(s) (facts, not rumors, lead to solutions);
  - e. Evidence demonstrating that the institution's complaint procedure was followed prior to contacting CEA;
  - f. All complaints should be signed.
3. Send the letter to:

CEA  
COMPLAINT ADMINISTRATOR  
Commission on English Language Program  
Accreditation 1001 North Fairfax Street, Suite 630  
Alexandria, VA 22314 USA

## ***HEALTH INSURANCE***

Students are encouraged to have health insurance coverage while they study at our school. It is generally advisable to purchase this insurance in their country of origin. However, students may ask our office staff to provide them with an application for health insurance. Students may also visit [www.intlstudentprotection.com](http://www.intlstudentprotection.com) to learn more about health insurance and to apply for a plan.

## ***QUESTIONS ABOUT THE SCHOOL CATALOG***

### **Checklist 13**

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

*Address: 2535 Capitol Oaks Drive, Suite 400, Sacramento, CA 95833  
P.O. Box 980818, West*



Sacramento, CA 95798-0818

Web site Address:

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

Telephone and Fax #'s: (888) 370-7589 or by fax (916) 263-1897  
(916) 431-6959 or by fax (916) 263-1897

### Checklist 9

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."

### Checklist 15

#### NOTICE CONCERNING TRANSFERABILITY OF CREDITS AND CREDENTIALS EARNED AT OUR INSTITUTION

"The transferability of credits you earn at Internexus San Diego is at the complete discretion of an institution to which you may seek to transfer. Acceptance of the Certificate of Completion you earn in the English as a Second Language, TOEFL Preparation Course, or **International TESOL program** is also at the complete discretion of the institution to which you may seek to transfer. If the Certificate of Completion that you earn at this institution is not accepted at the institution to which you seek to transfer, you may be required to repeat some or all of your coursework at that institution. For this reason you should make certain that your attendance at this institution will meet your educational goals. This may include contacting an institution to which you may seek to transfer after attending Internexus San Diego to determine if your Certificate of Completion will transfer."

### Checklist 17 **ARTICULATION OR TRANSFER AGREEMENT**

Our institution has not entered into any articulation or transfer agreement with any other institutions. However, California Miramar University, Lincoln University in Oakland California and Southwestern Oregon Community College, have agreed to waive any TOEFL requirements for students who attend our TOEFL Preparation Course.

#### **REPAYMENT OF STUDENT LOANS NOTICE**

If a student obtains a loan to pay for an educational program, the student will have the responsibility to repay the full amount of the loan plus interest, less the

amount of any refund, and that, if the student has received federal student financial aid funds, the student is entitled to a refund of the moneys not paid from federal student financial aid program funds.

## Checklist 35 **STUDENT SERVICES**

### Student Center

Whether you want to find more information about local events or you just want to check your email to keep in touch with friends back home, our Student Center has it all.

- **Student Activities** and **Area Events** boards updated frequently
- Computers with Internet access and foreign language support
- Free wireless Internet for laptops
- Eating and studying area with microwaves for lunchtime
- Small Student Snack Bar for students to purchase snacks

### Free Morning Coffee

If you need your morning coffee, feel free to come to the school office and help yourself to some coffee before class! Cream and sugar are also provided.

### Student Assistance

Our office staff is always willing to help you with whatever questions or concerns you may have. Please come by the office any time during the day to ask us about things such as enrolling into an American college/university, traveling within California and the United States, and many other topics.

### Special Events

We offer field trips around the San Diego area for enjoyment and cultural appreciation. These outings to area museums and areas of interest will help you develop your real world language skills.

We also hold school-wide parties to celebrate Halloween and Christmas every year. In the summer, we like to have potluck barbeques in local parks or go to the beach for a day trip.

## Checklist 36, 39

### **Placement Services**

Internexus San Diego does not provide any placement services.

Internexus San Diego offers language training to international students. Students who hold student visa are not authorized to work by the Federal Law.

## Checklist 19b

### Internexus Language Proficiency Description

#### Beginning

(up to 18 hours per week)

##### *Communication Tasks:*

Students build the basic elements of the language to interact in situations connected to their personal life—daily routines, leisure activities, future plans and past activities.

Students can give basic information about themselves, their family, education, work, and their hometown. Students can give personal information (name, address, phone number) in situations like calling for a pizza delivery, getting a video rental/library card, or filling out a registration/application form. Students can express preferences related to leisure activities, eating, and shopping. They can ask for information and ask for clarification. They can ask for and give simple directions. They can create one-adjective descriptions (*the weather is hot, lunch was delicious, she's pretty*).

Students can understand simple written instructions (how to use a pay phone), signs and ads, and children's books for native speakers. They have obtained vocabulary related to everyday living (food, transportation, family, jobs, and school).

Students can fill out simple forms; write checks, lists, short emails, and personal letters; and produce paragraphs about personal information.

Students can respond appropriately and use and understand basic courtesy formulas (*thank you, sorry, excuse me*) in simple social interactions, such as greeting, leave taking, and introducing.

##### *Contexts and Conditions:*

Students are successful within contexts that are predictable, familiar, and with visual cues that strongly support the task (for example, pictures on a menu). In interactions with native speakers, students often rely on gestures and facial expressions. Comprehension requires short, simple sentences, spoken slowly and clearly, with repetition. They rely heavily on translation from their first language and so, use a

bilingual dictionary. Students tend to write simple sentences with few or no connectors. Written work length is one or two paragraphs. They have more accuracy when using set phrases than when required to transfer rules to new contexts. Their oral production is often slowed by their tendency to translate from their first language and by their limited vocabulary.

*Corresponding Examination Scores:*

University of London Exam-Level 1

TOEIC 200-300, Level D

**Pre-Intermediate**

(up to 18 hours per week)

*Communication Tasks:*

Students start to talk about relationships between personal aspects and the world where they live, sharing viewpoints, experiences and concerns; talking about possibilities and plans; comparing people and places; advising and instructing.

Students can talk about their experiences and ideas in the present and past (*I think, I used to...*). They can relate short narratives both orally and in writing about past experiences (*I went to a public school...*). They can make plans and arrangements over the phone or face-to-face (*Would you like to go to a movie Saturday? What time can we meet?*). They can make suggestions and give advice (*Maybe you should try the other restaurant*).

Students can understand written instructions (simple recipe), short popular magazine articles, and literature for elementary age native speakers. They have obtained vocabulary related to everyday life (shopping, cooking, leisure activities, and friends). Short essay organization is developing. They can support and expand their ideas in writing.

Students can respond appropriately in various social interactions, such as apologizing, making an excuse, expressing disappointment or worry, giving and responding to compliments.

*Contexts and Conditions:*

Students are successful in contexts that are familiar and which strongly support the task. In interactions with native speakers, students' comprehension often requires slow, clear speech with repetition. Students are beginning to vary sentence length and complexity and use connectors. Written work length is 2 to 3 paragraphs. They continue to rely somewhat on translation from their first language and use a bilingual dictionary. They still tend to have more accuracy when using set phrases than when required to transfer rules to new contexts.

*Corresponding Examination Scores:*

University of London Exam-Level 2;

TOEFL 310-350 (paper-based), 40-63 (computer-based) TOEIC 300-500, Level C

### **Intermediate**

(up to 18 hours per week)

*Communication Tasks:*

Students develop their fluency while expressing ideas, establishing hypotheses and defending viewpoints. They can compare, agree and disagree politely, and summarize information. Students can establish time relationships clearly.

Students can give instructions and directions (*Meet me on the second floor of the library at 4:00, or I live three blocks away from downtown*). They can report speech (*She said, "I really want to go to Tokyo," or He asked me if I wanted to study Spanish*). They can ask for recommendations and advice (*Which color looks better? or Do you think it's a good school for law?*).

Students can give 5-minute presentations in class.

Students can understand popular magazine articles, short newspaper articles, and literature for young native speakers. They have obtained vocabulary related to travel, academics, social issues, and the workplace. Students can write short articles, short essays, faxes and business letters.

Students can respond appropriately in various social interactions, including expressing hope, regret, and sympathy.

*Contexts and Conditions:*

Students are successful in contexts which are familiar, however they are less reliant on visual cues (for example, they are more comfortable using the telephone). In interactions with native speakers, students' comprehension requires clear, non-colloquial speech, with occasional clarification. Students

can write and speak with some fluency, sometimes with limited accuracy. Written work length is up to 2 pages (400 words). They are less reliant on translation and able to mainly use a monolingual dictionary. They are often successful transferring rules to new contexts. However, they tend to make overgeneralization errors as they acquire these new structures.

*Corresponding Examination Scores:*

University of London Exam Level 2-3

TOEFL 350-400 (paper-based), 63-97 (computer-based) TOEIC 500-590, Level B

Vestibular Exam (Brazil) Pass

**High Intermediate**

(up to 18 hours per week)

*Communication Tasks:*

Students are able to express themselves on a variety of subjects relating to the contemporary world, with fair control of the structure of the language.

Students are able to express abstract ideas, defend viewpoints using analogy and exemplification, and establish hypotheses and conditions.

Students can understand key points of lectures and take part in business meetings and social events. They now show facility in resolving communication problems.

Students can understand short Internet and newspaper articles, textbook excerpts, and literature for young adult native speakers. They have begun to obtain vocabulary related to more specialized subjects, such as the environment, law, politics, science, art and business.

Students can write business letters, academic essays, timed essays, and take notes on lectures. They can write short journalistic articles. Students can respond appropriately in various social interactions, such

as approving and disapproving, seeking advice, and expressing intentions. They have fair competence in choosing appropriate register according to the situation and the participants.

*Contexts and Conditions:*

Students are successful in a variety of contexts. In their interactions with native speakers and in phone conversations, students can understand clear speech at near normal speed. They may need occasional repetition or clarification. They tend to have trouble with the complex verb tenses and language features which are “exceptions” or “irregular.” They still make errors related to native language interference. Written work length is 3 to 4 pages (600-800 words).

*Corresponding Examination Scores:*

University of London Exam Level 3-4

TOEFL 400-450 (paper-based), 97-133 (computer-based)

TOEIC 590-730, Level A

\*NOTE: students will require specific preparation for each examination to achieve upper

**Advanced**

(up to 18 hours per week)

*Communication Tasks:*

Students expand and polish their knowledge of the language, achieving a more accurate and articulate communication. They communicate effectively, appropriately, and independently in various contexts with fair accuracy and fluency. Students are able to use the language for analysis, comparisons, decision-making and evaluation; as well as for creative personal expression. They generally understand formal and informal conversations at near native speed, allowing them to fully participate in group discussions. Students now demonstrate a command of language structures and discourse patterns within the range of the experience.

Students can generally understand TV news and movies, and discuss current issues. They can use idioms and specialized vocabulary within their own field in most social, work, or study situations. Students can read all kinds of authentic materials relative to their needs or interests.

They are able to interpret and compare both the content and the form of written texts. They can write research papers, academic essays, journalistic articles, professional reports, and presentations. They can participate in business meetings and university classroom projects, such as group presentations.

Students can use the phone effectively. Students can defend their point of view by defining the issue, supporting their view with facts and experience, and discussing pros and cons.

They can read newspapers, Internet articles, textbooks, reference material, and literature for adult native speakers. Students can write research papers, academic essays, journalistic articles, professional reports and presentations. Students can participate appropriately in a wide variety of social interactions, including inviting cooperation, giving instructions, explaining and clarifying, expressing value judgements, negotiating solutions, and responding to constructive criticism. They have competence in choosing appropriate register according to the situation and the participants.

*Contexts and Conditions:*

Students are successful in a variety of contexts. In interactions with new speakers, students understand conversation at near normal speed with some need for clarification. Students are beginning to be able to interpret humor and irony. Length of written work meets entry level professional requirements and undergraduate academic requirements for most United States Universities. Students' pronunciation does not interfere with comprehension.

*Corresponding Examination Scores:*

University of London Exam Level 4

TOEFL 500-550 (paper-based), 173-213 (computer-based)

TOEIC 730-875, Level AA

IELTS 5.5-6.0

\*NOTE: students will require specific preparation for each examination to achieve upper

**Advanced+ TOEFL iBT**



(18 hours per week)

\* See Notes

### *Communication*

#### *Tasks:*

Students are able to respond to questions, participate in academic discussions with other students, synthesize and summarize what they have read in their textbooks and heard in class.

They should also be able to express their views in a discussion in a well-paced flow, demonstrating effective use of grammar and vocabulary, and also participate in casual conversations using natural sounded intonation patterns.

The students should be able to give coherent and sustained responses and convey relevant information and ideas. The students can express their opinions, and communicate with people in a highly intelligible way.

The students can effectively address the topic and task in their writing, displaying unity, coherence and progression. They display consistent facility in the use of language, demonstrating syntactic variety, appropriate word choice, and idiomatics, though it may have minor lexical and grammatical errors.

*Contexts and Conditions:* Students are successful in a variety of contexts. In interactions with new speakers, students understand conversation at normal speed with some need for clarification. Students' pronunciation does not interfere with comprehension. Students are able to interpret humor and irony. Make inferences and draw conclusion based on what is implied in the material. Make connections among pieces of information in a conversation or lecture. The length of written work meets entry level professional requirements and undergraduate academic requirements for most United States Universities. Students' pronunciation does not interfere with comprehension.

#### *Corresponding Examination Score:*

TOEFL iBT minimum 80

\*NOTE: students will require specific preparation for each examination

to achieve higher scores.

\*Note:

TOEFL classes are held at our Satellite

Location: 1807 Robinson Ave Suite 201

San Diego CA 92103

## ***Checklist 20 COURSE DESCRIPTION***

### **English as a Second Language**

The ESL program offers classes focused on speaking, listening, reading, writing, and grammar. Each class is taught by extremely experienced teachers. The average class size is between 8 and 10 students. The maximum class size is 15 students with a minimum age requirement of 16. Activities are scheduled each week and include “Living Language Labs,” sightseeing trips, entertainment, and volunteer activities. A new session starts every four weeks, so you can register any time of the year. Classes are from Monday to Friday, for a total of 20 hours a week.

Student Visa: Required.

Student must have an average grade of 75% or higher in all classes to move to the next level for each class.

### **TOEFL (Advanced Plus)**

TOEFL iBT Level is the highest level of the intensive English program. It is specially designed to meet the basic needs of students in preparation for taking the actual TOEFL iBT exam as a requirement for entrance an institution of higher education. Specifically, the course provides students with test taking strategies and a thorough understanding and application of language skills namely reading, writing, speaking and listening to TOEFL iBT exam. Supplementary activities include lectures on grammar, sentence structure and construction, academic vocabulary, idiomatic expressions, pronunciation and intonation, as well as lessons on paraphrasing and summarizing. Through said supplements, this course will get students to explore various ways of enhancing their overall English skills necessary for taking the actual TOEFL iBT exam.

Students will be given instructions, practice and advice on strategies for optimum performance on the TOEFL iBT. At this level, students will be given the overview of the test, information on the test course, and introduction to the on screen appearance of the TOEFL iBT along with general test taking suggestions. Teachers will also provide in depth discussions of the kinds of questions that appear in each part of the TOEFL iBT

and explanation of correct answers that are being asked in each section. At this level, students will be given two full-length actual TOEFL iBT tests to estimate of how they would perform on the actual exam and familiarize the learners of the appearance, length and format of the TOEFL iBT. TOEFL preparation presents question and answers about the TOEFL iBT exam and discusses what it is like to take a standardized test.

\*Classes are from 9 am to 6 pm every Tuesday and Thursday, for a total of 18 hours per week.

### **Admission Requirements for TOEFL :**

Current students who have completed and successfully passed the Advanced level

New students who have completed the placement tests and met the placement test score requirement for the Advanced + TOEFL iBT level.

Student Visa: required

Student must have an average grade of 80% or higher in all classes to pass the course.

### **International TESOL Program**

(18 hours per week)

*\*See Note*

The International TESOL program provides students with a comprehensive methodology for teaching English to speakers of other languages, as well as giving them hands-on teaching practice. Students gain a thorough understanding of EFL/ESL teaching techniques and a sound knowledge of the communicative approach to teaching reading, writing, speaking, and listening skills to ESL learners. The 12-week program offers a total of 20 hours per week, including 18 hours of instructions and 2 hours practicum.

#### Admission policies

Minimum age of 18. Must have completed high school or equivalent of a GED.

Current students who have completed and successfully passed the Advanced level.

New students who have completed the placement tests and met the placement test score requirement for the Advanced + level.

Student Visa: required

Student must have an average grade of 75% or higher in all classes to pass the course.

Classes are on Mondays, Wednesdays & Fridays: 9am to 3pm (12 weeks)

**International TESOL Start & End Dates**

\* 10/1/2018 to 12/21/2018

\* 1/7/2019 to 3/28/2019

\* 4/1/2019 to 6/21/2019

\* 7/1/2019 to 9/20/2019

\* 9/23/2019 to 12/13/2019

*Note:*

*International TESOL classes are held at our Satellite Location: 1807 Robinson Ave Suite 201*

*San Diego CA 92103*

## ***REVISION POLICY***

If any of these policies are revised, amended, expanded, curtailed or eradicated by the school administration; faculty and staff will be informed of the change at a staff meeting and students will be informed in classes. The revised policy will be disseminated by means of updates to the catalog, teachers' manual, or procedure manual, and posted in the office. The updated School Catalog will be posted on the school's website. The catalog is revised annually.

**Checklist 41** Bryan, for each document, please post on website and copy the link here.

### **Website Compliance**

The following information can be found on our website.

1. The school catalog [http:](http://)
2. A School Performance Fact Sheet for each educational program offered by the institution.
3. Student brochures offered by the institution.
4. A link to the bureau's Internet Web Site.
5. The institution's most recent annual report submitted to the bureau.

# Internexus 2019 Calendar

Term	Session	Start Date	End Date	Breaks Between Sessions	Center Holidays
Winter	Winter I	Wednesday, January 2	Jan 25		Jan 21 MLK Day
	Winter II	Jan 28	Feb22		Feb 18 Presidents' Day
	Winter III	Feb25	Mar22	Mar25-Ma1 29	
Spring	Spring I	Apr 1	Apr26		
	Spring II	Apr29	May24		Monday, May 27 Memorial Day
	Spring III	May28	June 21	Jun 24-Jun 28	
Summer	Summer I	July 1	July 26		July 4 Independence Day
	Summer II	July 29	Aug23		
	Summer III	Aug26	Sept 20	Sept 23-Sept 27	September 2 Labor Day
Fall	Fall I	Sep 30	Oct 25		October 14 Columbus Day
	Fall II	Oct28	Nov 21		November 11 Veterans Day Nov 28-29 Thanksgiving
	Fall III	Nov 25	Dec 20	Dec 21-Jan 1	Christmas Break

**Winter 1, 2020 Wednesday, January 2, 2018 Start date January 2, 2020**

Internexus San Diego  
 2555 Camino Del Rio South Suite 150  
 San Diego, CA 92108  
 Phone: (619)291-3304

E-mail: [sandiego@internexus.edu](mailto:sandiego@internexus.edu)

internexus Website: [www.internexus.edu](http://www.internexus.edu)

Internexus San Diego Website: <http://SanDiego.Internexus.edu>