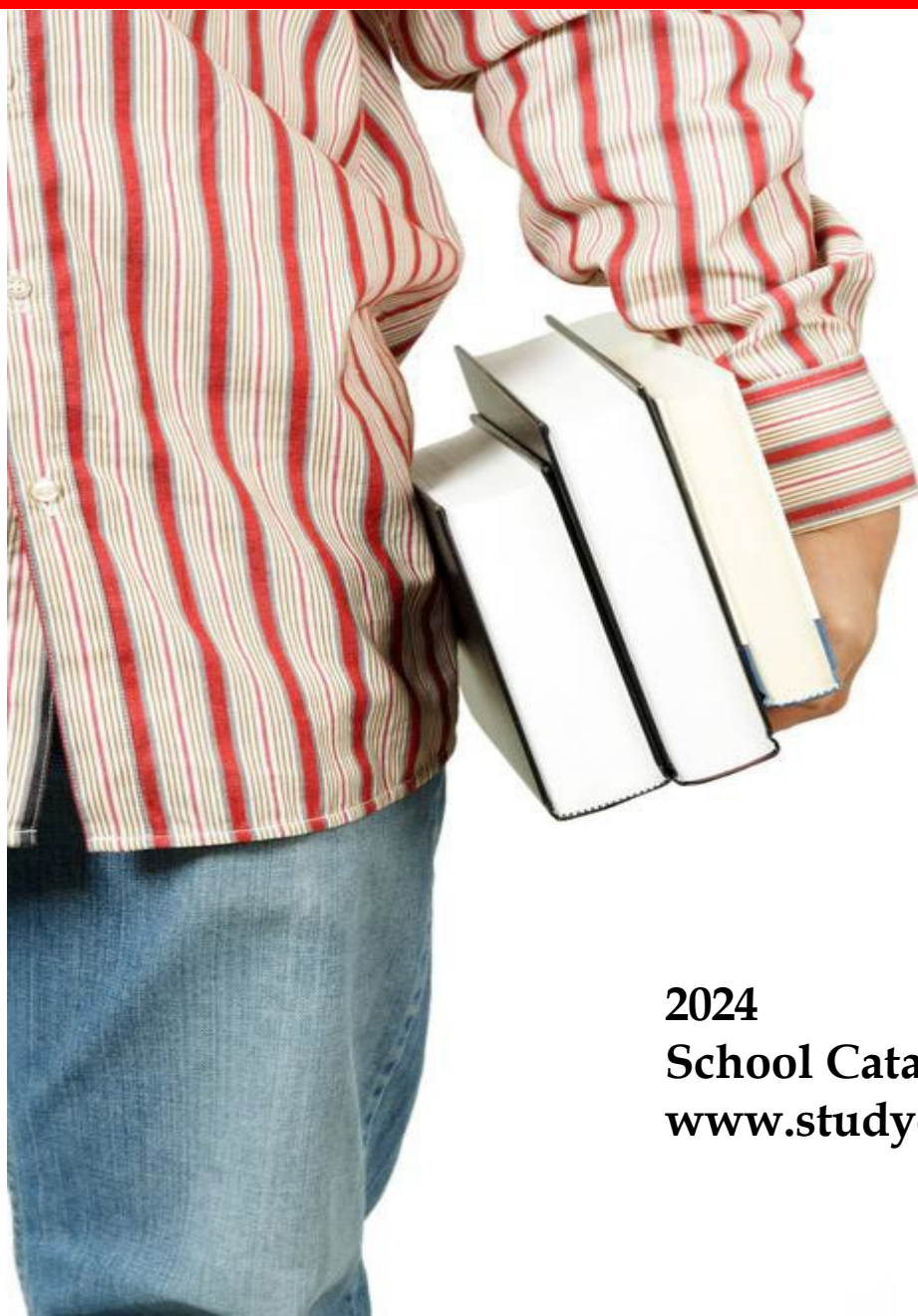
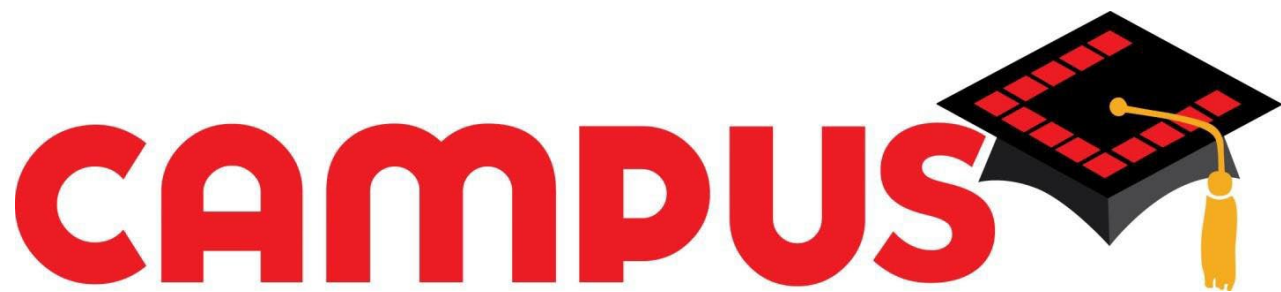


CAMPUS



2024
School Catalog
www.studyoncampus.com



2024 School Catalog

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Welcome to the 2024 CAMPUS (Palisades Park) School Catalog!

Learning English requires hard work and persistence; however, by dedicating yourself to daily study, you will gain a great deal of academic success, professional benefits, and increase your understanding of other cultures in the process.

Our exceptionally well-trained faculty works diligently to provide students with an engaging and interactive learning experience. Our teachers encourage and enable their students to develop linguistic confidence and a command of the English language. We offer a caring and supportive environment where the highest-quality English language training can be obtained.

We hope that you will enjoy your classes!

Sincerely,

CAMPUS (Palisades Park) Faculty and Staff



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DISCLAIMER

The contents of the school catalog are subject to change. CAMPUS (Palisades Park) reserves the right to add, change or cancel courses or programs, revise subject matter content, change requirements, modify, amend, or revoke any rules and regulations, or make any other changes it deems necessary.

NONDISCRIMINATION POLICY

CAMPUS (Palisades Park) is an equal opportunity learning institution. It does not discriminate on the basis of age, gender, race, color, religion, creed, national or ethnic origin, physical capability, or sexual orientation in its admissions, employment, educational programs, student services, activities, or administration of educational policy.

ABOUT CAMPUS

CAMPUS HISTORY

CAMPUS began its first class in August 1999 under the name Computer Professional Learning Center (CPLC). Our pioneer branch was located at Bergen Ave., in Jersey City, NJ. At its inception, CPLC was established to address what was perceived to be a severe shortage of qualified computer programmers and other I.T. related professions. During our early years of operation, our mission remained highly specialized: to train students for gainful employment in the I.T. industry. As the number of students from other parts of the world increased, English language training programs were also introduced to ensure that students were functional in English conversation. In June 2004, CPLC opened its 2nd and biggest branch in Manhattan.

In 2010, CPLC changed its name to CAMPUS to cater to the needs of the growing ESL student population with its focus now on providing English language training to international students as well as local residents.

As of today, Campus Education has 8 locations: Jersey City, NJ, Palisades Park, NJ, Flushing, NY, Elmhurst, NY, and 4 branches in New York, NY.

GOALS and OBJECTIVES

Our overall goal is to help students develop understanding of and proficiency in level-appropriate listening, speaking, reading, and writing skills in English, which they can then use daily to pursue academic study, to advance in their chosen profession, or to be confident in their social interactions. Depending on the program, the course content is delivered in a general, academic, or business context.

MISSION

To provide students from around the world with exceptional, accessible, and effective English language training, using innovative methods

PROGRAM OFFERINGS

At CAMPUS (Palisades Park), we offer three programs of study, General English, TOEFL Preparation, and Academic Preparation.

SESSIONS AVAILABLE

To be able to meet the varied needs and time preferences of the students, the following sessions are being made available:

- Monday to Thursday Morning 9:00 AM – 2:00 PM
 - Monday to Thursday Evening 5:00 PM – 10:00 PM
 - Wednesday to Saturday
- Morning 9:00 AM – 2:00 PM (Wed, Thu), 9:00 AM – 12:00 PM (Fri), 9:00 AM – 4:00 PM (Sat)
- Evening 5:00 PM – 10:00 PM (Wed, Thu), 9:00 AM – 12:00 PM (Fri), 9:00 AM – 4:00 PM (Sat)

An applicant desiring to enroll in a program must be available for the selected session for the entire length of the program.

FACILITIES AND EQUIPMENT

Now in its tenth year, CAMPUS houses the most advanced computing facilities and maintains a roster of globally competent teachers to realize its mission of providing its clients relevant education and training solutions through appropriate methods and channels. Situated in the heart of the business and commercial district of Palisades Park, the institution occupies a total of approximately 3,800 square feet of instructional and administrative space. The learning site has seven class rooms/labs, and a CAMPUS research center and office space for faculty.

CAMPUS prides itself with its up-to-date computing facilities equipped with the latest computer software and hardware with the latest and fastest processors that the industry has to offer for faster data computing, graphics design and other multimedia applications. Internet access is also granted to CAMPUS students.

Located at 410 Broad Avenue, #202, Palisades Park, New Jersey 07650, CAMPUS (Palisades Park) is fully accessible via public transportation (buses).

Major Facilities

Technical Training Facility- CAMPUS is equipped with fully air-conditioned session rooms and up-to-date computer, networking, multimedia and internet facilities and hardware training units.

Student Records Section where performance evaluation and attendance records and transaction documents are safely stored and maintained.

Offices

Office of the School Director
ESL Coordinator and Designated School Official Office
Admissions and Placement Office
Faculty Room

Others

Emergency Exit that is accessible and fully maintained to provide safety and security to the students and employees
Lobby / Reception Area
Restrooms

FACULTY

The dedicated members of the faculty have the education, credentials, and experience to practice their disciplines with the utmost degree of excellence. Among them you will find experienced engineers, computer and data processing professionals, and technologists who use their real-world experience to enhance our students' education; nursing practitioners who share first-hand clinical or hospital experiences with students taking up nursing-related courses; and teachers of English as a Second Language for foreign students who aim to develop and improve their communication skills in English. This combination of education and experience on the part of our faculty provides our students with comprehensive instruction and also mirrors our students' goal of acquiring the educational and experiential expertise needed in the industry.

GETTING TO CAMPUS

Because of its strategically placed location, CAMPUS is easily accessible by public transportation. Located at **410 Broad Avenue, #202, Palisades Park, New Jersey 07650**, CAMPUS is only 20 minutes away from Manhattan, NY, by bus.

PROGRAMS OF STUDY

At CAMPUS (Palisades Park), we offer four programs of study. The main program is General English. In General English, we work to improve your listening, speaking, reading, and writing skills in English, and we build your knowledge of vocabulary, idioms, grammar, and structure. You will gain fluency and accuracy in your language use through guided instruction, assignments, and many communicative activities in class. We believe that through using English to accomplish specific tasks, you will become more comfortable and confident users of the language.

This program is suitable for students who want to improve their English for personal or social reasons, who wish to be more competitive in their chosen profession, or who wish to prepare for academic studies in the United States or abroad. General English is offered in 5 levels, from beginner (Level 1) to advanced (Level 5).

The textbook series used in the program are Top Notch 1-3 (General English 1-3) and Summit 1-2 (General English 4-5). There are many learning resources in the series, including a textbook, workbook, interactive DVD-ROM, and other video and audio sources of information and instruction found in the online language laboratory called MyEnglishLab.

Our TOEFL Preparation program is for students who wish to improve their TOEFL score for entrance to college or graduate school programs in the United States. In this program, you will work on your listening, speaking, reading, and writing skills, build your vocabulary, and improve your knowledge of grammar. You will also learn different test-taking strategies and become familiar with the parts of the test.

This program is appropriate for students at the advanced level (Level 5).

The textbook used in the course is *The Official Guide to the TOEFL iBT Test (6th Edition)* (ETS, McGraw Hill, 2021), which provides in-depth coverage of all sections of the TOEFL iBT test. Course supplementary materials include skills-based exercises and practice tests drawn from various texts by Pearson Education, ETS-McGraw Hill, and other publishers.

Our Academic Preparation program is for students preparing for academic studies at the college undergraduate or graduate school level. As in a college-level seminar, you will listen to academic lectures, discuss topics, and make oral presentations. You will also read short articles and longer texts and then write short essays in response to them. In this program, you will build your vocabulary and learn how to structure your essays and talks to express yourself most effectively.

This program is for students at the upper-intermediate and advanced levels (Levels 4 and 5). The textbooks for this program are the LEAP (Learning English for Academic Purposes) series, one volume for reading and writing, and one volume for listening and speaking. There is also a CD that accompanies the listening and speaking volume. The books come at the upper-intermediate and at the advanced level.

Our Business World program is for students interested in learning Business English. As a student in the Business World program, you will be introduced to business vocabulary and develop the accuracy, fluency, and communication skills required to engage confidently and effectively in the English-speaking business world.

In addition to being immersed in a world of authentic Business English, you will gradually develop your grammar and become familiar with points of business etiquette and correspondence as they are created, used, and developed throughout the global English-speaking business community.

Our Business World program is for students at the beginner-advanced levels (Levels 1-5). The textbooks for this program are the Market Leader series, developed in affiliation with the *Financial Times* (Levels Elementary-Advanced). Each book comes with a DVD-ROM for listening to and watching authentic interviews with businesspeople and a variety of scripted recordings about business.

CAMPUS LEVELS

Below is an overview of our levels.

	Intensive English Program	Weeks/ (Hours)	Prerequisite
Level 1 (Beginner)	General English 1	16/(320)	Placement Test
	Business World (Elementary)	12/(240)	
Level 2 (High Beginner)	General English 2	16/(320)	Placement Testing in at Level 2 or Graduating from Level 1
	Business World (Pre-Intermediate)	12/(240)	
Level 3 (Intermediate)	General English 3	16/(320)	Placement Testing in at Level 3 or Graduating from Level 2
	Business World (Intermediate)	12/(240)	
Level 4 (Upper-Intermediate)	General English 4	16/(320)	Placement Testing in at Level 4 or Graduating from Level 3
	Business World (Upper-Intermediate)	12/(240)	
	Academic Preparation (Upper-Intermediate)	16/(320)	
Level 5 (Advanced)	General English 5	16/(320)	Placement Testing in at Level 5 or Graduating from Level 4
	Business World (Advanced)	12/(240)	
	Academic Preparation (Advanced)	24/(480)	
	TOEFL Preparation (Advanced)	16/(320)	

BOOKS AND SUPPLIES

Textbooks and materials are issued by the school. Items lent to the student must be returned in undamaged and reusable condition. Students will be charged for lost, damaged, unusable, or unreturned books, materials and/or manuals at the current market price.

PROGRAM AVAILABILITY

Please note that some programs may not be offered in every term or may not be available during all sessions that CAMPUS generally provides. For specific information on program or session availability, please contact the School Director.

GRADES AND ADVANCEMENT

All classes at CAMPUS are non-credit courses offered on a pass/fail basis. An overall average of 70% is required on tests, exams, assignments, and projects in order to advance to the next class level or program. (For TOEFL Preparation, an Exit Test score of 90 points or above is required to pass the course.) In your classes, you will have a variety of assignments, activities, exercises, and projects to complete in class and at home. You will also have quizzes, unit tests, midterm, and final exams to chart your learning and progress. If you pass a class, it

means that your teacher has determined that you have achieved the student learning outcomes for that level of study and are ready to move up to the next level. If you fail a class, it means that your teacher has determined that you cannot yet accomplish the student learning outcomes for your class level and that you should remain at that level for another term of study. Although you may fail a class level once and remain at the same level, you may not fail a class level twice. If you do, you are not making sufficient academic progress, and you may be asked to leave the school. If you wish to protest a grade, first discuss the matter with your classroom teachers; they can change a grade, if warranted. If the teachers do not agree with you, you may speak to the ESL Coordinator or Academic Director to make a complaint. If, after reviewing your academic record, we make any changes to grades or promotion, we will notify you in writing, no later than five business days from the date that you submitted your complaint.

Final Achievement Calculation Rubrics

General English (1-5)

Students must complete 10 Unit Achievement Tests
10 Test Scores ÷ 10 = Final Grade

Academic Preparation (Upper Intermediate and Advanced)

Reading & Writing Tests (8 in total) Aggregate Score	Listening & Speaking Tests (8 in total) Aggregate Score
(50% of grade)	(50% of grade)

TOEFL Preparation Advanced

Final Achievement Results
Pass = Exit Test Score of 90 points or above

Business World (Elementary and Pre-Intermediate)

Modules One-Three: Weeks 1-12

Modules 1-3	Market Leader Unit Test Scores:	Market Leader Progress Test Scores:	Market Leader Exit Test Score:	Maximize Your Writing (Aggregate) Weekly Achievement Scores:	Maximize Your Writing (Aggregate) Post-Test Scores:
Aggregate Score:	12 scores ÷ 12 ÷ 5	4 scores ÷ 4 ÷ 5	1 score ÷ 5	12 scores ÷ 12 ÷ 5	2 scores ÷ 2 ÷ 5
Final Grade Percentage Division:	20% of final grade	20% of final grade	20% of final grade	20% of final grade	20% of final grade

Business World (Intermediate-Advanced)

Modules One-Three: Weeks 1-12

Modules 1-3	Market Leader Unit Test Scores:	Market Leader Progress Test Scores:	Market Leader Exit Test Score:	Market Leader Subject 1/2 (Aggregate) Unit Achievement Scores:	Market Leader Subject 1/2 (Aggregate) Check Test Scores:
Aggregate Score:	12 scores ÷ 12 ÷ 5	4 scores ÷ 4 ÷ 5	1 score ÷ 5	12 scores ÷ 12 ÷ 5	4 scores ÷ 4 ÷ 5
Final Grade Percentage Division:	20% of final grade	20% of final grade	20% of final grade	20% of final grade	20% of final grade

Grading Rubric

GPA	Percentile	Letter Grade
4.0	95-100	A
3.9	94	A
3.8	93	A
3.7	92	A
3.6	91	A
3.5	90	A
3.4	89	B
3.3	88	B
3.2	87	B
3.1	86	B
3.0	85	B
2.9	84	B
2.8	83	B
2.7	82	B
2.6	81	B

2.5	80	B
2.4	79	C
2.3	78	C
2.2	77	C
2.1	76	C
2.0	75	C (Required to graduate)
1.9	74	C
1.8	73	C
1.7	72	C
1.6	71	C
1.5	70	C (Required to remain enrolled)
1.4	69	D
1.3	68	D
1.2	67	D
1.1	66	D
1.0	65	D

STUDENT LEARNING OUTCOMES

These are the student learning outcomes for your class level. They will determine when you can advance through the program.

GENERAL ENGLISH 1 (16 weeks/320 hours)

Listening: When listening to adapted materials on familiar topics, the student will identify basic information.

Speaking: The student will respond to basic questions about a range of simple topics using beginner-level vocabulary and grammar with halting speech and frequent errors.

Reading: When reading simple adapted texts on familiar topics, the student will identify basic information.

Writing: The student will write a single paragraph using a series of sentences with beginner-level grammar about basic subjects and personal information.

GENERAL ENGLISH 2 (16 weeks/320 hours)

Listening: When listening to adapted materials on familiar topics, the student will identify basic information.

Speaking: The student will converse about simple social and personal topics using high-beginner vocabulary and grammar with halting speech and frequent errors.

Reading: When reading short, adapted texts on familiar topics, the student will identify main ideas and details, and derive meaning of high-beginner level vocabulary from context.

Writing: The student will write clear, structured paragraphs using high-beginner level grammar with few errors about basic subjects and personal information.

GENERAL ENGLISH 3 (16 weeks/320 hours)

Listening: When listening to adapted materials, in a range of contexts, the student will identify main ideas and details, infer speaker's intent, and derive meaning of vocabulary from context.

Speaking: The student will converse about a range of social and personal topics using intermediate-level vocabulary and grammar with moderate fluency and some errors.

Reading: When reading adapted texts of a range of genres, the student will identify main ideas and details, derive meaning of intermediate vocabulary from context.

Writing: The student will write clear, structured narratives using intermediate level grammar with few errors that present a process, description or comparison.

GENERAL ENGLISH 4 (16 weeks/320 hours)

Listening: When listening to moderately complex, authentic language delivered at a natural pace in a range of academic and social contexts, the student will identify main ideas and details, infer speaker's intent, and derive meaning of vocabulary from context.

Speaking: The student will converse about a range of academic subjects and current events using high-intermediate level vocabulary and grammar with a relatively high fluency and occasional errors.

Reading: When reading moderately complex adapted and un-adapted texts of a wide range of genres the student will identify main ideas and details, derive meaning of high-intermediate vocabulary from context; make inferences and draw conclusions.

Writing: The student will write clear, well-structured five paragraph essays of a single rhetorical form using high-intermediate level grammar with few errors; drawing from information from classroom work and materials on a range of concepts.

GENERAL ENGLISH 5 (16 weeks/320 hours)

Listening: When listening to complex, authentic language delivered at a natural pace in a range of academic and social contexts, the student will identify main ideas and details, infer speaker's intent, and derive meaning of vocabulary from context.

Speaking: The student will converse about a wide range of academic subjects and current events using advanced-level vocabulary and grammar with near native-like fluency and consideration for audience and context, with few errors.

Reading: When reading complex, lengthy, un-adapted texts of a wide range of genres the student will identify main ideas and details, derive meaning of advanced-level vocabulary from context; make inferences and draw conclusions.

Writing: The student will write clear, well-structured five paragraph essays of multiple rhetorical forms using advanced level grammar with few errors; drawing from previous knowledge and information from different sources on a wide range of complex concepts.

General English: SCHEDULES (Terms = 16 weeks)		
<input type="checkbox"/> MRNG	Monday – Thursday MORNING	9:00 am - 2:00 pm (5 hours per day) = 20 hours per week
<input type="checkbox"/> EVE	Monday – Thursday EVENING	5:00 pm - 10:00 pm (5 hours per day) = 20 hours per week
<input type="checkbox"/> MRNG / WEEKEND	Wednesday & Thursday MORNING; Friday MORNING; Saturday WEEKEND	9:00 am - 2:00 pm (Wed/Thu, 5 hours per day), 9:00 am – 12:00 pm (Fri, 3 hours per day), 9:30 am - 5:30 pm (Sat, 7 hours per day) = 20 hours per week
<input type="checkbox"/> EVE / WEEKEND	Wednesday & Thursday EVENING; Friday MORNING; Saturday WEEKEND	5:00 pm - 10:00 pm (Wed/Thu, 5 hours per day), 9:00 am - 12:00 pm (Fri, 3 hours), 9:30 am - 5:30 pm (Sat, 7hours) = 20 hours per week

ACADEMIC PREPARATION (Upper-Intermediate) (16 weeks/320 hours)

Listening: When listening to moderately complex, authentic language delivered at a natural pace in a range of academic and social contexts, the student will identify main ideas and details, infer speaker’s intent, and derive meaning of vocabulary from context.

Speaking: The student will converse about a range of academic subjects and current events using high-intermediate-level vocabulary and grammar with relatively high fluency and occasional errors.

Reading: When reading moderately complex adapted and un-adapted texts of a wide range of genres, the student will identify main ideas and details, derive meaning of high-intermediate vocabulary from context, make inferences, and draw conclusions.

Writing: The student will write clear, well-structured 3-page essays of multiple rhetorical forms with few errors, drawing from information in classroom work and materials on a range of concepts.

ACADEMIC PREPARATION (Advanced) (24 weeks/480 hours)

Listening: When listening to complex, authentic language delivered at a natural pace in a range of academic and social contexts, the student will identify main ideas and details, infer speaker’s intent, and derive meaning of vocabulary from context.

Speaking: The student will converse about a wide range of academic subjects and current events using advanced-level vocabulary and grammar with near native-like fluency and consideration for audience and context, with few errors.

Reading: When reading complex, lengthy, academic texts of a wide range of subjects, the student will identify main ideas and details, derive meaning of advanced-level vocabulary from context, make inferences, and draw conclusions.

Writing: The student will write clear, well-structured essays and reports appropriate for undergraduate courses in the humanities, business, social sciences, and natural sciences with few errors, drawing from information in classroom work and supplemental materials.

Academic Preparation (Upper-Intermediate) + Academic Preparation (Advanced) SCHEDULES (Terms = 16 weeks for Upper-Intermediate or 24 weeks for Advanced)		
<input type="checkbox"/> MRNG	Monday – Thursday MORNING	9:00 am - 2:00 pm (5 hours per day) = 20 hours per week
<input type="checkbox"/> EVE	Monday – Thursday MORNING	9:00 am - 2:00 pm (5 hours per day) = 20 hours per week

TOEFL PREPARATION (Advanced) (16 weeks/320 hours)

Listening: Given long passages consisting of student conversations and academic lectures presented in various American accents, the student will answer questions determining the main idea, details, function, point of view, overall organization of the passage and inferences with at least 70% accuracy.

Speaking 1: Under timed circumstances, the student will answer opinion questions about some aspect of academic life.

Speaking 2: The student will be able to read a passage, listen to a passage, and speak about how the ideas in the two passages are related, then also summarize and offer opinions on the information.

Reading: Given long passages on academic topics from material that might be found in an undergraduate university textbook, the student will answer questions about the main idea, details, and inferences with at least 70% accuracy.

Writing 1: Under timed circumstances, the student will write a clear and well organized essay on a selected topic.

Writing 2: The student will write about how the ideas in paired reading and listening academic passages are related.

Test Taking: Under timed circumstances, the student will make decisions to use effective strategies in choice making, time management, and information collection.

TOEFL Preparation (Advanced) SCHEDULES (Terms = 16 weeks)		
<input type="checkbox"/> MRNG	Monday – Thursday MORNING	9:00 am - 2:00 pm (5 hours per day) = 20 hours per week
<input type="checkbox"/> EVE	Monday – Thursday EVENING	5:00 pm - 10:00 pm (5 hours per day) = 20 hours per week

BUSINESS WORLD (Elementary) (12 weeks/240 hours)

Listening: When listening to short, clear, and simple adapted interviews with business people and a variety of scripted recordings delivered at a slow and clear pace and spanning a range of

business-related topics, the student will identify basic information, follow short and simple exchanges, and recognize when speakers agree/disagree.

Speaking: The student will ask and respond to basic questions about a range of business-related topics in the form of class discussions, role-play, and short oral presentations, using elementary-level vocabulary and grammar with halting speech and frequent errors.

Reading: When reading short and simple adapted texts on a variety of business-related topics (drawn from the Financial Times and other newspapers and books on business), the student will identify basic information, and derive meaning of elementary-level vocabulary from context.

Writing: Using elementary-level grammar, the student will write an informal email report of a business meeting of 100-120 words. In addition, using elementary-level grammar, the student will write short, simple emails, descriptions, action minutes, a company profile, and an offer letter.

BUSINESS WORLD (Pre-Intermediate) (12 weeks/240 hours)

Listening: When listening to short and simple adapted interviews with business people and a variety of scripted recordings delivered at a slow and clear pace and spanning a range of business-related topics, the student will identify basic information, follow the main points of extended discussion, and recognize when speakers agree/disagree.

Speaking: The student will converse about a range of business-related topics in the form of short and simple class discussions, role-play, and oral presentations, using high-beginner-level vocabulary and grammar with halting speech and frequent errors.

Reading: When reading short and simple adapted texts on a variety of business-related topics (drawn from the Financial Times and other newspapers and books on business), the student will identify main ideas and details, and derive meaning of high-beginner-level vocabulary from context.

Writing: Using high-beginner-level grammar, the student will write a clear, basic informal report of 140-160 words, providing a description. In addition, using high-beginner-level grammar (and with few errors), the student will write short, simple emails, letters, proposal documents, sections of a report, and reports.

BUSINESS WORLD (Intermediate) (12 weeks/240 hours)

Listening: When listening to a combination of adapted and authentic interviews with business people and a variety of scripted recordings delivered at a normal speed and spanning a diverse range of business-related topics, the student will identify main ideas and details, infer speaker's intent, and recognize a speaker's feelings or attitudes.

Speaking: Expressing his/her thoughts in some detail, the student will converse about a range of business-related topics in the form of class discussions, role-play, and short oral presentations, using intermediate-level vocabulary and grammar with moderate fluency and accuracy.

Reading: When reading adapted and authentic texts of varying length on a variety of business-related topics (drawn from the Financial Times and other newspapers and books on business),

the student will identify main ideas and details, and derive meaning of intermediate-level vocabulary from context.

Writing: Using intermediate-level grammar, the student will write clear, basic formal emails, a reply to an email, and a simple structured press release of 120-140 words. In addition, using intermediate-level grammar (and with few errors), the student will write short, simple letters, reports, and summaries that present a process, description, or comparison.

BUSINESS WORLD (Upper Intermediate) (12 weeks/240 hours)

Listening: When listening to moderately complex, authentic interviews and scripted recordings, delivered at a natural pace and spanning a diverse range of business-related topics, the student will identify main ideas and details, infer speaker's intent, recognize a speaker's feelings or attitudes, and derive meaning of vocabulary from context.

Speaking: Expressing his/her thoughts in some detail, the student will converse about a range of business-related topics in the form of class discussions, role-play, and short oral presentations, using upper-intermediate-level vocabulary and grammar with relatively high fluency and accuracy, and occasional errors.

Reading: When reading moderately complex, authentic texts of varying length on a variety of business-related topics (drawn from the Financial Times and other newspapers and books on business), the student will identify main ideas and details, derive meaning of upper-intermediate-level vocabulary from context, make inferences, and draw conclusions.

Writing: Using upper-intermediate-level grammar, the student will write a clear and well-structured summary report, press release, and memo of 200-250 words. In addition, using upper-intermediate-level grammar (and with few errors), the student will write short reports, letters, and emails that provide explanation, reason, and detail.

BUSINESS WORLD (Advanced) (12 weeks/240 hours)

Listening: When listening to complex, authentic interviews and scripted recordings, delivered at a natural pace and spanning a diverse range of business-related topics, the student will identify main ideas and details, infer speaker's intent, recognize a speaker's feelings or attitudes, and derive meaning of vocabulary from context.

Speaking: Expressing his/her thoughts in detail, the student will converse about a range of business-related topics in the form of class discussions, role-play, and short oral presentations, using advanced-level vocabulary and grammar with near native-like fluency and accuracy, and consideration for audience and context, with few errors.

Reading: When reading complex, authentic texts of varying length on a variety of business-related topics (drawn from the Financial Times and other newspapers and books on business), the student will identify main ideas and details, derive meaning of advanced-level vocabulary from context, make inferences, and draw conclusions.

Writing: Using advanced-level grammar, the student will write a clear and well-structured negotiation summary and research proposal of 200-250 words. In addition, using advanced-level grammar (and with few errors), the student will write short reports, letters, and emails that provide explanation, reason, and detail.

Business World: SCHEDULES (Terms = 12 weeks)		
<input type="checkbox"/> MRNG	Monday – Thursday MORNING	9:00 am - 2:00 pm (5 hours per day) = 20 hours per week
<input type="checkbox"/> EVE	Monday – Thursday EVENING	5:00 pm - 10:00 pm (5 hours per day) = 20 hours per week

CREDIT FOR PREVIOUS AND CURRENT EDUCATION AND TRAINING

The courses and programs at CAMPUS (Palisades Park) are non-credit. Therefore, credits earned at other institutions are not transferable. Students are given a placement test to determine their level in our curricular structure, which is based upon the Common European Framework of Reference for Languages. Prior education or certificates at other institutions are not used to determine placement. Please note that CAMPUS schools offer curricula measured in clock hours, not credit hours. Certificates of completion, i.e., school diplomas, are issued to students who meet clock hour requirements. The granting of any college credit to students who participated in and/or completed a program at a CAMPUS school is solely at the discretion of the institution of higher education that the student may opt to subsequently attend.

STUDY PLAN

Each study program provides 20 hours of study per week. There is a strong emphasis on improving your communication skills through active use of the language. There are three separate aspects.

- Emphasis is placed on academic English.
- Students will develop their skills in essay writing, note-taking, listening to lectures, participating in seminars and workshops, increasing reading speed, making presentations and adapting to college life in the U.S.
- They will also receive grammar, vocabulary and pronunciation instruction in the General English module.

FEES AND TUITION

General English (1-5)

No of Weeks/Hours	Registration Fee	Materials Fee	Tuition	Total
16 weeks/ 320 hours	\$50	\$100	\$1,650	\$1,800

Academic Preparation (Upper-Intermediate & Advanced)

No of Weeks/Hours	Registration Fee	Materials Fee	Tool/Supply Fee	Tuition	Total
16 weeks/ 320 hours: (Upper-Intermediate)	\$50	\$60	\$10	\$1,850	\$1,970
24 weeks/ 480 hours: (Advanced)	\$50	\$60	\$10	\$2,725	\$2,845

TOEFL Preparation (Advanced)

No of Weeks/Hours	Registration Fee	Materials Fee	Tuition	Total
16 weeks/ 320 hours	\$50	\$100	\$2,150	\$2,300

Business World

(Elementary, Pre-Intermediate, Intermediate, Upper Intermediate, & Advanced)

No of Weeks/Hours	Registration Fee	Materials Fee	Tuition	Total
12 weeks/ 240 hours	\$100	\$220	\$1,800	\$2,120

***Please note that financial aid is not available, and there are no payment plans. Students are expected to pay their tuition and other fees in full prior to the start of their course of study.**

PROGRAM ACADEMIC CALENDAR (for 2024)

SCHOOL CALENDAR – General English, TOEFL Preparation, and Academic Preparation (Upper-Intermediate)

2024

HOLIDAYS
December 31, 2023 & January 1, 2024 - New Year's Day
January 15 - Martin Luther King Jr. Day
February 19 - Presidents' Day
May 25, 26, 27 - Memorial Day Weekend
June 19 - Juneteenth National Independence Day
July 4 - Independence Day
September 2 - Labor Day
October 14 - Columbus Day
November 28, 29, 30 & December 1 Thanksgiving Day Weekend
December 25 - Christmas Day
January 1, 2025 - New Year's Day (2025)

Start/End Dates (16 Weeks)

	Start Date	End Date Sunday
First Term		
Module 1	1/2/2024 (Tues)	4/21/2024
Module 2	1/29/2024	5/24/2024 (Fri)
Module 3	2/26/2024	6/23/2024
Module 4	3/25/2024	7/21/2024
Second Term		
Module 1	4/29/2024	8/18/2024
Module 2	5/28/2024 (Tues)	9/29/2024
Module 3	6/24/2024	10/27/2024
Module 4	7/22/2024	11/24/2024
Third Term		
Module 1	9/3/2024 (Tues)	12/22/2024
Module 2	9/30/2024	2/2/2025
Module 3	10/28/2024	3/2/2025
Module 4	11/25/2024	3/30/2025
Spring Break: 4/22/2024 – 4/28/2024		
Summer Break: 8/19/2024 – 9/2/2024		
Winter Break: 12/23/2024 – 1/5/2025		

SCHOOL CALENDAR – Academic Preparation (Advanced)

2024

HOLIDAYS
December 31, 2023 & January 1, 2024 - New Year's Day
January 15 - Martin Luther King Jr. Day
February 19 - Presidents' Day
May 25, 26, 27 - Memorial Day Weekend
June 19 - Juneteenth National Independence Day
July 4 - Independence Day
September 2 - Labor Day
October 14 - Columbus Day
November 28, 29, 30 & December 1 Thanksgiving Day Weekend
December 25 - Christmas Day
January 1, 2025 - New Year's Day (2025)

Start/End Dates (24 Weeks)

	Start Date	End Date Sunday
First Term		
Module 1	1/2/2024 (Tues)	6/23/2024
Module 2	1/29/2024	7/21/2024
Module 3	2/26/2024	8/18/2024
Module 4	3/25/2024	9/29/2024
Module 5	4/29/2024	10/27/2024
Module 6	5/28/2024 (Tues)	11/24/2024
Second Term		
Module 1	6/24/2024	12/22/2024
Module 2	7/22/2024	2/2/2025
Module 3	9/3/2024 (Tues)	3/2/2025
Module 4	9/30/2024	3/30/2025
Module 5	10/28/2024	4/27/2025
Module 6	11/25/2024	6/1/2025
Spring Break: 4/22/2024 – 4/28/2024		
Summer Break: 8/19/2024 – 9/2/2024		
Winter Break: 12/23/2024 – 1/5/2025		

SCHOOL CALENDAR – Business World (Elementary – Advanced)

2024

HOLIDAYS
December 31, 2023 & January 1, 2024 - New Year's Day
January 15 - Martin Luther King Jr. Day
February 19 - Presidents' Day
May 25, 26, 27 - Memorial Day Weekend
June 19 - Juneteenth National Independence Day
July 4 - Independence Day
September 2 - Labor Day
October 14 - Columbus Day
November 28, 29, 30 & December 1 Thanksgiving Day Weekend
December 25 - Christmas Day
January 1, 2025 - New Year's Day (2025)

Start/End Dates (12 Weeks)

	Start Date	End Date Sunday
First Term		
Module 1	1/2/2024 (Tues)	3/24/2024
Module 2	1/29/2024	4/21/2024
Module 3	2/26/2024	5/24/2024 (Fri)
Second Term		
Module 1	3/25/2024	6/23/2024
Module 2	4/29/2024	7/21/2024
Module 3	5/28/2024 (Tues)	8/18/2024
Third Term		
Module 1	6/24/2024	9/29/2024
Module 2	7/22/2024	10/27/2024
Module 3	9/3/2024 (Tues)	11/24/2024
Fourth Term		
Module 1	9/30/2024	12/22/2024
Module 2	10/28/2024	2/2/2025
Module 3	11/25/2024	3/2/2025
Spring Break: 4/22/2024 – 4/28/2024		
Summer Break: 8/19/2024 – 9/2/2024		
Winter Break: 12/23/2024 – 1/5/2025		

ACADEMIC CALENDAR

Applicants and students are advised to check with the School Director and school bulletin boards to determine whether there have been any changes in the dates indicated.

Classes begin every month for all courses. Detailed schedules are posted on the bulletin boards and are also available at the office of the school director.

Classes are suspended and school is closed in the observance of the following Holidays:

New Year's Day
Martin Luther King Jr. Day
Presidents' Day
Memorial Day Weekend
Juneteenth National Independence Day
Independence Day
Labor Day
Columbus Day
Thanksgiving Day Weekend
Christmas Day

NOTE: CAMPUS (Palisades Park) reserves the right to make changes to schedules whenever deemed necessary. Students who wish to enroll in individual courses should see the School Director for more information on registration dates and class start and end date schedules. Schedules for individual courses may vary depending on the availability and time preferences of applicants who will form the class.

ADMISSIONS POLICIES

CAMPUS offers programs for which applicants may seek admission depending on their background, interests and career goals. These programs require evidence of high school graduation or equivalent (GED) and to those who demonstrate an ability to benefit from the education provided by the institution. Our admissions policy is designed to ensure that only qualified applicants with a reasonable expectation of completing the selected program of study are accepted by CAMPUS.

ADMISSIONS GUIDELINES

Prior to admission, an applicant is required to complete the **Student Information Form** available at the front-desk from personnel. Together with this form, the prospective student is also required to have an interview with a member of the admissions staff to clarify occupational objectives and to determine which program offering best meets the individual student's needs. After the interview, if applicable, prospective students take required entrance/placement or readiness tests.

ADMISSIONS REQUIREMENTS

U.S. Residents

High School Graduates	Non-High School Graduates
<ol style="list-style-type: none">1. Applicants must be at least sixteen (16) years of age on or before first day of class2. Proof of high school graduation from any of the following<ol style="list-style-type: none">a. High school diploma or academic transcriptb. High school equivalency diploma or transcriptc. College transcript stating that the basis of admission was high school graduation (and specifies the high school name and date of graduation) or attainment of a GED3. Interview with the admissions staff and/or academic advisor4. Entrance test (if necessary)5. High school transcript request form so that CAMPUS can obtain an official copy of academic records	<ol style="list-style-type: none">1. Applicants must be at least sixteen (16) years of age on or before first day of class2. Evidence that they have been out of school for at least one year3. Other evidences (i.e., endorsement from unemployment program agencies, etc.)4. Interview with the admissions staff and/or academic advisor.5. Entrance test (if necessary)6. High school transcript request form so that CAMPUS can obtain an official copy of academic records

Foreign Students

CAMPUS is authorized under federal law to admit non-immigrant international students who meet the admission requirements for SEVP-approved programs. For further information, please see the succeeding sections for admissions requirements, policies, and procedures.

For students who are still OUTSIDE the United States

1. Applicant must be at least sixteen (16) years of age on or before first day of class.
2. Applicant must fill out and sign **CAMPUS Application Form**.
3. Application fee of \$300 and registration fee of \$50 plus tuition for the chosen course of study at CAMPUS (Tuition for one year of study ranges from \$3,000 - \$5,000 depending on course/s to be enrolled in)
4. Enclose with the application the following:
 - **Academic requirements** (see *Academic Requirements section for more details*)
 - **Financial requirements** (see *Financial Requirements section for more details*)
 - **Statement of Professional Goals** (see *sample format below*)
 - **Passport information (photocopies of vital section of applicant's passport)**
 - **Payment to the school** (money order, credit card, check or fund transfer. *Note: Application fee, air fare and other expenses are shouldered by the applicant*)
 - **Two (2) 1"x1" color photos**
5. Retain copies of all admission correspondence for your records – applications and all credentials and other materials submitted in support thereof become the property of CAMPUS and will not be returned.
6. Mail the completed application form and documents specified in item 4 to the following address:

CAMPUS
410 Broad Avenue, #202,
Palisades Park, New Jersey 07650, U.S.A.
7. Deadline - We strongly encourage you to apply as soon as possible in the admission cycle. For the courses as applicable, our recommended deadline is every **FIRST MONDAY of the MONTH**. After these dates, applications are reviewed on a space available basis. **CLASSES START EVERY MONTH**.
8. Upon acceptance of the applicant by CAMPUS, an I-20 form will be issued by the school and will be sent to the applicant.
9. Students will be able to avail the M1 (vocational) or F1 (academic / language) visa from the local consulate / embassy. The M1 or F1 visas are granted by the local consulate in the student's country based on the ability of the student to prove that he/she will be able to meet all financial obligations and expenses arising out of the course of study in CAMPUS. The applicant should also prove well enough that he/she will not seek settlement and has strong ties to justify a return to his/her country upon completion of the course. I-20 issued by CAMPUS must also be presented to the local consulate as proof of eligibility to enroll in the school.
10. He/she should be able to convince the school and also the Consulate that he/she has sufficient funds to meet the payments that he/she will be obligated to make at any point in time. Applicant has to show proof of financial support for at least the first year of study. A certified / notarized bank statement of the student, his/her family or the foreign sponsor must be submitted which confirms sufficient funds to cover all expenses to include tuition fees and other living expenses. The bank statement must indicate the current balances of the account and the date the account was opened. Funds must be indicated in US dollars (or equivalent currency).

For students who are ALREADY IN the United States

1. Applicant must be at least sixteen (16) years of age on or before first day of class.
2. Applicant must fill out and sign **CAMPUS Application Form**.
3. Application fee of \$300 and \$50 registration fee plus tuition for the chosen course of study at CAMPUS (Tuition for one year of study ranges from \$3,000 - \$5,000 depending on course/s to be enrolled in)
4. Enclose with the application the following:
 - **Academic requirements** (see *Academic Requirements section for more details*)
 - **Financial requirements** (see *Financial Requirements section for more details*)
 - **Statement of Professional Goals** (see *sample format below*)
 - **Passport information** (*photocopies of vital section of applicant's passport*)
 - **Copy of visa, I-94 and other immigration related documents** (*i.e., J-1 form, extension approval*)
 - **Form I-539 (Application to Extend/Change Nonimmigrant Status)**
 - **Payment to the school** (*cash, money order, credit card or check*)
 - **Appropriate filing fee payable to USCIS** (*money order or check*)
 - **Two (2) 1"x1" color photos**
5. Retain copies of all admission correspondence for your records – applications and all credentials and other materials submitted in support thereof are submitted to the United States Immigration and Citizenship Services (USCIS) and will not be returned.
6. Mail or personally deliver the completed application form and documents specified in item 4 to the following address:

CAMPUS
410 Broad Avenue, #202,
Palisades Park, New Jersey 07650, U.S.A.

Interview - We encourage applicants who are already in the USA to schedule a personal interview with our School Director or Foreign Student Advisor. To set up a personal interview, please contact 201-242-4491 or email us at infopp@studyoncampus.com.

7. Deadline - We strongly encourage you to apply as soon as possible in the admission cycle. For the courses as applicable, our recommended deadline is every **FIRST MONDAY of the MONTH**. After these dates, applications are reviewed on a space available basis. **CLASSES START EVERY MONTH**.
8. Upon acceptance of the applicant by CAMPUS, an I-20 form will be issued by the school and will be sent to the applicant.
9. Students will be able to avail the M1 (vocational) or F1 (academic / language) status through the USCIS. I-539 (Application to Extend/Change Nonimmigrant Status) must then be filed by the applicant. Paper works submitted to the USCIS include I-20 and all other documents as indicated in the checklist of requirements.

Applicant has to show proof of financial support for at least the first year of study. A certified / notarized bank statement of the student family or the foreign sponsor must be submitted which confirms sufficient funds to cover all expenses to include tuition fees and other living expenses. The bank statement must indicate the current balances of the account and the date the account was opened. Funds must be indicated in US dollars (or equivalent currency).

ACADEMIC REQUIREMENTS

(Students must satisfy at least ONE)

All records must be original or copies of the original certified by an official of the school issuing that record. *All documents in languages other than English must be accompanied by an officially certified English translation.*

- Official Secondary / High school records
- Official certificates / results from the Ministry of Education (if applicable)
- Official examination results, if taken directly from the examining board (Baccalaureate, General Certificate of Education, Caribbean Examinations Council, Hong Kong Certificate of Education, West African Examinations Council, Secondary Examination Board certificates etc.)
- Official University/ post- secondary records from institutions attended
- Official University/ post- secondary transcripts and degree conferrals / diplomas

FINANCIAL REQUIREMENTS

- Certified current bank statement of student or his/her family or sponsor
- Student's employment certification
- Salary deposits, long-term savings, education loans, fixed deposits
- Other funds from which these funds will be sourced
- Notarized affidavit of support from sponsor
- Other supporting documents (stock certificates, land titles, insurances, other assets)

STATEMENT OF PROFESSIONAL GOALS

(Please use a separate sheet of paper to provide a 200-word personal statement describing your purpose and why you are pursuing a language and/or vocational program. Mention any matters you deem relevant to your ability to pursue this education.)

Proposed Major:

(Select from the career tracks available. Include English Language Training if necessary)

Personal Information:

LAST NAME

FIRST NAME

MI

Proposed /Direction

The statement of Professional Goals offers you an opportunity to discuss the talents, goals and experiences that qualify you for acceptance to the program at CAMPUS. In preparing your statement, please realize that the Admissions Committee is seeking evidence of your qualifications and aptitude as well as your ability to communicate clearly and professionally. You should incorporate the following into your statement:

- Your reason for pursuing your studies at CAMPUS
- Your personal background, academic background, work experience
- Your leadership objectives and future plans
- Your financial background and the sources from which you will qualify to make your stay and education a fruitful one
- Any other activities that you have been involved in that will identify you as a strong candidate for this program

Signature over Printed Name

Date

English Language Training

Whether you are learning English for the first time, or need to develop your skills for career or academic ambitions, when you enroll at CAMPUS, you are investing in quality teaching, a personalized study plan and professional

support. For today's international students, learning English is often just the start to achieving recognized qualifications, attending university, or gaining access to work placement or career training - giving them a crucial advantage in today's competitive international working environment. An applicant may be required to take a qualifying exam that the school may accurately assess the applicant's needs and the applicant's linguistic proficiency level (Level 1, Level 2, Level 3, Level 4, or Level 5) be determined.

Other curricular programs under this discipline include: TOEFL Preparation and Academic Preparation.

STUDENTS WITH PHYSICAL OR MENTAL DISABILITIES

CAMPUS recognizes the educational rights of students with physical or mental handicaps. However, existing facilities of the institution are not, at this time, handicap accessible, and may be inadequate to suit the special needs of those with some physical/mental disabilities, thereby making admission of students with physical or mental handicaps not yet feasible.

RECRUITMENT AND ADVERTISING

CAMPUS adheres to legal advertising practices to promote CAMPUS. Admission of students is conducted directly by official school representatives. All promotional materials (flyers, brochures, catalogs, newspaper ads) are in accordance with legal and ethical recruiting and advertising practices.

PLACEMENT

When you receive your orientation to the school, you will also take a placement test. The test comes from the textbook series that we use in our General English program, and it allows us to find the right level of instruction for you. There are 4 written parts (a writing part, a listening part, a reading part, and a general part that tests vocabulary and grammar); these parts of the test are timed, and you will take them with fellow students at the same time. The 5th part of the test involves speaking. You will spend 10 minutes or so with a teacher, who will ask you specific questions about a topic of general knowledge. You will meet with the teacher one at a time.

After we grade all the parts of the test, we will inform you about your class level and your course books. At that time, please indicate which schedule you prefer. Please know that if you test into Level 1, 2, 3, 4, or 5, you have the option of studying in the General English program or the Business World program. Also, if you test into Level 4, you will have the option of taking a class in General English, Academic Preparation, or Business World as long as the class is being offered. If you test into Level 5, you can choose from General English, Academic Preparation, TOEFL Preparation, or Business World as long as those other classes are offered.

Entrance Requirements for Each Program

General English 1: Top Notch/Summit Placement Test Enter Score: 5; Exit Score: 11

General English 2: Top Notch/Summit Placement Test Enter Score: 11; Exit Score: 16

General English 3: Top Notch/Summit Placement Test Enter Score: 16; Exit Score: 21

General English 4: Top Notch/Summit Placement Test Enter Score: 21; Exit Score: 26

General English 5: Top Notch/Summit Placement Test Enter Score: 26; Exit Score: 31

Academic Preparation (Upper-Intermediate): Top Notch/Summit Placement Test Enter Score: 21; Exit Score: 26

Academic Preparation (Advanced): Top Notch/Summit Placement Test Enter Score: 26; Exit Score: 31

TOEFL Preparation (Advanced): Top Notch/Summit Placement Test Enter Score: 26; Exit Score: 90

Business World Elementary: Top Notch/Summit Placement Test- Enter Score: 5; Exit Score: 11

Business World Pre-Intermediate: Top Notch/Summit Placement Test Enter Score: 11; Exit Score: 16

Business World Intermediate: Top Notch/Summit Placement Test Enter Score: 16; Exit Score: 21

Business World Upper Intermediate: Top Notch/Summit Placement Test Enter Score: 21; Exit Score: 26

Business World Advanced: Top Notch/Summit Placement Test Enter Score: 26; Exit Score: 31

CHANGE OF PROGRAM

Should a currently enrolled student petition to change to a different program other than the originally enrolled course, a completed form called ***Application for Change of Program*** (together with appropriate supporting document, if requested) is submitted to the School Director for review and approval.

Students transferring from one program to another within CAMPUS will have their GPA calculated on a cumulative basis, including all coursework attempted while at the institution.

The quantitative requirement remains 70% for all students, but the maximum time frame is based on the number of credit/clock hours the student must complete in the current program.

If said petition is approved, the student will be required to:

- Sign another enrollment agreement for the new course of study.
- Satisfy any outstanding tuition and fee charges that remain on the original enrollment agreement (or those that are not covered by financial aid awards)
- Meet the provisions of the CAMPUS catalog that are in effect at the time of the program change.

TRANSFER OF CREDIT

All requests for changes of program are automatically processed, if applicable for the issuance of credit (hours) for previously completed course work. Credit toward a new program of study will be issued if the prior course work was:

- successfully completed with a grade of Pass
- of like content and instructional hours to that in the new program

Upon issuance of transfer credit, the applicant's enrollment agreement for the new program will be amended to reflect the revised number of hours that are to be completed and tuition and fees will be prorated so that the applicant will pay a proportional cost in relation to the number of instructional hours to be completed.

READMISSION

Students who were **dismissed** for unacceptable conduct or failure to meet minimum satisfactory progress standards will not be eligible to apply for readmission.

An ***Application for Readmission*** is to be submitted by formerly enrolled students who wish to apply for admission into a different program than originally enrolled. If requested, appropriate supporting documents will also be submitted to the School Director for review and approval. If readmission into a new program is granted, the student will be required to:

- Sign an enrollment agreement for the new course of study.
- Make arrangement for payment of any outstanding tuition and fee charges that remain on the original enrollment agreement.
- Pay the applicable registration and other fees.
- Meet the provisions of the CAMPUS catalog that are in effect on the date of readmission.

SCHOOL AND ACADEMIC POLICIES

ATTENDANCE

Regular attendance is extremely important for student success. A student has to complete at least 80 percent of scheduled course hours for a certificate of completion to be issued.

Teachers check attendance during each class meeting.

Students who are under F1/M1 visa status, as per 8 CFR Part 214.2(F)6(i)(D), are required to complete 18 hours of classroom attendance per week in order to maintain status.

Procedure

Attendance is taken by the teacher. The attendance document from the teacher is the only document used to track attendance. In case of dispute, this is the ruling document.

The teacher submits the attendance roster to the Registrar.

Attendance data is then entered into a data system by the Registrar.

ABSENCE

Students must understand the school's attendance policy, and they are expected to make up any work missed as a result of absence. Weekly review classes are held for students to make up missed work, assignments, and tests under the supervision of a CAMPUS teacher. Records of student attendance at these review classes are kept by the school registrar. The review classes are free of charge.

For students who are often late and/or absent, the school will try to contact them to ask about their poor attendance. If absences cannot be excused, or the school cannot contact the students, they will be sent a warning letter notifying them that missed class time is a *concern* and that continued poor attendance can put them at risk of dismissal from the school. If absences continue, students will be sent a second *at risk* warning letter. If there are then further absences, depending on students' specific circumstances, one of the following actions is taken:

If the student wants to officially withdraw, CAMPUS asks for a Drop/Absent form filled and signed by the student. If the student is in F1/M1 visa status, the DSO terminates the student's record. Refund policy applies.

LEAVE OF ABSENCE(LOA)

Students will be granted a leave of absence upon request. The following guidelines must be adhered to:

- A written request for a leave of absence stating the specific reason(s) for the leave must be submitted in advance to the School Director.
- The request must have the date that the student will begin the leave and the expected date of the student's return to classes.
- The LOA a student may undergo must not exceed 30 days and is limited to once during any given course.

Leave of absence (LOA) policy is implemented in cases where the student has a valid reason and wants to take a break for a certain pre-defined period. The school has the authority to keep a particular student on Leave of Absence. In such a case, a Leave of Absence form is duly filled and signed by the student, and the student is expected to return to school on the agreed date. The decision to issue leaves of absence to any student will be at the discretion of the School Director. Maximum 30 days are allowed.

TARDINESS

Developing good work ethics is an important part of the training at CAMPUS (Palisades Park). Students arriving late for class are interrupting the instructor and other students. The following system will be used for tardiness.

- 1 to 15 minutes late will be counted as 15 minutes late
- 16 to 30 minutes late will be counted as 30 minutes late
- 31 to 60 minutes late will be counted as 1 hour late

Since 3 incidents of tardiness are recorded as an unexcused absence, it is the responsibility of the student to make up for the lost time and classroom instruction. CAMPUS encourages students to plan to arrive at the school at least 10 minutes before the start of class.

TERMINATION BASED ON POOR ATTENDANCE

Regular attendance is extremely important to each student's success in the program of study. Attendance is taken by the teacher during class and then given to the Registrar for proper recording.

Attendance data is then aggregated to determine whether a student has completed at least 85 percent of the scheduled classes so that a certificate of completion may be issued.

Students who are under F1/M1 visa status should know:

1. As per 8 CFR Part 214.2(F)6(i)(D), an international non-immigrant (F1/M1) student is required to complete 18 hours of classroom attendance per week in order to maintain status.
2. Once the Registrar makes a class roster for a class, the student is informed about the new class schedule, payment schedule, and other requirements to pass the program.
3. The Registrar and the DSO monitor the individual student attendance every week.
4. If attendance is poor or irregular, i.e. below 18 hours per week in case of (F1/M1) students, then the Registrar requests the DSO to send out a warning letter to the student by e-mail and also requests that the student talk in person with the DSO within 3 days.
5. If the student either fails to contact the school's Registrar or DSO after receiving the warning letters (at least 2 warning letters will be sent) and the student still fails to attend class without valid reasons, the DSO/ PDSO will notify the delinquent student about his/her status termination.
6. Refund policy applies. Any refunds, if due, will be issued within 45 days of termination.

REVIEW CLASS

In the interest of supporting our students' education, CAMPUS provides a review class to those who have been absent due to extenuating circumstances and to students who want or need

additional help and instruction. The student will be allowed to do one review class per week, up to a maximum of 4 (four) hours. These classes are free.

MAKE-UP CLASS WORK POLICY

CAMPUS maintains a make-up policy that permits a student who has been absent due to extenuating circumstances to make up hours missed. A student whose attendance is deficient may apply to the school director to attend make-up sessions for the missed work. In order for make-up hours to be credited to a student's attendance record, make-up sessions must be completed within the week of returning to school.

Note: Each situation will be handled privately. The school will make every effort to help students meet their educational goals.

CHANGE of STATUS

A change of status occurs when a student does not continue in the class group in which he or she registered and first attended. Changes of status include:

- official and unofficial student withdrawal
- enrollment cancellation
- student dismissal
- change of program
- change of session (i.e. from morning to afternoon) – may involve a change in the financial obligation of the student if the tuition and fees of the session to which the student is changing are different than the student's current session
- readmission

Any change of status in which it is necessary for a student to change from one class group to another may involve a waiting period before a student is able to join a group that is at the same point of the program sequence appropriate to his or her needs.

PROPER DRESS CODE

Students are encouraged to dress in a manner appropriate to the customary standards expected in a business environment or casual clothing may be worn. Under no circumstances, however, may students wear any of the following attire while on school premises: tank tops, halter tops, cut-off jeans, skintight attire, miniskirts, mini-shorts, or any clothing that may be offensive or disruptive to other students, faculty or staff members. Furthermore, students may not wear hats or headphones, nor listen to portable or personal music units, while in the class session. Any student who does not adhere to the school's dress policy will be suspended from school, marked absent for the missed hours, and will be subject to any consequences incurred for such absences.

CRIME AWARENESS AND SCHOOL SECURITY

It is the policy of the school to safeguard the students and employees of CAMPUS by having a secured door on the entrance of the school and security cameras for recording purposes. In accordance with federal law, CAMPUS posts information regarding crime awareness and school security on its bulletin boards.

1. The incoming personnel or students may press the buzzer or enter using the door code in order for them to enter the building.

2. A security camera is conspicuously placed in every strategic location of the school facility to record any crime that might happen.
3. The reception desk personnel receive visitors/guests.
4. Visitors sign in at the reception desk and wait in the school's waiting area.
5. Visitors are called in one at a time whenever they want to speak to the School Director or to any teacher or CAMPUS employee.

STUDENT CONDUCT

To ensure safety and security of the CAMPUS community and in the interest of providing a climate of student and staff cooperation, students are expected to behave in a mature manner. Failure to adhere to the student conduct code can result in suspension or dismissal from the institution.

OFFENSES SUBJECT for SUSPENSION

Unacceptable conduct or attitude, both in class and on school premises, will not be tolerated and may result in suspension from CAMPUS.

The purpose of suspension is to give the student time away from school to reflect on the situation and to understand that further infractions may lead to dismissal from CAMPUS. During the suspension, the student will be marked absent for the hours missed and will be subject to any consequences incurred for such absences.

Students may be suspended after one verbal warning for the following:

1. Smoking in areas designated by law or school policy as nonsmoking areas.
2. Eating or drinking during class.
3. Continuing to use a computer terminal or other facility that is needed for another group's scheduled class.
4. Wearing inappropriate attire (see details in Proper Dress Code section above).
5. Failure to adhere to academic integrity standards during tests, quizzes, or examinations (such as using notes or materials, talking to or copying from other students, and/or copying another student's projects or assignments).
6. Frequent tardiness or leaving before class dismissal.

Students may be suspended immediately and without warning for the following:

1. Defacing school property or the personal property of other members of the school community.
2. Behaving disruptively in the classroom.
3. Behaving inappropriately on CAMPUS school premises.
4. Coming to class under the influence of alcohol or drugs.
5. Presenting or wearing someone else's ID.

OFFENSES SUBJECT for TERMINATION/DISMISSAL

The following breaches of conduct are valid grounds for immediate dismissal or termination from school:

1. Grave threats to fellow students, teachers, or any CAMPUS employee.
2. Using physical or verbal abuse, profanity or violence in any form.
3. Using, selling, possessing or distributing drugs or other illicit substances
4. Engaging in sexual harassment or sexual assault. Sexual harassment including hostile environment and quid pro quo (forcing an individual to perform sexual favors in return for something.) CAMPUS strictly imposes sanction if any form of sexual harassment is committed. It is a violation of the school's policy and a violation of federal law.
5. Sexual harassment is described as an unsolicited, non-reciprocated behavior, including, but not limited to unsolicited verbal comments, and harassment, sexist remarks about a person's body or sexual activities, patting, pinching, or unnecessary touching, subtle pressure or demands for sexual favors accompanied by implied or overt threats concerning employment or student status, and physical assault. Individuals who consider they are victims of sexual harassment should contact the School Director, who will investigate reported incidents confidentially and take necessary action. Disciplinary actions include suspension or dismissal from school, depending on the nature and substance of grievance.
6. Improper use, destruction, or unauthorized removal of school property and/or the property of others
7. All types of dishonesty, including cheating, plagiarism, knowingly furnishing false information to the institution, and forgery, alteration or use of institution documents of identification with intent to defraud.
8. Theft or damage to the school premises or damage to the property of a member of the school community on the school premises.
9. Setting off the fire alarm without good cause.

10. Missing more than 20 percent of instruction time that is recorded as unexcused absences.
11. Not meeting financial responsibilities to the school.
12. Not adhering to the school's rules, regulations, policies and code of conduct.

The School Director will notify students in writing should it become necessary to dismiss them from the program. The dismissal letter will contain the date and the reason for dismissal. Prepaid tuition will be refunded in accordance with existing school refund policy.

APPEAL on SUSPENSION

Any student who desires to dispute the basis for suspension should notify the School Director immediately and in writing and request a review of the case.

The School Director, Academic Director, and ESL Coordinator will then meet to discuss and review the case.

The decision of the panel will be final.

STUDENT GRIEVANCES & STUDENT RIGHTS

A formal complaint refers to any matter in which a Student Complaint Form is completed by the student, no matter how serious the issue. All student complaints are important and attended to immediately. Some complaints can be handled by the ESL Coordinator or the Academic Director; larger issues must be presented to the School Director.

A student should first discuss the matter with the person with whom the student has a grievance. In the event that a student is uncomfortable discussing it with the second party, it should be taken to the appropriate administrator. To formalize a complaint, a Student Complaint Form must be completed. The administrator hears both parties and offers resolutions which both can agree upon. If the matter remains unresolved, or if it escalates, disciplinary action may be necessary. Records of formal complaints against personnel are kept in the employee's file in the Office of the School Director.

At all times, students have the right to make complaints by contacting the New Jersey State Education Department. Students may consult the Student Disclosure Material that was given to them during the enrollment process and is printed below for general reference.

School Grievance Procedure

Students are requested to follow the steps outlined below and to speak with the designated individuals. The following procedure must be observed:

1. Bring the problem to the attention of the instructor. If he or she is an inappropriate person with whom to talk, and/or if the instructor does not have the authority to address the problem, then the matter should be discussed with any of the student coordinators.

2. If the student coordinators are unable to resolve the issue, the school director should then be contacted.
3. If after following these steps, the grievance is not amicably resolved, then the matter should be reported to the chief school administrator.
4. If still dissatisfied with the outcome, an appointment can be made to see the CAMPUS president to discuss the nature of the problem for satisfactory resolution.

GRADING SYSTEM

For all classes, General English 1-5, TOEFL Preparation, and Academic Preparation (Upper-Intermediate and Advanced) the grading system is Pass/Fail/Incomplete.

GRADES AND ADVANCEMENT

All classes at CAMPUS are non-credit courses offered on a pass/fail basis. An overall average of 70% is required on tests, exams, assignments, and projects in order to advance to the next class level or program. In your classes, you will have a variety of assignments, activities, exercises, and projects to complete in class and at home. You will also have quizzes, unit tests, midterm, and final exams to chart your learning and progress. If you pass a class, it means that your teacher has determined that you have achieved the student learning outcomes for that level of study and are ready to move up to the next level. If you fail a class, it means that your teacher has determined that you cannot yet accomplish the student learning outcomes for your class level and that you should remain at that level for another term of study. Although you may fail a class level once and remain at the same level, you may not fail a class level twice. If you do, you are not making sufficient academic progress, and you may be asked to leave the school. If you wish to protest a grade, first discuss the matter with your classroom teachers; they can change a grade, if warranted. If the teachers do not agree with you, you may speak to the ESL Coordinator or Academic Director to make a complaint. If, after reviewing your academic record, we make any changes to grades or promotion, we will notify you in writing.

In order to pass our programs, students need to receive no less than 80% of the instructional lessons. Mixed classes can be made up in accordance with the school's make-up policy.

Students are required to complete quizzes, tests, projects and assignments for each course, by the due dates established by their instructor. All course requirements that count toward the final grade must be completed by the last day of the course.

A student's final grade may be obtained from the instructor one week after the last day of the course. While in attendance, students are issued a *Student Academic Progress Report* after each appropriate marking period indicating grades received for courses completed through the end of the monitoring period.

FAILING GRADES(F)

To advance academically, a student who fails a course must repeat and attain a passing grade for the course within the program's maximum timeframe. By repeating failed courses, the student will be attending beyond the contracted program hours and will incur additional tuition charges depending on the course failed.

A student who misses course hours, and who does not make up the hours and work, will automatically receive a failing grade (F) in the course.

INCOMPLETE GRADES (I)

An incomplete (I) is a temporary grade assigned by the instructor. Incomplete grades are given only when a student is unable to complete a course because of illness or other serious problems. An incomplete grade is given when through negligence or procrastination students fail to turn in work or take examinations. A student who misses a final examination must contact the instructor within twenty-four hours of the examination. If the absence is excusable, the student will be given an Incomplete or otherwise graded accordingly. Students are given one week to make up missed examinations. Work and examinations that are still incomplete at the end of the one-week deadline will be assigned a failing grade (F).

WITHDRAWING FROM SCHOOL (W)

Students who withdraw from CAMPUS before the midpoint of the term will be given a grade of W (withdrawal) in the course. Withdrawal after the midpoint of the course will result in a grade of WP (Withdrawal-Passing) if the student is on a passing classification or a WU (Withdrawal-Unsatisfactory) otherwise.

UNOFFICIAL WITHDRAWAL, DROPPING OR DISMISSAL (U)

An unofficial withdrawal or dropping (U) mark if there is no effort made on the part of the student in informing the school about his or her intention of withdrawing or dropping subjects / course enrolled. It is also the mark given to students who have been dismissed by CAMPUS on valid grounds.

DISPUTED GRADES

In the event that a student believes the final grade for a course has been miscalculated, or that he or she has been graded unfairly, the student should immediately notify the school director so that a review can be undertaken. Immediate notification is extremely important if the course is a package course as failure in such a course has an immediate impact on the student's continuation in the program. For individual programs, the student has 21 days after the course end date to notify the school director about a disputed grade.

ACADEMIC PROGRESS

Grades earned for all courses are recorded on each student's satisfactory academic progress report and cumulative grade point averages and course completion percentages are calculated on the reverse side of the form according to a preprinted formula. These reports are distributed to students at the beginning of the next term or other marking period. Information from individual reports is also distributed in tabular format to other CAMPUS departments (student accounts, student coordinators, school director).

SUCCESSFUL PROGRAM/COURSE COMPLETION

Passing (P) grades are treated as courses/programs successfully completed. Grades of fail (F), incomplete (I), withdrawal (W), and unofficial withdrawal, dropping or dismissal (U) are not considered work successfully completed. Descriptions of these academic marks are fully discussed under the **Grading System** section of this catalog.

CONSEQUENCES FOR FAILURE TO MEET THE SAP STANDARDS

Students who fail to meet established requirements are subject to dismissal and may not continue at CAMPUS as a regular student. It is therefore essential that any student who is experiencing academic difficulties seek assistance through CAMPUS support measures.

ACADEMIC PROBATION

Students who are not meeting progress standards will be permitted to remain in school in a probationary status for one marking period. To qualify for academic probation, a student must:

- Agree to participate in any measures recommended by the office of the School Director to improve academic achievement.
- Be eligible for a probationary status for the period in which applicable requirements were not met, and
- Not have previously been on probation.

APPEALS

Academic progress standards may be waived upon student appeal on the following valid grounds: poor health or personal injury, family crisis (such as the death of a relative), or other significant occurrences that are beyond the control of the student. These circumstances must be documented by the students to demonstrate that they had an adverse impact on their performance. No waivers, however, will be provided for failing to meet graduation requirements.

Should a student disagree with the application of these progress standards, he or she must first discuss the problem with the school director. If still dissatisfied, the student may then appeal to the Executive Vice President of the school. If still dissatisfied, the student may appeal to the President of the school.

Appeals must be in writing and submitted to the School Director within five (5) calendar days upon receipt of the dismissal notice. The appeal must indicate the nature of the mitigating circumstance that prevented the student from meeting progress standards and must be accompanied by supporting documentation (faculty letters may be included if desired).

The administration will meet and review the student's appeal and make a determination within 21 calendar days of receipt of the appeal. The student will be advised of their decision in writing, including stipulation for reinstatement to school. The decision of the administration is final any may not be further appealed.

GRADUATION REQUIREMENTS

Students will be classified as graduates if they have:

- Earned at least a cumulative 2.0 Grade Point Average
- Successfully completed at least 80% attendance in the program enrolled
- Received passing marks in each course in the program

Additionally, CAMPUS will impound the academic transcript and credential of any student who has not paid all program or individual course tuition, fees and fines in full, or who has failed to return to the school all books and other materials borrowed from the institution.

CREDENTIALS AWARDED

Certificates of completion are issued to students who complete the program.

TRANSCRIPTS

All students receive an *unofficial* student transcript of all completed course work approximately four weeks after their withdrawal or graduation. Requests for unofficial transcripts containing grades for completed courses and those in progress should be made in person at the Office of the School Director.

Requests for *official* transcripts from other schools or organizations must be accompanied by a signed release from the student for whom the transcript is requested and must be accompanied by a check or money order payable to CAMPUS in the amount of five dollars (\$5).

SATISFACTORY ACADEMIC PROGRESS(SAP) POLICY

All CAMPUS students are required to meet minimum standards of academic achievement and successful course completion while enrolled. At the end of each specified period, a review is undertaken to determine whether standards are being met and whether students are progressing toward their objective. Students who do not meet the requirements are not allowed to remain in school. Progress standards apply to **all** students.

PAYMENT AND REFUND POLICIES

Note: A one-time registration fee of \$50 applies to students who may want to enroll in package courses. However, applicants who may enroll in the individual courses will be charged a \$50 registration fee for each program. Tuition fees cover expenses for books and supplies.

PAYMENT METHODS AND TERMS

Tuition fees and other related expenses may be paid in cash or check payable to CAMPUS. Payments via major credit cards (Master Card, Visa, or American Express) are also acceptable.

Tuition is due and payable in full prior to the first day of class. CAMPUS reserves the right to bar a student from attending classes and/or dismissing a student for nonpayment of tuition and fees due. Terms of installment payments may be discussed with the Admissions Officer subject for approval of the school administrators.

A student is charged \$100 as an administrative cost associated with enrollment withdrawal or termination.

REFUND POLICIES

REJECTION and CANCELLATION BEFORE THE START OF CLASS:

1. CAMPUS reserves the right to reject an applicant who fails to satisfy admission requirements, or who exhibits unsatisfactory conduct or attitude during enrollment. If an applicant is rejected by CAMPUS for enrollment, or if a prospective international student has his/her visa application rejected, a refund of all tuition monies paid less administrative costs (documents evaluation, processing, postage, etc.) incurred will be made to the applicant.
2. The school reserves the right to cancel a scheduled start date within the same calendar month. In this event, the registration fee will not be refundable.
3. The school reserves the right to cancel a scheduled program start if the registration is insufficient to warrant a start. All monies paid by the students registered for the cancelled program will be refunded.
4. If an applicant accepted by the institution cancels prior to the start of scheduled classes or never attends class (no-shows), CAMPUS will refund all monies paid but retains the:
 - a. application/registration fee of \$50 for regular students
 - b. application/registration fee of \$350 for F-1 or M-1 students
5. Tuition is due and payable in full prior to the first day of class. CAMPUS reserves the right to bar a student from attending classes and/or dismissing a student for nonpayment of tuition and fees due.

CANCELLATION AFTER THE START OF CLASS:

1. A student may cancel or voluntarily terminate his or her Enrollment Agreement by notifying the School Director. A refund (less appropriate application/registration fee) or monies owed by the student to CAMPUS will be calculated as of the student's last date of attendance.
2. In the event that a student is a no-show within the first week of the program, the school reserves the right to consider that the student has unofficially withdrawn from the program and dismisses said student. A refund (less appropriate application/registration fee), or monies owed by the student to CAMPUS, will be calculated as of the student's last date of attendance.

REFUND POLICY

In the event of a student withdrawal, cancellation or termination prior to completion of the course, the following will be used to determine financial obligation of all parties involved.

For full-time attendance in courses exceeding 320 hours, CAMPUS retains the registration fee plus:

- a. 10% of the total tuition if withdrawal occurs in the first week;
- b. 20% of the total tuition if withdrawal occurs in the second or third week;
- c. 45% of the total tuition if withdrawal occurs after the third week but prior to the completion of 25 percent of the course;
- d. 70% of the total tuition if withdrawal occurs after 25 percent but not more than 50 percent of the course has been completed; or
- e. 100% of the total tuition if withdrawal occurs after completion of more than 50 percent of the course.

For part-time attendance in courses over 320 hours in length, calculation of the amount the school may retain in addition to the registration fee shall be:

- a. Ten percent of the total tuition if withdrawal occurs in the first 25 hours of scheduled attendance;
- b. Twenty percent of the total tuition if withdrawal occurs between 26 and 75 hours of scheduled attendance; or
- c. Calculated on the same basis as for full-time attendance after 75 hours of scheduled attendance.

In cases where other fees have been charged, the refund shall be based upon the extent to which the student has benefited. For example, the graduation fee shall be refunded; the activity fee shall be pro-rated. Students wishing to cancel enrollment will receive a full refund of all money paid if they cancel within 72 business hours of the signing of the enrollment agreement.

For courses of 320 hours or less, the school may retain the registration fee plus a pro-rata portion of the tuition calculated on a weekly basis.

The school retains the registration fee if the enrollee cancels the contract after the 72 hours buyers right to cancel period, but before classes start.

VETERAN'S REFUND POLICY

In the event that veterans or their eligible persons sponsors as students under Chapters 30, 32, 35 of title 38 and Chapter 1606 of Title 10 U.S. Code, fail to enter the Program or withdraw or are discounted there from at any time prior to completion, the amount charged for tuition, fees and other charges shall not exceed the approximate pro rate portion of the total charges for tuition, fees and other charges that the length of the non-accredited program bears to its local length. A registration fee of \$10 need not be refundable; any amount beyond that is subject to pro ration and refund [CFR 21.4254 (c) (13)]. The pro rata portion may not vary more than 10 percent of the total costs of tuition, fees and other charges.

TERMINATION DUE TO NON-PAYMENT

Students are expected to pay in full by the first day of class. Students who fail to pay tuition fees in full will not be allowed to attend class or to reenroll for the next semester.

1. The Registrar reviews lists of students who have not fully paid but are attending classes.
2. Registrar sends out reminder letters to students stating the outstanding balance with breakdown of charges.
3. If students fail to pay, a 2nd and final reminder letter will be sent to students.
4. Failure of students to settle their dues within 30 days of receipt of final notice will lead to termination.
5. Registrar will forward the student record to DSO for termination in SEVIS.
6. Termination Notice will be sent to student.

METHOD USED TO COLLECT DEBT

Any former student who owes CAMPUS will receive two written notices of such debt, after which the account will be turned over to a legally registered collection agency or similar organization.

STUDENT SERVICES

COUNSELING

Students who seek personal counseling may see any one of the Admissions Representatives or the School Director for advice on where to go for such help.

FACULTY

Faculty members are available for advisement and academic support during posted office hours. This way, students are able to enjoy personalized consultations outside of the classroom setting.

RESEARCH

CAMPUS Research Center houses books, periodicals, professional journals, electronic databases and software, audio and video materials, and reference delivery technology including on-line databases, CD-ROM Drive and the Internet. Library staff provides a wide range of services including assistance with electronic library resources, reference assistance and instructional programs.

The research center is open from: Monday to Friday 9 am – 6 pm.

ACADEMIC PLACEMENT

Academic placement services provided by the institution are composed of the following:

CAMPUS provides assistance to students by providing them with clear information on application and admissions processes for undergraduate and post-graduate courses. The school administration representative or the school director coordinates with the admission requirements and enrollment procedures of the school that the student intends to enroll in. Other pertinent information can also be made available to the students through the use of internet technology.

CAMPUS utilizes all means possible to be able to meet students' needs. Remedial and tutorial classes may be provided. Assessments of students' evaluations are made in order to help improve the programs, and management extends its support to ensure total student satisfaction. If a student's needs in the program he/she has enrolled in are not met by CAMPUS, the institution provides referrals for transfer to other institutions offering the same or appropriate equivalent programs.

ADVISEMENT

Students who seek personal counseling may see any one of the student coordinators or the school director. Counseling for students pertaining to drug abuse prevention and other health concerns are not provided directly by the school, though the school may assist students in this

regard by directing students to the proper health centers to receive said counseling. Relevant information and programs will be posted on the bulletin boards.

STUDENT HOUSING

CAMPUS does not have housing accommodations. Individuals in need of local housing should refer to the classified section of the city and local newspapers. Apartment shares and rentals can also be located through several internet web sites.

EMERGENCIES

CAMPUS always takes into account everyone's safety. In the interest of order, safety and security, students are enjoined to familiarize themselves with emergency procedures and evacuation routes. Floor plans showing the location of fire exits and fire extinguishers are posted on bulletin boards. Fire drill schedules and procedures are also posted strategically. In case of power failure, emergency lights that are strategically installed will automatically turn on to provide temporary lighting.

Individual illness or injury must be reported immediately to a member of the administration. CAMPUS reserves the right to contact a relative or friend of the student and request emergency medical assistance in the event of a student's illness or injury. A first-aid kit is maintained for minor emergencies.

BULLETIN BORADS

To keep informed of school activities, class schedules, grades, job announcements, etc., students are encouraged to regularly read notices on bulletin boards located throughout the school. Notices for non-CAMPUS sponsored or related community activities may be posted on school bulletins with the approval of the School Director. Generally, no approvals will be issued for advertisement of commercial enterprises unrelated to CAMPUS business. Personal or community notices posted on official bulletin boards meant for particular offices or purposes will be removed.

LOST and FOUND

Lost personal items must be reported immediately to the School Director for proper action. Announcements will then be made by the school on the bulletin boards for information dissemination. Once an item is recovered, the student will be immediately notified and can only claim said item upon presentation of proper identification and upon providing evidence that he or she is the legitimate owner of the item. As a good practice, students are advised to always check their personal belongings when entering and leaving the school premises.

PRIVACY RIGHTS

The Family Educational Rights and Privacy Act of 1974 give students the right to inspect their educational records upon reasonable notice. The Act also guarantees the privacy of student educational information and sets forth the conditions and circumstances under which a student's records may be shown to others. Information contained within student records is private and confidential and will not be released to, nor discussed with, any individual or organization (except to agencies exempted under the law) without the appropriate written consent of the student.

TEACHER-STUDENT RATIO

In order to provide quality and specialized education to students, CAMPUS maintains for each course of computer study a class group whose size that ranges from 5-10 handled by a

professional instructor. This ratio applies to both lecture and laboratory classes. For English classes, class size may range between 10 to 20 students, while maximum of 10 students can be accommodated for the nursing aide course.

GENERAL SERVICES

Academic and administrative offices are available all throughout most of the day and evening to assist students with their studies and other needs at the institute. Advice/support may be solicited from the appropriate support group listed below:

School Director and ESL Coordinator (for academic related concerns, enrollment verification, change of address, change of session requests, official withdrawal, satisfactory academic progress, academic transcripts, diplomas, requests to view permanent record, auditing classes, disputed grades and tutoring)

Admissions & Placement Programs (for admission, program offerings, change of program, readmission, placement and career services)

Administration (tuition account status, payment plans, student refund checks, problems with social services agencies, personal matters)

Student Coordinators (attendance, make-up, tutoring, extracurricular activities)

STUDENT DISCLOSURE MATERIAL

Information for Students

Student Rights

Schools are required to give this disclosure pamphlet to individuals interested in enrolling in their school.

What is the purpose of this pamphlet?

All prospective and enrolled students in a non-degree granting proprietary school are required to receive this pamphlet. This pamphlet provides an overview of students' rights with regard to filing a complaint against a school and accessing the tuition reimbursement fund if they are a victim of certain violations by the school.

Licensed private career schools which are licensed by the New Jersey State Education Department and Department of Labor and Workforce Development are required to meet very specific standards under the Training Evaluation Unit's Regulations. These standards are designed to help insure the educational appropriateness of the programs which schools offer. It is important for you to realize that the New Jersey State Education Department and Department of Labor and Workforce Development closely monitors and regulates all non-degree granting proprietary schools. The schools are required to have their teachers meet standards in order to be licensed by the Department. Schools are also required to have their curriculum approved by the Department of Labor and Workforce Development, thereby helping to ensure that all curricula offered in the schools are educationally sound.

The New Jersey State Education Department and Department of Labor and Workforce Development wish you success in your continued efforts to obtain the necessary skill training in

order to secure meaningful employment. In addition, the Training Evaluation Unit's staff will continue to work with all the schools to help insure that a quality educational program is provided to you.

Who can file a complaint?

If you are or were a student or an employee of a Licensed Private Career School in the State of New Jersey and you believe that the school or anyone representing the school has acted unlawfully, you have the right to file a complaint with the New Jersey State Education Department.

What can a student or employee complain about?

You may make complaints about the conduct of the school, advertising, standards and methods of instruction, equipment, facilities, qualifications of teaching and management personnel, enrollment agreement, methods of collecting tuition and other charges, school license or registration, school and student records, and private school agents.

How can a complaint be filed by a student or employee?

you should try to resolve your complaint directly with the school unless you believe that the school would penalize you for your complaint. Use the school's internal grievance procedure or discuss your problems with teachers, department heads, or the school director. We suggest that you do so in writing and that you keep copies of all correspondence to the school. However, the school cannot require you to do this before you file a complaint with the New Jersey State Education Department. If you do file a complaint with the Department, please advise the Bureau of any action that you have taken to attempt to resolve your complaint.

What is the tuition refund and cancellation policy?

All schools must have a tuition refund and cancellation policy for each program included in the catalog and in the student enrollment agreement.

Read and understand the school's policy regarding tuition refund and cancellation before you sign the enrollment agreement. If you do not understand it, or are confused by the school's explanation, get help before you sign. You may ask for assistance from the Department at the address included in this pamphlet.

In the event of an unannounced school closure, students enrolled at the time of the closure must contact the Department of Labor and Workforce Development's Training Evaluation Unit within ninety (90) calendar days of the closure. Failure to do so within the ninety (90) days may exclude the student from any available form of assistance. The contact number to call is (609)292-4247.

ADMINISTRATION AND FACULTY

BOARD OF DIRECTORS

Mr. Manmeet S. Viridi

Mr. Kamalpreet S. Viridi

ADMINISTRATION

Ms. Jinhua Xu

President & School Director

Dr. Alfredo Baylousis

Vice President for Corporate
Development

Mr. Joseph M. Caporale

Vice President of Academic Affairs &
Designated School Official

Mr. Alexander M. Pitynski

Educational Compliance Coordinator &
Principal Designated School Official

Ms. Eileen Fitzmaurice

International Student Advisor &
ESL Coordinator

Ms. Song Ee Baek

Admissions Representative

Ms. Liyuan Gao

Registrar

Faculty

Ms. Yeon Ju Bae

ESL Instructor

Ms. Eileen Fitzmaurice

ESL Instructor

Mr. Joshua Tschoe

ESL Instructor

Ms. Yue Hua Kong

ESL Instructor

Mr. Rashid Abdullah

ESL Instructor