



SCHOOL CATALOG 2024

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Welcome to CAMPUS!

Campus Education/**Times Square**

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DISCLAIMER

Campus Education is licensed by the New York State Education Department and operates according to the rules and regulations of the Bureau of Proprietary School Supervision.

That said, the student should be aware that information in this catalog is subject to change. It is, thus, recommended that students considering enrollment check with the school director to determine if all the information in the catalog is up to date and if any information in the catalog has recently been changed. Additionally, a catalog will contain information on the school's teaching personnel and courses/curricula offered. Please be advised that the State Education Department separately licenses all teaching personnel and independently approves all courses and curricula offered. Therefore, it is possible that courses/curricula listed in the school's catalog may not be approved at the time that a student enrolls in the school, or the teaching personnel listed in the catalog may have changed. It is again recommended that the student check with the school director to determine if there are any changes in the courses/curricula offered or the teaching personnel listed in the catalog.

NON-DISCRIMINATION POLICY

Campus Education 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.

INTRODUCTION

MISSION

At CAMPUS, our MISSION is to provide students from around the world with exceptional, accessible and effective English language training, using innovative methods.

CAMPUS HISTORY

Campus Education 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 Education (aka 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.

SCHOOL

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DESCRIPTION of AVAILABLE SPACE, FACILITIES and EQUIPMENT, and HANDICAP ACCESSIBILITY

Available school space: 3,000 sq. ft.
Number of classrooms: 6
Office rooms: 2: Admissions office and Director's (Main) office
Other rooms available to students: 2 Break rooms

Facilities, and equipment:

Instructional Use:

- 2 portable projectors
- 2 laptop computers, and 2 desktop computers equipped with DVD-ROM Drive and CD player (one computer in each classroom)

- 4 Pairs of Speakers

Administration

- 4 desktop computers (Main office)
- 1 color printer (Main office: shared amongst all staff members)
- 1 network printer/scanner/copy machine (Main office: shared amongst all staff members)

Faculty Use

- 1 bookshelf for student textbooks and supplementary materials
- 3 filing cabinets for faculty use
- 2 portable projectors
- 7 computers: 2 laptop computers, and 2 desktop computers equipped with DVD-ROM Drive and CD player (one computer in each classroom); 3 desktop computers (Main office)
- 1 network printer/scanner/copy-machine (Main office: shared amongst all staff members)

Admissions/Support Staff

- 4 desktop computers (Main office)
- 1 color printer (Main office: shared amongst all staff members)
- 1 network printer/scanner/copy-machine (Main office: shared amongst all staff members)

All classrooms and offices have access to the internet via Wi-Fi, and teachers use their own or the school's computers and projectors for classes. Bulletin boards are available for the posting of information.

Handicap Accessibility:

Persons who are handicapped have access to an elevator to move easily between floors.

GOVERNING BODY

President: Manmeet S. Viridi

CEO: Kamalpreet S. Viridi

OFFICIALS and FACULTY, and QUALIFICATIONS

Vice President of Academic Affairs/DSO: Joseph M. Caporale:

Degree(s): TESOL International, TESOL Core Certificate

New York University, M.A. in Comparative Literature

Columbia University, B.A. in Political Science

Educational Compliance Coordinator/PDSO: Alexander M. Pitynski:

Degree(s): TESOL International, TESOL Core Certificate

CUNY/Queens College, Advanced Certification in English Education

CUNY/Queens College, M.A. in English Literature

SUNY/Albany, B.A. in English Literature

School Director/Admissions Representative/School Agent: John Ha:

Degree(s): CUNY John Jay University, B.A. in International Criminal Justice

School Registrar/International Student Advisor/Designated School Official (DSO): Nahmgyung Ryu

Degree(s): Dong Eui University, Busan, Korea, B.A. in English Literature and Business Administration

ESL Coordinator/ESL Instructor: Brian Leo

Degree(s): American College of Education, M.Ed. in Teaching English Learners Rutgers University, B.F.A in Visual Arts

Admissions Representative/School Agent: Izumi Hattori

Degree(s): Trident College, Nagoya, Japan, Completed Instructor's Course in Ballet Instruction

Admissions Representative/School Agent: Iva Rafaela Sousa Ribeiro

Degree(s): Saint-Joseph University / Auxerre, France B.A. in BTS International Trade

Admissions Representative/School Agent: Semih Ergun

Degree(s): Anadolu University/ Eskisehir, Turkey B.A. in International Trade

ESL Instructor: Jennifer Regan

Degree(S): University of North Florida, Florida, USA B.A. in Communications and Broadcast Journalism, Touro College, New York, USA M.A. in TESOL

ESL Instructor: Atlas Phoenix

Degree(S): Faculty of Arts, Ibn Zohn University, M.A. IN WORLD EDUCATION SERVICES

ESL Instructor: Daniel S. Han

Degree(S): B.A. in Computer Science

ESL Instructor: Andres Luis Vaamonde

Degree(S): Cornell University, Ithaca, NY, B.A. in Arts, English

ESL Instructor: Ekaterine Okruashvili

Degree(S): Institute of Foreign Languages, Tbilisi, Georgia, M.A. in Teaching English as a Foreign Language

ESL Instructor: Christopher Mirabal

Degree(S): State University of New York at Fredonia, M.A in TESOL

ACADEMIC PROGRAMS and POLICIES

PROGRAMS OF STUDY, CURRICULUM, AND TEXTBOOKS

At Campus Education, 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 Delta's Key to the TOEFL iBT: Complete Skill Practice, which also comes with an audio CD containing many hours of listening practice. Vocabulary and pronunciation texts are also recommended as supplementary materials.

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

Here is an overview of our levels.

Level 1 (Beginner):

- General English 1
- Business World (Elementary)

Level 2 (High Beginner):

- General English 2
- Business World (Pre-Intermediate)

Level 3 (Intermediate):

- General English 3
- Business World (Intermediate)

Level 4 (Upper Intermediate):

- General English 4
- Academic Preparation (Upper Intermediate)
- Business World (Upper Intermediate)

Level 5 (Advanced):

- General English 5
- Academic Preparation (Advanced)

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: HIGH SCHOOL/GED/TASC Or Parental Consent and Top Notch/Summit Placement Test- Enter Score: 5; Exit Score: 11

General English 2: HIGH SCHOOL/GED/TASC Or Parental Consent and Top Notch/Summit Placement Test Enter Score: 11; Exit Score: 16

General English 3: HIGH SCHOOL/GED/TASC Or Parental Consent and Top Notch/Summit Placement Test Enter Score: 16; Exit Score: 21

General English 4: HIGH SCHOOL/GED/TASC Or Parental Consent and Top Notch/Summit Placement Test Enter Score: 21; Exit Score: 26

General English 5: HIGH SCHOOL/GED/TASC Or Parental Consent and Top Notch/Summit Placement Test Enter Score: 26; Exit Score: 31

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

Academic Preparation (Advanced): HIGH SCHOOL/GED/TASC and Top Notch/Summit Placement Test Enter Score: 26; Exit Score: 31

TOEFL Preparation (Advanced): HIGH SCHOOL/GED/TASC and Top Notch/Summit Placement Test Enter Score: 26; Exit Score: 90

Business World Elementary: HIGH SCHOOL/GED/TASC Or Parental Consent and Top Notch/Summit Placement Test- Enter Score: 5; Exit Score: 11

Business World Pre-Intermediate: HIGH SCHOOL/GED/TASC Or Parental Consent and Top Notch/Summit Placement Test Enter Score: 11; Exit Score: 16

Business World Intermediate: HIGH SCHOOL/GED/TASC Or Parental Consent and Top Notch/Summit Placement Test Enter Score: 16; Exit Score: 21

Business World Upper Intermediate: HIGH SCHOOL/GED/TASC Or Parental Consent and Top

Notch/Summit Placement Test Enter Score: 21; Exit Score: 26

Business World Advanced: HIGH SCHOOL/GED/TASC Or Parental Consent and Top Notch/Summit Placement Test Enter Score: 26; Exit Score: 31

Changing Levels or Schedules; Making Complaints

If you are unhappy with your level or believe that you have been placed improperly, please attend at least a few classes at your placement level. If you still believe that the class level is too easy or too hard for you, speak to the ESL Coordinator or Academic Director, who will discuss your case with your teachers. If the teachers agree that you could benefit from learning at another level, we will fill out a form and make a change for you. You have two weeks from your official start date to ask for a change in your class level or to request a change in your class schedule.

If you have any other complaints about your classes, please discuss your concerns with your individual course teachers. If your complaint is serious and you do not wish to discuss the matter with your classroom teachers, please talk to your admissions representative, with the ESL Coordinator, with the Academic Director, or with the School Director. You may be asked to fill out a Student Complaint Form. We respect your opinions, take your concerns seriously, and will follow up on the matter.

At all times, students may direct concerns or complaints of a serious nature to the New York State Education Department. Please refer to the Student Disclosure Material that was provided to you when you enrolled.

Satisfactory Academic Progress (SAP) Standards

What is SAP?

- **Satisfactory:** means meeting the minimum requirements
- **Academic:** means grades and attendance
- **Progress:** means certain check points in the student's program

SAP is a measure of how well a student progresses through each term and through every level of his/her program. Based on this measure, the school can determine if a student is likely to pass his/her course.

Standards of SAP include the following:

- **Grades:** Cumulative grade point average (aka "GPA")
- **Attendance:** Cumulative attendance rate

Grades: SAP requires students to maintain a GPA of 70 percent or higher, or its equivalent letter grade. Over the course of their respective terms, and at the end of each module of study (a 4-week period), CAMPUS students take a unit achievement test. For the midpoint and endpoint evaluation periods, the number of test scores divided by the number of tests equals a student's grade.

**Grading Rubric For Determining Student's
Numerical Grade Point Average (aka "GPA") or Letter Grade Equivalent**

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
1.9	74	C
1.8	73	C
1.7	72	C
1.6	71	C
1.5	70	C (Required to remain enrolled <i>and</i> to graduate)
1.4	69	D
1.3	68	D
1.2	67	D
1.1	66	D
1.0	65	D

Attendance: The minimum attendance rate is 70 percent. This percentage is obtained by dividing the number of instructional hours attended by the number of instructional hours offered.

Examples of calculating a student's *term midpoint* cumulative attendance percentage (for a 16-week term):

160 hours earned ÷ 160 hours offered x 100 = 100% = Passing
 140 hours earned ÷ 160 hours offered x 100 = 87.5% = Passing
 112.5 hours earned ÷ 160 hours offered x 100 = 70.3% = Passing
 100 hours earned ÷ 160 hours offered x 100 = 62.5% = Failing
 80 hours earned ÷ 160 hours offered x 100 = 50% = Failing

Examples of calculating a student's (full-term) cumulative attendance percentage at the student's *term endpoint* (for a 16-week term):

320 hours earned ÷ 320 hours offered x 100 = 100% = Pass

280 hours earned ÷ 320 hours offered x 100 = 87.5% = Pass

225 hours earned ÷ 320 hours offered x 100 = 70.3% = Pass

200 hours earned ÷ 320 hours offered x 100 = 62.5% = Fail

160 hours earned ÷ 320 hours offered x 100 = 50% = Fail

Maintaining Satisfactory Academic Progress (SAP) Standards

To maintain *Satisfactory Academic Progress*, CAMPUS students must possess an aggregate numerical percentage of 70% or above on all unit achievement tests* taken *in addition to* having maintained the minimum attendance rate of 70% over the course of the term. At CAMPUS, a student's progress is evaluated at the completion of every module in each term of study and aggregated at the end of each term's midpoint and endpoint. The midpoint and endpoint evaluation periods are based on a given course's term length (12, 16, or 24 weeks). Teachers document students' academic progress using a CAMPUS Progress Report form and the NYSED's B PSS-approved SAP Evaluation Form.

*Please be aware that missed tests that are not made up are scored as 0 and included in the final aggregate numerical percentage.

Probation Procedures for Student Failing a Course

If it appears that a student may not pass, the teacher will work with the student, helping the student through counseling and remediation. Depending on the individual situation, assistance that the teacher provides may include in-class extra practice and/or differentiated instruction, use of supplementary course aids/materials, and after-class student counseling and support provided to the student over the course of the student's term. Teachers may also decide to assign students make-up coursework for any content missed by the student. Students are afforded no more than thirty days to make up assignments or instructional hours to achieve satisfactory academic standing.

Consequences for Failure to Meet SAP Standards

Students who do not meet the minimum cumulative grade point average or the minimum attendance rate at the midpoint evaluation shall be provided a written notice of warning.

Students who have been provided a written notice of warning at the midpoint evaluation and who do not meet the minimum cumulative grade point average or the minimum attendance rate at the conclusion of each term, as defined in the student enrollment agreement, shall be placed on probation or withdrawn from the program.

Students placed on probation for failing a course are allowed to repeat the course one more time in order to demonstrate improvement in grades, attendance, or both (depending on which factors led to a failure to demonstrate SAP). Ultimately, students who fail to meet satisfactory academic progress after a probation period are subject to dismissal and may not continue their education at CAMPUS. It is therefore essential that any student who is experiencing academic difficulties seek immediate assistance from his/her teacher, the ESL Coordinator, or 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.

Final Achievement Calculation Rubrics

General English (1-5)

Students who complete Modules 1-4:
10 Unit Achievement Test Scores ÷ 10 = Final Grade

Students who complete Modules 2-4:
7 Unit Achievement Test Scores ÷ 7 = Final Grade

Students who complete Modules 3/4:
5 Unit Achievement Test Scores ÷ 5 = Final Grade

Students who complete Module 4:
2 Unit Achievement Test Scores ÷ 2 = 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 (Term = 16 weeks)		
<input type="checkbox"/> AM	Monday – Thursday MORNING	8:15 am - 1:15 pm (5 hours per day, 25-minute break) = 20 hours per week
<input type="checkbox"/> AFT	Monday – Friday AFTERNOON	1:30 pm - 5:00 pm (Mon – Thurs), 11:00 am - 5:00 pm (Fri) (Mon-Thurs: 3.5 hours per day, 15-minute break; Fri: 6 hours per day, 40-minute break) = 20 hours per week
<input type="checkbox"/> EVE	Monday – Thursday EVENING	5:00 pm - 10:00 pm (5 hours per day, 25-minute break) = 20 hours per week
<input type="checkbox"/> EVE / WEEKEND	Monday & Tuesday EVENING; Friday MORNING; Saturday WEEKEND	5:00 pm - 10:00 pm (Mon/Tues), 9:00 am - 11:00 am (Fri), 9:30 am - 5:30 pm (Sat) (Mon/Tues: 5 hours per day, 25-minute break; Fri: 2 hours per day, no break; Sat: 8 hours per day, 50-minute break) = 20 hours per week

<input type="checkbox"/> EVE / WEEKEND	Wednesday & Thursday EVENING; Friday MORNING; Saturday WEEKEND	5:00 pm - 10:00 pm (Wed/Thurs), 9:00 am - 11:00 am (Fri), 9:30 am - 5:30 pm (Sat) (Wed/Thurs: 5 hours per day, 25-minute break; Fri: 2 hours per day, no break; Sat: 8 hours per day, 50-minute break) = 20 hours per week
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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 (Term = 16 weeks for U-I; Three Quarters = 24 weeks for Adv.)		
<input type="checkbox"/> AM	Monday – Thursday MORNING	8:15 am - 1:15 pm (5 hours per day, 25-minute break) = 20 hours per week
<input type="checkbox"/> AFT	Monday – Friday AFTERNOON	1:30 pm - 5:00 pm (Mon – Thurs), 11:00 am - 5:00 pm (Fri) (Mon-Thurs: 3.5 hours per day, 15-minute break; Fri: 6 hours per day, 40-minute break) = 20 hours per week
<input type="checkbox"/> EVE	Monday – Thursday EVENING	5:00 pm - 10:00 pm (5 hours per day, 25-minute break) = 20 hours per week

<input type="checkbox"/> EVE / WEEKEND	Monday & Tuesday EVENING; Friday MORNING; Saturday WEEKEND	5:00 pm - 10:00 pm (Mon/Tues), 9:00 am - 11:00 am (Fri), 9:30 am - 5:30 pm (Sat) (Mon/Tues: 5 hours per day, 25-minute break; Fri: 2 hours per day, no break; Sat: 8 hours per day, 50-minute break) = 20 hours per week
<input type="checkbox"/> EVE / WEEKEND	Wednesday & Thursday EVENING; Friday MORNING; Saturday WEEKEND	5:00 pm - 10:00 pm (Wed/Thurs), 9:00 am - 11:00 am (Fri), 9:30 am - 5:30 pm (Sat) (Wed/Thurs: 5 hours per day, 25-minute break; Fri: 2 hours per day, no break; Sat: 8 hours per day, 50-minute break) = 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 (Term = 16 weeks)		
<input type="checkbox"/> AM	Monday – Thursday MORNING	8:15 am - 1:15 pm (5 hours per day, 25-minute break) = 20 hours per week
<input type="checkbox"/> AFT	Monday – Friday AFTERNOON	1:30 pm - 5:00 pm (Mon – Thurs), 11:00 am - 5:00 pm (Fri) (Mon-Thurs: 3.5 hours per day, 15-minute break; Fri: 6 hours per day, 40-minute break) = 20 hours per week
<input type="checkbox"/> EVE	Monday – Thursday EVENING	5:00 pm - 10:00 pm (5 hours per day, 25-minute break) = 20 hours per week
<input type="checkbox"/> EVE / WEEKEND	Monday & Tuesday EVENING; Friday MORNING; Saturday WEEKEND	5:00 pm - 10:00 pm (Mon/Tues), 9:00 am - 11:00 am (Fri), 9:30 am - 5:30 pm (Sat) (Mon/Tues: 5 hours per day, 25-minute break; Fri: 2 hours per day, no break; Sat: 8 hours per day, 50-minute break) = 20 hours per week

<input type="checkbox"/> EVE / WEEKEND	Wednesday & Thursday EVENING; Friday MORNING; Saturday WEEKEND	5:00 pm - 10:00 pm (Wed/Thurs), 9:00 am - 11:00 am (Fri), 9:30 am - 5:30 pm (Sat) (Wed/Thurs: 5 hours per day, 25-minute break; Fri: 2 hours per day, no break; Sat: 8 hours per day, 50-minute break) = 20 hours per week
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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 (Quarter = 12 weeks)		
<input type="checkbox"/> AM	Monday – Thursday MORNING	8:15 am - 1:15 pm (5 hours per day, 25-minute break) = 20 hours per week
<input type="checkbox"/> AFT	Monday – Friday AFTERNOON	1:30 pm - 5:00 pm (Mon – Thurs), 11:00 am - 5:00 pm (Fri) (Mon-Thurs: 3.5 hours per day, 15-minute break; Fri: 6 hours per day, 40-minute break) = 20 hours per week
<input type="checkbox"/> EVE	Monday – Thursday EVENING	5:00 pm - 10:00 pm (5 hours per day, 25-minute break) = 20 hours per week
<input type="checkbox"/> EVE / WEEKEND	Monday & Tuesday EVENING; Friday MORNING; Saturday WEEKEND	5:00 pm - 10:00 pm (Mon/Tues), 9:00 am - 11:00 am (Fri), 9:30 am - 5:30 pm (Sat) (Mon/Tues: 5 hours per day, 25-minute break; Fri: 2 hours per day, no break; Sat: 8 hours per day, 50-minute break) = 20 hours per week
<input type="checkbox"/> EVE / WEEKEND	Wednesday & Thursday EVENING; Friday MORNING; Saturday WEEKEND	5:00 pm - 10:00 pm (Wed/Thurs), 9:00 am - 11:00 am (Fri), 9:30 am - 5:30 pm (Sat) (Wed/Thurs: 5 hours per day, 25-minute break; Fri: 2 hours per day, no break; Sat: 8 hours per day, 50-minute break) = 20 hours per week

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
<i>Spring Break: 4/22/2024 – 4/28/2024</i>		
<i>Summer Break: 8/19/2024 – 9/2/2024</i>		
<i>Winter Break: 12/23/2024 – 1/5/2025</i>		

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
<i>Spring Break: 4/22/2024 – 4/28/2024</i>		
<i>Summer Break: 8/19/2024 – 9/2/2024</i>		
<i>Winter Break: 12/23/2024 – 1/5/2025</i>		

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
<i>Spring Break: 4/22/2024 – 4/28/2024</i>		
<i>Summer Break: 8/19/2024 – 9/2/2024</i>		
<i>Winter Break: 12/23/2024 – 1/5/2025</i>		

CREDIT FOR PREVIOUS AND CURRENT EDUCATION AND TRAINING

The courses and programs at Campus Education 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.

FEES

General English (1-5)

No of Weeks/Hours	Non-refundable Registration Fee	Materials Fee	Tuition	Total
16 weeks/ 320 hours	\$100	\$100	\$1,695	\$1,895

Academic Preparation (Upper-Intermediate & Advanced)

No of Weeks/Hours	Non-refundable Registration Fee	Materials Fee	Tuition	Total
16 weeks/ 320 hours	\$100	\$100	\$2,500	\$2,700
24 weeks/ 480 hours	\$100	\$100	\$2,900	\$3,100

TOEFL Preparation (Advanced)

No of Weeks/Hours	Non-refundable Registration Fee	Materials Fee	Tuition	Total
16 weeks/ 320 hours	\$100	\$100	\$2,600	\$2,800

Business World (Elementary-Advanced)

No of Weeks/Hours	Non-refundable 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.

For credit card payments, a 3% convenience fee will be charged.

GENERAL SERVICES

Academic and administrative offices are available throughout the day and evening to assist students with their studies and other needs at the school. Advice may be asked from the appropriate support personnel listed below:

Academic Director – for academic concerns, classes, teachers, programs, textbooks, etc.

Admissions Representative – for admission, program offerings, change in schedule, etc.

Registrar and School Director – for tuition account status, payment plans, student refund checks, etc.

ESL Coordinator – classes, schedules, tutoring, field trips, etc.

DSOs – attendance, immigration paperwork and procedures, transfers, travel plans, etc.

PROGRAM COMPLETION

Students will be classified as graduates if they have received passing grades in each course in the program and kept proper attendance based on the school attendance policy. However, 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.

TRANSCRIPTS AND COMPLETION CERTIFICATES

A transcript fee is charged per student copy. Transcripts of records are issued only upon student request. After receiving such a request, the registrar's office will process it within 3-5 business days. Completion certificates are free and are given upon successful completion of the program.

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 comply with recommendations by the office of the School Director to improve academic achievement.

REFUND POLICY

A student who cancels within 7 days of signing the enrollment agreement, but before instruction begins, receives all monies returned with the exception of the non-refundable registration fee.

Thereafter, a student will be liable for:

1. The non-refundable registration fee plus
2. The cost of any textbooks or supplies accepted plus
3. Tuition liability as of the student's last date of physical attendance. Tuition liability is limited to the quarter or term during which the student withdrew or was terminated and any previous quarter or terms completed.

The student refund may be more than that stated below if an accrediting agency refund policy results in a greater refund. Any refunds due to a student who cancels, withdraws, or discontinues will be made within 45 days of such action.

Also, please be advised that the failure of a student to immediately notify the school director in writing of the student's intent to withdraw may delay a refund of tuition to the student pursuant to Section

For Business World (Elementary- Advanced) Quarter Programs (12 weeks)

Quarter:

If termination or withdrawal occurs:	% Tuition refunded to student	Student tuition refund	% Tuition school keeps	Tuition school keeps
Prior to or during the first week	100%	\$1,800	0%	\$0
During the second week	75%	\$1,350	25%	\$450
During the third week	50%	\$900	50%	\$900
During the fourth week	25%	\$450	75%	\$1,350
After the fourth week	0%	\$0	100%	\$1,800

For Academic Preparation (Advanced), Three Quarters Program (24 weeks)

First Quarter:

If termination or withdrawal occurs:	% Tuition refunded to student	Student tuition refund	% Tuition school keeps	Tuition school keeps
Prior to or during the first week	100%	\$2,900	0%	\$0
During the second week	75%	\$2,175	25%	\$725
During the third week	50%	\$1,450	50%	\$1,450
During the fourth week	25%	\$725	75%	\$2,175
After the fourth week	0%	\$0	100%	\$2,900

Second Quarter:

If termination or withdrawal occurs:	% Tuition refunded to student	Student tuition refund	% Tuition school keeps	Tuition school keeps
During the first week	75%	\$1,449.99	25%	\$483.33
During the second week	50%	\$966.66	50%	\$966.66
During the third week	25%	\$483.33	75%	\$1,449.99
After the third week	0%	\$0	100%	\$1,933.32

Third Quarter:

If termination or withdrawal occurs:	% Tuition refunded to student	Student tuition refund	% Tuition school keeps	Tuition school keeps
During the first week	75%	\$724.995	25%	\$241.66
During the second week	50%	\$483.33	50%	\$483.33
During the third week	25%	\$241.66	75%	\$724.995
After the third week	0%	\$0	100%	\$966.66

For General English (1-5), (16 weeks) Term Programs**16-week Term:**

If termination or withdrawal occurs:	% Tuition refunded to student	Student tuition refund	% Tuition school keeps	Tuition school keeps
Prior to or during the first week	100%	\$1,695	0%	\$0
During the second week	80%	\$1,356	20%	\$339
During the third week	65%	\$1,101.75	35%	\$593.25
During the fourth week	50%	\$847.50	50%	\$847.50
During the fifth week	30%	\$508.50	70%	\$1,186.50
After the fifth week	0%	\$0	100%	\$1,695

For Academic Preparation (Upper-Intermediate), (16 weeks) Term Program**16-week Term:**

If termination or withdrawal occurs:	% Tuition refunded to student	Student tuition refund	% Tuition school keeps	Tuition school keeps
Prior to or during the first week	100%	\$2,500	0%	\$0
During the second week	80%	\$2,000	20%	\$500
During the third week	65%	\$1,625	35%	\$875
During the fourth week	50%	\$1,250	50%	\$1,250
During the fifth week	30%	\$750	70%	\$1,750
After the fifth week	0%	\$0	100%	\$2,500

For TOEFL Preparation (Advanced), (16 weeks) Term Program 16-week

Term:

If termination or withdrawal occurs:	% Tuition refunded to student	Student tuition refund	% Tuition school keeps	Tuition school keeps
Prior to or during the first week	100%	\$2,600	0%	\$0
During the second week	80%	\$2,080	20%	\$520
During the third week	65%	\$1,690	35%	\$910
During the fourth week	50%	\$1,300	50%	\$1,300
During the fifth week	30%	\$780	70%	\$1,820
After the fifth week	0%	\$0	100%	\$2,600

OBTAINING A TUITION REFUND

When a student wishes to withdraw from a class, the student requests a Drop/Add Form from the school director, who then signs the form and completes a Refund Calculation Form based upon the student's last date of physical attendance at the school. In accordance with the prevailing student refund policy (noted above), the student is issued a refund check within 45 days. The failure of a student to immediately notify the school director in writing of the student's intent to withdraw may delay a refund of tuition to the student pursuant to Section 5002(3) of the Education Law.

STUDENT SERVICES

ATTENDANCE

Regular attendance is extremely important for student success. A student has to complete at least 85 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.

ABSENCES

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 from SEVIS. Refund policy applies.

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 60 days are allowed.

TARDINESS

Developing good work ethics is an important part of the training at CAMPUS. Students arriving late for class are interrupting the instructor and other students. If students are more than 60 minutes late, they will have to wait for the 2nd session to join the 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 registered mail and also requests that the student talk in person with the DSO within 7 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 termination in SEVIS.
6. Refund policy applies. Any refunds, if due, will be issued within 45 days of termination.

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 Education 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.

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.

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.

PROPER DRESS CODE AND CLASSROOM DECORUM

Students are encouraged to dress in a manner appropriate to the customary standards of school and professional life. Under no circumstances may students wear any attire while on school premises that may be offensive or disruptive to other students, faculty, or staff members. Furthermore, students may not listen to portable or personal music units while in class.

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 HOUSING

CAMPUS does not offer 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 asked 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. 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 BOARDS

To keep informed of school activities, class schedules, CAMPUS news, social events, housing opportunities, 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. For information dissemination, the school will put announcements on bulletin boards. Once an item is recovered, the student will be immediately notified and can only claim the item upon presentation of proper identification and upon conviction that he or she really owns the item. As a good practice, students are advised to always check their personal belongings in and out of 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 in 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.

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 York 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.

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 York State Education Department are required to meet very specific standards under the Education Law and Commissioner'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 York State Education Department's Bureau of Proprietary School Supervision 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 New York State Education Department, at minimum, every four years, thereby helping to insure that all curriculum offered in the schools are educationally sound.

In addition, staff members of the Bureau of Proprietary School Supervision are often in the school buildings monitoring the educational programs being offered. The interest of the New York State Education Department is to ensure that the educational program being offered meets your needs and that your financial investment is protected.

The New York State Education Department's Bureau of Proprietary School Supervision wishes you success in your continued efforts to obtain the necessary skill training in order to secure meaningful employment. In addition, Bureau 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 York 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 York State Education Department.

What can a student or employee complain about?

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 York 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.

The steps you must take to file a complaint with the New York State Education Department are:

1. Write to the New York State Education Department at 116 West 32nd Street, 5th Floor, New York, New York 10001, or telephone the Department at (212) 643-4760, requesting an interview for the purpose of filing a written complaint. Bring all relevant documents with you to the interview, including an enrollment agreement, financial aid application, transcripts, etc. An investigator from the Department will meet with you and go through your complaint in detail.
2. If you cannot come for an interview, send a letter or call the office to request a complaint form. You must complete and sign this form and mail it to the office. Please include with it copies of all relevant documents. You should keep the originals. You must file a complaint within two years after the alleged illegal conduct took place. The Bureau cannot investigate any complaint made more than two years after the date of the occurrence.
3. The investigator will attempt to resolve the complaint as quickly as possible and may contact you in the future with follow-up questions. You should provide all information requested as quickly as possible; delay may affect the investigation of your complaint. When appropriate, the investigator will try to negotiate with the school informally. If the Department determines that violations of law have been committed and the school fails to take satisfactory and appropriate action then the Department may proceed with formal disciplinary charges.

What is the Tuition Reimbursement Fund?

The Tuition Reimbursement Fund is designed to protect the financial interest of students attending non-degree proprietary schools. If a school closes while you are in attendance, prior to the completion of your educational program, then you may be eligible for a refund of all tuition expenses which you have paid. If you drop out of school prior to completion and you file a complaint against the school with the State Education Department, you may be eligible to receive a tuition refund if the State Education Department is able to provide factual support that your complaint is valid and to determine that there was a violation of Education Law or the Commissioner's Regulations as specified in Section 126.17 of the Commissioner's Regulations. To file a claim to the Tuition Reimbursement Fund, you must first file a complaint with the State Education Department at the address included in this pamphlet. The staff of the State Education Department will assist you in the preparation of a tuition reimbursement form (a sample of this form should have been provided to you upon enrollment).

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.

What should students know about "private school agents"?

Private School Agents are employed by schools for the purpose of recruiting or enrolling students in the school; they are not school counselors. Private school agents cannot require a student to pay a placement or referral fee. Each school agent must be licensed by the New York State Education Department, must have an Agent identification card, and must be a salaried employee of the school. School agents who cannot show an Agent Identification Card are breaking the law if they try to interest students in enrolling in a particular school or group of schools. The name(s) of the agent(s) who enrolled a student must appear on that student's enrollment agreement. Therefore, you should write down the name of the agent who talked to you. Each student will be required to confirm the name(s) of the agent(s) when signing the enrollment agreement. A full refund shall be made to any student recruited by an unlicensed private school agent or even by a licensed agent if there is evidence that the agent made fraudulent or improper claims. To find out if you are eligible to receive a refund, you must follow the complaint procedures included in this page.

What should students know about "grants and guaranteed student loans"?

A grant is awarded to a student based on income eligibility, and it does not need to be repaid (for example, New York State Tuition Assistance Program (TAP) grants or Pell grants provided by the federal government).

Guaranteed student loans are low interest loans provided under the Federal Guaranteed Student Loan Program. The decision to apply for such a loan is yours--the school cannot require that you apply for a loan. You should understand that if you pay school tuition with money loaned to you from a lender you are responsible for repaying the loan in full, with interest, in accordance with the terms of the loan agreement. A failure to repay the loan can hurt your credit rating and result in legal action against you. Even if you fail to complete your educational program, you are still responsible for repaying all the money loaned to you.

It is your right to select a lender for a guaranteed student loan. The school cannot require you to apply to a particular lender or lending institution. However, the school can recommend a lender, but if it does, the school must also provide you with a statement about your right and ability to obtain a loan from another lender and the insurance premiums charged on these loans. Read and understand all the information and application for financial aid grants and loans before signing.

Where can students file a complaint, file a claim to the tuition reimbursement fund, or get additional information?

Contact the New York State Education Department at: New York State Education Department, 116 West 32nd Street, 5th Floor, New York, New York 10001 Attention: Bureau of Proprietary School Supervision: (212) 643-4760

This pamphlet is provided to you by the New York State Education Department (NYSED). The NYSED regulates the operation of Licensed Private Career Schools.

SCHOOL HOURS OF OPERATION

Hours of Operation	
Monday – Thursday	8:00 AM – 10:00 PM
Friday & Saturday	9:00 AM – 5:30 PM

CAMPUS HOLIDAY SCHEDULE for Students

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

CAMPUS attempts to meet all our student needs.

If student needs cannot be met, the institution provides referrals for transfer to other institutions offering similar or appropriate programs.