



**SCHOOL CATALOG**  
**2024**  
**VOLUME 25**



## **Welcome to CAMPUS!**

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## **DISCLAIMER**

Campus Education 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.

Campus Education is licensed by the New Jersey State Education Department and Department of Labor and Workforce Development and operates according to the rules and regulations of the Training Evaluation Unit.

## **NON-DISCRIMINATION POLICY**

Campus Education is an equal opportunity learning institution. It does not discriminate based on 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.

In accordance with Title 38 US Code 3679 subsection (e), this school adopts the following additional provisions for any students using U.S. Department of Veteran Affairs (VA) Post 9/11 G.I. Bill® (Ch. 33) or Vocational Rehabilitation and Employment (Ch. 31) benefits, while payment to the institution is pending from the VA.

This school will not:

- Prevent the student's enrollment;
- Assess a late penalty fee to;
- Require student secure alternative or additional funding;
- Deny their access to any resources (access to classes, libraries, or other institutional facilities) available to other students who have satisfied their tuition and fee bills to the institution.

However, to qualify for this provision, such students may be required to:

- Provide Chapter 33 Certificate of Eligibility (or its equivalent) or for Chapter 31, VA VR&E's contract with the school on VA Form 28-1905 by the first day of class.

Note: Chapter 33 students can register at the VA Regional Office to use E-Benefits to get the equivalent of a Chapter 33 Certificate of Eligibility. Chapter 31 student cannot get a completed VA Form 28-1905 (or any equivalent) before the VA VR&E case-manager issues it to the school.

- Provide written request to be certified;
- Provide additional information needed to properly certify the enrollment as described in other institutional policies.

## **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 2<sup>nd</sup> 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 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.

## **ACADEMIC PROGRAMS and POLICIES (ESL)**

### **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)
- TOEFL Preparation (Advanced)
- Business World (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 3 written parts (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 4<sup>th</sup> 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. Also, if you test into Level 4, you will have the option of taking a class in General English or Academic Preparation, if the class is being offered. If you test into Level 5, you can choose from General English, Academic Preparation, or TOEFL Preparation, if 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



### **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 with 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 Jersey State Education Department.

### **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 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)

#### Final Achievement Calculation Rubric

<b>Students must complete Modules 1-4.</b>
<b>10 Test Scores ÷ 10 = Final Grade</b>

### Academic Preparation (Upper Intermediate and Advanced)

<b>Listening &amp; Speaking Tests:</b>	<b>Reading &amp; Writing Tests:</b>
<b>Aggregate Score of 8 Tests</b>	<b>Aggregate Score of 8 Tests</b>
<b>(50% of grade)</b>	<b>(50% of grade)</b>

### TOEFL Preparation Advanced

<b>Final Achievement Results</b>
<b>Pass = Exit Test Score of 90 points or above</b>

### 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:
<b>Aggregate Score:</b>	<b>12 scores ÷ 12 ÷ 5</b>	<b>4 scores ÷ 4 ÷ 5</b>	<b>1 score ÷ 5</b>	<b>12 scores ÷ 12 ÷ 5</b>	<b>2 scores ÷ 2 ÷ 5</b>
<b>Final Grade Percentage Division:</b>	<b>20% of final grade</b>	<b>20% of final grade</b>	<b>20% of final grade</b>	<b>20% of final grade</b>	<b>20% of final grade</b>

**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:
<b>Aggregate Score:</b>	12 scores ÷ 12 ÷ 5	4 scores ÷ 4 ÷ 5	1 score ÷ 5	12 scores ÷ 12 ÷ 5	4 scores ÷ 4 ÷ 5
<b>Final Grade Percentage Division:</b>	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 (4 weeks/80 hours; 8 weeks/160 hours; 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 (4 weeks/80 hours; 8 weeks/160 hours; 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 (4 weeks/80 hours; 8 weeks/160 hours; 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 (4 weeks/80 hours; 8 weeks/160 hours; 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 (4 weeks/80 hours; 8 weeks/160 hours; 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.

<b>General English: SCHEDULES</b> <b>(Mini Programs = 4 weeks; Quarters = 8 weeks; Terms = 16 weeks)</b>		
<input type="checkbox"/> <b>AM</b>	Monday – Thursday <b>MORNING</b>	9:00 am – 2:00 pm (5 hours per day, 25-minute break) = 20 hours per week
<input type="checkbox"/> <b>EVE / WEEKEND</b>	Monday, Wednesday & Saturday or Tuesday, Thursday & Friday	4:00 pm – 10:00 pm (Mon & Wed or Tue & Thu) 9:00 am – 5:00 pm (Fri or Sat) (Mon & Wed or Tue & Thu: 6 hours per day, 25- minute break Fri or Sat: 8 hours per day, 50-minute break) = 20 hours per week

**Academic Preparation (Upper-Intermediate) (4 weeks/80 hours; 8 weeks/160 hours; 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) (4 weeks/80 hours; 8 weeks/160 hours; 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.

<b>Academic Preparation (Upper-Intermediate) Schedule (Mini Programs = 4 weeks; Quarters = 8 weeks; Term = 16 weeks) &amp; Academic Preparation (Advanced) Schedule (Mini Programs = 6 weeks; Quarters = 12 weeks or 24 weeks)</b>		
<input type="checkbox"/> <b>AM</b>	Monday – Thursday <b>MORNING</b>	9:00 am – 2:00 pm (5 hours per day, 25-minute break) = 20 hours per week
<input type="checkbox"/> <b>EVE / WEEKEND</b>	Monday, Wednesday & Saturday or Tuesday, Thursday & Friday	4:00 pm – 10:00 pm (Mon & Wed or Tue & Thu) 9:00 am – 5:00 pm (Fri or Sat) (Mon & Wed or Tue & Thu: 6 hours per day, 25- minute break Fri or Sat: 8 hours per day, 50-minute break) = 20 hours per week

**TOEFL Preparation (Advanced) (4 weeks/80 hours; 8 weeks/160 hours; 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.

<b>TOEFL Preparation (Advanced) SCHEDULES</b> (Mini Programs = 4 weeks; Quarters = 8 weeks; Terms = 16 weeks)		
<input type="checkbox"/> <b>AM</b>	Monday – Thursday <b>MORNING</b>	9:00 am – 2:00 pm (5 hours per day, 25-minute break) = 20 hours per week
<input type="checkbox"/> <b>EVE / WEEKEND</b>	Monday, Wednesday & Saturday or Tuesday, Thursday & Friday	4:00 pm – 10:00 pm (Mon & Wed or Tue & Thu) 9:00 am – 5:00 pm (Fri or Sat) (Mon & Wed or Tue & Thu: 6 hours per day, 25- minute break Fri or Sat: 8 hours per day, 50-minute break) = 20 hours per week

**Business World (Elementary) (12 weeks/240 hours)**

*Listening:* When listening to short, clear, and simple adapted interviews with businesspeople 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 businesspeople 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 businesspeople 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.

<b>Business World (All Levels) SCHEDULES (Term = 12 weeks)</b>		
<input type="checkbox"/> <b>AM</b>	Monday – Thursday MORNING	9:00 am – 2:00 pm (5 hours per day, 25-minute break) = 20 hours per week
<input type="checkbox"/> <b>EVE / WEEKEND</b>	Monday, Wednesday & Saturday or Tuesday, Thursday & Friday	4:00 pm – 10:00 pm (Mon & Wed or Tue & Thu) 9:00 am – 5:00 pm (Fri or Sat) (Mon & Wed or Tue & Thu: 6 hours per day, 25- minute break Fri or 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
<b>First Term</b>		
Module 1	1/2/2024 (Tue)	4/21/2024
Module 2	1/29/2023	5/24/2024 (Friday)
Module 3	2/26/2024	6/23/2024
Module 4	3/25/2024	7/21/2024
<b>Second Term</b>		
Module 1	4/29/2024	8/18/2024
Module 2	5/28/2024 (Tue)	9/29/2024
Module 3	6/24/2024	10/27/2024
Module 4	7/22/2024	11/24/2024
<b>Third Term</b>		
Module 1	9/3/2024 (Tue)	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
<b>First Term</b>		
Module 1	1/2/2024 (Tue)	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 (Tue)	11/24/2024
<b>Second Term</b>		
Module 1	6/24/2024	12/22/2024
Module 2	7/22/2024	2/2/2025
Module 3	9/3/2024 (Tue)	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
<b>First Term</b>		
Module 1	1/2/2024 (Tue)	3/24/2024
Module 2	1/29/2024	4/21/2024
Module 3	2/26/2024	5/24/2024 (Friday)
<b>Second Term</b>		
Module 1	3/25/2024	6/23/2024
Module 2	4/29/2024	7/21/2024
Module 3	5/28/2024 (Tue)	8/18/2024
<b>Third Term</b>		
Module 1	6/24/2024	9/29/2024
Module 2	7/22/2024	10/27/2024
Module 3	9/3/2024 (Tue)	11/24/2024
<b>Fourth Term</b>		
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		

## 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, courses, or certificates at other institutions are not used to determine placement. Please note that licensed private career 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 licensed private career 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	Registration Fee	Fees	Tuition	Total
4 weeks/ 80 hours	\$100	\$100 books, \$10 ID, \$50 supplies and materials	\$810	\$1,070
8 weeks/ 160 hours	\$100	\$100 books, \$10 ID, \$50 supplies and materials	\$1,000	\$1,260
16 weeks/ 320 hours	\$100	\$100 books, \$10 ID, \$50 supplies and materials	\$1,745	\$2,005
32 weeks/ 640 hours	\$100	\$100 books, \$10 ID, \$50 supplies and materials	\$3,390	\$3,650

### Academic Preparation (Upper-Intermediate)

No of Weeks/Hours	Registration Fee	Fees	Tuition	Total
4 weeks/ 80 hours	\$100	\$100 books, \$10 ID, \$50 supplies and materials	\$850	\$1,110
8 weeks/ 160 hours	\$100	\$100 books, \$10 ID, \$50 supplies and materials	\$1,030	\$1,290
16 weeks/ 320 hours	\$100	\$100 books, \$10 ID, \$50 supplies and materials	\$1,760	\$2,020
32 weeks/ 480 hours	\$100	\$100 books, \$10 ID, \$50 supplies and materials	\$3,420	\$3,680

### Academic Preparation (Advanced)

No of Weeks/Hours	Registration Fee	Fees	Tuition	Total
6 weeks/ 120 hours	\$100	\$100 books, \$10 ID, \$50 supplies and materials	\$1,200	\$1,460
12 weeks/ 240 hours	\$100	\$100 books, \$10 ID, \$50 supplies and materials	\$1,500	\$1,760
24 weeks/ 480 hours	\$100	\$100 books, \$10 ID, \$50 supplies and materials	\$2,650	\$2,910
48 weeks/ 960 hours	\$100	\$100 books, \$10 ID, \$50 supplies and materials	\$5,200	\$5,460

**TOEFL Preparation (Advanced)**

No of Weeks/Hours	Registration Fee	Fees	Tuition	Total
4 weeks/ 80 hours	\$100	\$100 books, \$10 ID, \$50 supplies/materials, \$185 Test	\$845	\$1,290
8 weeks/ 160 hours	\$100	\$100 books, \$10 ID, \$50 supplies/materials, \$185 Test	\$1,025	\$1,470
16 weeks/ 320 hours	\$100	\$100 books, \$10 ID, \$50 supplies/materials, \$185 Test	\$1,700	\$2,145
32 weeks/ 480 hours	\$100	\$100 books, \$10 ID, \$50 supplies/materials, \$185 Test	\$3,500	\$3,945

**Business World (All Levels)**

No of Weeks/Hours	Registration Fee	Fees	Tuition	Total
12 weeks/ 240 hours	\$100	\$220 books, \$10 ID, \$50 supplies and materials	\$1,800	\$2,180

**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, or who has failed to return to the school all books and other materials borrowed from the institution.

**TRANSCRIPTS AND COMPLETION CERTIFICATES**

A transcript fee is charged per student copy. Transcripts are not to be issued unless the student has met all financial obligations to the school. Transcripts of records are issued only upon student request. After receiving such 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 if the student has met all financial obligations to the school.

**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 prior to program start date receives all monies paid except for the non-refundable fees.

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 term during which the student withdrew or was terminated, and any previous terms completed.

Any refunds due to a student who cancels, withdraws, or discontinues will be made within ten (10) business days from the date of such action.

## REFUND CALCULATION

### REFUND CALCULATION FOR FULL-TIME PROGRAMS (16 weeks or more)

Time of withdrawal:	Student's refund:	School retains:
Prior to the program start date	100 % of tuition fee paid	0 % of tuition fee paid plus non-refundable fees
During the first week	90 % of tuition fee paid	10 % of tuition fee paid plus non-refundable fees
During the second and third week	80 % of tuition fee paid	20 % of tuition fee paid plus non-refundable fees
After the third week, but prior to completing 25% of the program	55 % of tuition fee paid	45 % of tuition fee paid plus non-refundable fees
After completing 25% of the program, but no more than 50%	30 % of tuition fee paid	70 % of tuition fee paid plus non-refundable fees
After completing 50% of the program	0 % of tuition fee paid	100 % of tuition fee paid plus non-refundable fees

### REFUND CALCULATION FOR PART-TIME ATTENDANCE PROGRAMS (over 300 hours)

**Note: Not applicable to students under F-1 visa status**

Time of withdrawal:	Student's refund:	School retains:
Prior to the program start date	100 % of tuition fee paid	0 % of tuition fee paid plus non-refundable fees
In the first 25 hours of scheduled attendance	90 % of tuition fee paid	10 % of tuition fee paid plus non-refundable fees
Between 26 and 75 hours of scheduled attendance	80 % of tuition fee paid	20 % of tuition fee paid plus non-refundable fees
After 75 hours of scheduled attendance and prior to completing 25% of the program	55 % of tuition fee paid	45 % of tuition fee paid plus non-refundable fees
After 75 hours of scheduled attendance and completing 25% of the program, but no more than 50%	30 % of tuition fee paid	70 % of tuition fee paid plus non-refundable fees
After completing 50% of the program	0 % of tuition fee paid	100 % of tuition fee paid plus non-refundable fees

**Note: For programs of 300 hours or less, the school retains the non-refundable registration fee plus a *pro-rata portion of the tuition calculated on a weekly basis* (as articulated in the *refund calculation tables* above). Additionally, students are liable for the cost of any textbooks or supplies accepted.**

## **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 no later than sixty (60) business days from the date of request. 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.

## **STUDENT SERVICES**

### **ATTENDANCE**

Regular attendance is extremely important for student success. A student must 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 F-1 visa status, as per 8 CFR Part 214.2(F)6(i)(D), are required to complete 18 hours of classroom attendance per week 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 because 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 F-1 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 2<sup>nd</sup> session to join the class.

### **Consequences for Failure to Meet SAP Standards**

Students who fail to meet satisfactory academic progress are subject to dismissal and may not continue at CAMPUS as regular students. It is therefore essential that any student who is experiencing academic difficulties seek assistance from the school.

## **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 F-1 visa status should know:

1. As per 8 CFR Part 214.2(F)6(i)(D), an international non-immigrant (F-1) student is required to complete 18 hours of classroom attendance per week 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 (F-1) students, then the Registrar requests the DSO to send out a warning letter to the student by registered mail and 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. Registrar reviews list 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 2<sup>nd</sup> 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 or to students who want or need additional help and instruction. Students will be allowed to take 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. However, the school may supply information about homestay providers to students. Individuals in need of local housing should also refer to the classified section of the city and local newspapers. Apartment shares and rentals can also be located through several Internet web sites.

### **FACILITIES AND EQUIPMENT**

CAMPUS has a reception area, an admissions office for registration and student advising, a separate admissions/counseling room for private student advising, a school director's office, a conference room, seven classrooms, a student breakroom, and two restrooms in the common area on the 7<sup>th</sup> floor. Elevators and wide entrance doors in the building make the school accessible to handicapped students, staff, or visitors. Each classroom is equipped with a marker board, an interactive projector or a mobile projector, a computer with internet connection, speakers, and access to a printer/copier. Wi- Fi internet access is also provided.

### **EMERGENCIES**

CAMPUS always considers 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 and classroom doors. 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.

Students should first discuss the matter with the person he or she has a grievance with. If 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.

**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 or email at [trainingevaluationunit@dol.nj.gov](mailto:trainingevaluationunit@dol.nj.gov).**

**SCHOOL HOURS OF OPERATION**

School Hours	
Monday – Thursday	9:00 AM – 10:00 PM
Friday and Saturday	9:00 AM – 5:00 PM

Office Hours	
Monday – Friday	9:00 AM – 6:00 PM

**CAMPUS HOLIDAY SCHEDULE for Students**

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 Weekend
Christmas Day

CAMPUS attempts to meet all our students’ needs. If student needs cannot be met, the institution provides referrals for transfer to other institutions offering similar or appropriate programs.

## **OWNERSHIP**

Campus Education, Inc. is owned by Manmeet S. Virdi and Kamalpreet S. Virdi. The Campus Education branch in Jersey City operates under a licensing agreement with Campus Education, Inc. and is owned and managed by Argus Career School LLC.

## **ADMINISTRATION**

### **BOARD OF DIRECTORS**

Manmeet S. Virdi  
Kamalpreet S. Virdi

### **ADMINISTRATION**

Manmeet S. Virdi	Chief Executive Officer, Campus Education, Inc.
Kamalpreet S. Virdi	Chief Executive Officer, Campus Education, Inc.
Lorelei Ramos	Managing Member, Argus Career School LLC
Christine Tuozo	Member, Argus Career School LLC
Dr. Alfredo Baylosis	Vice President for Corporate Development
Joseph M. Caporale	Vice President of Academic Affairs, School Administrator, and Designated School Official (DSO)
Alexander M. Pitynski	Educational Compliance Coordinator, School Administrator, and Principal Designated School Official (PDSO)
Lorelei Ramos	School Director
Christine Tuozo	School Co-Director
David Marnell	International Student Advisor/Designated School Official (DSO)
Mercedes Arellano	Director of Finance & Assistant to the School Director (Operations)
Cathia Degand	Assistant to the School Director (Academics) & School Registrar
Artur Ujzdowski	ESL Coordinator