

Campus English Academy Student Handbook and Catalog

January 1 – December 31, 2021

I. Fundamentals

Introduction & Mission

Welcome to Campus English Academy!

We are so pleased that you will be joining us to improve your English. This Handbook is provided to answer questions that you may have as a student. Please read it carefully and understand its contents. If you have any questions about our policies and practices that are not answered by this handbook, please feel free to ask the Administrative Director at admin@campusenglishacademy.com.

(For the purposes of this Handbook, the terms "Campus English Academy," "the School," and "School" are used interchangeably.)

Mission Statement

Campus English Academy's mission is to provide learner-centered language programs that equip students with language, communication, and intercultural skills.

Academic Philosophy

Campus English Academy is firmly rooted in the philosophies of learner-centeredness, experiential learning, and an "organic" approach to the learning process. In a learner-centered system, your educational and professional needs are used as the basis for planning and teaching courses. We believe that learning is a process of self-discovery, and you build understanding based on your own experiences and on the learning experiences provided by an instructor. We do not believe that students learn only one thing perfectly at a time. Rather, they learn numerous things at the same time, imperfectly. Knowledge grows gradually when there are many opportunities to use what you have learned in everyday life.

Open Door Policy

Campus English Academy has an "open door policy" and welcomes feedback and communication from all students. Please contact your instructors or Student Services anytime if you have any questions about your program.

The primary method of communication is email. Please make sure that Campus English Academy has your most current email address on file in order to receive communications. Students are responsible for checking their email and responding within 24 hours.

For questions about your studies, please contact the course instructors at ceainstructor@gmail.com
For questions that are administrative (scheduling, class locations, housing, etc.), please contact Student Services at support@campusenglishacademy.com

II. Program Information

Programs Offered

Campus English Academy provides English lessons to non-native speakers in the following classes:

- Beginner ESL Lessons
- Intermediate ESL Lessons
- Advanced ESL Lessons

Beginner ESL Lessons Description and Goals

Students placed in the beginner ESL lessons will complete content and tasks in the areas of Reading, Writing, Speaking, and Listening English.

Reading Description and Goals

The Beginner English reading course teaches learners to think and read critically to encourage a generation of informed global citizens. The lessons include a range of real-world topics related to culture, science, social studies, travel, and adventure to help develop learners' understanding of the wider world.

In this course, students will:

- experience introductory instruction and extensive practical exercises and activities in reading through many varied and interesting written texts
- practice working with different styles of reading processes
- develop a better understanding of complex sentences and paragraphs
- gain exposure to other forms of written texts, such as graphs and charts

Writing Description and Goals

The Beginner English Writing course helps students write better sentences and paragraphs through clear explanations, student writing models, and meaningful practice opportunities. The textbook's powerful National Geographic images open every unit and help to stimulate student writing. This course also provides ample opportunities for free writing and corrective feedback.

In this course, students will:

- experience introductory instruction and extensive practical exercises and activities in writing sentences and paragraphs at the beginner level
- practice working with the writing process
- develop a final written product through the modeling of and guidance with sentences and paragraphs
- apply correct rules of punctuation in beginner level writing
- grasp more complex sentence construction
- create meaningful paragraphs
- become more familiar spelling with verb tenses in English
- expand usable vocabulary covering many topics

Listening Description and Goals

The Beginner English Listening course uses introductory instruction and extensive practical exercises and activities in listening. Students are to gain practice in both working with and reporting on the varied and interesting listening texts presented throughout the course. Students will also be exposed to pronunciation and intonation of English and have opportunities of discussing cultural differences.

In this course, students will:

- better recognize complex sentences in listening texts
- identify the use of adjectives, adverbs and verb tenses
- become more familiar with spelling
- expand their knowledge of usable vocabulary

Speaking Description and Goals

The Beginner English Speaking course builds students' general language proficiency with real-life communication practice that is student-centered, interactive, and fun. The course focuses on all four skills and contains humorous and playful activities that enhance motivation and lead to mastery.

In this course, students will:

- experience introductory instruction and extensive practical exercises and activities in speaking and communicating in English in real-life situations
- practice working with pronunciation and intonation in English
- appreciate the benefit of the writing process in developing their acquisition of communicative English
- recognize and apply the correct use of verb tenses and articles
- utilize adjectives, adverbs and intonation to make their speaking more interesting to the listener
- perform in real-life situations more effectively
- create functional complex sentences for a large variety of situations.

Intermediate ESL Lessons Description and Goals

Students placed in the Intermediate ESL lessons will complete content and tasks in the areas of Reading, Writing, Speaking, and Listening English.

Reading Description and Goals

The Intermediate English Reading course provides a forum for intermediate learners of English to make connections with topics ranging from science to business to global issues. Using TED Talks as a forum for sharing ideas, this course teaches learners how to understand and respond to ideas and content in English. The course highlights extraordinary stories presented by inspiring thinkers and doers, stimulating curiosity and introducing learners to ideas that can change the world.

In this course, students will:

- experience instruction and extensive practical exercises and activities in reading through scaffolded reading and vocabulary tasks
- practice both working with different styles of reading processes and developing a better understanding of key ideas and language.
- demonstrate an expanded usable vocabulary covering many topics
- more fully appreciate critical and creative thinking skills through analyzing, evaluating, synthesizing, reflecting, inferring and problem-solving

- exhibit an expanded usable vocabulary covering many topics
- integrate concepts in projects inspired by their readings
- display an expanded usable vocabulary covering many topics.

Writing Description and Goals

The Intermediate English Writing course helps students write better sentences, paragraphs, and essays through clear explanations, student writing models, and meaningful practice opportunities. The textbook's impactful National Geographic images open every unit and help to stimulate student writing.

In this course, students will:

- experience instruction and extensive practical exercises and activities in writing paragraphs and essays at the intermediate level
- practice working with the writing process
- develop a final written product through the modeling of and guidance with paragraphs and essays
- progress through the writing process, from improving their sentence structure, to writing better paragraphs, to improving essay writing
- demonstrate an expanded usable vocabulary covering many topics
- have a better grasp of the use of correct punctuation
- gain experience in writing on set topics, as well as topics of their own choice.

Listening Description and Goals

This course uses high-interest tasks to support the development of receptive and productive skills while including critical listening and learning strategies. The course uses a task-based approach to develop listening skills and strategies essential to effective communication while integrating speaking and pronunciation skills.

In this course, students will:

- practice listening and speaking in a variety of real-life situations
- listen to passages based on authentic sources.
- make cultural comparisons and personalizations
- learn key expressions related to each unit's topics and goals.

Speaking Description and Goals

The Intermediate English-Speaking course builds students' general language proficiency with real-life communication practice that is student-centered, interactive, and fun, focuses on all four skills. Humorous and playful activities enhance motivation, while intensive practice leads to mastery and prepares students for their life-skill roles in the community, family, school, and work.

In this course, students will:

- learn to use the English language grammatically through meaningful conversation
- demonstrate an expanded usable vocabulary covering many topics
- implement different grammatical forms in conversations in a variety of practical situations.

Advanced ESL Lessons Description and Goals

Students placed in the Advanced ESL lessons will complete content and tasks in the areas of Reading, Writing, Speaking, and Listening in English.

Reading Description and Goals

The Advanced Reading course provides a forum for advanced learners of English to make connections with topics ranging from science to business to global issues. The course highlights extraordinary stories presented by inspiring thinkers and doers, stimulating curiosity and introducing learners to ideas that can change the world. The course uses authentic language, delivered by experts in their field, providing learners with models of English that are real and relevant to their academic studies.

In this course, students will:

- experience advanced instruction and extensive practical exercises and activities in reading through scaffolded reading tasks
- practice working with different styles of reading processes
- develop a better understanding of key ideas and language
- demonstrate an expanded usable vocabulary covering many topics
- appreciate critical and creative thinking skills through analyzing, evaluating, synthesizing, reflecting, inferring and problem-solving
- display an expanded usable vocabulary covering many topics.

Writing Description and Goals

The Advanced English Writing course helps students write better sentences, paragraphs, and essays through clear explanations, student writing models, and meaningful practice opportunities. The textbook's impactful National Geographic images open every unit and help to stimulate student writing.

In this course, students will:

- experience advanced instruction and extensive practical exercises and activities in essay writing at the advanced level
- demonstrate an expanded usable vocabulary covering many topics
- practice working with the writing process
- develop a final written product through the modeling of and guidance with essays and research.

Speaking Description and Goals

The Advanced English-Speaking course uses high-interest international content to prepare students for the English academic world. The course encourages students to apply critical thinking skills as they engage in academic listening and speaking tasks across a range of disciplines.

In this course, students will:

- experience greater autonomy in improving their speaking skills
- reflect critically on the learning content
- demonstrate an expanded usable vocabulary covering many topics
- assimilate new words by using them in context
- gain specific speaking skills, such as referencing speeches, practicing brainstorming techniques, and preparing presentations
- use varied language, analogies and persuasive language, and integrate these skills in speaking activities such as speeches and presentations
- research theme-related topics, apply strategies learned, and create short presentations.

Listening Description and Goals

The Advanced English Listening course engages students through authentic and compelling content and empowers them to achieve their academic and personal goals. The approach to critical thinking in listening challenges students to move beyond basic comprehension to higher-level analysis.

In this course, students will:

- build their listening skills and build their language proficiency
- demonstrate an expanded usable vocabulary covering many topics
- improve their listening skills by making and confirming predictions, identifying main ideas and specific details, and inferring meaning.

Campus English Academy Faculty and Administrators

ESL Instructor Jessica Camacho, MA in TESOL

Jessica Camacho-Jeong holds a Master of Arts degree in Teaching English to Speakers of Other Languages (TESOL) from Hunter College in New York. She is an experienced English as a Second Language (ESL) teacher to adults. In addition to her teaching background, she has worked with foreign nationals in Japan as an administrative assistant at the Bank of Fukuoka, and she is proficient in the Korean language.

ESL Instructor Charles Omer, MA and MFA

Charles Omer has a Master of Arts in English for Teachers from Western New England University, a Teaching English to Speakers of Other Languages (TESOL) certificate from Arizona State University, and a Master of Fine Arts in Creative Writing from National University. In addition to teaching English as a Second Language, he is an aspiring poet. One of his poems is forthcoming in Plough Quarterly magazine.

ESL Instructor Katie Lewis, BA, TESOL Certificate

Katie Lewis is a graduate of Loyola Marymount University in Los Angeles. She has been working in arts education and entertainment for the last five years in Los Angeles, Boston, and London. She discovered her love for teaching English while working on a cruise ship and working alongside many nationalities.

Senior Academic Advisor David Nunan, Ph.D.

Dr. David Nunan is the Anaheim University Director of the David Nunan TESOL Institute; founding Dean of the Anaheim University Graduate School of Education; and Past-President of Anaheim University from 2006 - 2008. Dr. Nunan is a world-renowned linguist and best-selling author of English Language Teaching textbooks for Cambridge University Press, Oxford University Press, and Thomson Learning, and his ELT textbook series "Go For It" is the largest selling textbook series in the world with total sales exceeding 4.5 billion books. In 2000, David Nunan served as President of TESOL, the world's largest language teaching association, and was the first person to serve as President from outside North America. David Nunan has been involved in the teaching of graduate programs for such prestigious institutions as the University of Hong Kong, Columbia University, the University of Hawaii, Monterey Institute for International Studies, and many more. In 2002 Dr. Nunan received a congressional citation from the United States House of Representatives for his services to English language education through his pioneering work in online education at Anaheim University. In 2003 he was ranked the 7th most influential Australian in Asia by Business Review Weekly, and in 2005 he was named one of the top "50 Australians who Matter". David Nunan was invited by the Australian Prime Minister to attend a summit in Sydney Australia in December 1996 as one of the Leading 100 Global Australians. His esteemed background demonstrates a history of directing successful and ethical educational institutions and non-profit organizations. In 2015, Dr. Nunan received the James E. Alatis Award for Service to TESOL, the highest award from the TESOL International Association.

Academic Advisor Luke Plonsky, Ph.D.

Dr. Luke Plonsky (Ph.D., Michigan State University) comes to Campus English Academy with nearly 20 years of experience in the fields of TESOL and Applied Linguistics. Dr. Plonsky's research expertise falls into three main areas: second language acquisition, language teaching, and research methodology. His work in these and other areas has appeared in over 80 articles, book chapters, and books. Over the last five years, he has had appointments in the Department of Linguistics at Georgetown University; University College London; and Northern Arizona University (where he has served since 2011). He also serves as Coordinator, Linguistics area (MA TESL, Ph.D. in Applied Linguistics) and Coordinator, TESL Graduate Certificate at Northern Arizona University. Dr. Plonsky has taught courses all over the world in applied linguistics, TESOL, and English and Spanish as a second language, including Spain, The Netherlands (National Graduate School of Linguistics), Puerto Rico (Caribbean University), and in the United States at Michigan State University, Arizona State University, and Northern Arizona University.

Academic Assistant Jihye Shin, Ph.D.

Dr. Jihye Shin serves as Associate Academic Advisor for Campus English Academy. She holds a Ph.D. in applied linguistics from Northern Arizona University. Dr. Shin's areas of research include second language literacy development, TESOL, psycholinguistics, language assessment, and research methods. Dr. Shin has over 10 years of teaching experience in a variety of settings. She has worked with primary and secondary school students in Korea, international students in an intensive English program, and university students in the US and China. She consults on second language research, conducts teacher training, and develops curriculum assessment materials. In her free time, Dr. Shin enjoys playing racquetball, running, and crocheting.

Learning Center Director David Bracey, BA, TESOL Certificate

David Bracey is the Business Manager and CFO for Campus English Academy. After graduating from Canada's prestigious University of Western Ontario Psychology Department, David Bracey began his professional career in the accounting division of Zellers, one of Canada's leading retail department stores, where he received his formal accounting training and was responsible for research in inventory control and pricing analysis. He was then hired by General Motors of Canada as a competitive analyst and marketing and pricing researcher, where he received significant training comparing automotive product lines for Ford, Chrysler and General Motors. He went on to KBA Educational Academies, a large chain of language schools, where began as an instructor and worked his way up to a senior administrative position, overseeing 13 teaching locations prior to his work at Anaheim University, where he serves as Managing Director and CFO. He is a Board Member of Sister Cities International Southern California Chapter and a Member of the Los Angeles Nagoya Sister City Affiliation.

Administrative Director Kate Strauss, MA in English

Kate Strauss serves as the Administrator Director of Campus English Academy. She has seven years of school administrative experience and is currently serving as the Vice President of Administrative Affairs at Anaheim University. Ms. Strauss holds a Bachelor of Arts in English from Princeton University, and a Master of Arts in English from the University of California, Irvine. Ms. Strauss brings over 10 years of experience in the human relations and marketing fields, and she has won numerous civic awards in her role as Marketing Director for One Colorado in Old Pasadena, CA for her innovative contributions to cultural life and leadership. She has also enjoyed success using her communication skills as a teacher and training professional for the Orange County Human Relations Council.

Student Services Director Elizabeth Mays, M.M.

Holding a Master's degree from Azusa Pacific University and a Bachelor's degree from University of Redlands, Elizabeth Mays is the Students Services Director at Campus English Academy. In this role, she oversees the school's various student services tasks from admissions through completion. Prior to joining Campus English Academy, Ms. Mays held management positions at technology firms and a faculty position at APU, where she founded the Master's of Music Handbell performance program. She currently serves as Registrar for Anaheim University. She has also volunteered for various nonprofit organizations including the Handbell Musicians of America and Habitat for Humanity.

ibaecht@kean.edu

Student Services Offered

Campus English Academy provides the following services to students:

- Academic advising to assist students with their academic programs
- Information on personal counseling resources
- Information on Immigration resources
- Assistance with administrative procedures
- Support services for complaints
- Notifications of class locations and schedules
- Information about required materials

Campus English Academy does not provide direct counseling, immigration, or job placement services to our students. Students may contact Student Services for information about resources to assist them with personal counseling or immigration as needed.

Health Insurance

Students traveling from overseas must have health insurance during the entire period they are studying with Campus English Academy. Local students are not required to have health insurance. Local students who do not have health insurance may have higher costs of health services; less overall access to health services; difficulties receiving preventative care due to health costs; and the potential to incur medical debt when receiving medical services. Therefore, it is recommended to have health insurance.

Learning at Campus English Academy

Program Fees

The program requires a \$75 non-refundable Application Fee. Students are required to purchase their writing textbooks. All other textbooks and materials will be provided on site.

Beginner English (ESL) Lessons

\$400 per term x 8 terms

Intermediate English (ESL) Lessons

\$400 per term x 8 terms

Advanced English (ESL) Lessons

\$400 per term x 8 terms

Total Fees and Charges

Non-Refundable Fees	
Application Fee	\$75.00
STRF Fee (non-refundable after cancellation period)	
STRF fee*	\$5.00
<i>Due Upon Submission of this Enrollment Agreement</i>	
Program Fees	
<i>Tuition per term (\$400 every 4 weeks)</i>	
Beginning English (8 terms/32 weeks)	\$3,200.00
Intermediate English (8 terms/32 weeks)	\$3,200.00
Advanced English (8 terms/32 weeks)	\$3,200.00
Total Cost of Program (for all 3 levels)	\$9,680.00

***Student Tuition Recovery Fund (STRF)**

The Student Tuition Recovery Fund (STRF) is administered by the California BPPE and applies to a California resident, or a student enrolled in a residency program. The STRF fee is currently fifty cents (\$.50) per one thousand dollars (\$1,000) of institutional charges. The State of California established the Student Tuition Recovery Fund (STRF) to relieve or mitigate economic loss suffered by a student in an educational program at a qualifying institution, who is or was a California resident while enrolled, or was enrolled in a residency program, if the student enrolled in the institution, prepaid tuition, and suffered an economic loss. Unless relieved of the obligation to do so, you must pay the state-imposed assessment for the STRF, or it must be paid on your behalf, if you are a student in an educational program, who is a California resident, or are enrolled in a residency program, and prepay all or part of your tuition. You are not eligible for protection from the STRF and you are not required to pay the STRF assessment, if you are not a California resident, or are not enrolled in a residency program.

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

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

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

5. The institution has failed to pay or reimburse loan proceeds under a federal student loan program as required by law, or has failed to pay or reimburse proceeds received by the institution in excess of tuition and other costs.

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

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

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

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

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

Student’s Right to Cancel

The student has the right to cancel an enrollment agreement in any manner through the first day of the course, or the seventh day after signing the enrollment agreement, whichever is later (the “Cancellation Period”) and obtain a full refund of all monies paid, less the nonrefundable application fee of \$75. Students canceling after the seven-day Cancellation Period will receive a refund of all amounts paid, less the STRF fee, which is currently fifty cents (\$.50) per one thousand dollars (\$1,000) of institutional charges and applies to California residents or students enrolled in a residency program.

The written notice of cancellation may be given by e-mail, fax, or postal service (in which case, the effective date begins when the letter is deposited in the mail properly addressed with postage prepaid)

Tuition Refund

AIC shall refund 100 percent of the amount paid for institutional charges, less a \$75 application fee, if notice of cancellation is made through attendance at the first class session, or the seventh day after enrollment, whichever is later. After this date, students who have completed a portion of the period of attendance shall receive a pro rata refund. The pro rata refund is calculated by taking the total amount of money paid by the student and subtracting the daily charge for program (\$20/day) multiplied by the number of days the student attended or was scheduled to attend prior to withdraw.

Sample Calculation

Total number of days student attended/scheduled to attend	Daily Attendance Rate (\$20/day) multiplied by number of days student attended/scheduled to attend	Total amount paid to the school (\$400/term, 20 days per term)	Refund Amount Due
50	\$1,000	\$1,200 (3 terms paid)	\$200

For the purposes of determining the student's obligation for the time attended, the student will be considered to have withdrawn from the program when any of the following occurs, unless the Admissions Director determines a different course of action:

- The student notifies the school of the withdrawal.
- The school terminates the student's enrollment.
- The student fails to attend classes for a three-week period. In this case, the date of withdrawal will be the last date of attendance.
- The student fails to submit three consecutive lessons or fails to submit a completed lesson required for home study or correspondence within 60 days of its due date.
- The student has not responded to communication in any form from the school for four months.

If the student obtains a loan to pay for an educational program, the student will have the responsibility to repay the full amount of the loan plus interest, less the amount of any refund. If the student has received federal financial aid funds, the student is entitled to a refund of moneys not paid from federal student financial aid funds.

If the student defaults on a federal or state loan, both the following may occur:

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

Program Duration

Each level is a total of 8 terms. Each term is 4 weeks in length. Therefore, each level is a total of 32 weeks. Students study 18 hours per week Monday through Friday. The total completion time for all 3 levels is 96 weeks.

Enrollment

All incoming students must be at least 18 years of age. All students must possess a high school diploma or its equivalent, or otherwise successfully take and pass the relevant equivalent examination.

Learning or Other Disabilities

Campus English Academy will make reasonable provision for students with learning or other disabilities that may otherwise prevent them from succeeding academically. The student will be required to submit appropriate documentation of the disability from a professional qualified to assess the nature and extent of the disability. The student submission will be reviewed by the appropriate personnel, and the decision will be documented in the student's file. All such documentation will be kept confidential. Appeals regarding disability-related issues will be directed to the Administrative Director.

Attendance

Students will confirm their schedules with Student Services upon enrollment in the program. Students are expected to commit to their studies and attend all lessons in their assigned schedule. If a student cannot attend a lesson, they should notify both their instructor and Student Services in advance if possible.

While attendance and effort are essential to the successful completion of each task, they do not determine whether or not a student can advance to the next level of study. Student advancement is determined strictly by the students' ability to demonstrate mastery of reading, writing, listening, and speaking at that

level.

Absences/Leave of Absence

Students who are not able to attend a lesson are expected to notify both Student Services and their teacher as soon as they are aware of the conflict. Students who may be away from their studies for an extended period of time (1 week or longer) may request a Leave of Absence. Students will need to notify Student Services and their instructor that they wish to take a Leave of Absence and the dates that they will be away. Once the Leave of Absence has been approved, the instructor will notify the student of the material that will be covered while the student is absent so that the student may continue to work on the lessons. When the student returns to their studies, they have the same amount of time that they missed to make up the work. For example, a student who takes a Leave of Absence for two weeks will have two weeks to submit their make up work when they return to their studies.

All students will need to successfully complete any assessments on material that they missed due to absences. Any missed assessments can be scheduled by the teacher at a time convenient to them and the student. Students who do not successfully complete these assessments will need to repeat the material.

Probation/Dismissal

Students should not miss more than 4 days of class per term. Students are expected to make up all work from days that they miss class in a timely manner. Students who miss more than 4 days per term without informing the school may be placed on a “probation” status. Students who are placed on probation will have two terms to improve their attendance. Students who do not improve their attendance within two terms may be dismissed from the program.

Initial Orientation

Students will complete their initial orientation on the first official day they attend the school. During the orientation, students will complete an online placement assessment to determine if they should be placed in the beginner, intermediate, or advanced English lessons. They will also be provided with the following information:

- Student Handbook
- Textbook information
- Program fees and duration
- Progress and grading information
- Student satisfaction surveys
- Attendance, absences, and leave of absence information
- Academic integrity
- How to make a complaint

Student Placement

Student placement occurs during the initial orientation. Students will complete an online placement assessment to determine the student’s English Language proficiency and if they should be placed in the beginner, intermediate, or advanced English level.

Students may appeal their initial placement within one week. Students must submit the request in writing to Student Services expressing their reasons for requesting a change of level. Upon receipt of this request, Student Services will set up a new placement assessment. The student will then be placed according to the results of the new evaluation. Any further appeal will be directed to the Administrative Director.

Language of Instruction

The language of instruction at Campus English Academy is English.

Student Assessment and Progress

Students will complete a series of assessments on Speaking, Listening, Reading, and Writing tasks during their lessons. Instructors are responsible for recording student progress and grades. Once the institution receives student lessons, projects, or tests, the institution will post a response or evaluation within 72 hours. Students are also notified of their cumulative progress at the end of each term.

Student tasks are evaluated on a pass/fail basis. Students must receive a grade of 70% or higher on each individual assessment task in order to earn a “pass.” They will need to successfully pass 70% of their assessment tasks in each area of reading, writing, listening, and speaking in order to advance to the next level of study. Students who do not meet these benchmarks will need to repeat the relevant parts of the curriculum in order to advance to the next level.

Upon the successful completion of all reading, writing, listening, and speaking lessons at the beginner, intermediate, or advanced level, students will have an opportunity to demonstrate their mastery of those level-specific skills in a final assessment. This assessment will also determine if the student is ready to advance to the next level.

Achievement scale

Campus English Academy measures student achievement using various assessments. Students are assigned percentage grades on each assessment they complete. Overall student achievement is measured based on the following chart:

Achievement Percentage Scale		
90 – 100%	Excellent	Pass
80 – 89.99%	Good	Pass
70 – 79.99%	Fair	Pass
0 – 69.99%	Poor	Fail

Textbooks and Learning Resources

Students are responsible for purchasing their own writing textbooks for their program. Reading, Speaking, and Listening textbooks will be provided on site for the students. Textbook information is provided by Student Services after the student has completed their placement assessment and been enrolled in a beginner, intermediate, or advanced class. Students may purchase their textbooks through any resources available to them.

Campus English Academy does not currently have a library on site. However, the Learning Center is located across the street from the University of California, Irvine. Students may choose to get a library card for the library at UC Irvine. Students may contact the library at UC Irvine directly for information on the costs of a library card.

Student Feedback

Campus English Academy aims to build a school that is noted for excellence, dedication, and commitment in teaching English. The School has put structures and procedures in place to ensure excellence in teaching and scholarship.

The Term Review

At the end of each 4-week term, students will complete an evaluation form to provide feedback on the course content, the quality of instruction, and the specific improvements they have made in their English. Students are also asked if they would they recommend the lessons to a friend and if they have been satisfied with their studies over the past four weeks. The survey concludes with two open-ended response questions about what the student gained the most over the past term of lessons, and any comments or suggestions s/he has.

This data is reviewed anonymously by the instructors and the administration each term in order to verify that students are satisfied with their learning and to make any needed improvements to the School.

Academic Integrity

Cheating, Plagiarism and Falsification of Records

Cheating is the act obtaining or attempting to obtain credit for work by the use of dishonest, deceptive or fraudulent means; plagiarism is the act of taking ideas, words, or specific substance of another and offering them as one's own; falsification of records is a misrepresentation of statements in submitted records. Students accused of cheating or plagiarism are entitled to and may petition the Administrative Director for due process and review by an appropriate forum. Falsifying records is grounds for immediate dismissal and forfeiture of all financial payments and academic credits.

Student's Right to Appeal

A student has the right to appeal the finding of plagiarism or cheating, or to appeal the severity of the penalty imposed by the Administrative Director, within five working days of the date on which a copy of the form was delivered to the student.

Complaint/Grievance Policy

Campus English Academy places great emphasis on putting the educational experience of its student body as the first priority of its administration, faculty, and staff. The School seeks to continuously improve the educational experience of its students, including the quality of academics, learning resources, online learning system, and Student Services. Students, faculty, and staff may always provide feedback, seek assistance, and express grievances in person, in writing, by phone, by email, or by live chat/Skype sessions. Formal grievances/complaints must be submitted in writing to Student Services. Written complaints may also be sent by email to info@campusenglishacademy.com or mailed to Campus English Academy, 4199 Campus Drive, Suite A. Irvine, CA 92612, USA. Students may also submit complaints using the online form on the website.

[Student Complaint Form](#)

Campus English Academy defines a student complaint as a formal statement made in writing to Student Services that outlines a specific grievance which is interfering with the student's perceived ability to succeed in his/her chosen program of study. Students who wish to file a faculty complaint or have a potential conflict of interest should also submit a formal complaint in writing to Student Services. Once a complaint is received, it will be directed to the appropriate department and the individual responsible for overseeing that department. Grievances that cannot be resolved by the department will be referred to the Administrative Director. All formal grievances/complaints will receive a response within 72 hours of the School receiving the complaint.

A student or any member of the public may file a complaint about this institution with the Bureau for Private Postsecondary Education by calling (888) 370-7589 toll-free or by completing a complaint form, which can be obtained on the bureau's internet web site www.bppe.ca.gov.

III. Campus Information

About Campus English Academy

Campus English Academy is a private institution offering English language lessons at the beginning, intermediate, advanced level.

Contact Information

Campus English Academy
4199 Campus Drive, Suite A
Irvine, CA 92612
USA
(714) 772-4440
www.campusenglishacademy.comf
info@campusenglishacademy.com

For questions about your studies, please contact the course instructors at ceainstructor@gmail.com
For questions that are administrative (scheduling, class locations, housing, etc.), please contact Student Services at support@campusenglishacademy.com

Class Location

Main Irvine Location (University Center)
4199 Campus Drive, Suite A
Irvine, CA 92612

Facilities and Equipment

Students will take their lessons at Campus English Academy's physical location listed above. The facilities include two classrooms located in the University Center, which has an abundance of restaurants, shopping and entertainment amenities, as well as access to a University of California campus and library.

Facilities also include computers, projectors, CD/DVD players, wifi, copy machines/printers, whiteboards, locking book cabinets, tables, chairs, stationery and other essential office items available for instructional use. Instructional materials and equipment will be provided by the school except for writing textbooks that will be purchased by the student.

Accreditation

Campus English Academy is accredited by the Commission on English Language Program Accreditation (CEA) for the period August 2020 through August 2025 and agrees to uphold the CEA Standards for English Language Programs and Institutions. CEA is recognized by the U.S. Secretary of Education as a nationally recognized accrediting agency for English language programs and institutions in the U.S. For further information about this accreditation, please contact CEA, 1001 N. Fairfax Street, Suite 630, Alexandria, VA 22314, (703) 665-3400, www.cea-accredit.org.

Campus English Academy is also approved to operate by the California Bureau for Private Post-Secondary Education. "Approval to operate" means that Campus English Academy operates in compliance with state standards as set forth in the California Education Code and the California Code of Regulations.

Housing

Campus English Academy currently does not offer housing options. The school does not have dormitory facilities under its control and does not provide housing or dormitory facilities. Campus English Academy is located in the University Center in Irvine, CA. Housing is available reasonably near the facilities. The cost range of this housing is \$1500 per month for shared accommodations and \$2000 per month for single accommodations. Campus English Academy does not assist students in finding housing.

Health and Safety

School Security and Personal Safety

Campus English Academy believes that the study/work environment must be safe, secure, and absolutely free from harassment. To accomplish this, all students must act in a professional manner toward students, employees, administrators, guests, and other members of the School community.

Your Personal Responsibility

Safety is a vital concern at Campus English Academy, and it is one of a student's most important responsibilities. Following the School's safety policies to the letter is essential. An unsafe condition must be reported to a supervisor or administrator. Accidents, no matter how minor, must also be reported. Students should be aware of the location of the nearest first aid kit, fire extinguisher, and exits.

General Security and FERPA

The following security procedures must always be followed to ensure your safety and the safety of the School, administrators, students, employees and staff and to ensure the confidentiality of the of records and other proprietary information. Access to student records is restricted to the Director of Student Services and to Student Services employees working in the office. Any breaches in security are to be immediately reported to the Administrative Director.

The Family Educational Rights and Privacy Act of 1974 (FERPA) is a federal law that pertains to the release of and access to student educational records. The law, which seeks to protect the rights of students and to ensure the privacy and accuracy of education records, applies to all schools that receive funds under applicable programs administered by the U.S. Department of Education.

Visit the [Family Policy Compliance Office website](#) to learn more.

Student records are only released to the student, unless the student provides a release for a specific individual or organization in writing. This policy is in compliance with best practices under FERPA.

Retention of Student Records

Student records are stored in secure, locked, fire-proof facilities which have restricted access and a motion sensor alarm security system. Cloud storage of back-up electronic records is protected by a two-step verification process in addition to the highest standards in SSL browser encryption. Campus English Academy retains all student records and transcripts indefinitely. A student or graduate can request information by contacting the school.

Crime and Criminal Activity

Safety is the School's biggest concern during any crime that may take place during student hours or during employment. Everyone must follow these procedures if a crime occurs:

- Cooperate fully with the person committing the crime.
- Try to keep yourself and fellow students as safe as possible.
- As quickly as possible after the crime is committed, call for any medical help that might be needed.
- As quickly as possible after the crime has been committed and medical help has been called for, contact the local police department and your supervisor.
- In your own words, write down all details of the crime as you remember them, including the date, the time, a description of the person or persons and/or what they were wearing, and what happened.
- NOTE: Do not try to be a "hero" or to stop the crime from being committed. Your safety and the safety of others is much more important to the School than the fate of the criminal or the property of the School.

Campus Injuries

If a student is seriously injured while on campus, s/he must get medical treatment immediately. If necessary, an ambulance should be called. If the injury is less serious, the administrator or supervisor must make arrangements for the student to be taken to the doctor. Injured students may be referred to a School-recommended physician for medical treatment. However, in emergency situations, this may not be possible or practical, and the student should call 9-1-1- instead.

Harassment

Verbal, physical, and sexual harassment of fellow students, faculty, or members of the public is absolutely forbidden. Harassment can take many forms. Students must be sensitive to the feelings of others and not act in a way that might be considered harassment by anyone else. If it appears that you, a student, a faculty member, or an administrator has been the victim of harassment, the incident and the names of the persons must be reported to the Administrative Director immediately. This report must be made both verbally and in writing. The incident will be investigated, and complete cooperation is crucial. There will be no retaliation against the reporting individual for making a complaint.

Sexual Harassment

Sexual harassment is defined as unwelcome sexual attention or comments. It is sometimes imposed on a person in an unequal power relationship through abuse of authority or used in a coercive manner to solicit sexual attention. Unwelcome sexual advances; deprecating sexual remarks; acting in an unprofessional manner that may be considered demeaning; requests for sexual favors; or other verbal or physical conduct of a sexual nature constitutes harassment.

Sexual harassment is illegal. It violates Title VII of the Civil Rights Act of 1964, and Title IX or the 1972 Education Amendments. This behavior may range from sexual innuendo, perhaps in the guise of humor, to coercive sexual relations. It may include, but is not limited to:

- verbal harassment or abuse
- inappropriate sexual references
- subtle pressure for sexual activity
- unwelcome physical contact
- leering or ogling a person's body
- repeated "accidental" physical contact
- demanding sexual attention with implied threats or rewards
- explicit offers for money for sexual attention
- physical assault, including rape.

An allegation of such action is sufficient grounds for an investigation and may result in discipline, termination and/or police involvement.

Appropriate Conduct

Students are expected to comport themselves professionally and in a manner that protects them from allegations of misconduct. When possible, students should not be alone with an individual faculty or staff member. When this situation is unavoidable, students must take every precaution to avoid any hint of impropriety, keeping the door open and a table or desk between faculty/staff member and the student. Faculty/staff members may not drive students in their personal vehicle for any reason or meet with students anywhere except the School unless a school event involving multiple students requires the faculty/staff to be present.

Conflict of Interest: Business Ventures with Students

Faculty may not engage in business ventures with students, either directly or indirectly, while a student is on active status with the School without prior approval from the Administrative Director.

IV. Disclosures

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

Bankruptcy Code Disclosure

Campus English Academy does not have a pending petition in bankruptcy, nor has it filed a petition within the preceding five years. Campus English Academy is also not operating as a debtor in possession, and it has not had a petition in bankruptcy filed against it within the preceding five years that resulted in reorganization under Chapter 11 of the United States Bankruptcy Code.

Contacting the BPPE

Any questions a student may have regarding this catalog that have not been satisfactorily answered by the institution may be directed to the Bureau for Private Postsecondary Education at:

1747 N. Market Blvd. Ste 225

Sacramento, CA 95834

P.O. Box 980818,

West Sacramento, CA 95798-0818

www.bppe.ca.gov

(888) 370-7589 or by fax (916) 263-1897

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

The transferability of credits you earn at Campus English Academy is at the complete discretion of an institution to which you may seek to transfer. Acceptance of the certificate you earn in English is also at the complete discretion of the institution to which you may seek to transfer. If the certificate that you earn at this institution is not accepted at the institution to which you seek to transfer, you may be required to repeat some or all of your coursework at that institution. For this reason, you should make certain that your attendance at this institution will meet your educational goals. This may include contacting an institution to which you may seek to transfer after attending Campus English Academy to determine if your certificate will transfer.

Please note that Campus English Academy does not accept transfer credit into our program.

Transfer and Articulation Agreements

At this time, Campus English Academy does not have any transfer or articulation agreements with any other colleges or universities.

Experiential Credit

Campus English Academy will not extend credit for prior experiential learning to any student.

State Licensure

The program at Campus English Academy are not designed to lead to positions requiring licensure in this state.

Graduate Employment Data

At this time, Campus English Academy is still collecting the data on the employment of our graduates. Current students have self-reported that they are employed in the following fields: Manager, Trainee, Office Worker, Housewife, Shopping Manager, and House Manager.

Job Placement Services

Campus English Academy does not offer job placement services.

Financial Aid

Campus English Academy does not participate in any form of financial aid or financial aid programs.

Visa Status

Campus English Academy does not provide visa services at this time. Campus English Academy does not currently vouch for student status or any associated charges.

