



ACADEMIC CATALOG

2025-2026

As of 9-2025

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A MESSAGE FROM THE CEO

Welcome to ESL Academy!

From the start, the founders of the institute had a vision of a school that:

- Helps people become professionals committed to their professional and personal achievements
- Offers a variety of affordable and all-inclusive programs
- Supports the unique needs of ESL students to thrive in the US

We will make certain that you have the tools, skills, guidance, and real-world opportunities to develop and hone your skills. We believe that training and education should be available to all who seek it and we will continue to ensure that our programs are accessible and meet your needs.

Welcome to the ESL Academy community!

Sincerely,



Julia Lowder
CEO
ESL Academy

GENERAL INFORMATION

ESL ACADEMY MISSION

The ESL Academy empowers students through English language education and academic skill development to reach their academic goals and realize their personal potential. To achieve this, we:

- Provide quality curriculum taught by highly qualified and skilled faculty experienced in teaching adult learners
- Foster a stimulating learning environment that delivers student-focused services and enables open and transparent communication between students, staff, and faculty
- Build and develop professional teams with a shared commitment to innovation and diversity in the field of education

OUR PHILOSOPHY

ESL Academy's philosophy is based on the premise that our students come to school to make a change in their lives. ESL Academy has created effective and affordable language learning programs that are high quality, rich in services and support, and expertly designed to meet our students' goals.

ORGANIZATION AND GOVERNANCE

ACCREDITATION

ESL Academy is accredited by the *Commissions on Elementary and Secondary Schools* of the Middle States Association, St. Leonard's Court, 3819-33 Chestnut Street, Suite 310 | Philadelphia, PA 19104-3171, phone: 267.284.5000

Massachusetts

ESL Academy – Charlestown, MA

ESL Academy – Worcester, MA

ESL Academy – Boston (Allston), MA

STATEMENT OF NON-DISCRIMINATION

ESL Academy is committed to ensuring that all individuals have an equal opportunity in programs and facilities. No person shall be discriminated against because of race, color, sex, sexual orientation, gender identity, religion, disability, age, genetic information, veteran status, ancestry, or national or ethnic origin in the administration of its educational policies, admission policies, employment policies, scholarship and loan programs, and other Institute-administered programs and activities.

CAMPUSES

Charlestown Campus 529 Main Street Charlestown, MA 02129 Phone: 781.313.8190	Worcester Campus 10 Mechanic Street Worcester, MA 01608 Phone: 774.317.6900
Boston (Allston) Campus 1105 Commonwealth Avenue Boston, MA 02215 Phone: 781.519.6450	
ESL Academy CORPORATE OFFICE 8930 Gross Point Road Skokie, IL 60077 Phone: 847.967.5030	

2025 - 2026 CALENDAR

English as a Second Language Programs

Fall Quarter 2025	
Enrollment and Payment Deadline (late Fee will be assessed after this date)	9/13/2025
New Student Orientation	9/11/2025
First Day of Fall Quarter Classes	9/15/2025
Add/Drop/Schedule Changes	9/20/2025
Fall Break—No Classes	11/24/2025 – 11/30/2025
Last day to Enroll, Pay and Start in Scheduled Class	9/27/2025
Fall Quarter End Date	11/30/2025
Winter Quarter 2026	
Enrollment and Payment Deadline (Late Fee will be assessed after this date)	1/3/2026
New Student Orientation	12/30/2025
First Day of Winter Quarter Classes	1/5/2026
Add/Drop/Schedule Changes	1/10/2026
Last day to Enroll, Pay and Start in Scheduled Class	1/17/2026
MLK Day – No Classes	1/19/2026
Winter End Date	3/22/2026
Spring Quarter 2026	
Enrollment and Payment Deadline (Late Fee will be assessed after this date)	4/4/2026
New Student Orientation	4/2/2026
First Day of Spring Quarter Classes	4/6/2026
Add/Drop/Schedule Changes	4/11/2026
Last day to Enroll, Pay and Start in Scheduled Class	4/18/2026
Memorial Day – No Classes	5/25/2026
Spring Quarter End Date	6/21/2026
Summer 2026	
No Classes Offered 7/6/2026 – 9/20/2026	
Fall Quarter 2026	
Enrollment and Payment Deadline (late Fee will be assessed after this date)	9/26/2026
New Student Orientation	9/24/2026
First Day of Fall Quarter Classes	9/28/2026
Add/Drop/Schedule Changes	10/3/2026

Fall Break—No Classes	11/23/2026 – 11/29/2026
Last day to Enroll, Pay and Start in Scheduled Class	10/10/2026
Fall Quarter End Date	12/20/2026

CAMPUS AND BUILDING HOURS

When classes are in session, the institution is open from 8:00 AM to 10:15 PM Monday through Thursday, 8:00 AM to 5:00 PM on Friday, Saturday, and Sunday.

ADMISSIONS INFORMATION

ADMISSION REQUIREMENTS FOR ENGLISH AS A SECOND LANGUAGE PROGRAMS

MUST BE OVER COMPULSORY SCHOOL AGE TO ENROLL.

- Must be over compulsory school age to enroll.
- Students are required to have a High School diploma or its equivalent (GED or HiSet®). To prove eligibility student is required to complete a Self-Attestation of HS Graduation or Equivalency
- Before enrolling in a Language program, students must take the Off2Class Placement Test, which is a standardized, computer-based placement test that evaluates students' skills in grammar usage, listening, and reading. Based on the placement test score, the student will be placed into an appropriate program level. Language Programs are designed for students whose knowledge of the English language allows them to score within a range of A1 to C1 on the Off2Class Placement Test.

LANGUAGE PROGRAM	OFF2CLASS PLACEMENT TEST
Beginner ESL Program	A1
Intermediate ESL Program	A2/B1
Advanced ESL Program	B2
Academic English Program	C1
Intensive English Program	A1/A2
English for Academic Purposes	B2
English for Business Professionals	B1/B2
English for Healthcare Professionals	B1/B2

If a student disagrees with their placement test results, they may request an Oral Assessment by submitting a Change of Level Request form. The assessment is scheduled and conducted by members of the Academic Leadership team.

A placement test is not required under the following conditions:

LANGUAGE PROGRAM	ESL PLACEMENT TEST SCORE REQUIREMENT EXCEPTIONS
Intermediate ESL Program	Successful completion of the Beginner ESL program
Advanced ESL Program	Successful completion of the Intermediate ESL program
Academic English Program	Successful completion of the Advanced ESL program
English for Academic Purposes	Successful completion of the Intermediate ESL program Successful completion of the Intensive English Program
English for Business Professionals	Successful completion of the Beginner ESL program Successful completion of the Intensive English Program
English for Healthcare Professionals	Successful completion of the Beginner ESL program Successful completion of the Intensive English Program

Required Documents All Students
Admissions application
Attestation of HS Graduation or Equivalency
Off2Class Placement Test
Enrollment Agreement
FERPA Release Form
Program Change SAR (if applicable)
Copy of Driver's License, State ID, or Passport

Additional Required Documents F-1	Transfer	Abroad
Personal or sponsor bank statement of sufficient funds	x	x
Support Letter or CSI Sponsor Form for abroad sponsor	x	x
CSI Sponsor form for US sponsor	x	x
Birth certificate for parent or child sponsor	x	x
Marriage Certificate for spouse sponsor	x	x
Copy of valid passport	x	x
Marriage certificate (F-2 dependents)	x	x

Birth certificate for child dependents (F-2 dependents)	x	x
Valid passport copies (F-2 dependents)	x	x
HS/College Diploma or Transcripts	x	x
Copy of visa	x	x
Copy of I-94	x	x
Initial Acceptance Letter	x	x
Notice of Action I-797A (if applicable))	x	
\$350 SEVIS fee (Paid to SEVIS)		x
\$100 transfer fee	x	
\$100 application fee		x
Abroad shipping fee (fee-based on shipping costs)		x
Copy of current and approved I-20(s)	x	
Transfer Eligibility Form	x	

START REQUIREMENTS

To be considered an official start, students must meet the following start requirements:

1. All admissions paperwork must be completed
2. Tuition and fees must be paid in full
3. All students must attend class by the published start deadline*

*Please see the calendar for specific dates

FINANCIAL SERVICES

TUITION AND FEES

BEGINNER ESL, INTERMEDIATE ESL, ADVANCED ESL PROGRAMS	
Tuition:	\$3,900 per year or \$1,300 per quarter
Academic Fee	\$100 per quarter*
ACADEMIC ENGLISH PROGRAM	
Tuition:	\$4,500 per year or \$1,500 per quarter
Academic Fee:	\$100 per quarter*
INTENSIVE ENGLISH PROGRAM	
Tuition:	\$7,800 for 2 years or \$1,300 per quarter
Academic Fee	\$100 per quarter*
ENGLISH FOR ACADEMIC PURPOSES, ENGLISH FOR BUSINESS PROFESSIONALS, ENGLISH FOR HEALTHCARE PROFESSIONALS PROGRAMS	
Tuition:	\$8,400 for 2 years or \$1,400 per quarter
Academic Fee	\$100 per quarter*
TOEFL PREPARATION COURSE (ELECTIVE)	
Tuition	\$1,390 per quarter
Academic fee	\$100 per quarter*

*NOTE: Academic fees must be paid by, or on behalf of, all registered students at the ESL Academy. The fee includes charges for course materials, examination, registration, processing, and software. The Academic fee does not cover lost or stolen books. Students must pay an additional cost of replacing their books. For details on the cost of replacing books please visit your campus bookstore.

Tuition and academic fees at ESL Academy are subject to occasional review and revision based on factors that may include increases in program expenses and changing market rates for similar programs.

Although tuition and academic fees may increase from time to time, ESL Academy guarantees that students who are continuously enrolled in the same program will not be subject to changes in tuition and fees during their period of enrollment. A student is considered to be continuously enrolled in the same program as long as he or she has not withdrawn from that program of study.

The ESL Academy program tuition and fees table can be found at [Tuition & Fees – ESL Academy](#)

A \$100 late fee will be charged to any payments received after the deadline.

PAYMENT POLICY

There are no payment plans available for any program or courses. Students must make the tuition and fee payment in full by the published deadline date in the student calendar. A \$100 late fee will be charged to any payments received after the deadline.

FINANCIAL OBLIGATION

Students must satisfy all financial obligations to ESL Academy. Diplomas and official transcripts will be withheld from the student until all financial obligations are satisfied.

DELINQUENT ACCOUNTS

If students have a delinquent account balance, they will be notified by the Business Office. Upon receipt of this notification, their payment must be made immediately. Students will first have the opportunity to make payments directly to ESL Academy. If they do not respond to ESL Academy's attempts to collect their balance, their account will be referred to an outside collection agency. Should this occur, credit bureaus may be notified and the student will be responsible for the outstanding balance plus all collection costs and legal fees.

Students will also have a hold tag placed on their account, which will prevent future registration, receipt of an official transcript, and/or diploma. All grades, transcripts, and diplomas will be withheld until the student has satisfied their balance in full or satisfactory payment arrangements for all funds have been made.

ESL Academy reserves the right to change any of the above policies when, in the judgment of the administration, it becomes necessary to do so.

A \$100 late fee will be charged to any payments received after the deadline.

SCHOOL WITHDRAWAL PROCESS

If a student decides to withdraw, he/she must follow the established withdrawal procedures for ESL Academy.

Students intending to withdraw are asked to notify the Student Affairs Department by telephone, in person, or in writing and provide the official notification. During the withdrawal process, students are asked to provide the official date of withdrawal and the reason for withdrawing in writing.

Once the process of withdrawal begins, the student or a staff member of the Student Affairs Department will complete all necessary form(s). Students that are absent for 14 consecutive calendar days will be academically dismissed from school.

REFUND/CANCELATION/WITHDRAWAL POLICY

Withdrawing from school may have both academic and financial consequences. Students are encouraged to understand the consequences before deciding to withdraw by meeting with a Student Affairs Advisor or the Academic Dean/Program Manager. During the withdrawal process, students are asked to provide the official date of withdrawal and the reason for withdrawing in writing. Students who fail to meet their program attendance requirements will be withdrawn from school.

If a course is canceled or discontinued, the student will be refunded in full. ESL Academy will refund all tuition and fees to a student who cancels under the following circumstances:

- The school did not provide the prospective student with a copy of the student's valid enrollment agreement and the current catalog
- The school cancels or discontinues the course of instruction in which the student is enrolled.

STUDENT'S RIGHT TO CANCEL

Students have the right to cancel their contract without financial obligation before the completion of five school days or five percent of this program, whichever occurs first. The school may initiate the cancellation of the agreement up to midnight of the 5th business day after the start date in cases where the student has not met program start requirements. Cancellation should be submitted to the authorized official of the school in writing.

INSTITUTIONAL COSTS

Institutional costs include charges for tuition and mandatory fees. Institutional costs do not include optional expenses that may be charged to a student account, such as supplies from the bookstore, or other similar charges.

REFUND POLICY

If a student withdraws from an ESL Academy program, they may be eligible for a tuition adjustment that may generate a tuition refund in accordance with the following tables below. Academic fees are non-refundable for any student who starts a course.

Refund Distribution

All refunds will be made within 30 calendar days from the date of receipt of a student's cancellation.

A student may terminate this agreement at any time. Tuition adjustments/refunds are based on the full tuition cost of the program, not on what has been paid in the program. The student's last date of attendance will be used to calculate the % of the tuition adjustment/refund therefore students may be responsible for tuition not yet paid if they drop within the % of the program as shown in the refund policy below. Tuition credit calculations listed below are based on a percentage of tuition and may not reflect the actual amount to be refunded. The actual amount refunded will be based on payments made to the institution. Specific dates indicated above are based on continuous enrollment from the Class Start Date with all courses completed successfully and are subject to change in the event of failed courses, leaves of

absence, or other unexpected breaks in attendance. If the student cancels their classes or withdraws from the school, they may be eligible for a tuition and fee refund based on the following refund table:

<i>Refund Condition, Amount, and Dates</i>
If you terminate this agreement within five days you will receive a refund of all monies paid, provided that you have not commenced the program*
If you subsequently terminate this agreement prior to the commencement of the program, you will receive a refund of all monies paid*
If you terminate this agreement prior to completing more than 5% of the program, you will receive a refund of at least 100% percent of the tuition*
If you terminate this agreement prior to completing more than 25% of the program, you will receive a refund of at least 75% percent of the tuition*
If you terminate this agreement prior to completing more than 50% of the program, you will receive a refund of at least 50% percent of the tuition*
If you terminate this agreement prior to completing more than 75% of the program, you will receive a refund of at least 25% percent of the tuition*
The school is not obligated to provide any refund if you terminate this agreement during the fourth quarter of the program

*Additional costs the school may retain include the I-20 processing fee, transfer fee, mailing fees, and academic fees. You have the right to cancel this contract before the completion of 5 school days or 5% percent of this Program, whichever occurs first, and to receive a full refund of all monies paid, less additional costs as defined above.

STUDENT AFFAIRS INFORMATION

STUDENT AFFAIRS

The Student Affairs Department is committed to facilitating a student-centric environment. ESL Academy provides a variety of resources that enhance student success and support students with their academic achievement, educational goals, personal growth, and professional growth.

PERSONAL STUDENT ADVISING

When facing a difficult personal issue, students are encouraged to contact the Student Affairs Department on their campus. The staff can offer information and referrals to professional counseling and human service agencies in the area in which students reside so that students can gain the help they need.

ANTI-HARASSMENT POLICY, INCLUDING SEXUAL HARASSMENT

All students have a right to study in an environment free of verbal or physical harassment that is based on race, religion, color, ancestry, age, sex, national origin, citizenship, pregnancy, marital status, sexual orientation or sexual preference, arrest record, disability, or any other legally protected characteristic. In keeping with this commitment, ESL Academy will not tolerate harassment of any student by anyone, including any employee, manager, co-worker, vendor, or student based on any of these legally protected characteristics. Activities of this nature are unlawful and serve no legitimate purpose; they have a disruptive effect on the ability to perform academically, and they undermine the integrity of the Institute. Any discriminatory or harassing conduct or interference with the investigation of an alleged incident of discrimination or harassment will result in disciplinary action, up to and including expulsion. Sexual harassment is not permitted at ESL Academy. Sexual harassment includes but is not limited to the following wrongful conduct:

1. Unwelcome sexual advances, gestures, and requests for sexual acts or favors or other verbal or physical conduct of a sexual nature
2. Any statement or implication that an individual's submission to or rejection of such sexual conduct could be used as a condition of employment/enrollment or as the basis for any employment/enrollment decision affecting such individual
3. Any conduct, whether physical or verbal, which has the purpose or the effect of substantially interfering with an individual's academic performance or creating an intimidating, hostile, or offensive learning environment. This includes, but is not limited to: slurs, jokes, or degrading comments of a sexual nature; offensive sexual flirtation, sexual advances, gestures, or propositions; abuse of a sexual nature; graphic verbal comments about an individual's body; sexual innuendo or suggestive comments; sexually-oriented "kidding" or "teasing"; unwanted physical touching, including patting or pinching another's body; the display of sexually suggestive printed or visual materials, clothing, objects, or pictures; and sexually suggestive, provocative, or lewd exposure or touching of one's self while at the Institute.

Every student must avoid any conduct that reasonably could be interpreted as discrimination or harassment under this policy, even if such conduct was not intended to be offensive. Conversely, students are expected and encouraged to inform campus authorities whenever conduct is unwelcome, offensive, or in poor taste. Only through such open communication ESL Academy can maintain the type of academic environment where everyone has an equal opportunity to flourish.

STUDENTS WITH DISABILITIES

ESL Academy recognizes and supports the role that Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990, and similar state laws have in achieving academic success. ESL Academy is committed to making reasonable accommodations for students with qualified disabilities and to ensuring that its campuses and its facilities are made accessible as required by applicable law. ESL Academy cannot make accommodations that alter the nature of its programs, cause undue burdens on the ESL Academy, or create a direct threat to the health and safety of students or others.

Requests for Accommodations

Reasonable accommodation in the student setting is a modification or adjustment to a class or program that will enable a qualified person with a disability to participate in the program or class or to enjoy the rights and privileges offered by the Institute. Modifications that impose an undue burden or pose a

health or safety risk are not considered reasonable. The school is required to make modifications only to known and validated disabilities. ESL Academy requires the student to give reasonable notice of the request for modifications. The school or department must take whatever steps are necessary to ensure that qualified individuals with disabilities are not excluded, treated differently, or segregated because of the absence of auxiliary aids or services. The school or department must coordinate the provision of modifications with the Student Affairs Department.

Medical records supporting the need for accommodation are submitted to the Student Affairs Department along with an Accommodations Application. This arrangement is consistent with the confidentiality requirements of the law and with ESL Academy Policy.

Application Submission Procedures: All applications should be submitted before the start of the program or within 7 days of receipt of the application. The application can be requested through the Student Affairs or Academics Department and should be submitted to the Student Affairs Department with supporting documentation.

Individual Analysis: The modification offered must be appropriate to the needs of the individual, thus, in each instance, an individualized analysis must occur. The Student Affairs Department along with Academics can devise a modification plan for the student.

Most Integrated Setting: Programs and activities must be offered in the most integrated setting appropriate. In other words, there should not be a separate program for those with disabilities unless the disabled student cannot be accommodated in any other way. If a separate program is offered, the disabled student may still choose to utilize the non-separate program.

Course Load Modifications: ESL Academy is not required to eliminate academic requirements essential to the program of instruction or related to licensing requirements; however, reasonable modifications must be provided for qualified students with verified disabilities.

Examinations: Exam modifications may include the following:

- Changes in the length of time permitted for completion of an exam; or
- Adaptation of the manner in which the exam is given (for example, allowing a student to take the exam in a distraction-free testing room)

Fundamental Program Alteration: ESL Academy is not required to provide any aid or service or make any modifications that would result in a fundamental alteration in the nature of the program. For example, where a course requirement is essential to the program of instruction taken by the student, the school is not required to waive the requirement. In evaluating whether the requested program modifications would require substantial program alteration or would fundamentally alter academic standards or programs, the Academic Dean/Program Manager will consider the underlying academic reasons for the program components, the academic standards institutionalized in the program, how the challenging components are consistent with the program standards, and whether the requested accommodations would be inconsistent with the academic goals and standards of the program.

Direct Threat to Health or Safety: The school is not required to permit an individual to participate in or benefit from an ESL Academy program or service when that individual poses a direct threat to health or safety. Direct threat means a significant risk to health or safety that cannot be eliminated by a modification of policies, practices, or procedures, or by the provision of services. In determining

whether an individual poses a direct threat to health or safety, ESL Academy must make an individualized assessment, based on reasonable judgment relying on current medical knowledge or the best available objective evidence to ascertain:

- The nature, duration, and severity of the risk
- The probability that the potential injury will actually occur
- Whether reasonable modification of policies, practices, or procedures will mitigate the risk

This standard applies to all individuals, not just disabled individuals.

Undue Burden: The school does not need to make modifications or provide auxiliary aids or services if it constitutes an undue burden. In determining whether or not an undue burden exists, the factors considered are the nature and cost of the action needed in the context of the overall financial resources of the school.

Final Determination: ESL Academy will notify the student of all final accommodations before the start of class.

FERPA

The Family Educational Rights and Privacy Act of 1974, commonly known as FERPA, is a federal law that protects the privacy of students' education records. FERPA affords eligible students certain rights with respect to their education records. An "eligible student" under FERPA is a student who is 18 years of age or older or who attends a postsecondary institution at any age, therefore ESL Academy considers an "eligible student" any student who is currently attending ESL Academy or has been in attendance. FERPA does not apply to applicants who have been admitted but who have not been in attendance.

Student Rights under FERPA:

Eligible student(s) (further referred to as "Student(s)") have specific, protected rights regarding the release of their education records. These rights include:

1. The right to inspect and review the student's education records within 45 days of the day that ESL Academy receives a written request for access.

To gain access, the student must submit a written request to the Registrar's Office, identifying the specific record(s) the student wishes to inspect. This request will be granted within 45 days. The student may ask for an explanation and/or a copy of his/her "Education Record." The examination will be permitted under conditions that will prevent alteration or mutilation of the record. The Registrar's Office or designee will make access arrangements and notify the student of the time and place where the requested records may be inspected. The student must present proper identification upon request. Documents submitted by or for the student in support of his/her application for admission or transfer credit will not be returned to the student or sent elsewhere. Right of Access does not include financial records of parents or any information therein, "records" to which access has been waived by a student, and records not included in the FERPA definition of education records.

2. The right to request the amendment of the contents of an education record that the student believes is inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA. FERPA does not address issues involving assigned grades for academic work.

If the student believes his/her education record's content to be inaccurate, he/she may submit a written request to the record custodian for amendment of the record. The student should clearly identify the part of the record the student wants to be changed, and specify why it should be changed. Normally such matters will be satisfactorily settled in the course of informal discussion with the student within 45 days of the request. When this is not the case, ESL Academy will notify the student in writing of the decision and the student's right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

3. The right to consent to disclosures of personally identifiable information (PII) contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent.

ESL Academy discloses education records without a student's prior written consent under the FERPA exception for disclosure to school officials with legitimate educational interests. A school official is typically a person employed by ESL Academy in an administrative, supervisory, academic or research, or support staff position.

A school official has a legitimate educational interest if the official needs access to an education record to fulfill his or her professional responsibilities.

Upon request, ESL Academy may disclose education records without consent in the following cases:

1. To officials of another school in which a student seeks or intends to enroll or is already enrolled if the disclosure is for purposes related to the student's enrollment or transfer;
2. To appropriate persons in connection with an emergency if knowledge is necessary to protect the health or safety of a student or other persons;
3. To accrediting organizations to carry out their accrediting functions;
4. To federal, state, or local education authorities as defined in FERPA regulations ("Federal and State Authorities") in connection with program evaluation, research, or data compilation of state or federally-supported education programs. (See Possible Federal and State Data Collection and Use);
5. To organizations conducting studies for, or on behalf of, the school; and
6. In compliance with a judicial order or lawfully issued subpoena, after ESL Academy has made a reasonable effort to notify the student if the notification is not prohibited by the subpoena;
7. If a state law adopted before FERPA (November 19, 1974) requires disclosure and superseded FERPA.

Directory Information

Directory information is defined by the Family Educational Rights and Privacy Act of 1974 (FERPA) as information contained in a student's education record "that would not generally be considered harmful or an invasion of privacy" if disclosed. Each institution has the right to define, within the limits of FERPA regulations, the data that it considers to be directory information.

ESL Academy has designated the following information as directory information:

- Student Name
- Student Address
- Telephone Number

- Email Address
- Student ID number (in the capacity of the electronic identifier or displayed on a student ID card)
- Current Enrollment Status (number of enrolled credit hours, full-time or part-time status)
- Program of Study
- Student Photograph
- Honors, Awards, Certifications, and Distinctions Received
- Dates of Attendance*

*ESL Academy follows FERPA regulations' definition of dates of attendance as the period of time during which a student attends or attended an institution. Examples of "dates of attendance" include an academic year or a spring quarter. The definition does not include specific daily records of a student's attendance at an educational agency or institution

Directory information may be disclosed from a student's education record without prior consent per FERPA regulations. Therefore, ESL Academy may disclose appropriately designated "directory information" without the student's written consent, unless the student requests in writing that it be kept confidential. ESL Academy does not release lists of students or name-and-address labels to businesses or agencies that do not fall in the scope of the definition of "school official with legitimate educational interests" listed above.

FERPA Block

Students who do not want their directory information to be released without their prior written consent must notify the Registrar's Office in writing within 30 days of the program start date listed on their Enrollment Agreement or within 30 days of receiving the annual FERPA notification statement. ESL Academy refers to this action as "FERPA Block."

For any student whose directory data is placed on "FERPA Block," ESL Academy will:

1. state, "We can provide no information on that person" to any request for information;
2. refuse to release any information about the student to any non-institutional person or organization, including but not limited to family and relatives, current or future employers, insurance companies, media outlets, honor societies, etc.;
3. omit student's name from Honor Roll listings and commencement program;
4. give no financial or personal information over the phone.

FERPA Block requests should be carefully considered since they could have undesired results. ESL Academy will honor the student's request to withhold directory information but cannot assume responsibility to contact the student for subsequent permission to release this information. Regardless of the effect upon the student, ESL Academy assumes no liability as a result of honoring the student's written instructions that directory information be withheld.

FERPA Block status remains in effect until the student notifies the Registrar's Office in writing to remove it.

Deceased Students

FERPA's protection of personally identifiable information in a student's education records ends at the time of a student's death and is a matter of institutional policy. As a courtesy to the families of recently deceased students who were enrolled at the time of death, ESL Academy generally will not release information from the educational records of deceased students, unless required to do so by law or

authorized to do so by the deceased student's spouse, parents, children, or executor of the deceased's estate.

NEW STUDENT ORIENTATION

New Student Orientation welcomes all new students to ESL Academy. Orientation enables students to familiarize themselves with the campus and its services. See the student academic calendar for orientation dates. All new students are required to attend the orientation program. Orientation is an important part of a student's experience. The orientation is designed to help students learn and understand important school policies along with federal or immigration regulations and procedures. It also provides new students with advice and assistance in adjusting to the local community as well as an opportunity to meet staff and current students, register for classes, and learn about available student affairs services.

PERSONAL PROPERTY

ESL Academy assumes no liability or responsibility for loss of personal property or personal injury sustained on campus or at ESL Academy-related, off-campus functions.

LOST AND FOUND

Lost articles may be claimed upon proper identification through the campus front desk or Student Affairs Department. Students are advised not to leave purses or other valuables unattended at any time. ESL Academy will not assume responsibility for any lost or stolen articles.

ESL ACADEMY ASSIGNED EMAIL ACCOUNT AS PRIMARY MEANS OF COMMUNICATION

ESL Academy provides students with an email account upon the student's official start at ESL Academy. This account is free of charge and remains active for up to a year after the student's exit from the school. The ESL Academy assigned student email account is the ESL Academy's official and primary means of communication among students, faculty, staff, and administration at ESL Academy. Students are responsible for all information sent to them via their ESL Academy-assigned email account. If a student chooses to forward their student email account, he or she is responsible for all information, including attachments, sent to any other email account.

ELECTRONIC DEVICES

No student will be called out of class for a telephone call, except in an emergency. Students should inform family and friends of this rule. The use of cellular telephones, pagers, text-messaging devices, and personal-use iPods, laptops, tablets, etc. is not permitted in class or labs. These devices should be turned off before entering a classroom or a lab.

SMOKING/EATING

Students are welcome to pause, relax, and eat or smoke in designated areas before or after classes. However, absolutely no smoking is allowed inside the building. Smoking is allowed outside in the designated smoking areas. Eating or drinking is not permitted in classrooms or labs.

GUESTS/CHILDREN

Guests must register with the front-desk receptionist. Non-students are not permitted beyond the reception area unless accompanied by an ESL Academy staff member. Children are not permitted on

campus property unaccompanied and/or unsupervised nor are permitted in any classrooms, laboratories, or student lounges. Children are not permitted to handle or touch any campus equipment at any time while on campus property.

HOUSING AND TRANSPORTATION

ESL Academy does not provide housing or transportation to its campuses.

VACCINATIONS AND IMMUNIZATIONS

ESL Academy does not require proof of vaccinations and immunizations.

ACADEMIC ASSISTANCE

Students who find they are falling behind or need academic assistance should contact their Instructor, the Academic Dean, or Program Manager to obtain appropriate academic guidance or tutoring through a referral to the ESL Academy's Department of Academics. The Department of Academics provides opportunities for academic development, assists students with basic course requirements, and serves to motivate students toward successful completion of their postsecondary education. The goal of academic assistance through the Department of Academics is to increase retention and graduation rates and facilitate the learning process. The Academic Dean, Program Manager, or designee oversees tutors and other campus operations.

The services of the Department of Academics can include:

- Help in basic study skills
- Tutoring services
- Mentoring
- Special services for students with limited English proficiency
- Workshops

VIOLENCE AT SCHOOL

ESL Academy strongly believes that all students should be treated with dignity and respect and will take the appropriate action necessary to help ensure that ESL Academy campuses are and remain violence-free. This policy is intended to ensure the highest standard of health and safety for all ESL Academy students. Under no circumstances are the following items permitted on ESL Academy property (including parking lots), vendor properties, or at any ESL Academy-sponsored event location:

- Any type of firearm or ammunition
- Dangerous chemicals
- Explosives
- Blasting caps or any ingredient of an explosive or incendiary nature
- Other weapons or any objects that could be used for injury or intimidation

Threatening, intimidating, coercing, harming, or interfering with the performance of employees, applicants, students, vendors, managers, or the general public is strictly prohibited. Based on reasonable supporting facts or witnesses, appropriate disciplinary action will be taken, up to and including expulsion, against anyone who violates this policy.

DRUG AND ALCOHOL POLICY

Consistent with its mission as an institution of higher education, ESL Academy is committed to educating students, faculty, and staff on the dangers of alcohol and drug abuse, and to maintaining an environment in which such behavior is prohibited.

Standards of Conduct

While on campus or at any School-sponsored event; faculty, staff, and students may not possess, use, deliver, sell, or distribute any illegal controlled substance. Further, faculty, staff, and students may not possess or consume alcoholic beverages on school property or at school-sponsored events (except as noted below), nor be present on school property or at school-sponsored events while visibly under the influence of alcohol or illegal substances.

Penalties/Disciplinary Actions

Persons who violate this policy will be subject to disciplinary action by the school, with penalties up to and including the termination of enrollment/employment (dismissal). Individuals will also be subject to penalties and sanctions imposed by local, state, and federal laws. Students should be aware that substance abuse carries legal consequences, which may include imprisonment, fines, and/or loss of property. The drug abuse statutes for Massachusetts can be found at the following links:

[Massachusetts Controlled Substances Laws](#)

[Massachusetts Law Regarding Possession of Alcohol by Person Under 21 Years of Age](#)

Dangers of Addiction and Substance Abuse

All students should be aware that substance abuse causes serious health risks, including altered moods, altered behavior, sleep disorders, distorted senses, and permanent damage to the liver, heart, and central nervous system. More information about addiction, the drugs and substances of “substance abuse,” and the health risks of substance abuse can be found at the following links:

[National Institutes of Health - Facts about Addiction](#)

[National Institutes of Health - The Drugs of Addiction](#)

[Massachusetts Department of Human Services Alcoholism and Addiction Services Page](#)

Enforcement

All student disciplinary enforcement under this policy shall be based on the severity of the offense and the actions of the student with regard to the incident. ESL Academy’s management shall be the sole judge of the sufficiency of the evidence in such matters.

Disciplinary and administrative decisions regarding this policy shall be made in a manner consistent with applicable law. ESL Academy reserves the right to make referrals to law enforcement authorities and may permit law enforcement officials to conduct searches of ESL Academy’s facilities at any time.

STANDARDS OF STUDENT CONDUCT

Students in any ESL Academy program assume the obligation of conducting themselves in a manner appropriate to an educational institution. The rules and standards of conduct at the ESL Academy are important and are taken very seriously. All students are urged to become familiar with these rules and standards. Misconduct that will expose students to disciplinary action up to and including academic dismissal includes, but is not limited to, the following behaviors:

- Dishonesty, cheating, falsification.
- Obstruction or disruption of classroom activities.
- Theft or damage to property.
- Being under the influence of alcohol or illegal drugs.
- Possession, distribution, sale, transfer, or use of alcohol or illegal drugs.
- Fighting or threatening violence.
- Insubordination or other disrespectful conduct.
- Violation of safety or health rules.
- Smoking on campus.
- Sexual or other unlawful or unwelcome harassment.
- Using equipment for purposes other than education.
- Downloading ANYTHING onto computers.
- Violation of policies.

CORRECTIVE ACTION

ESL Academy holds each of its students to certain rules and standards of conduct. When a student deviates from these rules and standards, ESL Academy will begin to take corrective action against all parties involved. Corrective action at ESL Academy is progressive. The usual sequence of corrective actions includes an oral warning, a written warning, probation, and termination of training. In deciding which initial corrective action would be appropriate, ESL Academy management will consider the seriousness of the infraction, the circumstances surrounding the matter, and the student's previous record.

Though committed to a progressive approach to corrective action, ESL Academy considers certain rule infractions and violations of standards as grounds for immediate discharge from the school. These include but are not limited to theft in any form; insubordinate behavior; vandalism or destruction of school property; being on school property during non-business hours; the use of school equipment without prior authorization by ESL Academy Leadership and misrepresentations of ESL Academy to a customer, a prospective customer, the general public, or an employee.

DISMISSAL POLICY

ESL Academy reserves the right to dismiss any student whose attendance, conduct, and/or academic or financial standing does not meet the school's standards as outlined in this catalog and the Student Handbook. Students who have been dismissed from the Institute due to conduct may appeal this decision by submitting a letter in writing to the V.P. of Academics or designee within seven calendar days of the dismissal. Within seven days of receipt of the appeal letter, the V.P. of Academics, Director of Academics, Academic Dean, Program Manager, and V.P. of Student Affairs and Career Development will conduct a follow-up meeting.

RE-ENTRY POLICY

Students who have withdrawn from the Institute may apply for re-entry within 180 days from their last date of attendance. Re-entry candidates are required to meet with a Re-Entry Specialist or designee and complete re-entry paperwork. Students who re-enter the ESL Academy are required to sign a new enrollment agreement and will be subject to the tuition, academic fees, and any new program requirements in effect at the time of re-entry. All re-entry students will need to complete any paperwork before becoming an official student.

Students not eligible for re-entry:

- Students who have been dropped due to reaching the maximum time frame cannot re-enter ESL Academy within 180 days
- Students who were dropped due to violating the code of conduct must follow the Appeal Process as outlined in the Student Handbook

RESTART POLICY

Any student withdrawn from the ESL Academy for more than 180 days from his or her last day of attendance (LDA) must re-apply for admission through the Admissions Department. All restarts are required to follow the application procedures outlined in the Admissions Information section of the school catalog.

STUDENT COMPLAINTS AND GRIEVANCES

COMPLAINT PROCEDURES

For the ESL Academy to better serve students, feedback and problem resolution are essential. Students not satisfied with the school for any reason may file a complaint at any time. Students who have a concern should first go to the departmental staff involved with their concerns. If the student feels like their concern was not resolved, the student has the option to submit a formal complaint via the Campus Feedback Line, which Senior Leadership team will review.

The Campus Feedback Line can be accessed via the ESL Academy website
www.eslacademy.edu/feedback

A formal complaint could also include an email received directly from a student's email account to departmental staff, which Senior Leadership team will review.

Once a formal complaint has been received, ESL Academy will initiate the following process:

The investigating designee provides verbal notification of the complaint to the person or persons identified in the complaint and their department leadership and a statement is taken from the person or persons identified in the complaint. If the department leadership is identified as part of the conflict or problem, a notification will go to their immediate supervisor. Any sanctions/ discipline resulting from the complaint will be applied only after the complaint has been fully investigated as described in the following steps. During this process, the complainant and all parties identified as sources of the problem are advised not to contact or discuss with each other any information regarding their statement or the complaint, unless this is arranged as part of the resolution.

Retaliation against the complainant is expressly forbidden.

Step 1: The investigating designee undertakes a complete review of the complaint. The designee may, in her/his sole discretion, designate an administrator of her/his choice to be the decision-maker for a particular matter. In that case, the designated decision-maker will take the lead role in the investigation in the formal complaint process. The designated decision-maker will investigate the issue, problem, or complaint. In some circumstances, an additional investigator may also be designated. That person's role will be limited to fact-finding. Decisions about findings will remain the responsibility of the investigating designated decision-maker.

Individuals having first-hand knowledge of the incidents involved will be interviewed. Other evidence will be reviewed as determined appropriate by the investigating designated decision-maker. If an additional investigator is involved then that person will produce an executive summary of the facts for the investigating designee. Statements of parties to the complaint will be kept confidential but will be used as supporting evidence for resolution.

Step 2: The investigating designated decision-maker will notify the complainant and all persons identified as sources of the complaint or problem of the individual in-person meeting to discuss documented findings. The documented findings will include recommended steps to resolve the complaint. Any sanctions/ discipline resulting from the complaint will be applied.

Step 3: The investigating designated decision-maker will ensure through a documented exchange that the complainant(s) concerns were addressed and action was taken to resolve the matter.

Step 4: ESL Academy must seek to resolve the complaint within five (5) business days.

Step 5: The student will receive a personalized follow-up call, email, or in-person meeting to discuss the progress/resolution and any next steps. A short survey is sent via student email, regarding ESL Academy's response to the complaint.

Step 6: A post-complaint follow-up occurs after the closure of the complaint by the designated decision-maker with the involved parties to ensure the sustainability of actions to resolve the matter and/or resolution steps are being followed.

ACADEMIC POLICIES

ATTENDANCE POLICY AND METHODS OF DOCUMENTING ATTENDANCE

Attending classes daily is critical to a student's academic success. ESL Academy expects students to attend classes regularly. Poor attendance or excessive absences will negatively affect a student's grade.

ESL Academy factors in students' attendance rate as part of their final grades. A student's attendance rate is calculated based on the number of hours of class time the student is marked present divided by the number of hours the student is scheduled to be present in the classroom

Questions or concerns regarding attendance policies may be directed to the Course Instructor, Academic Dean, Program Manager, or the Registrar's Office. The Course Instructor for a class is the only member of the Academic team that may enter or modify attendance for any given class while it is in session. The Registrar's Office is the only other department in the school that also has this capability, primarily to be used in the cases of Course Instructor absence or Course Instructor request. Upon completion of the class session, the ability to modify attendance records is limited to the Registrar's Office to correct errors as identified by the Course Instructor or identified by ESL Academy in the event of the instructor's separation from it.

During the academic term, students who fail to post attendance for at least one class for three consecutive weeks will be subject to administrative withdrawal on the 21st day of absence from their scheduled class. If the student fails to carry out ESL Academy's procedures to "revert" this status, he or she will be officially administratively withdrawn by ESL Academy. The student will then be ineligible to continue at ESL Academy in his or her scheduled program.

To "revert" from the administrative withdrawal status, the student must meet with the Academic Dean or Designee, sign a low attendance warning, and post attendance in his or her next scheduled class immediately following the three weeks of absence.

ADDITIONAL ATTENDANCE REQUIREMENTS

All students must attend their scheduled classes by the close of the published registration period. Failure to meet this requirement will result in dismissal from the program.

ATTENDANCE RECORDS

ESL Academy maintains attendance records electronically for all programs. The computer attendance database GradPro is the official record of attendance. An appeal may be filed within five (5) calendar days following the end of a course/quarter to challenge a student's official record.

LEAVE OF ABSENCE (LOA)

Students granted an approved Leave of Absence (LOA) can temporarily stop attendance in their program of study without affecting their satisfactory academic progress or being withdrawn from the school during the timeframe of an approved LOA.

Reasons for granting an approved leave of absence may include, but are not limited to:

- Illness or medical condition

The DSO must reauthorize a leave of absence every quarter. The regulations require the student to present current medical documentation to support each LOA authorization. If the interruption of studies caused by illness or medical conditions delays a student's completion of the course of study to a date beyond the completion period on Form I-20, appropriate actions must be taken to extend the student's program and I-20 before the completion date.

Leave of Absence Request Procedures and Required Documentation

To be considered for an approved Leave of Absence, a student must submit the following documentation to the Student Affairs Department or Registrar's Office:

- Student Action Report (SAR) indicating the LOA's start and end dates must be signed by the student and a representative of Student Affairs or the Registrar's Office.
- Supporting documentation

Leave of Absence requests will not be approved if circumstances leading to the request are not likely to be resolved by the end of the requested LOA period, if supporting documentation is not provided, or if there is no indication that the student intends to return to school after the end of the LOA period.

A student's last date of attendance before the approved LOA will be used to determine the amount of funds the Institution earned and make any refunds that may be required under federal, state, and institutional policies (see School Tuition Refund Policy). Payment arrangements must be made for any outstanding balances.

Re-Admission Following a Leave of Absence

A student must return on the first day of the course/module immediately following the end of the approved LOA period and meet with their Student Affairs Advisor to sign a return from LOA SAR.

Failure to Return from a Leave of Absence

A student who fails to return from an LOA on or before the first day of the course/module immediately following the end of the approved LOA period will be academically dismissed from ESL Academy.

SCHEDULE CHANGES

Schedule changes can be requested through the Student Affairs Department and or Registrar's Office on campus. All schedule change requests are subject to seat availability and are not guaranteed. All schedule change requests are subject to a \$25.00 fee if the request is approved. The fee is not refundable if a student cancels the request after the schedule change was processed. Approved and processed schedule changes are not guaranteed after the first week of the quarter if the student's quarter tuition and fees have not been paid in full. If the approved early schedule change request is canceled due to unpaid quarter tuition and fees, the \$25.00 schedule change fee will not be refunded.

All holds on student records (Records Hold, Student Affairs, and Business Office hold) must be resolved before schedule change requests can be approved.

CAMPUS CHANGES

Campus changes can be requested through the Student Affairs Department and or Registrar's Office on campus.

All campus change requests are subject to seat availability and are not guaranteed. All campus change requests are subject to a \$25.00 fee if the request is approved. The fee is not refundable if a student cancels the request after the campus change was processed. Approved and processed campus changes are not guaranteed after the first week of the quarter if the student's quarter tuition and fees have not been paid in full. If the approved early campus change request is canceled due to unpaid quarter tuition and fees, the \$25.00 campus change fee will not be refunded. All holds on student records (Records Hold, Student Affairs, and Business Office hold) must be resolved before campus change requests can be approved.

PROGRAM CHANGES

Program changes can be requested through the Student Affairs Department and or Registrar's Office on campus.

All program changes must be requested in writing before the start of a module, course, or quarter. Students may not attend a new program without approval. Under normal circumstances, the student will be able to start attending classes on the first day of the next available module/course/quarter. The Academic Dean or Registrar can postpone or deny the requested program change due to limited course availability or classroom space.

All applicable courses will be transferred to the new program. Students who change programs may incur additional charges that reflect the new program tuition and fees.

The following limits apply to program changes:

Type of Programs	Students Not Meeting SAP
ESL	3 time during continuous enrollment

WITHDRAWAL FROM SCHOOL

An official withdrawal from ESL Academy will be documented in writing through the Student Affairs Department. Students intending to withdraw are asked to notify the Student Affairs Department by telephone, in person, or in writing to provide the official notification. During the withdrawal process, students are asked to provide the official date of withdrawal and the reason for withdrawing in writing. Once the process of withdrawal begins, the student or a staff member of the Student Affairs Department will complete all necessary form(s).

DATE OF DETERMINATION (DOD)

The date of determination (DOD) is the date ESL Academy determines that a student will not return to class. **See the refund policy for more details.**

Scheduled breaks of 5 days or more are excluded when calculating the DOD. For students who fail to return after an official Leave of Absence (LOA), the DOD is the date the student was scheduled to return to class.

For English as Second Language programs, the DOD is the earliest of the following three (3) dates:

- The date the student notifies ESL Academy (verbally or in writing) that he or she is not returning to class
- The date the student is dismissed from ESL Academy
- The date that is no later than the twenty-first calendar day after the last date of attendance (LDA).

For students who fail to return after an official Leave of Absence (LOA), the DOD is the date the student was scheduled to return to class.

PROGRAM COMPLETION REQUIREMENTS

The following are the requirements for ESL Academy Advancement:

- Students must pass all of their courses with a grade of 70% or higher
- Students must complete their program with a CGPA of 2.00 or higher

TIME LIMITS FOR COMPLETION OF PROGRAMS

ESL Academy requires that all students complete their course requirements within a maximum of 150% of their program's prescribed length.

GRADING SCALE

A=100-90	Quality Points	4.00
B=89.99-80	Quality Points	3.00
C=79.99-70	Quality Points	2.00
F=69.99 and below	Quality Points	0.00

OTHER GRADE DEFINITIONS

GRADE	DEFINITION OF GRADE	DESCRIPTION OF GRADE	GPA CALCULATION
I	Incomplete	Some coursework outstanding	Not calculated in the GPA
IP	In Progress	A grade was not available at the time the transcript was printed.	Not calculated in the GPA
TR	Transfer Credit	Credits accepted for transfer	Not calculated in the GPA
W	Withdrawal	The student has withdrawn from the module due to an LOA.	Not calculated in the GPA
WD	Withdrawn Dropped	Student withdrew from program or school	Not calculated in the GPA

GRADE FORGIVENESS POLICY

Once a student passes a previously failed class, the previous grade(s) of “F” is no longer calculated toward GPA and CGPA.

The repeated course (or the renumbered substitute for that course) must be passed at ESL Academy. Grades of “W”, “WD”, “I”, or “TR” may not replace previous “F” grades. Only a letter grade of “A”, “B” or “C” can be used to replace the forgiven grade(s).

All the grades will appear on the transcript, but only the final passing grade will be used in computing GPA and CGPA. On the transcript, grades excluded from GPA and CGPA calculation will appear to the right of the number in the Attempted Hours column.

Students not meeting Satisfactory Academic Progress (warning, probation, suspension) will not have their status change retroactively as a result of applying this policy.

INCOMPLETE GRADE POLICY

The purpose of the Incomplete Grade Contract Form is to list the coursework that must be completed by the student for the Incomplete to be removed and replaced with a grade. Both the instructor and the student are required to sign the form and retain a copy.

An “I” (Incomplete) is a temporary grade, which may be given at the instructor’s discretion if the following criteria are met:

- At least 70 percent of the required course work is completed
- Required work may be reasonably completed within 30 days of the final grade due date
- The Incomplete grade is not given as a substitute for a failing grade
- The Incomplete grade is not based solely on a student’s failure to complete work or as a means of raising his or her grade by doing additional work after the grade report time
- The student initiates the request for an Incomplete grade before the end of a quarter and the Academic Dean or Program Manager and the student complete an Incomplete Grade Contract Form before the end of the quarter
- Students have 10 business days after the last day of the quarter to complete the final exam

Appropriate grades must be assigned in all other circumstances. A student who receives a grade of Incomplete must progress to the next course while simultaneously completing the outstanding work for the course with the grade of Incomplete. A grade of Incomplete cannot be awarded in place of a failing grade when a student is required to repeat a course. An Incomplete grade is not calculated toward a student’s GPA/CGPA. Additionally, an Incomplete grade may not be considered a passing grade for purposes of determining academic standing or other purposes.

Procedure for Requesting an Incomplete Grade

1. The student contacts the course instructor and explains the need for an Incomplete
2. The instructor will notify the Academic Dean or Program Manager of the request
3. If the Academic Dean or Program Manager approves the request, they complete the Incomplete Grade Contract Form
4. The Academic Dean or Program Manager and the student sign the Incomplete Grade Contract Form
5. The Incomplete Grade Contract Form is then submitted to the Registrar’s Office for processing

Once the coursework is completed and the instructor assigns the appropriate grade on the Grade Change Form, it is submitted to the Registrar's Office for processing. The new grade will be included in the calculation of the GPA/CGPA. The grade change will appear on the student's transcript.

The reported final grade(s) may not be changed based on reexamination, completion of additional work, or re-evaluation of existing work.

GRADE CHANGE POLICY

Grades reported by faculty members are generally considered permanent and final. However, there are circumstances in which a grade change may be requested. Typical reasons include:

- A correction to a clerical or a procedural error
- The replacement of an incomplete grade with the appropriate final grade

Deadlines for grade changes can be found in the table below:

TYPE OF GRADE CHANGE	TIMELINE
A passing grade to a failing grade	Within 5 days of the next course
A failing grade to a passing grade	Within 5 days of the next course
A grade of Incomplete to a passing grade	Within 30 days of the final grade due date
A passing grade to a passing grade	Within 30 days of the final grade due date

A correctly reported final grade may not be changed based on reexamination, completion of additional work, or reevaluation of existing work.

Procedure for Implementing a Grade Change

1. The student contacts the course instructor or designee and explains the need for a grade change
2. If the Academic Dean, Program Manager, or designee grants the request, they complete a Grade Change Form, which is obtained from the Academic Dean, Program Manager, or the designee
3. The completed Grade Change Form is forwarded to the Registrar's Office
4. The Registrar's Office processes grade changes within two business days
5. All processed grade changes are viewable through the My Progress Portal the next business day

GRADE APPEAL

The purpose of a grade appeal is to allow students to dispute an alleged academic injustice relating to a final grade. This action is appropriate only when there is alleged arbitrary and capricious behavior on the part of the instructor.

Arbitrary behavior refers to a grading decision for which there is no sound academic reason or when a decision is based solely on preference or whim.

Capricious behavior refers to a grading decision not based on a reasonable and announced grading policy or procedure.

Grade Appeal Procedure

1. Students wishing to appeal a course grade must submit a request in writing to the Academic Dean, Program Manager, or designee
2. Once the student's request has been received, the Academic Dean, Program Manager, or designee will investigate the claim
3. After the investigation has been completed, the Academic Dean, Program Manager, or designee will notify the student of the outcome of the appeal.
4. If a grade change is granted, a Grade Change Form is forwarded to the Registrar's Office by the Academic Dean, Program Manager, or designee
5. The Registrar's Office will process grade changes within two business days and the updated grade will be viewable through the My Progress Portal the next business day

TRANSCRIPTS AND STUDENT RECORDS

ESL Academy maintains student records in accordance with the requirements of all governing bodies. Upon successful completion of their program, students will receive an official transcript and a diploma, provided they do not have any administrative, financial, or academic holds with ESL Academy.

ESL Academy issues two types of transcripts:

1. Official transcripts, the content of which is signed by the Registrar with the official seal of ESL Academy
2. Unofficial transcripts stamped "Unofficial Transcript," or "Unofficial Issued to Student"

Students may request their academic transcript at any time from Registrar's Office.

- Official Transcripts will not be issued to current or former students with an outstanding balance
- Official transcripts and reissued certificates of completion cost **\$5 per copy**
- The design, wording, and signatures on the replacement certificate of completion will be those currently in use by ESL Academy and may be different from the ones printed on the original certificate of completion.
- Official transcript requests should be sent to: TranscriptRequest@eslacademy.edu

SATISFACTORY ACADEMIC PROGRESS (SAP)

Satisfactory Academic Progress is evaluated at the end of each quarter. The normal program length is 36 quarter credits.

Satisfactory Academic Progress is measured by:

- 1) A student's cumulative grade point average (CGPA) – a qualitative component
- 2) A student's pace of completion (progress toward the completion of their program, completion rate) – a quantitative component

To be considered as making satisfactory academic progress, a student must achieve minimum requirements for both CGPA and pace of completion at each evaluation point according to the chart below:

ESL Programs	End of 1 st Quarter	End of 2 nd Quarter	End of 3 rd Quarter and all consecutive quarters within 150% of the program length
CGPA	2.0	2.0	2.0
Pace of Completion	100%	50%	66.67%

SAP Evaluation Procedures

The following actions will occur at each SAP evaluation point:

1. Each student's CGPA is reviewed to determine if the student is meeting the minimum SAP standard
2. Each student's pace of completion is reviewed to determine if the student is meeting the minimum SAP standard

SAP Warning

Students who are not meeting SAP for the first time will be placed on SAP Warning status until the end of the evaluation period. A student may not be granted consecutive SAP warning statuses. SAP Warning status is assigned without an appeal or other action needed by the student. Students will be notified within five business days of being placed on SAP Warning status. Students on SAP Warning are encouraged to participate in academic advising. Students placed on SAP Warning and still failing to meet SAP standards at the next evaluation point will be academically dismissed.

Appeal Due to Mitigating Circumstances

A student may appeal the academic suspension if eligible should extenuating circumstances interfere with the student's ability to meet Satisfactory Academic Progress standards.

An appeal letter addressed to SAP Committee must include an explanation of the circumstances that caused the student's unsatisfactory progress, as well as what has changed in the student's situation that would result in the improvement or progress. The student must be able to provide documentation to support mitigating circumstances.

Circumstances must meet one of the following criteria:

- Prolonged illness, medical condition, or injury to the student or an immediate family member
- Death of an immediate family member
- Other extenuating circumstances beyond the student's control

Documentation may include but is not limited to:

- Physician's letters and hospital records
- Death certificate or obituary
- Court or police documents
- Letters from third-party professionals on their letterhead

The appeal may not be based on the lack of knowledge of SAP standards. All appeals must be submitted by the 10th business day of the quarter immediately following the quarter in which the student was placed on SAP Suspension.

To appeal the student must:

- 1) Submit an appeal letter addressed to SAP Committee by the deadline
- 2) Attach official documentation of the mitigating circumstances that affected the student's academic performance
- 3) Continue to attend regularly scheduled classes while the appeal is under review

If an appeal is not submitted by the deadline, the student will be academically dismissed and must request re-admission through standard admission procedures in addition to submitting an appeal.

All appeals will be reviewed within five business days of the appeal submission. The Registrar's Office will provide notice to the student concerning the result of the student's appeal within three business days following the decision. The notice will be sent to the student's eslacademy.edu email account. If the appeal is approved, the student will be placed on SAP Probation for one evaluation period. If the appeal is denied, the student will be academically dismissed. Students who are dismissed due to denied suspension appeal are not able to re-enroll in the school for 180 days from their last day of attendance in the program from which they were dismissed.

SAP Probation

SAP Probation is a status assigned to a student who fails to make satisfactory academic progress and who has successfully appealed and has had his or her enrollment reinstated for one evaluation period. Students on SAP Probation must participate in academic advising as deemed necessary by the school as a condition of their probation. Students placed on SAP Probation who are not meeting SAP at the next evaluation point may be eligible to have their probation status extended for one consecutive evaluation period at a time if they are meeting the conditions of their Academic Recovery Plan.

Academic Advising

Students on SAP Probation must participate in academic advising as deemed necessary by the school as a condition of their status.

Academic advising includes but is not limited to the following:

1. Students must meet with their Academic Dean or Program Manager to complete an Academic Recovery Plan
2. Students may have to participate in tutoring if deemed necessary by the Instructor and/or Academic Dean or Program Manager

Procedures for Reestablishing Satisfactory Academic Progress

If a student is not meeting SAP requirements after one probationary period, he or she will be academically dismissed. However, students whose CGPA was meeting SAP standards at the moment of dismissal but whose pace of completion was below SAP standards may reestablish their Satisfactory Academic progress.

Maximum Time Frame

Students who fail to complete the program within 150 percent of the program length will be academically dismissed from ESL Academy due to exceeding the Maximum Time Frame (MTF). Students dismissed due to exceeding MTF may return to ESL Academy and reapply for admission after 180 days from their last day of attendance in the program from which they were dismissed. Students will need to go through all the steps of the admissions process.

Graduation Requirements and SAP

Students who are not meeting the 2.00 CGPA requirements at the end of their program of study will be considered completers. A completer is a student who has attempted and earned the maximum allowable number of credits for the program of study but did not meet a graduation requirement of a 2.00 CGPA in the program.

Calendar System, Academic Year

The chart below represents the calendar system and academic year length for ESL Academy Programs.

Program Name	Calendar System	Academic Year
Beginner ESL Program Intermediate ESL Program Advanced ESL Program Academic English Program Intensive English Program English for Academic Purposes English for Business Professionals English for Healthcare Professionals	Quarter	3 Quarters

Quarter Definition

ESL Academy defines a Quarter as an Academic Calendar unit at least 10 instructional weeks long.

Credit Hour Definition

All credit hours are calculated based on quarter credit hours. One-quarter credit hour equals, at a minimum, 10 classroom hours of lecture, or 20 hours of laboratory. The formula for calculating the number of quarter credit hours for each course is $(\text{hours of lecture}/10) + (\text{hours of lab}/20)$.

Contact Hour Definition

ESL Academy provides 50 minutes of supervised or directed instruction and 10-minute breaks for every hour of instruction.

Published Program Length

Published program length is the number of quarter credit hours or clock hours required to complete the program of study as defined in the ESL Academy Academic Catalog for each program.

Maximum Time Frame

Maximum Time Frame (MTF) is a period that is no longer than 150% of the published length of the education program.

For example, students enrolled in a program that is 36-quarter credits long have to successfully complete all program requirements and earn 36 credits within a maximum of 54 credits attempted. Therefore, to meet the maximum time frame, students enrolled in a 36-credit hour program cannot fail and/or withdraw from more than 18 credits.

The tables below show the minimum number of earned credits required at different points of program completion to successfully meet the SAP requirement of a minimum 66.67% completion rate.

Beginner ESL, Intermediate ESL, Advanced ESL, Academic English Program:

		Earned Credits		
Attempted Credits		12	24	36
12	100.00%			
24	50.00%	100.00%		
36	33%	66.67%	100.00%	
MTF 48	25%	50.00%	75.00%	

SAP evaluation after each quarter

For student reference, the SAP calculator is available on the Student Portal.

Definitions and Formulas for CGPA Calculation

Quality Points

Quality Points are points that are assigned to every course for which a student receives an A, B, C, or F letter grade (A = 4, B = 3, C = 2, F = 0)

Grade Point Factor/ Grade Points

Each course's Grade Point Factor (or Grade Points) can be calculated by multiplying the quality points assigned to the course by the number of credits the course is worth. For example, a 4.5 credit course for which a student receives a grade of C is worth 9 Grade Points (2 x 4.5)

CGPA Calculation

1. Convert each letter grade to its applicable number of quality points (A = 4, B = 3, C = 2, F = 0)
2. Calculate Grade Points for each of the attempted courses by multiplying quality points by course credits
3. Calculate total Grade Points by adding up Grade Points for each of the attempted courses
4. Calculate total Attempted Credits by adding up course credits for each of the attempted courses
5. Calculate CGPA by dividing the total number of Grade Points by the Total number of Attempted Credits

For example, a student who took 4 courses worth 4.5 credits each and received two A's, an F, and a C will have the following CGPA calculation:

1. *Convert each letter grade to its applicable number of quality points: A = 4, A = 4, F = 0, C = 2*
2. *Calculate Grade Points for each of the attempted courses by multiplying quality points by course credits:*
 Course 1 Grade Points for A grade: $4 \times 4.5 = 18$
 Course 2 Grade Points for A grade: $4 \times 4.5 = 18$
 Course 3 Grade Points for F grade: $0 \times 4.5 = 0$
 Course 4 Grade Points for C grade: $2 \times 4.5 = 9$

3. *Calculate the total number of Grade Points by adding up Grade Points for each of the attempted courses:*
 $18 + 18 + 0 + 9 = 45$
4. *Calculate total Attempted Credits by adding up course credits for each of the attempted courses:*
 $4.5 + 4.5 + 4.5 + 4.5 = 18$
5. *Calculate CGPA by dividing the total number of Grade Points by the total number of Attempted Credits:*
 $45 / 18 = 2.5 \text{ CGPA}$

Definitions and Formulas for Pace of Completion Calculation

Attempted/Scheduled Credits

Any credit for which a grade of A, B, C, F, I (Incomplete), W, WD, or TR was awarded.

Earned/Completed Credits

Any credit for which a grade of A, B, C, or TR was awarded.

The pace of Completion Calculation

1. Calculate the total number of Earned Credits
2. Calculate the total number of Attempted Credits
3. Calculate the Pace of Completion percentage by dividing the total number of Earned Credits by the total number of Attempted Credits and multiplying the result by 100

For example, a student who took 4 courses worth 4.5 credits each and received two A's, an F, and a C will have the following pace of completion calculation:

1. *Calculate the total number of Earned Credits:*
 Course 1 earned credits for an A grade = 4.5
 Course 2 earned credits for an A grade = 4.5
 Course 3 earned credits for F grade = 0
 Course 4 earned credits for C grade = 4.5
 $4.5 + 4.5 + 4.5 = 13.5 \text{ credits earned}$
2. *Calculate the total number of Attempted Credits:*
 Course 1 attempted credits for A grade = 4.5
 Course 2 attempted credits for A grade = 4.5
 Course 3 attempted credits for F grade = 4.5
 Course 4 attempted credits for C grade = 4.5
 $4.5 + 4.5 + 4.5 + 4.5 = 18 \text{ credits attempted}$
3. *Calculate the Pace of Completion percentage by dividing the total number of Earned Credits by the total number of Attempted Credits and multiplying the result by 100:*
 $13.5 / 18 \times 100 = 75\%$

Grading Scale and CGPA/Pace of Completion Calculation

Grades	CGPA Calculation	The pace of Completion Calculation
A	Calculated	Calculated as attempted and earned
B	Calculated	Calculated as attempted and earned
C	Calculated	Calculated as attempted and earned
F	Calculated	Calculated as attempted, not earned
I	Not Calculated	Not Calculated
IP	Not Calculated	Not Calculated
TR	Not Calculated	Calculated as attempted and earned
W	Not Calculated	Not Calculated
WD	Not Calculated	Not Calculated

SAP and Repeat Grade and Grade Forgiveness Policies

All grades are considered when assessing both qualitative and quantitative components of a student's Satisfactory Academic Progress. The Satisfactory Academic Progress Policy supersedes Repeat Grade and grade forgiveness policies.

Program Changes

In the event of a program change, ESL Academy will transfer all relevant courses successfully completed in the old program toward the new program of study. A grade of TR will be assigned to all transferred courses. Courses not accepted for transfer will not count toward CGPA or pace of completion in the new program. Students not meeting SAP at the time of the program change are allowed to change the programs and consequently "reset" SAP only one time during their continuous enrollment at ESL Academy.

Additional Programs

If a student graduates from one program and desires to earn an additional certificate in another program, ESL Academy will transfer all relevant courses successfully completed in the previous program of study toward the new program. A grade of TR will be assigned to all transferred courses. Courses not accepted for transfer will not count toward CGPA or pace of completion in the new program.

Incomplete

Classes with a grade of Incomplete are not calculated toward CGPA. They are calculated towards the pace of completion as attempted but not earned credits.

Transfer Credits

Transfer Credit Hours (indicated by TR grade on the student's record) are treated as both attempted and completed hours in the determination of the student's pace of completion. Transfer credits are not included in the CGPA calculation.

Withdrawal from a Course

Students who withdraw from a course will receive a grade of "W" or "WD" on their record. Withdrawals are treated as attempted but not completed hours in the determination of the student's pace of completion. Withdrawals are not included in CGPA calculation.

Non-credit Courses, or Pass/Fail Courses

Non-credit courses or pass/fail courses are not included in the calculation of a student's CGPA and completion rate.

Academic Dismissal

Academic dismissal is dismissal from the school due to not meeting SAP requirements as defined in the ESL Academy Academic Catalog.

GRADUATION REQUIREMENTS

Students must successfully complete all of the courses required for their programs with a minimum of a 2.0 CGPA and a 66.67% completion rate. All financial obligations must be complete.

A certificate of completion and official transcript will be granted upon graduation.

Completer

A completer is a student who is no longer enrolled in a program and who has attempted and earned the maximum allowable number of credits for the program of study but did not meet a graduation requirement of a 2.00 CGPA in the program. Students who completed their program but did not meet graduation requirements will not be issued an ESL Academy certificate of completion but are eligible to receive an official transcript.

ESL ACADEMY LEVEL PROGRESSION

Students are evaluated on a regular basis. In addition to receiving grades on daily assignments, weekly quizzes, and class projects, a midterm exam is administered in the middle of the quarter. Students will also have to take a final exam, which is administered at the end of the quarter. ESL Academy effectively monitors, assesses, and records the progress of current part-time Intermediate ESL students utilizing a sound assessment system with a set of defined elements that are appropriately related to the student learning outcomes of the program or courses. Student progress is documented consistently in accordance with ESL Academy established student learning outcomes and is communicated to all part-time Intermediate ESL students.

To progress from one academic level to the next, students must successfully pass each course with at least a 70%.

To successfully advance from one course to another, students must successfully pass each course with at least a 70% and achieve the minimum score on the Accuplacer assessment for the program they are attempting to take.

ACADEMIC HONESTY

As an educational institution, ESL Academy expects all students, instructors, and staff to conform to the acceptable standards of academic integrity and to exhibit honesty and competency in their academic work. Academic dishonesty is a violation of school policy and has serious consequences.

There are two main types of academic dishonesty: **cheating** and **plagiarism**.

- **Cheating:** Cheating on exams, tests, quizzes, papers, or other assignments consists of knowingly giving, receiving, using, or attempting to give, receive, or use unauthorized assistance. Generally, assistance is considered unauthorized unless the course instructor specifically allows it. When in doubt, ask the instructor.
- **Plagiarism:** Plagiarism is a form of cheating. It is using another person's words, ideas, images, or music in written or oral communication to give the impression that these words or ideas are the student's original thoughts. Plagiarism occurs when a student does not credit the original author for ideas and/or statements. It includes using direct quotations without quotation marks (" ") as well as using another person's ideas without giving the person credit by stating the source of the ideas or information (the name of the creator and where the content was found). To include ideas or content from any other source in your work, you must specifically cite it. "Cite" means to state who said, wrote, or created it, and where you found it.

Students must pay special attention when taking information off the Internet, and must never include text or content—including music and pictures—created by another person or organization and present it as if it is their own work. Students are explicitly prohibited from buying, borrowing, or revising another student's work and submitting it as their own work.

If you are not sure if something is plagiarism, ask an instructor.

Penalties for Academic Dishonesty:

- **First Offense:** The first time a student is found to have plagiarized or cheated, s/he will receive a failing grade (zero) for the assignment and must schedule a time to meet with the instructor to discuss the incident. After meeting with the course instructor, the student shall have one opportunity to make up the assignment and/or exam. Ten (10) points shall be subtracted from the final grade of the re-submitted exam or assignment.
- **Second Offense:** If the student is suspected of violating the Academic Honesty Policy a second time during a course, the student will receive a failing grade (zero) on the assignment or exam and will be required to meet with the Academic Dean or Program Manager/Program Lead.
- **Third Offense:** If an instructor or administrator believes that a particular incident or set of incidents, including multiple incidents of plagiarism or cheating, is so serious that additional disciplinary action should be considered, that faculty member shall inform the Academic Dean. The Academic Dean, in consultation with at least two other administrators, such as the V.P. of Academics and/or the Director of Academics, will assess the situation and jointly determine the appropriate course of action. Appropriate punishment may range from entering a failing grade (zero) for the assignment or exam without the opportunity to make it up or receiving a failing grade for the entire course, or dismissal from the institute.

If a student believes that an instructor's decision is arbitrary, discriminatory, or did not follow official procedures, s/he can submit an appeal to the Academic Dean/Program Manager within seven (7) days of being notified of a grade. The Academic Dean/Program Manager will review the matter, consult with

appropriate faculty and administrators, and issue a decision within seven (7) days of the submitted appeal.

CERTIFICATE PROGRAMS (1-year)

ESL Academy offers the following 1-year certificate programs:

1. Beginner ESL
2. Intermediate ESL
3. Advanced ESL
4. Academic English Program

BEGINNER ESL

The Beginner ESL program consists of three courses: Beginner Vocabulary and Conversation, Beginner Writing and Grammar, and Beginner Reading Strategies. Students will master beginner vocabulary, and the basics of writing, and learn important reading strategies. Upon successful completion of the program, students will gain confidence in speaking English, be able to structure a grammatically correct paragraph, and master some of the reading strategies: previewing, predicting, using word clues, and using visual clues. Through language lab classes, workshops, and lecture classes, students will become comfortable speaking about relatively simple topics with classmates, teachers, and native English speakers.

Course ID	Course Title	Lecture Hours (A)	Lab (B)	Total Contact Hours (A+B)	Quarter Credit Hours
ESL101	Beginner Vocabulary and Conversation	60	120	180	12
ESL102	Beginner Writing and Grammar	60	120	180	12
ESL103	Beginner Reading Strategies	60	120	180	12
Program Totals		180	360	540	36

Additional Information

Training Methods	Lectures/Labs
Program Length in quarters/weeks	Three Quarters or 33 weeks (30 academic weeks and three administrative weeks)
Contact Hours	540 contact hours
Program Length in Quarter Credit Hours	36 quarter credits

Course Descriptions

ESL101 Beginner Vocabulary and Conversation

This course is a beginner-level exploration of vocabulary and conversation. Emphasis is placed on building and using new vocabulary, developing listening skills, and exploring spoken English. The course includes vocabulary-building activities with a focus on level-appropriate high-frequency vocabulary. It also incorporates listening and speaking exercises. The course activities include lecture assignments, projects, exercises, quizzes, a midterm exam, and a final exam.

ESL102 Beginner Writing and Grammar

This course is an introduction to English grammar and writing conventions. The emphasis is placed on grammar and sentence structure. The grammar aspect of this course concentrates on the usage of appropriate pronouns, articles, modals, and basic tenses. Course activities include lecture assignments, projects, exercises, quizzes, a midterm exam, and a final exam.

ESL103 Beginner Reading Strategies

This course is an introduction to various reading strategies aimed at developing reading and understanding skills in beginner students. The course explores relevant vocabulary and grammar while focusing on analyzing and synthesizing ideas and information. Students will work with a variety of text types and graphic formats and begin to think critically about their reading material. Course activities include lecture assignments, projects, exercises, quizzes, a midterm exam, and a final exam.

INTERMEDIATE ESL

The Intermediate ESL program consists of three courses: Intermediate Vocabulary and Conversation, Intermediate Writing and Grammar, and Intermediate Reading Strategies. English learners at the intermediate level will build on their existing language skills and focus on preparing themselves for further academic progress. Courses will focus on exploring new vocabulary, academic writing, and reading. Upon successful completion of the program, students will be able to use their newly-acquired vocabulary in interactions, write expository paragraphs, and understand grammar concepts including, but not limited to modal and passive verbs, verb structure, and conditional sentences.

Course ID	Course Title	Lecture Hours (A)	Lab (B)	Total Contact Hours (A+B)	Quarter Credit Hours
ESL201	Intermediate Vocabulary and Conversation	60	120	180	12
ESL202	Intermediate Writing and Grammar	60	120	180	12
ESL203	Intermediate Reading Strategies	60	120	180	12
Program Totals		180	360	540	36

Additional Information

Training Methods	Lectures/Labs
Program Length in quarters/weeks	Three Quarters or 33 weeks (30 academic weeks and three administrative weeks)
Contact Hours	540 contact hours
Program Length in Quarter Credit Hours	36 quarter credits

Course Descriptions

ESL201 Intermediate Vocabulary and Conversation

This course is an intermediate-level exploration of vocabulary and conversation. Emphasis is placed on building and using new vocabulary, developing listening skills, and exploring spoken English. The course includes vocabulary-building activities with a focus on level-appropriate, key academic, and high-frequency vocabulary, as well as listening and speaking exercises. The course activities include lecture assignments, projects, exercises, quizzes, a midterm exam, and a final exam.

ESL202 Intermediate Writing and Grammar

This course is an intermediate-level exploration of English grammar and writing conventions. The emphasis is placed on grammar and sentence structure. The grammar aspect of this course concentrates on the usage of correct tenses, adjectives, adverbs, auxiliary verbs, comparatives, and superlatives. Course activities include lecture assignments, projects, exercises, quizzes, a midterm exam, and a final exam.

ESL203 Intermediate Reading Strategies

This course is an intermediate-level course that focuses on various reading strategies aimed at developing reading and understanding skills in intermediate students. The course explores relevant vocabulary and grammar while focusing on analyzing and synthesizing ideas and information. Students will work with a variety of text types and graphic formats and begin to think critically about their reading material. Course activities include lecture assignments, projects, exercises, quizzes, a midterm exam, and a final exam.

ADVANCED ESL

The Advanced ESL program consists of three courses: Advanced Vocabulary and Conversation, Advanced Writing and Grammar, and Advanced Reading Strategies. Students within the advanced level program will learn advanced vocabulary to be able to discuss complex topics. The program focuses on formal and informal American English speech, idiomatic expressions, and deriving meaning from detail. Graduates of the Advanced ESL program will be able to effectively outline and write a traditional five-paragraph essay, utilize basic research methods, and speak deeply on a wide range of subjects.

Course ID	Course Title	Lecture Hours (A)	Lab (B)	Total Contact Hours (A+B)	Quarter Credit Hours
ESL301	Advanced Vocabulary and Conversation	60	120	180	12
ESL302	Advanced Writing and Grammar	60	120	180	12
ESL303	Advanced Reading Strategies	60	120	180	12
Program Totals		180	360	540	36

Additional Information

Training Methods	Lectures/Labs
Program Length in quarters/weeks	Three Quarters or 33 weeks (30 academic weeks and three administrative weeks)
Contact Hours	540 (180 Lecture Clock Hours and 360 Lab Clock Hours)
Program Length in Quarter Credit Hours	36

Course Descriptions

ESL301 Advanced Vocabulary and Conversation

This course is an advanced-level exploration of vocabulary and conversation. Emphasis is placed on building and using new vocabulary, developing listening skills, and exploring spoken English. The course includes vocabulary-building activities with a focus on level-appropriate, key academic, and high-frequency vocabulary, as well as listening and speaking exercises. The course activities include lecture assignments, projects, exercises, quizzes, a midterm exam, and a final exam.

ESL302 Advanced Writing and Grammar

This course is an advanced exploration of English grammar and writing conventions. The emphasis is placed on grammar and sentence structure. The grammar aspect of this course concentrates on the usage of clauses, modals, conditions, and punctuation. Course activities include lecture assignments, projects, exercises, quizzes, a midterm exam, and a final exam.

ESL303 Advanced Reading Strategies

This course is an exploration of various reading strategies aimed at developing reading and understanding skills in advanced students. The course explores relevant vocabulary and grammar while focusing on analyzing and synthesizing ideas and information. Students will work with a variety of text types and graphic formats and begin to think critically about their reading material. Course activities include lecture assignments, projects, exercises, quizzes, a midterm exam, and a final exam.

ACADEMIC ENGLISH PROGRAM

The Academic English program consists of three courses: Academic Writing, Academic Grammar and Vocabulary, and Academic Reading and Critical Thinking. Students within the Academic English program will learn academic-level writing, speaking, critical thinking, grammar, and vocabulary. The program focuses on building and enhancing the English language competencies necessary to communicate effectively in academic contexts. Graduates of the Academic English program will be able to successfully participate in academic discourse at the university level through the composition of academic essays and research papers, critical analysis of academic texts, and meaningful contributions to debates and discussions on academic topics.

Course ID	Course Title	Lecture Hours (A)	Lab (B)	Total Contact Hours (A+B)	Quarter Credit Hours
AE401	Academic Writing	60	120	180	12
AE402	Academic Grammar and Vocabulary	60	120	180	12
AE403	Academic Reading and Critical Thinking	60	120	180	12
Program Totals		180	360	540	36

Additional Information

Training Methods	Lectures/Labs
Program Length in quarters/weeks	Three Quarters or 33 weeks (30 academic weeks and three administrative weeks)
Contact Hours	540 (180 Lecture Clock Hours and 360 Lab Clock Hours)
Program Length in Quarter Credit Hours	36

Course Descriptions

AE401 Academic Writing

This course is designed to give students the tools they need to meet the challenges of writing in first-year university courses. In addition to teaching students how to develop and elaborate their ideas into longer, essays, significant emphasis will be on improving the accuracy, sophistication, and variety of students' writing. Students will learn and use writing strategies and the writing process to develop clear, well-organized essays. They will identify and apply specific organizational patterns and connecting words and phrases in their writing. Students will also learn how and why to support their ideas through reading and research, how to include and attribute quotations and facts from outside sources in their writing, how to find and identify reliable sources, and how to paraphrase and summarize information from other texts. Through the use of these processes and skills, students will complete the course by writing a high-quality, academic research paper.

AE402 Academic Grammar and Vocabulary

This course provides students with the advanced academic grammar and vocabulary necessary for participation in university-level discourse. Students will learn how to communicate using a full range of verb types and tenses, phrases and clauses, prepositions, and other grammatical forms that add precision to language use. In addition to academic grammar, students will learn and use common academic vocabulary and phrases. Also, students will learn how to analyze the parts of words, related words, and overall context to improve their comprehension of unknown words and phrases. Students will practice these skills using speaking, listening, reading, and writing with academic and real-world activities.

AE403 Academic Reading and Critical Thinking

In this course, students will read, analyze, and discuss a wide variety of texts, including excerpts from actual university textbooks, current media, and an original version novel. Students will learn methods of analyzing, summarizing, and synthesizing texts that are typically required in college courses, as well as how to find and evaluate reliable information sources, take organized, detailed notes from a text, and distinguish between fact, theory and opinion. Other key objectives are to build students' vocabulary, familiarity with text conventions, and reading strategies to enable them to read quickly enough to cope with the demands of introductory-level university courses.

CERTIFICATE PROGRAMS (2-year)

ESL Academy offers the following 2-year certificate programs:

1. Intensive English Program
2. English for Academic Purposes
3. English for Business Professionals
4. English for Healthcare Professionals

INTENSIVE ENGLISH PROGRAM

The Intensive English Program (IEP) develops students' vocabulary, grammar, writing, reading, and communication skills for both real-life and educational contexts. Instruction emphasizes vocabulary expansion, paragraph organization, and reading comprehension through strategies such as previewing, predicting, using word clues, and interpreting visual information. Students build confidence speaking in a variety of settings while strengthening their writing skills to produce clear, grammatically correct paragraphs, including expository forms. Grammar instruction covers the foundations of sentence structure, verb tenses, and subject-verb agreement as well as more advanced concepts such as modal verbs, passive voice, verb structures, and conditional sentences. Upon completion, students will be able to interact comfortably in personal, college-level, and professional situations, write with clarity and accuracy, and apply effective reading strategies to a wide range of texts.

Course ID	Course Title	Lecture Hours (A)	Lab (B)	Total Contact Hours (A+B)	Quarter Credit Hours
IEP101	Beginner Vocabulary and Conversation	60	120	180	12
IEP102	Beginner Writing and Grammar	60	120	180	12
IEP103	Beginner Reading Strategies	60	120	180	12
IEP201	Intermediate Vocabulary and Conversation	60	120	180	12
IEP202	Intermediate Writing and Grammar	60	120	180	12
IEP203	Intermediate Reading Strategies	60	120	180	12
Program Totals		360	720	1080	72

Additional Information

Training Methods	Lectures/Project-Based Learning/Activities/Task-based Learning
Program Length in quarters/weeks	6 Quarters or 66 weeks (60 academic weeks + 6 administrative weeks)
Contact Hours	1080 contact hours (360 Lecture Clock Hours and 720 Lab Clock Hours)
Program Length	72 quarter credit hours

Course Descriptions

IEP101 Beginner Vocabulary and Conversation

This course is a beginner-level exploration of vocabulary and conversation. Emphasis is placed on building and using new vocabulary, developing listening skills, and exploring spoken English. The course includes vocabulary-building activities with a focus on level-appropriate high-frequency vocabulary. It also incorporates listening and speaking exercises. The course activities include lecture assignments, projects, exercises, quizzes, a midterm exam, and a final exam.

IEP102 Beginner Writing and Grammar

This course is an introduction to English grammar and writing conventions. The emphasis is placed on grammar and sentence structure. The grammar aspect of this course concentrates on the usage of appropriate pronouns, articles, modals, and basic tenses. Course activities include lecture assignments, projects, exercises, quizzes, a midterm exam, and a final exam.

IEP103 Beginner Reading Strategies

This course is an introduction to various reading strategies aimed at developing reading and understanding skills in beginner students. The course explores relevant vocabulary and grammar while focusing on analyzing and synthesizing ideas and information. Students will work with a variety of text types and graphic formats and begin to think critically about their reading material. Course activities include lecture assignments, projects, exercises, quizzes, a midterm exam, and a final exam.

IEP201 Intermediate Vocabulary and Conversation

This course is an intermediate-level exploration of vocabulary and conversation. Emphasis is placed on building and using new vocabulary, developing listening skills, and exploring spoken English. The course includes vocabulary-building activities with a focus on level-appropriate, key academic, and high-frequency vocabulary, as well as listening and speaking exercises. The course activities include lecture assignments, projects, exercises, quizzes, a midterm exam, and a final exam.

IEP202 Intermediate Writing and Grammar

This course is an intermediate-level exploration of English grammar and writing conventions. The emphasis is placed on grammar and sentence structure. The grammar aspect of this course concentrates on the usage of correct tenses, adjectives, adverbs, auxiliary verbs, comparatives, and superlatives. Course activities include lecture assignments, projects, exercises, quizzes, a midterm exam, and a final exam.

IEP203 Intermediate Reading Strategies

This course is an intermediate-level course that focuses on various reading strategies aimed at developing reading and understanding skills in intermediate students. The course explores relevant vocabulary and grammar while focusing on analyzing and synthesizing ideas and information. Students will work with a variety of text types and graphic formats and begin to think critically about their reading material. Course activities include lecture assignments, projects, exercises, quizzes, a midterm exam, and a final exam.

ENGLISH FOR ACADEMIC PURPOSES

The English for Academic Purposes (EAP) program is designed for English language learners preparing to succeed in academic and professional environments. Students will develop advanced vocabulary and grammar while refining their reading, writing, speaking, and critical thinking skills. The program emphasizes formal and informal American English, idiomatic expressions, and strategies for deriving meaning from complex texts. Learners will gain proficiency in composing structured essays and research papers, applying basic research methods, and critically analyzing academic texts with depth and precision. Graduates of the program will be equipped to communicate effectively in academic settings, contribute meaningfully to college-level discussions and debates, and engage confidently with a wide range of complex topics.

Course ID	Course Title	Lecture Hours (A)	Lab (B)	Total Contact Hours (A+B)	Quarter Credit Hours
EAP301	Advanced Vocabulary and Conversation	60	120	180	12
EAP302	Advanced Writing and Grammar	60	120	180	12
EAP303	Advanced Reading Strategies	60	120	180	12
EAP401	Academic Writing	60	120	180	12
EAP402	Academic Grammar and Vocabulary	60	120	180	12
EAP403	Academic Reading and Critical Thinking	60	120	180	12
Program Totals		360	720	1080	72

Additional Information

Training Methods	Lectures/Project-Based Learning/Activities/Task-based Learning
Program Length in quarters/weeks	6 Quarters or 66 weeks (60 academic weeks + 6 administrative weeks)
Contact Hours	1080 (360 Lecture Clock Hours and 720 Lab Clock Hours)
Program Length	72 quarter credit hours

Course Descriptions

EAP301 Advanced Vocabulary and Conversation

This course is an advanced-level exploration of vocabulary and conversation. Emphasis is placed on building and using new vocabulary, developing listening skills, and exploring spoken English. The course includes vocabulary-building activities with a focus on level-appropriate, key academic, and high-frequency vocabulary, as well as listening and speaking exercises. The course activities include lecture assignments, projects, exercises, quizzes, a midterm exam, and a final exam.

EAP302 Advanced Writing and Grammar

This course is an advanced exploration of English grammar and writing conventions. The emphasis is placed on grammar and sentence structure. The grammar aspect of this course concentrates on the usage of clauses, modals, conditions, and punctuation. Course activities include lecture assignments, projects, exercises, quizzes, a midterm exam, and a final exam.

EAP303 Advanced Reading Strategies

This course is an exploration of various reading strategies aimed at developing reading and understanding skills in advanced students. The course explores relevant vocabulary and grammar while focusing on analyzing and synthesizing ideas and information. Students will work with a variety of text types and graphic formats and begin to think critically about their reading material. Course activities include lecture assignments, projects, exercises, quizzes, a midterm exam, and a final exam.

EAP401 Academic Writing

This course is designed to give students the tools they need to meet the challenges of writing in first-year university courses. In addition to teaching students how to develop and elaborate their ideas into longer, essays, significant emphasis will be on improving the accuracy, sophistication, and variety of students' writing. Students will learn and use writing strategies and the writing process to develop clear, well-organized essays. They will identify and apply specific organizational patterns and connect words and phrases in their writing. Students will also learn how and why to support their ideas through reading and research, how to include and attribute quotations and facts from outside sources in their writing, how to find and identify reliable sources, and how to paraphrase and summarize information from other texts. Through the use of these processes and skills, students will complete the course by writing a high-quality, academic research paper.

EAP402 Academic Grammar and Vocabulary

This course provides students with the advanced academic grammar and vocabulary necessary for participation in university-level discourse. Students will learn how to communicate using a full range of verb types and tenses, phrases and clauses, prepositions, and other grammatical forms that add precision to language use. In addition to academic grammar, students will learn and use common academic vocabulary and phrases. Also, students will learn how to analyze the parts of words, related words, and overall context to improve their comprehension of unknown words and phrases. Students will practice these skills using speaking, listening, reading, and writing with academic and real-world activities.

EAP403 Academic Reading and Critical Thinking

In this course, students will read, analyze, and discuss a wide variety of texts, including excerpts from actual university textbooks, current media, and an original version novel. Students will learn methods of analyzing, summarizing, and synthesizing texts that are typically required in college courses, as well as how to find and evaluate reliable information sources, take organized, detailed notes from a text, and distinguish between fact, theory and opinion. Other key objectives are to build students' vocabulary, familiarity with text conventions, and reading strategies to enable them to read quickly enough to cope with the demands of introductory-level university courses.

ENGLISH FOR BUSINESS PROFESSIONALS

The English for Business Professionals (EBP) program is designed to equip English language learners with the language and communication skills needed to succeed in diverse business settings. Courses integrate speaking, listening, reading, and writing with a strong emphasis on their practical applications in the workplace. Through authentic texts, case studies, and real-world scenarios, students gain the language and cultural competencies necessary for effective participation in the business environment. Interactive activities, such as role-plays, presentations, and problem-solving tasks, help students develop critical skills including public speaking, professional correspondence, negotiation, and adapting communication styles to different contexts. Instruction also emphasizes targeted vocabulary development, collaborative projects, and applied practice across all four language domains. Graduates of the EBP program will be able to confidently engage in business communications, from discussing timelines, costs, and projects to negotiating services and engaging with clients in both written and oral formats.

Course ID	Course Title	Lecture Hours	Lab Hours	Total Contact Hours	Quarter Credit Hours
EBP110	English Workplace Vocabulary and Conversation	60	120	180	12
EBP120	Introduction to Business Correspondence	60	120	180	12
EBP130	Negotiation and Communication with Clients	60	120	180	12
EBP210	Language and Strategies for Business Relations	60	120	180	12
EBP220	Advanced Business Correspondence	60	120	180	12
EBP230	Professional Presentations	60	120	180	12
	Total	360	720	1080	72

ADDITIONAL INFORMATION

Training Methods	Lectures/Case Studies/Project-Based Learning/Activities/Task-based Learning
Program Length in quarters/weeks	6 Quarters or 66 weeks (60 academic weeks + 6 administrative weeks)
Contact Hours	1080 (360 Lecture Clock Hours and 720 Lab Clock Hours)
Program Length in Quarter Credit Hours	72 quarter credit hours

Course Descriptions

EBP110 English Workplace Vocabulary and Conversation

This course develops the essential vocabulary and conversational skills needed for success in professional environments. Students expand their workplace vocabulary while practicing real-world communication through dialogues, role-plays, and collaborative projects. Emphasis is placed on active listening, clear pronunciation, and the use of appropriate forms of expressions in common workplace interactions such as meetings, phone calls, and client exchanges. Learning activities include vocabulary-building exercises, presentations, and projects, providing both structured practice and opportunities for applied communication. By the end of the course, students will be able to engage in workplace conversations with greater accuracy, confidence, and cultural awareness.

EBP120 Introduction to Business Correspondence

This course introduces students to the essential reading and writing skills needed for professional communication in the workplace. Emphasis is placed on understanding and producing a variety of written forms, including emails, memos, letters, announcements, meeting notes, and professional introductions. Students develop accuracy, clarity, and tone appropriate for different business contexts while also building cultural awareness of workplace communication standards. Learning activities such as projects, case studies, and interactive classroom tasks provide practical experience in applying strategies for effective correspondence. By the end of the course, students will be able to confidently read, interpret, and compose business documents that achieve clear and purposeful communication.

EBP130 Negotiation and Communication with Clients

This course develops students' speaking, listening, and professional communication skills for successful client interactions in the workplace. Students will learn and practice strategies for conflict resolution, collaboration, and negotiation in diverse business contexts. Emphasis is placed on both written and oral communication between professionals and clients, with a focus on clarity, cultural awareness, and professional etiquette. Through projects, simulations, and presentations, students will gain hands-on experience applying negotiation techniques and communication strategies to realistic scenarios. By the end of the course, students will be equipped with the English language tools needed to address client concerns, explore and present solutions, explain processes effectively, and build strong, lasting rapport with clientele.

EBP210 Language and Strategies for Business Relations

This course emphasizes the development of skills needed to connect concepts and communicate meaningfully in English through integrated practice in reading, writing, speaking, and listening. Students will focus on relaying and interpreting information using clear and effective questions and statements, in both written and oral formats. The curriculum incorporates projects, presentations, and situational activities, all designed to strengthen the use of contextually appropriate vocabulary and communication strategies. Upon completion, students will be able to engage in internal and external interactions with cultural awareness and interpersonal effectiveness, applying English confidently in professional business settings.

EBP220 Advanced Business Correspondence

This course develops advanced reading and writing skills for professional business contexts. Students will practice understanding and producing complex forms of written communication, including reports, newsletters, proposals, forms, website content, and internal correspondence. Emphasis is placed on clarity, accuracy, and professionalism to meet workplace standards. Learning takes place through projects, case studies, roleplays, and classroom activities, culminating in the completion of a comprehensive final report or proposal. By the end of the course, students will be able to communicate effectively in English with colleagues, clients, and managers, applying industry-standard practices to diverse workplace scenarios.

EBP230 Professional Presentations

This course develops students' skills in preparing, delivering, and evaluating professional presentations and workplace pitches. Emphasis is placed on building confidence in public speaking through the use of clear organization, situationally appropriate vocabulary, and effective rhetorical strategies. Students will practice designing and interpreting a variety of visual aids, including infographics, to support key ideas and strengthen audience engagement. Class activities include analyzing and presenting different types of speeches, such as informative, persuasive, brief, extended, individual, and group presentations, providing students with diverse opportunities to apply their skills in real-world contexts. By the end of the course, students will be able to craft well-structured speeches, deliver presentations with clarity and impact, and respond effectively as both presenters and listeners in professional settings.

ENGLISH FOR HEALTHCARE PROFESSIONALS

The English for Healthcare Professionals program (EHP) is designed to equip English language learners with language and communication skills for academic and professional success in the healthcare sector. Through a progressive sequence of courses, students advance from intermediate grammar and medical vocabulary to advanced, field-specific language used in healthcare, medical research, and leadership. The curriculum integrates all four language competences, reading, writing, listening, and speaking, within authentic professional contexts, ensuring learners are well-prepared for real-world clinical and administrative interactions. Coursework includes targeted study in medical documentation and reporting, intercultural communication, and clinical English, as well as advanced practice in healthcare ethics and leadership communication. By combining linguistic proficiency with cultural awareness and professional competencies, the program equips students to engage confidently in patient care, academic study, and career advancement in diverse healthcare environments.

Course ID	Course Title	Lecture Hours	Lab Hours	Total Contact Hours	Quarter Credit Hours
EHP110	Speaking, Reading, and Writing for Healthcare	60	120	180	12
EHP120	English for Medical Documentation and Reporting	60	120	180	12
EHP130	Intercultural Communication in Professional Settings	60	120	180	12
EHP210	Advanced Professional English for Healthcare Management	60	120	180	12
EHP220	Clinical English in Practice	60	120	180	12
EHP230	Communication and Healthcare Ethics	60	120	180	12
	Total	360	720	1080	72

ADDITIONAL INFORMATION

Training Methods	Interactive Communicative Project-based Learning/ Role plays/ Debates/ Research reading and writing/ Report reading and writing
Program Length in weeks	66 weeks (60 Academic Weeks, 6 administrative weeks)
Contact Hours	1080 Contact Hours
Program Length in Quarter Credit Hours	72 quarter credit hours 6 academic quarters for course credit

Course Descriptions

EHP110: Speaking, Reading, and Writing for Healthcare

This introductory course develops the essential English language skills needed for effective communication in healthcare settings. Students strengthen their foundational grammar, focusing on simple verb tenses and sentence structures, while expanding their vocabulary to include key medical terms related to anatomy, symptoms, and hospital environments. Emphasis is placed on practical application through interactive activities such as role-plays, dialogues, and pronunciation practice that build confidence in real-world professional interactions. In addition, students practice critical reading and writing tasks, including understanding patient forms, interpreting medical instructions, and composing clear, accurate sentences for basic documentation and patient care. By the end of the course, students will be better prepared to communicate with clarity and confidence in everyday healthcare situations.

EHP120: English for Medical Documentation and Reporting

This course is designed to advance professional communication skills within the healthcare environment. The curriculum focuses on building grammatical accuracy, with an emphasis on continuous and perfect verb tenses, while expanding specialized vocabulary essential for workplace roles, scheduling, and appointments. Through targeted listening and note-taking practice, students will learn to effectively comprehend and participate in staff meetings and patient interactions. Writing instruction centers on producing clear, professional emails and concise reports, while focused pronunciation practice builds confidence and clarity in articulating complex medical terminology.

EHP130: Intercultural Communication in Professional Settings

This course is designed to develop English communication skills, cultural awareness, and professional confidence for healthcare settings. Students focus on using clear, empathetic, and accurate English to convey complex medical information, manage patient expectations, and collaborate effectively with diverse healthcare teams. Emphasis is placed on understanding and navigating cross-cultural communication challenges that can affect patient care and safety. Through guided practice, students strengthen essential skills such as giving consultations, taking detailed patient histories, providing patient education, and engaging in respectful, professional dialogue with colleagues. The course integrates vocabulary, grammar, and pronunciation instruction to support students in communicating confidently and effectively in real-world healthcare interactions.

EHP210: Advanced Professional English for Healthcare Management

This course is designed to develop high-level communication skills for professional success in healthcare settings. The curriculum emphasizes advanced grammar, including the passive voice and relative clauses, and expands specialized vocabulary related to compliance, regulations, and organizational policies. Students strengthen listening and comprehension skills through exposure to complex professional discourse, such as lectures, policy briefings, and administrative meetings, while refining note-taking strategies for these contexts. The course also enhances professional writing skills, guiding students in composing formal letters, memos, and policy documents. Targeted pronunciation practice supports clear and confident oral communication, ensuring students can articulate complex ideas effectively in professional settings.

EHP220: Clinical English in Practice

This course connects classroom learning with real-world clinical experiences through case studies, role-plays, and simulations of authentic healthcare interactions. Students develop the English language and communication skills needed to respond effectively in medical emergencies, participate in shift-change briefings, and collaborate within interprofessional healthcare teams. Emphasis is placed on using accurate clinical vocabulary, idiomatic expressions, and professional communication strategies. Students practice conveying information with clarity, precision, and professionalism across a variety of clinical scenarios, building confidence for effective interaction with patients, colleagues, and other healthcare professionals.

EHP230: Communication and Healthcare Ethics

This course develops English communication skills while exploring fundamental principles of medical ethics. Students strengthen their ability to discuss, analyze, and apply ethical concepts in real-world healthcare situations using appropriate medical vocabulary and professional language. Through case studies, guided discussions, and role-playing exercises, students practice effective communication strategies for ethically complex scenarios, including informed consent, patient autonomy, confidentiality, and end-of-life care. The course integrates linguistic competence with ethical decision-making, preparing students to communicate clearly, respectfully, and confidently in multicultural and interdisciplinary healthcare environments.

ELECTIVE COURSES

1. TOEFL Preparation Course

TOEFL PREPARATION COURSE

This course helps students to successfully prepare for the TOEFL iBT test through test preparation and skills training in the four competencies of the test: reading, writing, listening, and speaking. Students are provided with an in-depth overview of the test structure, its components, question types, and test-taking strategies. Response strategies, skills, templates, and samples are used to build a foundation on which students can achieve the level of test performance that will allow them to pursue their academic goals. Upon successful completion of this non-credit elective course, students will receive a certificate of completion.

Course ID	Course Title	Lecture Hours (A)	Lab (B)	Total Contact Hours (A+B)
ESL501	TOEFL Preparation Course	60	120	180
Program Totals		60	120	180

Additional Information

Training Methods	Lectures/Labs
Program Length in quarters/weeks	11 weeks (10 academic weeks, 1 administrative week)
Contact Hours	180 Clock Hours
Program Length in Quarter Credit Hours	N/A