



**HOLLYWOOD
EDUCATION
INSTITUTE**

Catalog 2026

(January 5, 2026 – December 19, 2026)

3470 Wilshire Blvd. Suite #350, Los Angeles, CA 90010

T. (213) 386-3800 | F. (213) 402-5533

www.hollywoodeducation.org

– Reviewed 06/2026–

Hollywood Education Institute | Catalog 2026

The Hollywood Education Institute Catalog is the document of authority for all students. The information provided in the Hollywood Education Institute Catalog supersedes any information that may be contained in any bulletin, newsletter, or other written form of communication. The Institute reserves the right to change its policies, rules, regulations, requirements for graduation, course offerings, and any other contents of this catalog at any time.

The Hollywood Education Institute Catalog was updated and published in May, 2026 as the document of authority for the academic year 2026. It is also available on the institution's website www.hollywoodeducation.org.

This institution is a private institution approved to operate by the California Bureau for Private Postsecondary Education. Approval to operate means the institution is compliant with the minimum standards contained in the California Private Postsecondary Education Act of 2009 (as amended) and Division 7.5 of Title 5 of the California Code of Regulations.

Hollywood Education Institute is a member of the Transnational Association of Christian Colleges and Schools (TRACS) [15935 Forest Road, Forest, VA 24551; Telephone: (434) 525-9539; e-mail: info@tracs.org], having been awarded Candidate Status as a Category I institution by the TRACS Accreditation Commission on April 28, 2026. This status is effective as of January 1, 2026, and is good through December 31, 2030. TRACS is recognized by the United States Department of Education (ED), the Council for Higher Education Accreditation (CHEA), and the International Network for Quality Assurance Agencies in Higher Education (INQAAHE).

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

Our location address:

Hollywood Education Institute

3470 Wilshire Blvd. Suite # 350, Los Angeles, CA 90010

T. (213) 386-3800 | F. (213) 402-5533

Monday-Friday: 8:30 AM – 5:00 PM info@hollywoodeducation.org

Disclosures:

- Hollywood Education Institute is accredited by the Distance Education Accrediting Commission (DEAC).
- This institution is a private institution approved to operate by the California Bureau for Private Postsecondary Education (BPPE).
- Hollywood Education Institute is certified by the Student and Exchange Visitor Program (SEVP) under the U.S. Department of Homeland Security.
- Hollywood Education Institute does not offer any licensure programs, and as such, students who enroll in any of Hollywood Education Institute's programs are not eligible to sit for licensure examinations in California and/or any other states.
- Hollywood Education Institute does not offer job placement.
- None of the lessons will occur in a language other than English.
- Hollywood Education Institute does not discriminate on the basis of race, color, age, sex, physical condition, or national origin.

Bankruptcy

Hollywood Education Institute has no pending petition in bankruptcy and is not operating as a debtor in possession. Further, Hollywood Education Institute has not filed a petition within the preceding 5 years or has had a petition in a bankruptcy filed against it within the preceding 5 years that resulted in reorganization under Chapter 11 of the United States Bankruptcy Code (11 U.S.C Sec. 1101 et Seq.)

Any questions a student may have regarding this catalog that have not been satisfactorily answered by the institution may be directed to the Bureau for Private Postsecondary Education at 1747 North Market Blvd., Suite 225, Sacramento, CA 95834, www.bppe.ca.gov, toll-free telephone number (888) 370-7589 or by fax (916) 263-1897. Address: 1747 North Market Blvd., Suite 225, Sacramento, CA 95834 P.O. Box 980818, West Sacramento, CA 95798-0818 Website Address: www.bppe.ca.gov. Telephone and Fax #'s: (888) 370-7589 or by fax (916)263-1897 (916) 574-8900 or by fax (916)263-1897

Academic Calendar 2026

Winter Quarter

January 5	Winter Quarter Starts
January 19	Dr. Martin Luther King Jr. Day
January 20	Module 1 Exam
February 9	President's Day
February 16	Midterm Exam
March 16	Final Exam
March 20	Winter Quarter Ends

Spring Quarter

April 6	Spring Quarter Starts
April 20	Module 1 Exam
May 11	Midterm Exam
May 25	Memorial Day
June 15	Final Exam
June 19	Spring Quarter Ends

Summer Quarter

July 4	Independence Day
July 6	Summer Quarter Starts
July 20	Module 1 Exam
August 10	Midterm Exam
September 7	Labor Day
September 14	Final Exam
September 18	Summer Quarter Ends

Fall Quarter

October 5	Fall Quarter Starts
October 12	Indigenous Peoples' Day
October 29	Module 1 Exam
November 11	Veteran's Day
November 19	Midterm Exam
November 26	Thanksgiving
December 14	Final Exam
December 18	Fall Quarter Ends

Table of Contents

Overview	7
History	7
Mission Statement	7
Goals	7
Institutional Objectives	7
Institutional Learning Outcomes (ILOs)	8
Statement of Faith	8
Philosophy of Education	8
Board of Directors	9
Faculty and Staff Members	9
Programs	11
Admission / Academic Policies and Procedures	22
Admission Policy and Procedures	22
Admission Requirements:	23
Hours	23
Admission Process:	23
Level Placement	24
Non-Discrimination Policy	24
Disability Accommodation Policy and Procedure	24
F-1 Student Visas	25
Transfers	26
Articulation Agreement	26
Challenge Examinations, Achievement Tests, and Experiential Learning	26
Academic Credits	26
Notice Concerning Transferability of Credits and Credentials Earned	26
Notice of Student Rights and Responsibilities	26
Satisfactory Academic Progress Policy	27
Credit Hour	29
Attendance Policy and Procedure	29
Student Placement and Progress Assessment Policy	31
Academic Integrity and Honesty Policy and Procedure	35
Student Identity Verification Policy and Procedure	37
Leave of Absence Policy	38
Current Tuition and Fees	41
Student Records	42
Student Services	43

New Student Orientation	43
Academic Advising	44
Technical Support	44
Distance Education Services	44
Housing	44
Insurance	44
Library and Learning Resources	45
Parking	45
Transportation	45
Facilities	46
Equipment	46
Enrollment and Finance Policies	46
Refund Policy	47
Financial Aid and Loan Payment	48
Student Tuition Recovery Fund	49
Institution Policies	50
Minimum Technology Requirements	50
Technology Proficiency	50
Required Hardware	50
Optional Hardware	50
Required Software	50
Optional Software	51
Internet Connection	51
Internet Browser(s)	51
Distance Education Delivery Methodologies	51
Student Conduct and Termination	52
Copyright Policy	52
Complaint/Grievance Policy	53
Privacy Policy	55
USCIS - F-1 Regulations Policies and Procedures	57
Institutional Integrity	59
Campus Disaster/Emergency Plan	60
IT Backup and Disaster Recovery Policy	65
Catalog Update Policy	66

Overview

History

Hollywood Education Institute is a private institution established in 2006 with the goal of helping individuals enhance their academic and professional skills. Located in the diverse Greater Los Angeles area, the Institute attracts students from various backgrounds who seek to expand their knowledge and advance their careers. With its focus on helping students acquire the skills they need to succeed, Hollywood Education Institute is dedicated to providing high-quality biblical based, innovative educational programs with biblical teaching that meet the needs of its diverse student body. The institute is committed to helping all of its students achieve their goals.

Mission Statement

The Hollywood Education Institute is a Christ-centered institution dedicated to fostering academic excellence and spiritual growth. We provide a comprehensive education that integrates biblical principles, equipping students to excel in their chosen fields and make a meaningful impact on society.

Goals

1. Deliver rigorous instruction grounded in biblical truth to equip students for academic and spiritual growth.
2. Empower students to apply knowledge and biblical principles to real-world challenges with integrity and purpose.
3. Integrate digital tools in hybrid and distance learning while maintaining a faith-informed educational experience.
4. Use data and spiritual discernment to strengthen effectiveness and uphold accountability in all operations.
5. Offer programs that reflect Christian values, academic quality, and convenience to attract likeminded students.
6. Steward resources wisely to support the long-term mission of Christ-centered education.

Institutional Objectives

The Hollywood Education Institute has established a set of Institutional Objectives that align closely with its mission. The Board of Directors periodically reviews and approves these objectives to ensure their continued relevance and effectiveness.

1. **Academic Excellence.** Students will demonstrate, apply, and analyze academic knowledge and skills through performance on examinations, assignments, and projects.
2. **Faith and Learning Integration.** Every instructor will integrate, illustrate, and evaluate biblical principles into education.
3. **Student Success.** To empower students to formulate, pursue, and achieve their academic aspirations through engagement and student counseling.
4. **Faculty Excellence.** To ensure instructors design, deliver, and refine impactful and relevant instruction, all faculty have appropriate qualifications as well as continuing professional development.
5. **Innovation and Adaptation.** To ensure the institution analyzes, develops, and implements responsive improvements.

Institutional Learning Outcomes (ILOs)

Upon completion of studies at HEI, students will be able to:

1. **Demonstrate Academic Excellence** – Apply and analyze academic knowledge and skills with measurable achievement.
2. **Integrate Faith and Learning** – Apply biblical principles to academic, professional, and personal contexts, demonstrating ethical reasoning and decision-making.
3. **Exhibit Servant Leadership and Christian Ethics** – Lead with humility, compassion, and accountability in service to others.
4. **Communicate Effectively Across Cultures** – Demonstrate ethical and professional communication skills informed by biblical values of clarity, honesty, and respect.
5. **Pursue Lifelong Growth in Faith and Service** – Engage in personal spiritual formation and service opportunities that contribute to the church, community, and society.

Statement of Faith

Hollywood Education Institute is a Christ-centered institution firmly grounded in the Christian faith. We affirm the following core beliefs:

1. **The Bible** is the inspired, infallible, and authoritative Word of God, and is the final authority in all matters of faith and practice.
2. **There is one God**, eternally existent in three persons: Father, Son, and Holy Spirit.
3. **Jesus Christ** is fully God and fully man. We believe in His virgin birth, sinless life, miracles, atoning death on the cross, bodily resurrection, ascension to the right hand of the Father, and His return in power and glory.
4. **All people** are sinful and in need of salvation, which is a gift from God by grace through faith in Jesus Christ alone.
5. **The Holy Spirit** indwells and empowers believers for Christian living, growth, and service.
6. **The Church** is the body of Christ, called to proclaim the Gospel and make disciples of all nations.
7. **Jesus Christ** will return, and there will be a resurrection of both the saved and the lost— the saved to eternal life and the lost to eternal separation from God.

Philosophy of Education

Hollywood Education Institute is founded on Christian principles and is committed to preparing students with both biblical and academic knowledge. Consistent with the Catalog, HEI emphasizes that true growth emerges when Scripture is integrated into academic instruction and real-world application. Our philosophy is to foster academic excellence, spiritual formation, and professional readiness by equipping students to apply biblical principles in every sphere of life. In this way, HEI develops servant leaders who embody integrity, humility, and purpose in their personal, professional, and spiritual journeys.

Board of Directors

- Emelyn Duarte (Chair)
- Grace Park
- James Jeon
- Yee J Kim
- Sunpob Deeprasertwit

Faculty and Staff Members

CEO/President

Dr. Samuel Rhee

Faculty

Gabriela Guzman - Chief Academic Officer (Academic Director) - Certificate and ESL Instructor

- Master of Business Administration - Liberty University
- Subject Matter Expertise
- Curriculum Developer
- Instructional Designer

Tim Trieu - Certificate Instructor

- Master of Business Administration – University of Phoenix
- Business and Management Subject Matter Expertise

Steven Luckett – Certificate Instructor

- Master of Arts in English Literature – SUNY Albany
- English Subject Matter Expertise

Caroline Harvey - Certificate Instructor

- Master of Arts in Communication Management - California State University at Los Angeles
- Communication Management Subject Matter Expertise

Zeneida Parente – Certificate Instructor

- Master of Arts in Communication Studies - California State University at Los Angeles
- Communication and Management Subject Matter Expertise

Paul Gellman - Certificate Instructor

- Master of Arts in Teaching – University of Southern California – Los Angeles
- English Subject Matter Expertise

Janelle Dechancie - ESL Instructor

- Bachelor of Arts in Cinema Production – Point Park University, Pittsburgh, PA
- TEFL/TESOL Certificate

Stephanie Innis - ESL Instructor

- Bachelor of Arts in International Political Relations and affairs, Linguistic – University of Central Arkansas
- TEFL/TESOL Certificate

Julie Ervin - ESL Instructor

- Bachelor of Arts in English Literature in English Literature at California State University Dominguez Hills - Carson, CA

Christina Przybilla - ESL Instructor

- Bachelor of Arts in English at Azusa Pacific University
- TEFL Certificate

Jose L. Herrera - ESL Instructor

- Bachelors of Arts in English at California State University of Northridge

Julia Roehrkaske - ESL Instructor

- Bachelor of TEFL, Oklahoma Christian University
- MS in Education, Cairn University

Daniel F. Perez - ESL Instructor

- BFA in Theatre, NYU Tisch School of the Arts
- MFA in Screenwriting at UCLA
- Teaching English as a Foreign Language – UCLA extension course

Edward Matthew - ESL Instructor

- BA in Communication, Portland State University – Portland, OR
- ESL certification
- TESOL certification

Staff

- CFO and Learning Resources Director: Chitkapol Buasook
- Administrative Manager: Thitiwat Kakaen
- Administrative Staff /Student Success Officer: Gulmira Mukhambetova
- Administrative Staff/CFO Support Staff: Dinara Serikova
- CFO Support Staff: Pattama Pastrasat
- Administrative Staff/LRD Support Staff: Gulnaz Umbetkaliyeva
- LRD Support Staff: Mark Le (Thien Bao Le)
- Administrative Staff: Francisca Liliana Atmodjo
- Administrative Staff: Paula Juliana Rey Urbina
- Administrative Staff: Marina Miyasato
- Administrative Staff: Nisanart Thammasorn

Programs

Hollywood Education Institute can only accept students who live in California (state of residence).

Program - English Communication and Management Certificate

English Communication and Management Certificate (48 quarter credit hours) (In- person and Distance)

Rooted in the mission of Hollywood Education Institute, the **English Communication and Management Certificate** prepares students to thrive in professional settings through the development of essential language and leadership skills while integrating biblical values and ethical decision-making. The program is designed to cultivate Christ-centered leaders who can communicate with integrity, lead with purpose, and navigate diverse workplace environments through a faith-informed lens. This is a 1-year program.

In order to complete a program, a student must:

1. Satisfactorily complete the 16 courses including all core courses and select elective courses.
2. Maintain a 2.0 cumulative grade point average on a 4.0 scale.

Upon Completion of the Certificate in English Communication and Management, students will be able to successfully:

- Communicate professionally and ethically in business settings, embodying biblical values such as honesty, humility, and clarity.
- Apply foundational management principles while demonstrating servant leadership, ethical stewardship, and cultural sensitivity informed by a Christian worldview.
- Analyze real-world business situations to identify ethical dilemmas, apply ethical reasoning based on a Christian worldview, and propose solutions that are both organizationally effective and ethically justifiable.
- Adapt communication strategies for global and multicultural environments, with an emphasis on compassion, unity, and respect as modeled by Christ.
- Develop spiritual and professional discipline through reflection, self-assessment, and engagement with biblical texts on leadership, decision-making, and calling.

Job Opportunities

- 25-2022.00 [Middle School Teachers, Except Special and Career/Technical Education](#)
- 25-3041.00 [Tutors](#)
- 25-3021.00 [Self-Enrichment Teachers](#)
- 27-3091.00 [Interpreters and Translators](#)
- 25-9049.00 [Teaching Assistants, All Other](#)
- 11-9161.00 [Emergency Management Directors](#)

Total 48 quarter credit hours of the courses structure are as follows: Core Courses – 27 quarter credit hours
Elective Courses – 21 quarter credit hours

Program Core Courses (9 courses): Program

ENG	110	Freshman Composition (3 quarter credit hours)
BTS	260	Christian Leadership (3 quarter credit hours)
ENG	120	English Language and Cultural Learning I (3 quarter credit hours)
ENG	121	English Language and Cultural Learning II (3 quarter credit hours)
BIB	330	The Gospels (3 quarter credit hours)
COM	120	Interpersonal Communication (3 quarter credit hours)
COM	130	Business Communications (3 quarter credit hours)
COM	140	Public Speaking (3 quarter credit hours)
MGT	110	Management Theory (3 quarter credit hours)

Elective Courses (17 courses):

ENG	112	Creative Writing (3 quarter credit hours)
COM	111	The Psychology of Communication (3 quarter credit hours)
COM	121	Group and Team Communication (3 quarter credit)
COM	131	Intercultural Business Communication (3 quarter credit)
COM	141	Speech Skills and Techniques (3 quarter credit hours)
COM	150	Society and Mass Communication (3 quarter credit hours)
MGT	115	Principle of Management (3 quarter credit hours)
MGT	120	Human Resources Management (3 quarter credit hours)
MGT	121	Organizational Behavior (3 quarter credit hours)
MGT	122	Strategic Management (3 quarter credit hours)
MGT	130	Organizational Project Management (3 quarter credit hours)
MGT	140	Leadership (3 quarter credit hours)
MGT	150	International Management (3 quarter credit hours)
BIB	210	Old Testament Literature (3 quarter credit hours)
BIB	211	New Testament Literature (3 quarter credit hours)
BTS	410	Church History (3 quarter credit hours)
PMN	130	Evangelism and Outreach (3 quarter credit hours)

Course Description

Core Courses:

ENG 110: Freshman Composition (3 quarter credit hours)

Enhance students' writing abilities, emphasizing exposition and textual analysis as primary focal points. Students will refine their skills in composing clear and engaging prose, exploring methods to convey ideas cohesively while deepening their comprehension of textual interpretation. This course marks a fundamental stage in students' writing development, equipping them with indispensable tools to effectively communicate ideas through written expression.

BTS 260: Christian Leadership (3 quarter credit hours)

Students will study the dynamics of Christian leadership, emphasizing servant leadership, ethics, and the integration of faith in guiding individuals and communities. The course examines leadership within the context of ministry, church, and faith-based organizations, addressing the unique challenges and opportunities Christian leaders face. Emphasize the qualities of effective Christian leadership, the cultivation of spiritual maturity, and the role of leadership in advancing the mission and vision of Christian institutions.

ENG 120: English Language and Cultural Learning I (3 quarter credit hours)

In this course, students are introduced to the foundational principles of the English language and its associated culture. Students will cultivate their English language proficiencies encompassing grammar, vocabulary, reading, writing, listening, and speaking. Additionally, they will examine various facets of American culture, spanning its historical, artistic, musical, literary, and societal dimensions.

ENG 121: English Language and Cultural Learning II (3 quarter credit hours)

By offering students a deeper insight into the English language and culture, this course aims to enhance their proficiency. Students will hone their English language abilities by concentrating on intricate grammar structures, idiomatic expressions, and academic writing. Moreover, they will explore American culture in greater detail, analyzing its values, beliefs, and traditions through diverse media forms like films, documentaries, and literature. e, students will acquire a solid understanding of the principal theories and methodologies prevalent in communication studies research.

BIB 330: The Gospels (3 quarter credit hours)

This course provides students with a comprehensive study of the Gospels within the New Testament. Students will explore the life, teachings, and significance of Jesus Christ as presented in the four Gospels: Matthew, Mark, Luke, and John. The course delves into the historical, cultural, and theological contexts in which these texts were written, offering students a profound understanding of the Gospel's message and the unique perspectives of each Gospel writer.

COM 120: Interpersonal Communication (3 quarter credit hours)

In this course, students acquire both theoretical understanding and practical skills essential for improving communication proficiency across diverse settings, encompassing family dynamics, social engagements, and professional endeavors. Students explore topics such as human perception, nonverbal communication, language usage, active listening techniques, relationship dynamics, and strategies for managing conflicts.

COM 130: Business Communications (3 quarter credit hours)

This course equips students with a thorough comprehension of essential business communication skills and their direct correlation to attaining workplace success. Emphasis is placed on crucial abilities like strategizing, coordinating, crafting, and refining various business documents (including letters, memos, reports, and emails), refining presentation techniques, nurturing professional conduct within a workplace setting, and delving into modern communication technologies.

COM 140: Public Speaking (3 quarter credit hours)

This course focuses on the art of public speaking, guiding students through the process of preparing and delivering impactful speeches. Through this course, students will enhance their communication abilities to engage audiences with the objectives of informing, persuading, and entertaining. Certain sections of the course will explore more advanced topics, highlighting the nuances of argumentation and debate.

MGT 110: Management Theory (3 quarter credit hours)

The course focuses on the management processes of planning, organizing, leading, and controlling. It includes discussions of social and ethical issues in business, case studies, and written reports. Students will delve into various aspects of contemporary management, including discussions of social and ethical issues in business.

Elective Courses:**ENG 112: Creative Writing** (3 quarter credit hours)

This course places significant emphasis on nurturing students' creativity and self-expression through the creation of original literary pieces spanning genres like fiction, poetry, memoir, and dramatic writing. Students will actively participate in extensive reading sessions and cultivate the critical vocabulary essential for analyzing these genres from a writer's viewpoint. Skill development will be facilitated through diverse activities and peer evaluations.

COM 111: The Psychology of Communication (3 quarter credit hours)

Explore the nuances of deciphering verbal and non-verbal signals while developing essential competencies in communication research, active listening, conflict resolution, and feedback. Investigate obstacles that impede effective communication and master techniques to elucidate messages. Utilizing experiential exercises such as role-playing and group interactions, the course enriches your communication approach. Navigate the intricacies of gender, cross-cultural communication, and conflict resolution, emphasizing the cultivation of meaningful interactions within culturally diverse settings.

COM 121: Group and Team Communication (3 quarter credit hours) In this course, students gain both theoretical insights and practical skills for collaborative work within groups and teams. Through interactive projects and engagement, students delve into understanding group dynamics, decision-making processes, effective leadership strategies, and Hollywood Education Institute fostering positive interactions to enhance productivity.

COM 131: Intercultural Business Communication (3 quarter credit hours)

This course empowers students with indispensable skills required to navigate the intricacies of communication within global business landscapes. Students will investigate the impact of culture on business methodologies, negotiation tactics, and leadership communication. The focus lies in devising strategies for productive cross-cultural cooperation, comprehending global workplace dynamics, and augmenting communication expertise within international business contexts.

COM 141: Speech Skills and Techniques (3 quarter credit hours)

Offering a thorough groundwork in essential public speaking techniques, this course encompasses speech preparation through to proficient delivery. Students will gain insight into utilizing visual aids, addressing and mitigating performance anxiety, and overcoming typical vocal hurdles that impede effective speech delivery.

COM 150: Society and Mass Communication (3 quarter credit hours)

In this course, students explore mass media, investigating its influence on individuals and societies, with a focus on how technological and cultural shifts have transformed the roles and formats of mass media. The curriculum delves into the historical context, theoretical frameworks, and pertinent terminology related to major mass media forms, alongside ethical and legal considerations surrounding them.

MGT 115: Principle of Management (3 quarter credit hours)

This course offers a comprehensive introduction to management principles, specifically emphasizing the intricacies of international business. Students will explore the risks, uncertainties, and challenges of conducting business across national boundaries. The course covers various areas, including financial management, strategic management, legal considerations, accounting practices, and international marketing strategies.

MGT 120: Human Resources Management (3 quarter credit hours)

In this course, students will examine both the theory and application of human resources management within modern organizational environments. They will delve into essential HR functions such as job analysis, recruitment, selection, training and development, compensation structures, performance assessment, and tackling current issues related to work-life quality and job redesign challenges.

MGT 121: Organizational Behavior (3 quarter credit hours)

In this course, students acquire a thorough comprehension of the factors contributing to individual and group behavior within business and organizational contexts, along with their repercussions. Students delve into subjects like organizational communication, interpersonal dynamics, and conflict resolution. Through the integration of case studies and role-playing activities, students are immersed in practical scenarios, enabling them to apply and enhance their understanding and proficiency in organizational behavior.

MGT 122: Strategic Management (3 quarter credit hours)

In this course, students integrate management principles and practices into modern business strategies while engaging with strategic management theories. The course enhances decision-making and problem-solving capabilities in management, with a focus on business ethics, sustainability, innovation, and the legal landscape.

MGT 130: Organizational Project Management (3 quarter credit hours)

This course aims to provide students with an extensive comprehension of project management principles and their practical implementation within intricate organizational environments. Students will investigate diverse phases and methodologies crucial for enhancing organizational processes. It assesses the significance of communication, leadership, financial management, and operational practices, which play integral roles in

facilitating and executing strategic business endeavors.

MGT 140: Leadership (3 quarter credit hours)

This course offers a comprehensive exploration of leadership theories and their pragmatic application. It readies students to excel as leaders in various settings, fostering a thorough understanding of leadership skills, styles, and behaviors across a range of managerial positions.

MGT 150: International Management (3 quarter credit hours)

The course emphasizes the management procedures of planning, organizing, leading, and controlling, supplemented by discussions on social and ethical business matters, case studies, and written reports. Students will explore diverse dimensions of modern management, engaging in discussions surrounding social and ethical issues within the business sphere.

BIB 210: Old Testament Literature (3 quarter credit hours)

This course provides students with an extensive exploration of the Old Testament's literary, historical, and theological dimensions. Students will explore the diverse genres and narratives within the Old Testament, including historical accounts, poetry, prophecy, and wisdom literature. Students will gain insights into the key themes, characters, and ethical teachings that permeate these ancient texts and their relevance to contemporary faith and practice.

BIB 211: New Testament Literature (3 quarter credit hours)

This course offers an in-depth exploration of the texts, themes, and historical contexts of the twenty-seven books that comprise the New Testament canon. Students will engage with a variety of interpretive approaches, including historical-critical methods, literary analysis, and theological reflection, to discern the meaning and significance of these ancient texts for contemporary faith and practice.

BTS 410: Church History (3 quarter credit hours)

This course offers students a comprehensive exploration of the history and development of the Christian Church. Through rigorous historical analysis and critical examination, students will journey through the major epochs, key figures, and theological movements that have shaped the Church from its inception to the contemporary era. The course examines the early Church, the ecumenical councils, the schisms, the Reformation, and the global expansion of Christianity.

PMN 130: Evangelism and Outreach (3 quarter credit hours)

This course comprehensively explores the theory, theology, and strategies for sharing the Christian faith with diverse audiences. Examine the biblical foundations of evangelism, various approaches to outreach, and the ethical considerations of mission work. Students will gain insights into the dynamics of cross-cultural engagement, building relationships with non-believers, and utilizing contemporary tools and technologies for effective outreach.

Textbooks for English Communication and Management Certificate

Core Courses

ENG 110: Freshman Composition

The Composition of Everyday Life, Brief (w/ MLA9E & APA7E Updates) 6th Edition, 2019 by John Mauk, and John Metz. ISBN: 9780357689912

BTS 260 Christian Leadership

Christian Leadership Essentials: A Handbook for Managing Christian Organization, [David S. Dockery](#), 2010. ISBN13: 9781433673399

ENG 120: English Language and Cultural Learning I

An Introduction to Language (w/ MLA9E Updates) 11th Edition, 2019 by Victoria Fromkin, Robert Rodman, Nina Hyams. ISBN-13: 9781337559577

ENG 121: English Language and Cultural Learning II

The Origins and Development of the English Language 7th Edition, 2014 by John Algeo, Carmen A. Butcher. ISBN: 9781285641843

BIB 330: The Gospels

The Gospels: A Historical and Cultural Journey, by Jerry Pattengale, 2025 ISBN-13: 9798893175028

COM 120: Interpersonal Communication

Interconnections: Interpersonal Communication Foundations and Contexts, 2019 by Jonathan M. Bowman. ISBN-13: 9781285449333

COM 130: Business Communications

Essentials of Business Communication 12th Edition, 2023 by Mary Ellen Guffey, Dana Loewy. ISBN - 13:9780357714973

COM 140: Public Speaking

Public Speaking: Choices and Responsibility 4th Edition, 2024 by William Keith, Christian O. Lundberg. ISBN: 9780357798928

MGT 110: Management Theory

Management 13th Edition, 2022 by Ricky W. Griffin. ISBN: 9780357517123

Elective Courses

ENG 112: Creative Writing

PORTABLE Literature: Reading, Reacting, Writing 10th Edition, 2024 by Laurie G. Kirschner, Stephen R. Mandell. ISBN: 9780357793855

COM 111: The Psychology of Communication

Communication in Our Lives 9th Edition, 2024 by Julia T. Wood and Rebecca C. Hains. ISBN: 9780357656853

COM 121: Group and Team Communication

Pearson: Working in Groups: Communication Principles and Strategies 7th edition, 2016 by Isa N. Engleberg and Dianna R. Wynn. ISBN-13: 9780134415529

COM 131: Intercultural Business Communication

Pearson: Intercultural Business Communication, 6th edition, 2017 by Lillian H. Chaney, Jeanette Martin. ISBN: 9789332536807

COM 141: Speech Skills and Techniques

Communicate! 16th Edition, 2024

by Kathleen S. Verderber, Deanna Sellnow, Rudolph F. Verderber. ISBN: 9780357799062

COM 150: Society and Mass Communication

Pearson: The Media of Mass Communication 12th, 2017 by John Vivian. ISBN: 9780135496756

MGT 115: Principles of Management

Fundamentals of Management, 10th Edition by Ricky Griffin, ISBN-13: 9780357710029

MGT 120: Human Resources Management

Managing Human Resources 19th Edition, 2023 by Scott Snell, Shad Morris. ISBN: 9780357716519

MGT 121: Organizational Behavior

Organizational Behavior: Managing People and Organizations 13th Edition, 2020 by Ricky W. Griffin, Jean M. Phillips, Stanley M. Gully. ISBN: 9780357042502

MGT 122: Strategic Management

Strategic Management: Theory & Cases: An Integrated Approach 14th Edition, 2024 by Charles W.L. Hill, Melissa A. Schilling. ISBN-13: 9780357716625

MGT 130: Organizational Project Management

Successful Project Management 7th Edition, 2018 by Jack Gido, Jim Clements, Rose Baker. ISBN-13: 978-1337095471

MGT 140: Leadership

Leadership: Research Findings, Practice, and Skills 10th Edition, 2023 by Andrew J. DuBrin. ISBN-13: 9780357716175

MGT 150: International Management

MindTap for Multinational Management 7th Edition, 2017 by John B. Cullen, K. Praveen Parboteeah. ISBN: 9781305576780

BIB 210: Old Testament Literature

Tremper Longman, III. The Old Testament as Literature: Foundations for Christian Interpretation. Grand Rapids, MI: Baker Academic, 2024. ISBN: 978154096131

BIB 211: New Testament Literature

New Testament History and Literature by Dale B. Martin ISBN: 9780300180855

BTS 410: History Church

Church History in Plain Language, Fifth Edition Paperback – July 13, 2021 by Bruce Shelley (Author), Marshall Shelley. ISBN-13: 978-0310115960

PMN 130: Evangelism and Outreach

Mastering Ministry: Mastering Outreach And Evangelism by Ratz Augsburg, 2010, ISBN- 978-1418532369

Program – English as a Second Language

- Standard ESL
- Semi-Intensive ESL
- Intensive ESL

Standard ESL (1636.8 clock hours) (On-campus and Distance)

This program provides a structured foundation for English language learning, with an emphasis on developing communication skills through a biblical lens of truthfulness, kindness, and clarity.

Upon completion, students will be able to:

- Edit sentences and apply proper grammar, vocabulary, and mechanics rules across various topics.
- Compose narrative, descriptive, and process paragraphs in English using appropriate word order while incorporating Christian principles.
- Participate during class activities using comprehensible pronunciation, stress, and intonation to effectively communicate in English.
- Interpret speeches and presentations on questions grounded in a Christian foundation.
- Define words used in different structures and style text types by recognizing the Christian topics, main ideas, and supporting details in paragraphs.

Semi-Intensive ESL (2112 clock hours) (On-campus and Distance)

Designed for deeper engagement, this program encourages students to explore language and culture through classroom discussions, service-learning activities, and biblical themes.

Upon completion, students will be able to:

- Express ideas coherently in writing and speech while integrating Christian values such as encouragement, empathy, and accountability.
- Engage in respectful classroom dialogue that models grace-filled communication and active listening.
- Interpret media and texts through both academic and spiritual lenses, distinguishing truth from distortion.
- Apply faith-informed reasoning to group projects and real-life scenarios.

Intensive ESL (2464 clock hours) (On-campus and Distance)

The most immersive language track at HEI, this program emphasizes rapid development in all English skills while nurturing spiritual maturity and intercultural grace.

Upon completion, students will be able to:

- Compose academic essays and arguments that incorporate ethical perspectives and biblical references where appropriate.
- Deliver oral presentations on personal, academic, and spiritual themes, demonstrating confidence and respect.
- Collaborate with classmates from diverse backgrounds in a spirit of unity, demonstrating the body of Christ in action.
- Discern authorial intent and worldview in texts and speeches, evaluating messages against scriptural truth.

Levels

ESL Level 1 – Beginning: These courses cover the beginning level of reading and vocabulary, listening and speaking, and grammar and writing. Upon completion of these courses, students should be able to correctly write basic sentences and comprehend conversational sentences. Class activities and assignments are geared towards expanding student knowledge and usage of English vocabulary and structure.

ESL Level 2 – Intermediate I: These courses cover the intermediate level of reading and vocabulary, listening and speaking, and grammar and writing. At the beginning of class, students are expected to correctly write simple sentences and cohesive paragraphs. Class activities and assignments are aimed towards expanding student knowledge and usage of English vocabulary and structure. In addition, these courses will focus on transitioning from paragraph to essay. Furthermore, students will review reading strategies, study skills, computer skills (word processing), and library and research activities. Finally, students will be writing both in and outside of the classroom.

ESL Level 3 – Intermediate II: These courses cover the high intermediate level of reading and vocabulary, listening and speaking, and grammar and writing. At the beginning of class, students are expected to correctly write complex sentences and cohesive paragraphs. Class activities and assignments are geared towards expanding student knowledge and usage of English vocabulary and structure. In addition, these courses will focus on transitioning from paragraph to essay. Furthermore, students will review reading strategies, study skills, computer skills (word processing), and library and research activities. Finally, students will be writing both in and outside of the classroom.

ESL Level 4 – Advanced: These courses cover the advanced level of reading and vocabulary, listening and speaking, and grammar and writing. Upon completion of these courses, students should be able to read and write college-level sentences and cohesive paragraphs. Also, students should be able to converse sufficiently and be prepared for college-level academic work. Class activities and assignments are aimed towards expanding student knowledge and usage of English vocabulary and structure. In addition, these courses will focus on transitioning from paragraph to essay. Furthermore, students will review reading strategies, study skills, computer skills (word processing), and library and research activities. Finally, students will be writing both in and outside of the classroom.

Textbooks

Grammar and Writing

- Irene Schoenberg, Jay Maurer. Focus on Grammar Level 1, Pearson, 2017.
- Irene Schoenberg. Focus on Grammar Level 2, Pearson, 2017.
- Marjorie Fuchs, Margaret Bonner, Miriam Westheimer. Focus on Grammar Level 3, Pearson, 2017.
- Marjorie Fuchs, Margaret Bonner. Focus on Grammar Level 4, Pearson, 2017.

Listening and Speaking

- Polly Merdinger, Laurie Barton. NorthStar Listening and Speaking Level 1. Pearson, 2019.
- Laurie Frazier. NorthStar Listening and Speaking Level 2. Pearson, 2019.
- Tess Ferree, Kim NorthStar Listening and Speaking Level 4. Pearson, 2019.
- Sherry Preiss. NorthStar Listening and Speaking Level 5. Pearson, 2014.

Reading and Vocabulary

- John Beaumont, NorthStar Reading and Writing Level 1, Pearson, 2019.
- Natasha Haugnes, Beth Maher. NorthStar Reading and Writing Level 2. Pearson, 2019.

- Laurie Barton, Carolyn Dupaquier. NorthStar Reading and Writing Level 3. Pearson, 2019.
- Andrew K. English, Laura Monahan English. NorthStar Reading and Writing Level 4. Pearson, 2019.

Conversation

- Frances Eales, Steve Oakes. American Speakout Starter, Pearson, 2018.
- Antonia Clare, JJ Wilson, American Speakout Pre-Intermediate, Pearson, 2018.
- Frances Eales, Steve Oakes. American Speakout Intermediate, Pearson, 2018.
- Antonia Clare, JJ Wilson. American Speakout Advanced, Pearson, 2018.

Bible English I

- Charles, Basic Bible Studies in Everyday English
- Alabaster Co., The Good and Beautiful Bible Study Volume 1, 2022

Bible English II

- Zach Whindahl, The Bible Study: A One-Year Study of the Bible and How It Relates to You (2-Volume Set Including the Old & New Testaments with Discussion Questions, Full-Color Pages, and a Daily & Weekly Study Guide)
- Alabaster Co., The Good and Beautiful Bible Study Volume 2, 2022

New Testament Literature

- New Testament History and Literature by Dale B. Martin ISBN: 9780300180855

English Literature

- Mark Twain. Adventures of Tom Sawyer, Pearson, 2008.
- Lewis Carroll. Alice in Wonderland, Pearson, 2008.
- Bram Stoker. Dracula, Pearson, 2019.
- John Escott. Detective Work, Pearson, 2020.

Academic Writing

- Linda Butler. Longman Academic Writing Series Level 1, Pearson, 2021.
- Ann Hogue. Longman Academic Writing Series Level 2, Pearson, 2021.
- Alice Oshima, Ann Hogue. Longman Academic Writing Series Level 3, Pearson, 2021.
- Alice Oshima, Ann Hogue. Longman Academic Writing Series Level 4, Pearson, 2021.

Admission / Academic Policies and Procedures

Admission Policy and Procedures

Hollywood Education Institute is committed to meeting the needs of English language learners and providing equal educational opportunities to all students, regardless of their race, color, national origin, sex, age, religion, disability, or any other legally protected characteristic. This policy and procedure outline the requirements for admission and the process that students must follow to apply and enroll to the program at Hollywood Education Institute.

Admission Requirements:

Applicants who gain admission to Hollywood Education Institute must meet the following requirements:

- Be at least 18 years of age.
- Submit a completed application form with all required documentation
- Submit a copy of a high school diploma or its equivalent (copy of a GED or state certificate awarded after passing an authorized test that the state recognizes as equivalent to a high school diploma)
- Submit a copy of passport or government-issued ID
- Submit an application fee
- Have access to minimum technology requirements

English Communication and Management Certificate Program Additional Admissions Criteria: For applicants who want to enroll in English Communication and Management Certificate Program and whose first language is not English, they must submit proof of English language proficiency by submitting the following test scores:

- A minimum total score of 57 on the paper-delivered Test of English as a Foreign Language (TOEFL PBT),
- 61 on the Internet Based Test (iBT);
- 6.0 on the International English Language Test (IELTS);
- 44 on the Pearson Test of English Academic Score Report;
- 95 on the Duolingo English Test;
- 53 on the 4-skill Michigan English Test (MET),
- 650/LP on the Michigan Examination for the Certificate of Competency in English (ECCE),
- 650/LP on the Michigan Examination for the Certificate of Proficiency in English (ECPE).

Hours

- English Communication and Management Certificate 9:00 am – 3:35 pm (Mon-Tue)
- Standard ESL Classes are from 08:50 am – 3:25 pm (Mon-Wed)
- Semi-Intensive ESL Classes are from 8:50 am – 3:25 pm (Mon-Wed), 8:50 am – 11:45 am (Fri)
- Intensive ESL Classes are from 8:50 am- 3:25 pm (Mon-Wed), 8:50 am – 3:25 pm (Fri)

Admission Process:

- 1) Once prospective students submit a completed application with all required documentation, the administrative staff will review the application and determine if the prospective student meets the admission requirements.
 - If the prospective student meets the admission requirements, the administrative staff will proceed to the next steps;
 - If the prospective student does not meet the admission requirement, their applications will be denied;
 - The admission eligibility email will be sent to the prospective student within two (2) business days after receiving the completed application and all required documents.
- 2) When the prospective student chooses to move forward after receiving admission eligibility, the administrative manager or administrative staff will send over an English placement test, admissions disclosures and enrollment agreement to the student.
- 3) The student will then take the placement test to determine the student's level of English proficiency and review the admissions disclosures and enrollment agreement to ensure all information is accurate and

fully understood by the student. The student is required to sign admission disclosures and enrollment agreement within one (1) week to complete the admission process.

- 4) Once the student is admitted to the program, they will be provided with an orientation session, including policies and procedures, facilities, and support services and enrollment materials such as catalog, and interactive distance learning manual to help them settle into the class.
- 5) Hollywood Education Institute requires all applicants who previously applied but did not complete the enrollment process to repeat the entire process. Any student who has withdrawn or has been dismissed from the institution and wishes to return must submit a new application for readmission to HEI.

Level Placement

Hollywood Education Institute's placement examination for English as a Second Language program is designed to assess the level of English language proficiency as well as to evaluate the language-readiness of the students and is scored on the following point scale:

Total Score	Level Placement
59 and below	Beginning
60-79	Intermediate I
80-99	Intermediate II
100 and above	Advance

Beyond the evaluation methods outlined above, students are not required to provide further proof of English proficiency.

Non-Discrimination Policy

Hollywood Education Institute is in accordance with the United States Equal Employment Opportunity Commission (EEOC) and is committed to providing equal opportunities to all applicants to programs and to all applicants for employment. Therefore, no discrimination shall occur in any program or activity of this institution, including activities related to the solicitation of students or employees on the basis of race/color, religious affiliation/belief, ethnic/national origin, sex/gender, sexual orientation, marital status, pregnancy, age, disability, veteran status, or any other classification that precludes a person from consideration as an individual. Please direct any inquiries regarding this policy, if any, to the CEO/President who is assigned the responsibility for assuring that this policy is followed.

Disability Accommodation Policy and Procedure

Hollywood Education Institute aims to help students achieve their academic goals and succeed in their classes who may have special needs.

As stated in Section 504 of the Rehabilitation Act of 1973 and in accordance with the Americans with Disabilities Act (ADA), which states that "an individual with a disability is defined as a person who has a physical or mental impairment that substantially limits one or more major life activities, a person who has a history or record of such an impairment, or a person who is perceived by others as having such an impairment. The ADA does not

specifically name all of the impairments that are covered".

In seeking to provide support and equal opportunities for students who request disability accommodations, students must submit the completed Disability Accommodation Request Form and documentation of the disability to the Administrative Manager or any Administrative Staff via email at info@hollywoodeducation.org. Hollywood Education Institute will notify within one month of the decision of accommodations.

Hollywood Education Institute will provide reasonable accommodations to qualified disabled students based on these following:

- A request form submission:
 - Pre-existing conditions: submit at the time of enrollment process
 - Existing students: submit during the programs
- A specific diagnosis of the disability and severity of the diagnosis with names, dates, current medication side effects and results of all diagnostic tests.
- Description of the student's functional limitations in a living environment and educational setting which are caused by the disorder. Specifically, how does this disorder interfere with the learning and living process of the student
- Recommendations for academic and/or assistive devices and the rationale for suggesting the accommodations or devices. The recommendations should be correlated with the specific, identified, functional limitations, and/or behavioral manifestations, and should include an explanation of the effect these functional limitations have on the student in the activities that are required in an academic environment.
- Establish the professional credentials of the evaluator that qualify him/her to make the particular diagnosis. Include information about license or certification and specialization.

The form must be completed and signed by a practitioner, certified, or licensed professional only.

Since disabilities often vary in degree and impact, reasonable accommodations will be made on an individual basis. The Management Team or any other authorized person will review the request and make a decision on how to accommodate the student needs. Students will be notified of these accommodations within fourteen (14) business days.

Hollywood Education Institute is committed to maintaining the confidentiality of all student records related to requests for disability accommodations.

F-1 Student Visas

Students applying for F-1 student visas are required to show proof of enrollment by presenting an I-20 form to the consulate office. After Hollywood Education Institute provides a student with the I-20 form, a student must complete a SEVIS I-901 form, pay the SEVIS I-901 fee by themselves, and be enrolled in the Student and Exchange Visitor Information System (SEVIS). Hollywood Education Institute gives students information on how to complete SEVIS I-901 at an extra charge. I-20 forms are sent via Express Mail, and a \$120 Shipping and Handling fee is required prior to I-20 being mailed.

Transfers

Articulation Agreement

Hollywood Education Institute does not currently have articulation agreements or transfer agreements with other institutions.

Challenge Examinations, Achievement Tests, and Experiential Learning

Hollywood Education Institute does not award credit from the challenge examinations, or achievement tests based on experiential learning.

Academic Credits

This policy applied for the Credit hour program only.

Hollywood Education Institute accepts academic credits from regionally and nationally accredited institutions, provided they align with the requirements of the student's enrolled program. Grades of C or higher are deemed acceptable for transfer. Only approved courses on the transfer form are eligible, and no credit is awarded without approval. If an institution or course is not approved for credit, further processing is not possible. For certificate programs a minimum grade of "C" (70 percent from 100 percent scale) is necessary for a course to be considered for transfer credit. The evaluation of incoming courses considers their relevance to Hollywood Education Institute's program of study and criteria related to content, learning outcomes, credit value, and teaching hours. Credit units may be accepted up to a maximum of 20%.

Notice Concerning Transferability of Credits and Credentials Earned

The transferability of credits you earn at Hollywood Education Institute is at the complete discretion of an institution to which you may seek transfer. Acceptance of the certificate you earn in Hollywood Education Institute is also at the complete discretion of the institution to which you seek to transfer, you may be required to repeat some or all of your coursework at that institution. For this reason, you should make certain that your attendance at this institution will meet your educational goals. This may include contacting an institution to which you may seek to transfer after attending Hollywood Education Institute to determine if your certificate will transfer.

Notice of Student Rights and Responsibilities

Hollywood Education Institute is dedicated to supporting and maintaining an academic environment with values that include civility, dignity, diversity, education, equality, honesty, and safety.

When students choose to accept admission to Hollywood Education Institute, they accept the rights and responsibilities of its student body and are expected to uphold its previously stated values by maintaining a high standard of conduct.

Hollywood Education Institute has developed policies and procedures that outline specific standards to be followed and measures are taken when handling its state of affairs. The purpose of this Notice of Student Rights and Responsibilities is to inform students that they are endowed with certain rights and are expected to

conduct themselves in an appropriate manner. It does not replace the aforementioned policies and procedures, nor does it constrain the procedures or guidelines outlined in those policies. As such, students are required to educate themselves on their rights and responsibilities by reading and confirming that they understand all student-related policies and procedures.

Satisfactory Academic Progress Policy

To ensure timely program completion and academic achievement, all students are expected to maintain Satisfactory Academic Progress (SAP) according to the following guidelines:

All students are required to maintain a cumulative GPA of 70% (equivalent to a letter grade of "C" or better) at the end of each quarter. This metric ensures consistent academic progress towards program completion.

HEI understands that unforeseen circumstances may arise that could impact a student's ability to meet these SAP standards. Students facing challenges are encouraged to reach out to Hollywood Education Institute for guidance and support options.

Grading Format:

Grade		Scale	Definition
Excellent	A	90 -100	Students consistently demonstrate a thorough understanding and skill application in the content area.
Good	B	80 - 89	Students demonstrate a high degree of understanding and skill application in the content area.
Satisfactory	C	70 - 79	Students demonstrate satisfactory understanding and skill application in the content area.
Poor	D	60 - 69	Students need significant practice and instructional experience to acquire the knowledge of basic content and skills specific content areas.
Failure	F	Below 60	Students have not demonstrated the basic knowledge of content and/or skills specified and require additional practice and instructional experiences to succeed.
Incomplete	I		Students do not complete the course due to circumstances.

Certificate Program	Quarter Credit Hours
English Communication and Management	48

Time Limits For Completion

Students are usually expected to complete each program within the following time frame: the Certificate program in 1 year. The maximum time frame allowed for students to complete a program is 150% of all program's length. An extension may be granted for special circumstances.

The Certificate program requires the successful completion of 16 courses totaling 48 credit units. Each course carries 3 credit units. Students must successfully complete all 9 core courses and 17 elective courses to graduate from the program.

Graduation Requirement

Students must maintain a cumulative grade point average of 70% or a "C" grade and minimum 80% cumulative attendance to meet graduation requirements. Certification of completion may also be requested for each level a student has successfully completed. The Advanced level is the final level, and upon passing it, the student has completed the program and will be eligible to graduate. Upon successfully graduating from the program level, and meeting all completion requirements, students receive a Certificate. The Certificate will be available to graduates no later than 30 days from the last day of attendance unless Hollywood Education Institute receives a written request to provide it earlier.

Proficiency Levels

Students take a placement test to determine their proficiency level before being placed in one of four course levels: Beginning, Intermediate I, Intermediate II, or Advanced. If students do not achieve a 70% from 100% scale or a "C" at the end of current program level, they must repeat the current program level following a documented learning plan.

Academic Probation

A student achieving a grade point average below 70% or a "C" at the time of evaluation will be advised of his/her unsatisfactory academic progress and placed on academic probation with a documented learning plan for 10/11 weeks in any programs until such time as his/her grade point average reaches a minimum of 70% or "C." If the student fails to achieve a "C" average within 10/11 weeks, he/she will be withdrawn. The students will get notified by email.

For the international student a student's visa remains active while on probation. In case of withdrawal, HEI reports this status to SEVIS.

Hollywood Education Institute will automatically administratively withdraw a student after s/he has been absent for a maximum of 30 consecutive calendar days (excluding any scheduled breaks of the institution).

The student will be notified verbally and in writing or an email if he or she is being administratively withdrawn for unsatisfactory academic progress.

Appeal

If a student does not agree with a progress report or probation status, the student may appeal the statements/decision. The student must submit a written or an email appeal to the President within seven (7) business days from the report receiving date with documentation to support the appeal, where appropriate. The President will respond within seven (7) business days and notify the student in writing.

Credit Hour

Credit hours used in the context of certificate programs are defined in quarter units and hours of instruction per week. One credit hour equals one-quarter unit and requires one hour of class instruction.

Program

Credit Hours

English Communication for Business and Management Certificate

48

Clock Hour

Hollywood Education Institute represents our training in clock/contact hours, a clock hour is defined as a 60-minute span of time, with no less than 50 minutes of actual class instruction. Students must be given breaks which represent sound educational practices. No more than 1.0 clock hour can be assigned to any discrete 60-minute period.

Total Clock Hours

All hours of instruction representing the length of the full program.

Program

Clock Hours

Intensive ESL

2464.0

Semi-Intensive ESL

2112.0

Standard ESL

1636.8

Attendance Policy and Procedure

Hollywood Education Institute has developed the following policy and procedure to communicate the attendance requirement of students. All students (in-person and distance) at Hollywood Education Institute must maintain a total attendance percentage of 80 percent or higher (i.e., 80% overall attendance). A student is considered late if he/she is not in the classroom by the time their first class is scheduled to begin or in their assigned classroom within the first 5 minutes of the scheduled class time (e.g., if a class is scheduled to begin at 9:00 a.m., a student must have logged into the institution's attendance 00 a.m. and in their assigned classroom by 9:05 a.m.). A student is considered an early departure if he/she does not remain in their assigned classroom until the class has been dismissed (e.g., if a class is scheduled to end at 10:05 a.m., a student must remain in class until 10:05 a.m.) As an added measure, both tardiness and early departures are tracked with the use of an attendance roster, which is completed daily by the instructor for his/her class.

Acceptable indications of attendance include completing assessments and/or performing tasks or activities on a given day.

If you find that you cannot meet the class minimum discussion requirements due to such a circumstance, please contact your instructor as soon as possible.

Attendance Procedure

Attendance is critical to students' success in meeting the requirements of the Hollywood Education Institute program. The instructor is responsible for documenting student attendance. The instructor monitors and documents students' attendance during class time and online.

1. Students must log in to the Hollywood Education Institute's learning management system and attend the in-person class. Students who join the in-person class must log-in and show up at the classroom.
2. Students must participate in the class and complete the assignments, classwork, quizzes, and examination according to the instructor's instruction,
3. Instructors must monitor students' attendance in each class.

There are 3 options to give student attendance:

(P) Present: 100%

Students log in, attend class on time, actively participate in class, and complete assignments and examinations within a given time from the instructor.

(D) Deduction: 70%

Students who are more than 5 minutes late to a class receive a deduction. Students who leave class early or do not remain in their assigned classroom until the class has been dismissed receive a deduction. Students who do not actively participate in the class receive a deduction. Students who do not complete the assignments and examinations within the given timeframe set by the instructor receive a deduction.

(A) Absence: 0%

Students who do not attend the class are considered absent. All Hollywood Education Institute's students are required to maintain a minimum of 80% attendance.

What does it mean to "attend" a class?

Attendance is critical to students' success in the English Communication and Management Certificate and ESL programs offered. Taking attendance allows the institution to make clear determinations of when a student last attended class. When it comes to attendance in a course, it may seem a little unclear how attendance is defined. Listed below is very specific information that can help guide our decision-making when designing courses for a distance environment.

What is an acceptable indication of attendance?

The acceptable indications of attendance in a course can include:

- Students' submission of an academic assignment(s)
- Students' submission of an exam
- Documented students' participation in an interactive tutorial or computer-assisted instruction
- The students participate in an in-person/distance study group that is assigned by the institution.
- The students participate in a discussion forum in an in-person/distance discussion about academic matters.

What does not sufficiently indicate attendance?

In a distance education context, documenting that a student has logged into a distance class is not sufficient, by itself, to demonstrate academic attendance by the student. Students must complete an instructional activity to meet attendance requirements in a distance course. Students who attend class and do not participate during in-class activities do not meet attendance requirements.

Student Placement and Progress Assessment Policy

At Hollywood Education Institute, assessment holds the clear and distinct purposes of supporting teaching and learning by identifying what students are capable of doing and their level of informational knowledge and assuring satisfactory progress.

Prior to enrollment, students are expected to complete a placement examination in order to determine their level of placement. Once enrolled, students are assessed three times during an eleven-week period via course-related module tests, midterm, and final examinations.

Post contract completion, students are asked to complete an achievement examination in order to measure their level of improvement, while enrolled at Hollywood Education Institute. The grading scale is as follows: A (90-100%), B (80-89%), C (70-79%), D (60-69%), and F (59% and below).

Grading Format:

Grade		Scale	Definition
Excellent	A	90 -100	Students consistently demonstrate a thorough understanding and skill application in the content area.
Good	B	80 - 89	Students demonstrate a high degree of understanding and skill application in the content area.
Satisfactory	C	70 - 79	Students demonstrate satisfactory understanding and skill application in the content area.
Poor	D	60 - 69	Students need significant practice and instructional experience to acquire the knowledge of basic content and skills in specific content areas.
Failure	F	Below 60	Students have not demonstrated the basic knowledge o content and/or skills specified and require additional practice and instructional experiences to succeed.
Incomplete	I		Students do not complete the course due to circumstances.

Grading Criteria for English Communication and Management Certificate program

Hollywood Education Institute recognizes the importance of developing a thorough yet simple assessment system. This system ensures effective learning and gauges student progress throughout the program. This system encompasses several key elements that will be discussed in detail below.

Class Participation, Discussion/ Assignment and Homework	Midterm Exam	Final Exam	Total
30%	35%	35%	100%

Instructors develop midterms, final exams, and other assessments tailored to their course content and learning goals. The Academic Director and faculty review these assessments to ensure alignment with program outcomes and suggest modifications if needed.

Beside homework and participation assignments that are graded using a standardized rubric to ensure consistency, the certificate program also incorporates midterms and final exams. The exams are typically held during week 5 and week 10. The weighting of these exams in the overall grade varies depending on the subject matter.

The institute recognizes that the approach to a fixed weighting system for exams may not be optimal and may fail to adequately represent the diverse learning styles of students. Therefore, a thoughtful weighting system is implemented, considering several factors:

- **Course Type:** Courses emphasizing memorization and factual recall may have a higher exam weight. Conversely, courses focused on practical skills or complex problem-solving might benefit from a more balanced approach with diverse assessments.
- **Assessment Type:** The type of exam can also influence the weight. A final exam covering the entire course might carry more weight than a midterm focused on a specific unit.
- **Learning Objectives:** Ultimately, the weighting ensures all learning objectives are adequately assessed. For example, a course emphasizing critical thinking might incorporate a research paper or debate with a higher weighting than a multiple-choice exam.

By considering these factors, Hollywood Education Institute tailors' assessments to effectively measure student learning and foster deeper understanding in diverse learning styles.

After instructors grade all assessments, they are submitted to the institution's administration. Grades and assessments are then collected and maintained electronically by the administrative staff. Both instructors and administrative staff collaborate to manage the grading process and generate Satisfactory Progress Reports.

Grading Criteria for English as a Second Language program

Class Participation and Homework	Module 1 Exam	Midterm Exam	Final Exam	Total
10%	30%	30%	30%	100%

Class participation (i.e., presentations and group projects) and homework are factored into numeric grades and accounts for 10% of the cumulative score.

Homework and Participation account for 10% of a student's final grade. Of that 10%, 5% comes from homework assignments, and the other 5% comes from participation points. All homework assignments are graded using a standardized grading rubric. Participation points are awarded based on students' in-class behavior using an electronic database.

- **Homework:** There are 10 homework assignments (one homework assignment per week, except for the final week). Each homework assignment is worth 9 points for a total of 90 points. The following is a conversion table. Homework is graded using a grading rubric.

Homework – Grade Breakdown

Points Earned	Percentage Worth
82-90	5.0%
73-81	4.5%
64-72	4.0%
55-63	3.5%
46-54	3.0%
37-45	2.5%
28-36	2.0%
19-35	1.5%

- **Participation:** There are 10 available participation points (One point is awarded per week, except for the final week). Participation points are awarded based on students' engagement (e.g., a student pays attention and speaks during pair activities). Instructors use an electronic database to award participation points.

Participation – Grade Breakdown

Points Earned	Percentage Worth
10	5.0%
9	4.5%
8	4.0%
7	3.5%
6	3.0%
5	2.5%
4	2.0%
3	1.5%
2	1.0%
1	0.5%
0	0%

Module tests, midterm, and final examinations for English as a Second Language program: account for 90% of a student's final grade. Of that 90%, 30% comes from Module 1 Exam, 30% comes from Midterm Exam And the

other 30% comes from Final Exam. Grades and all assessments are collected and maintained by the institution's administration. Instructors score all tests and examinations. Administrative staff and Instructors manage the grading and Satisfactory Progress Report electronically. Placement and achievement examinations, which are administered prior to enrollment and post- contract completion, are administered electronically. Placement and achievement examinations are developed and maintained by the curriculum team. Course-specific assessments such as midterms and final examinations are developed by faculty members. All tests and assessments are reviewed and modified as needed by the Academic Director and the Curriculum team.

Academic Integrity and Honesty Policy and Procedure

The purpose of this policy is to ensure that students enrolled in Hollywood Education Institute maintain the highest standards of academic integrity and honesty. Academic integrity is essential to the learning process and is a cornerstone of academic achievement. We strive to create a learning environment that is built on trust, respect, and integrity, and we expect all students to uphold these values. The consequences for plagiarism, cheating, unauthorized collaboration, and other forms of academic dishonesty can be very serious, possibly including expulsion, suspension, or given a less-severe disciplinary action.

All students are expected to adhere to the following principles of academic integrity and honesty:

- *Plagiarism*: the use of someone else's ideas, words, or work without proper attribution.
- Students are not allowed to copy text from a source without quotation marks or a citation; summarize or paraphrase someone else's work without giving credit; submit someone else's work as your own.
- *Cheating*: the act of using unauthorized materials, information, or assistance intentionally during any examinations.
- Students must not engage in any form of cheating when taking proctor exams, cheating including using the external assistance (e.g. notes, textbooks, or electronic devices) unless specifically authorized by the instructor; giving answers to another student or receiving help from others during the exams.
- *Fabrication*: the act of falsifying or inventing information or data in academic assignments or research papers.
- Students must not falsify or fabricate data, research, or sources. (i.e. making up sources, data, or evidence to support a claim, or misrepresenting the extent of one's research or knowledge on a particular topic.)

The consequences of academic dishonesty:

Violations of this policy will not be tolerated and will be subject to disciplinary action. If a student is found to have cheated on an exam, the instructor is required to notify the Academic Director to determine what action is appropriate to take, the following consequences may be imposed:

- Retaking the exam under appropriate supervision.
- the student retakes the exam in a proctored setting, with a supervisor present to monitor their behavior and ensure that they are not cheating.
- the student retakes the exam in a different format or using different questions, to ensure that they are not able to simply memorize the answers from their previous attempt.
- Receiving a course grade of 'F' or another grade penalty at the discretion of the course instructor.

- Other Additional disciplinary sanctions determined by the Academic Director may include disciplinary probation, suspension, or permanent expulsion from Hollywood Education Institute, administrative hold on the release of records, and withholding of a certificate. Disciplinary probation shall be noted on the student's formal academic record only for the duration of the probationary period.

Reporting Academic Dishonesty:

If a student suspects or witnesses academic dishonesty by another student, they should report it to the instructor or Academic Director immediately. The report should include specific details about the incident, including the date, time, location, and nature of dishonesty. The instructor or Academic Director will investigate the report and take appropriate action based on the evidence presented.

Disciplinary Actions:

If a student fails to abide by the aforementioned standards of conduct, disciplinary actions will be applied in the following sequential steps:

1. The student will receive a warning from the instructor
2. If the student fails to heed the instructor's verbal warning, his or her attendance will be
3. deducted by the instructor
4. If the student continues to breach the standards of conduct, the student will be issued an initial warning letter by Academic Director
5. If the student's breaching of the code of conduct persists, the student will be issued a final warning letter by Academic Director
6. If after the four initial steps the student still does not abide by the aforementioned standards of conduct, the student will be terminated by the President.

Classroom Conduct Policy

The purpose of this policy is to establish a respectful and productive classroom environment at Hollywood Education Institute. Students are expected to behave in a manner that supports learning, maintains academic decorum, and shows respect for instructors and peers.

All students are required to adhere to the following standards of conduct in the classroom:

- **Electronic Devices:** The use of cell phones, laptops, tablets, and other electronic devices is prohibited during class unless expressly authorized by the instructor for academic purposes.
- **Class Participation:** Students are expected to actively engage in classroom discussions, activities, and assignments. A lack of participation, including refusal to contribute to discussions or group work, may negatively affect a student's grade or standing in the course.
- **Class Behavior:** Students must refrain from disruptive behaviors, including sleeping in class, side conversations, or any conduct that distracts from the learning environment, may negatively affect a student's attendance.

Consequences of Violating Classroom Conduct Policy

Violations of this policy will be subject to disciplinary action consistent with the Institute's standards of conduct. The instructor may take the following actions:

1. Verbal warning issued to the student.
2. Written warning reported to the Academic Director or Administrative Manager.
3. Escalation to formal disciplinary action, including probation, suspension, or dismissal from Hollywood Education Institute.

Student Identity Verification Policy and Procedure

Policy:

This policy applies to all programs offered by Hollywood Education Institute, beginning with the application for admission and continuing through to a student's graduation, transfer, or withdrawal from study. Hollywood Education Institute is committed to ensuring the integrity of our academic programs and maintaining high standards of academic honesty. As such, Hollywood Education Institute reserves the right to request government-issued documentation of identity with other personal information from students for the purpose of ensuring that the person enrolled in the course is the person completing assignments, exams, and all other course requirements.

Procedures:

Initial Identity Verification Process:

During the admissions process, students are required to provide personal information, including their name, date of birth, government-issued identification (i.e. driver's license or passport), high school/college attended, and prior degrees received as well as other contact information (i.e. current home address and a valid email address). The administrative staff reviews and verifies the authenticity of the documents and confirms that they are valid and accurate prior to an admissions decision.

Once admitted, each student is assigned a unique username and password to log into the HEI's learning management system (currently Moodle). Students are responsible for providing their complete and true identity information in any identification verification process.

Ongoing Identity Verification Process:

Throughout the student's enrollment, Hollywood Education Institute uses a variety of methods to verify the student's identity, including secure logins and passwords, proctored exams, and other technologies to verify the identity of students:

- **Secure logins and passwords:** Hollywood Education Institute requires students to create unique usernames and passwords, which are used to authenticate the student's identity when they log in to Moodle (LMS), to ensure that only the student has access to their coursework and assessments.
- **Proctored exams:** Hollywood Education Institute verifies the student's identity by checking their ID to ensure that the person taking an in-person exam is the same person who was admitted.

Any student engaged in incidents of student identity fraud may face reprimand, disciplinary warning, a lowered or failing grade(s), and/or probation, suspension from the course, academic program, or expulsion from the Institution.

Confidentiality:

All identity verification documents will be handled in a confidential manner to the extent possible. Hollywood Education Institute protects the privacy of student information in accordance with the Family Educational Rights and Privacy Act (FERPA) and any other applicable laws or regulations regarding the confidentiality of personally identifiable information, and the Institute's Privacy Policy.

Leave of Absence Policy

A leave of absence is defined by Hollywood Education Institute as a temporary break in a student's attendance during which she/he is considered to be continuously enrolled. The student must sign and date the Leave of Absence Request Form together with the required documentation for the LOA request. No additional charges are assessed for applying or taking a Leave of Absence. Any Student enrolled under an F-1 visa, in addition to the institution's policy regarding leave of absence, needs to comply with the regulations of the Department of Homeland Security.

A leave of absence will be granted based on the following:

Medical Leave:

- a. medical letter from doctor
- b. the student remains in the United States for F-1 student
- c. written Leave of Absence Form

Vacation:

- a. completion of at a minimum of 6 months of enrollment
- b. the student remains in the United States for F-1 student
- c. no longer than 4 weeks of vacation
- d. written Leave of Absence Form

Personal Leave:

- a. only one Leave of Absence will be granted during any 12-month enrollment period
- b. must be out of the United States for F-1 student
- c. justifiable reasons for the leave
- d. no longer than 4 weeks of leave
- e. written Leave of Absence Form

Medical Leave Policy

Medical leave is a temporary break in the study for documented medical purposes during which time an international F-1 student remains in the United States and is considered to be continuously enrolled with a reduced course load, consistent with federal regulations.

If a Medical Leave is required, a student must submit in writing to the Administrative Staff the request, expected return date, and the initial date of request if unforeseen circumstances prevent the request prior to the leave date. The request must have the student's signature and have supporting medical documentation from hospitals, licensed doctors, and possibly medical records, business cards, and other related documents attached to the request. This request does not automatically reflect the approval.

If the Medical Leave is NOT approved, or the student does not return from an approved leave, the student will be considered to have withdrawn from the institution if not in attendance. Students with an F-1 visa will have the withdrawal entered into their SEVIS record, reporting the withdrawal to the Student Exchange Visitor's Program (SEVP).

If the leave is approved, the student may return prior to or at the end of the leave and resume training without paying additional tuition. Students requesting a Medical Leave must understand that upon return, a revised course completion date will be established, which will delay their graduation date. Remember, a Leave of Absence delays your graduation. Time taken on a Medical Leave does not count in the satisfactory academic and attendance formula. Upon return from a Medical Leave, Hollywood Education Institute will administer the placement test for ESL classes that is used as a guide for English-level placement if a student is absent for over 4 weeks. No additional charges are assessed for applying or taking a Medical Leave.

Vacation Policy

An international F student may be granted a vacation, which is a temporary break in the student's attendance during which s/he is considered to be continuously enrolled. F-1 students must remain in the United States.

If a vacation is requested, a student must submit the basis of the request, the expected return date, and the initial date of request with the student's signature in writing to the Administrative Staff. This request does not automatically reflect the approval. A vacation request only be requested to begin at the completion of 6 months of enrollment. A vacation request can be submitted after completing a minimum of every 6 months of enrollment and cannot exceed a request of more than 4 weeks.

If the vacation request is NOT approved or the student does not return from vacation, the student will be considered to have withdrawn from the institution if not in attendance. Students with an F-1 visa will have the withdrawal entered into their SEVIS record, reporting it to the Student Exchange Visitor's Program (SEVP).

If the vacation is approved, the student must return prior to or at the end of the vacation and resume training without paying additional tuition.

At no time can the institution backdate a vacation request. Therefore, it is important that the vacation is approved prior to the requested start date. Time taken on a vacation does not count in the satisfactory academic and attendance formula.

No additional charges are assessed for applying or taking a vacation.

Personal Leave Policy

Leave of absence (LOA) is a temporary break in the study during which time an international F student must be out of the United States but considered to be continuously enrolled. If a Leave of Absence is required, a student must submit the basis of the request, expected return date, descriptive reason for leave of absence, and the initial date of request with the student's signature in writing to the Administrative Staff. This request does not automatically reflect the approval. A Leave of Absence is limited to a specified amount of days (no longer than 4 weeks). Only one Leave of Absence will be granted to a student during any 12-month enrollment period. No leave of absence is permitted for the 4-week program. Students must submit all required documents for leave of absence in order to get considered by the institution.

If the leave of absence is NOT approved, or the student does not return from an approved leave of absence, the student will be considered to have withdrawn from the institution if not in attendance. Students with an F-1 visa will have the withdrawal entered into their SEVIS record, reporting the withdrawal to the Student Exchange Visitor's Program (SEVP).

If the Leave of Absence is approved, the student returns prior to or at the end of the Leave of Absence and resumes study without paying additional tuition. Students requesting Leave of Absences must understand that upon return, a revised course completion date will be established, which will delay their graduation date. Remember, a Leave of Absence delays your graduation.

At no time can the institution backdate a leave of absence. Therefore, it is important that the leave of absence is approved prior to any absent days. Time taken on a leave of absence does not count in the satisfactory academic and attendance formula.

No additional charges are assessed for applying or taking a leave of absence.

Current Tuition and Fees

Tuition Cost and Hours

All tuition and fees are mandatory and are subject to change without prior notice.

Tuition per units	\$183.34	Certificate in English Communication and Management
Tuition for Standard ESL per quarter	\$1500.00	
Tuition for Semi- Intensive ESL per quarter	\$1800.00	
Tuition for Intensive ESL per quarter	\$2500.00	
Application Fee	\$75.00	Non-refundable Charge (One-time only)
Shipping and Handling fee	\$120	(optional)
Bank Wire Transaction fee	\$50	(per transaction/optional)
Return/Bounced Check	\$35	
Graduation Fee	\$150	Certificate program (Except English as a second language program)
Official Transcript	\$50	
Verification of Enrollment	\$50	

The estimated total charges for each program (when paid in full) and total charges for a period of attendance would not exceed the amount listed below plus any appropriate fees:

Program	Credential Awarded	Length of Program	Estimated Total Cost and Fees
English Communication and Management Certificate	Certificate	1 year (48 quarters units)	\$8,875
Standard ESL	Non-degree Certificate	1636.8 clock hours	\$12,075
Semi-Intensive ESL	Non-degree Certificate	2112.0 clock hours	\$14,475
Intensive ESL	Non-degree Certificate	2464.0 clock hours	\$20,075

Application Fee is only refundable under the conditions described in the Cancellation Policy. Shipping and Handling Fees are nonrefundable once the shipment has been initiated. Bank Wire Transaction Fees are nonrefundable once the transaction has been initiated.

Methods of Payment: Cash, Check, Credit Card, Debit Card, or Bank Wire Transfer.

Student Records

Student Records Confidentiality Policy

All educational and financial records are confidential and are protected by the Family Educational Rights and Privacy Act (FERPA). Hollywood Education Institute is legally and ethically obligated to safeguard the confidentiality of any information in these records, and therefore, the Authorized person only has access to the specific information required in the performance of their job functions.

Students may access their own personal records during regular business hours upon reasonable notice, but access can only be had in the presence of a duly authorized representative of the institution.

All student admission, academic, and financial files are securely filed in locked fireproof cabinets. Electronic files are safeguarded with passwords known only to the President and Administrative staff. Documents or printed pages that contain personally identifiable information, such as student identification numbers, name, address, phone, etc., are shredded rather than thrown in the trash.

For information regarding the retention of records, see *the Institution's Record Retention Policy*.

Records Retention Policy

The Records Retention Policy and Procedure outlines the guidelines for the creation, management, and destruction of Hollywood Education Institute's records. The policy establishes a framework for maintaining records, including financial records, administrative records, and student records, that are essential for HEI's operations and ensures compliance with legal and regulatory requirements and risk management. It provides a roadmap for managing records throughout their lifecycle and ensures that HEI can operate effectively and responsibly.

Financial Records:

HEI retains financial records in accordance with the Internal Revenue Service (IRS) regulations and generally accepted accounting principles. HEI keeps records of financial transactions, such as invoices, receipts, and bank statements, for a minimum of seven (7) years, in compliance with federal and state tax laws.

Administrative Records:

Administrative records include documents such as employment contracts, performance evaluations, and other personnel-related records. HEI ensures that these records are kept confidential and only accessible to authorized personnel. Administrative records are retained for the minimum seven (7) years.

Student Records:

In accordance with the California Education Act Title 3 section 94900(b) and Title 5 section 71930(b)(1) Hollywood Education Institute's student recordkeeping policy will require that all student records are retained onsite for five (5) years, and transcripts kept permanently. The academic and financial records shall be

maintained in separate files.

The student records to be kept include:

- A copy of the signed and dated enrollment agreement
- A copy of the students' grades.
- A record of the courses attempted, whether or not completed.
- A record of the student's attendance.
- A copy of all documents signed by the student.
- A copy of all complaints received from the student.
- A record of any refund made, the date made, and the check number, as applicable; the refund record will show how the calculation for the refund was made.

The catalog shall be permanently archived. The physical record file cabinet is fireproof, lockable, and to be maintained at the Institution. In addition, as an extra measure for security and safekeeping of records, all records will be electronically scanned and/or photocopied and stored electronically in a secure encrypted storage. Only the authorized staff will have access to the records, and the privacy of these records is considered to be of paramount importance.

Responsibilities: The Administrative Manager is responsible for ensuring and reviewing the proper retention of all records quarterly and the President quarterly audits these records to ensure its accuracy and completeness.

Student Services

At Hollywood Education Institute, we aim to provide quality student services and help our prospects and current students with any support for their study experience. Listed below is information you can use as you prepare to study at Hollywood Education Institute.

- New Student Orientation
- Academic Advising
- Technical Support
- Distance Education Service
- Housing
- Insurance
- Library and Learning Resources
- Parking
- Transportation

If you need any additional assistance or have any questions, please contact our Administrative Team. We are here for you!

New Student Orientation

Hollywood Education Institute provides New Student Orientation for all incoming students, which will include information on the enrollment process, academics, student services, and much more.

Academic Advising

Students are provided assistance with gathering any necessary academic records from Hollywood Education Institute required as part of the university or vocational school's application process. Hollywood Education Institute also provides literature and informational material on some of the local universities and vocational schools but does not assist students in choosing any vocational or university programs. Students can make a request by email at info@hollywoodeducation.org or make an appointment for academic advising through our administrative staff at the location.

Technical Support

Hollywood Education Institute IT Support assists all students in accessing and successfully using Hollywood Education Institute technology. We are staffed with the knowledge to provide any guidance and support for Moodle, Wi-Fi Access, View Grades, and other technical issues.

Distance Education Services

Hollywood Education Institute provides comprehensive support for faculty and students in distance courses. Our services include:

- For Faculty: Assistance with various aspects of distance education, including course setup, technology integration, and student engagement strategies.
- For Students: Support with course orientation, such as how to register for distance courses, get started with coursework, and sign up for proctored exams.

The IT Support team is available Monday through Friday, from 9 a.m. – 5 p.m. via phone, email, and in person. Email support requests to: info@hollywoodeducation.org or call: (213) 386-3800.

Housing

Hollywood Education Institute does not have a dormitory, but it does provide housing literature and other informational material regarding housing to students (e.g., flyers, brochures, web links, and a list of student housing organizations), it does not provide any assistance with housing arrangements; as such, Hollywood Education Institute does not secure, assess or evaluate student housing locations. The decision to use or not use student housing is the sole responsibility of the student. However, there are many apartment buildings and housing available in the area, and the cost ranges from \$1000 - \$1500 for a studio or a one-bedroom apartment.

Insurance

Hollywood Education Institute does not maintain formal agreements or partnerships with any insurance providers. However, the institution encourages all students to obtain appropriate health insurance coverage during their studies to ensure access to necessary medical care and financial protection in case of illness or emergency.

General information about available health insurance options, including student and marketplace plans, is provided to assist students in making informed decisions regarding their personal health coverage.

Library and Learning Resources

Hollywood Education Institute (HEI) provides access to a wide range of distance resources through the **LIRN (Library and Information Resources Network)** Portal. These resources include scholarly journals, e-books, encyclopedias, newspapers, magazines, and multimedia content. Hollywood Education Institute is also provided databases as following:

- **JSTOR** is a digital library that provides access to a vast collection of academic journals, books, and primary sources in a variety of disciplines, including history, economics, political science, and sociology. JSTOR's collection includes more than 2,000 journals and over 100,000 books, as well as millions of primary sources, such as manuscripts, letters, and images.
- **Open Access Digital Theological Library (OADTL)** is a digital library that provides free access to a wide range of high-quality theological resources, including books, journals, articles, and other types of scholarly literature. Its collection includes resources in multiple languages, covering topics such as biblical studies, church history, theology, pastoral ministry, and more.
- **B.C. Open Collection:** Curated selection of open educational resources (OER) accessible by educators in British Columbia and beyond.
- **Candid:** Nonprofit providing comprehensive data and insights about the social sector.
- **ERIC:** Large education database with over 1.5 million records of journal articles, research reports, conference papers, and books.
- **LibreTexts Business:** Collaborative venture to develop open-access textbooks for postsecondary education.
- **Management Library:** Free online information to help businesses and professionals grow.
- **MERLOT:** Provides access to curated online learning and support materials and content creation tools.
- **Open Textbook Library:** Offers 1525 open textbooks in various subjects licensed for free use and adaptation.
- **ProQuest:** Provides open access to the full text of theses and dissertations.
- **Los Angeles Public Library (LAPL)** <https://www.lapl.org/branches/central-library>
- **Pio Pico - Koreatown Branch Library** <https://www.lapl.org/branches/pio-pio>
- **Central Library** <https://www.lapl.org/branches/central-library>

Parking

Hollywood Education Institute provides validation to our students. Parking is available in a parking facility and/or area next to the building.

- Central Plaza Parking Garage: 3470 Wilshire Blvd, Los Angeles, CA 90010
- Payment Validation: 8 AM – 6 PM (Monday- Friday) = \$4.99
- For any parking issues:
 - Please see the parking attendant at the Pay Station
 - Parking Office: (213) 465-4847

Transportation

There are two public transportation options to go to Hollywood Education Institute, the Metro Purple line, located at Wilshire/Normandie station and, there are bus options, Bus 20, Bus 206 and Bus 720. Each of these transportation options costs \$1.75 per trip.

Facilities

The Hollywood Education Institute has a physical location at 3470 Wilshire Blvd., Suite 350, Los Angeles, CA 90010. This facility provides a variety of amenities to support students' academic and social needs.

The facility has one large classroom and three medium-sized classrooms. It also has a laboratory/e-library and a student lounge. The student lounge is a space for students to relax, socialize, and enjoy meals.

Inside the facility, there is a front desk area where students and visitors can seek assistance and find information. Students also have access to a photocopy machine and printer for document reproduction and printing needs. Additionally, there are computer labs equipped with desktop computers and internet connectivity for students to complete their academic tasks.

Equipment

There are numerous computers with internet access in the computer lab (to which students have full access). Projection machines, speakers, digital and video cameras, radio, CD players, and whiteboards are all available for in class use. Printers, copy machines and additional computers are located in the reception area and the CEO's office. There are also numerous chairs in the computer lab. The lounge is equipped with countertops, tables, microwaves, mini- fridges and chairs for the students and instructors to use. Foldable desk/chairs are utilized by students during class time. All the classes are equipped with projectors, which are used for audio/video visual material for the students. Also, students have access to Wi-Fi for academic and non-academic purposes.

Enrollment and Finance Policies

Student's Right to Cancel

You have the right to cancel the enrollment agreement and obtain a 100 percent refund of the amount paid for the institutional charges, if notice of cancellation is made through attendance at the first-class session, or the seventh calendar day after enrollment date, whichever is later. Cancellation occurs when the student gives a written Notice of Cancellation to the Administrative Manager. The student can mail, hand deliver, email, or fax the cancellation; the cancellation notice cannot be accepted verbally (i.e. via telephone). Date of determination is defined as the date the written notification is postmarked or the date the letter is delivered to the institution in person. Cancellation notices are to be addressed to: Hollywood Education Institute, 3470 Wilshire Blvd., Suite 350, Los Angeles, CA 90010.

Withdrawal from Course

You may withdraw from the institution at any time. For the purpose of determining a refund under this section, the date of the student's withdrawal shall be deemed the last date of recorded attendance. The student shall be deemed to have withdrawn from a program of instruction when any of the following occurs:

1. The student provides Hollywood Education Institute with a written notice of withdrawal;
2. The student does not provide Hollywood Education Institute with notice of withdrawal (written or verbal) and is absent for a maximum of thirty (30) consecutive calendar days (excluding any scheduled

breaks). In such a case, Hollywood Education Institute will administratively withdraw the student automatically after the thirty (30) consecutive calendar days have passed;

3. Hollywood Education Institute is provided a transfer form from another institution;
4. The institution terminates the student's enrollment for failure to maintain satisfactory academic progress, comply with the attendance policy, abide by the rules and regulations of the institution and/or meet financial obligations to the institution (including the requirement to pay all tuition and all other charges owed for the program of study within thirty (30) days of the due date) or;
5. The student fails to return from a leave of absence.

Refund Policy

The students have the right to cancel the enrollment agreement and obtain a 100 percent refund of the amount paid for the institutional charges, if notice of cancellation is made through attendance at the first-class session, or the seventh calendar day after enrollment date, whichever is later. After the end of the cancellation period, students have the right to receive a pro rata refund if the students cancel enrollment agreement or withdraws during a period of attendance (11 weeks quarter), minus an application fee (\$75).

English as a Second Language Programs

If a student completes thirty-three (33) days from a total of fifty-five (55) days in a quarter (60 or less of the period of attendance, a pro-rata refund will be issued, calculated as the amount owed (daily charge for the program multiplied by the number of days attended or scheduled to attend prior to withdrawal) subtracted from the amount paid by the student. However, if a student completes more than thirty-three (33) days from a total of fifty-five (55) days in a quarter (60 percent) of the period of attendance, they will not receive a refund. Hollywood Education Institute processes refunds within thirty (30) calendar days of the documented date of determination or cancellation from withdrawal form. In the case that a student enrolls for more than one quarter but subsequently does not study during a particular quarter, they will receive a full refund of the tuition fees for that quarter.

Certificate Program

If a student completes thirty (30) days from a total of fifty (50) days in a quarter (60 percent) or less of the period of attendance, a pro-rata refund will be issued, calculated as the amount owed (daily charge for the program multiplied by the number of days attended or scheduled to attend prior to withdrawal) subtracted from the amount paid by the student. However, if a student completes more than thirty (30) days from a total of fifty (50) days in a quarter (60 percent) of the period of attendance, they will not receive a refund. Hollywood Education Institute processes refunds within thirty (30) calendar days of the documented date of determination or cancellation from withdrawal form. In the case that a student enrolls for more than one quarter but subsequently does not study during a particular quarter, they will receive a full refund of the tuition fees for that quarter.

As stated in section 71750(c)(1) of the California Education Code a pro rata refund pursuant of section 94920(d) of the California Education Code shall be no less than the total amount owed by the student for the portion of the educational program provided subtracted from the amount paid by the student, calculated as follows: the amount owed equals the daily charge for the program (total institutional charge, divided by the

number of days or hours in the program), multiplied by the number of days student attended, or was scheduled to attend, prior to withdrawal.

The student's enrollment may be terminated at the request of the President, if the student's academic progress, behavior, absences, tardiness or dress does not conform to the requirements, rules and regulations of the institution, the extent of the student's tuition obligation will be in accordance with the institution's refund policy.

Sample Refund Calculation: If a student withdraws from the English Communication and Management Certificate Program after completing twenty (20) days, the student will receive a pro-rata refund.

Refund Percentage: 72.72%	Tuition & Fees: \$2,200	Refund: $(\\$2,200/50) \times (50-20) = \\$1,320$
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Financial Aid and Loan Payment

Hollywood Education Institute currently does not offer Title IV money in the form of Federal loans and/or grants and no private loans are available to any student at Hollywood Education Institute. The student is responsible for the amount of the contract.

If the student has received federal student financial aid funds, the student is entitled to a refund of money not paid from federal student financial aid program funds.

- If the student obtains a loan to pay for an educational program, the student will have the responsibility to repay the full amount of the loan plus interest, less the amount of any refund.
- If the student is eligible for a loan guaranteed by the federal or state government and the student defaults on the loan, both of the following may occur:
 1. The federal or state government or a loan guarantee agency may take action against the student, including applying any income tax refund to which the person is entitled to reduce the balance owed on the loan.
 2. The student may not be eligible for any other federal student financial aid at another institution or other government assistance until the loan is repaid.

Hollywood Education Institute does not provide any type of payment plans.

Student Tuition Recovery Fund

The State of California established the Student Tuition Recovery Fund (STRF) to relieve or mitigate economic loss suffered by a student in an educational program at a qualifying institution, who is or was a California resident while enrolled, or was enrolled in a residency program, if the student enrolled in the institution, prepaid tuition, and suffered an economic loss. Unless relieved of the obligation to do so, you must pay the state-imposed assessment for the STRF, or it must be paid on your behalf, if you are a student in an educational program, who is a California resident, or are enrolled in a residency program, and prepay all or part of your tuition.

You are not eligible for protection from the STRF and you are not required to pay the STRF assessment, if you are not a California resident, or are not enrolled in a residency program.

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

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

1. The institution, a location of the institution, or an educational program offered by the institution was closed or discontinued, and you did not choose to participate in a teach-out plan approved by the Bureau or did not complete a chosen teach-out plan approved by the Bureau.
2. You were enrolled at an institution or a location of the institution within the 120 day period before the closure of the institution or location of the institution, or were enrolled in an Hollywood Education Institute educational program within the 120 day period before the program was discontinued.
3. You were enrolled at an institution or a location of the institution more than 120 days before the closure of the institution or location of the institution, in an educational program offered by the institution as to which the Bureau determined there was a significant decline in the quality or value of the program more than 120 days before closure.
4. The institution has been ordered to pay a refund by the Bureau but has failed to do so.
5. The institution has failed to pay or reimburse loan proceeds under a federal student loan program as required by law, or has failed to pay or reimburse proceeds received by the institution in excess of tuition and other costs.
6. You have been awarded restitution, a refund, or other monetary award by an arbitrator or court, based on a violation of this chapter by an institution or representative of an institution, but have been unable to collect the award from the institution.
7. You sought legal counsel that resulted in the cancellation of one or more of your student loans and have an invoice for services rendered and evidence of the cancellation of the student loan or loans.

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

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

Institution Policies

Minimum Technology Requirements

When participating in both in-person and distance programs, it is vital to consider the technology needed in order to have a successful course. We recommend that you meet the technical requirements below when using the learning management system (LMS) of Hollywood Education Institute. Students will receive Minimum Technology Requirements for Distance Learning and the Interactive Distance Learning Student Handbook before enrollment starts. The students can receive IT support from our IT staff by sending an email to info@hollywoodeducation.org.

Technology Proficiency

Students should be proficient in the following:

- basic computer skills
- sending/receiving email
- sending and receiving attachments via email
- using a web browser
- finding resources through search engines
- downloading and installing software
- familiarity with using browser plug-ins (e.g. PDF reader, video, audio)
- using a word processing, presentation software, or other productivity applications
- experience/familiarity with a variety of file formats such as: .pdf "Portable Document Format", .rtf "Rich Text Format", .doc or .docx "Microsoft Word Document", and .txt "Text document"
- the ability to be self-directed in learning new technology skills (e.g. following a handout, a step-by-step tutorial, online video help, or access to support to learn necessary skills)

Required Hardware

- A computer (desktop/laptop) or mobile device (smartphone/tablet) that is less than 5 years old will work.
- Speakers/headphones/earbuds for listening to audio or videos presented in courses.

Optional Hardware

Webcam for interacting in course activities that require video feedback from students, video test proctoring, or other third-party tools.

Required Software

- An Internet Browser, such as Mozilla Firefox, Google Chrome, or Microsoft Edge preferred.
- Adobe Acrobat Reader or other PDF readers.

Optional Software

- Microsoft Office (includes Microsoft Word, Excel, and PowerPoint).

Internet Connection

- High-speed Broadband Internet Connection is Required. Recommended Internet speeds:
 - Download speed is at least 8Mbps
 - Upload speed is at least 2Mbps
 -
 - Please consider the following while participating in courses:
 - Using a shared Internet connection will impact connectivity, such as additional household members use of streaming TV, gaming, and other Internet usages.
 - Wireless connections may be impacted by the distance from the router and interference from microwaves and other electronics. (Wired connections are recommended.)
 - Your Internet Service Provider's performance may vary throughout the day based on community usage.

Internet Browser(s)

- Various browsers may be able to access the learning management system. We recommend the following tips:
 - Use the latest versions of Mozilla Firefox, Google Chrome or Microsoft Edge. (Please note that eLearning: Moodle's learning management system may not be fully compatible with the latest versions of each browser.)
 - **NOTE:** Avoid using Internet Explorer because this browser is obsolete.

Distance Education Delivery Methodologies

The distance courses are instructor-led, and the instructor is the primary source of learning. The distance courses are administered asynchronously through the HEI's learning management systems (Currently Moodle).

Educational materials and assessments are delivered to students in different formats, such as text, image, audio, and video. The materials and assessments are organized by date, as specified in the syllabus.

Students log on to the Moodle LMS to take courses on their own schedule. Certain materials and assessments are given a timeframe in which students need to finish the work before the said contents are locked out.

Assessments given on a specific day can be taken at any time but only on the same day. If the Institution is able to administer the courses synchronously, the instructors will notify the students using the Moodle LMS in advance so that the instructor and students will be available at the same time. The primary form of delivery will be audio and video.

Student Conduct and Termination

Hollywood Education Institute does not tolerate student misconduct of any nature and students may be disciplined or terminated for, but not limited to, any of the following types of misconduct:

- Academic dishonesty (e.g. cheating, fabrication or falsification, plagiarism, or forgery)
- Theft or damage or destruction of property
- Computer misuse (e.g. unauthorized entry, use, transfer, or tampering with the communications of others)
- Violation of any and/or all institution policy
- Conduct that threatens health or safety of others
- Sexual assault and/or sexual misconduct
- Obstruction or disruption of teaching, research, administrative duties
- Failure to comply with directions of an institution official or other public official acting in the performance of his/her duties while on institution property
- Manufacture, distribution, dispensing, possession, use, or sale of, or the attempted manufacture, distribution, dispensing, or sale of alcohol and/or controlled substances (including medicinal marijuana)
- Possession, use, storage, or manufacture of firearms or weapons capable of bodily injury, explosives, firebombs, or any other destructive devices
- Invasion of privacy by making a video recording, audio recording, taking photographs, or streaming audio/video of any person in a private location without that person's knowledge and express consent

Copyright Policy

Hollywood Education Institute is in compliance with the Copyright Law of the United States of America and Related Laws Contained in Title 17 of the United States Code, which states:

Any student, faculty and/or staff who violates any of the exclusive rights of the copyright owner as provided by sections 106 through 122 or of the author as provided in section 106A (a), or who imports copies or phonorecords into the United States in violation of section 602, is an infringer of the copyright or right of the author, as the case may be. For purposes of this chapter (other than section 506), any reference to copyright shall be deemed to include the rights conferred by section 106A (a). As used in this subsection, the term "anyone" includes any State, any instrumentality of a State, and any officer or employee of a State or instrumentality of a State acting in his or her official capacity. Any State, and any such instrumentality, officer, or employee, shall be subject to the provisions of this title in the same manner and to the same extent as any nongovernmental entity.

The legal or beneficial owner of an exclusive right under a copyright is entitled, subject to the requirements of section 411, to institute an action for any infringement of that particular right committed while he or she is the owner of it. The court may require such owner to serve written notice of the action with a copy of the complaint upon any person shown, by the records of the Copyright Office or otherwise, to have or claim an interest in the copyright and shall require that such notice be served upon any person whose interest is likely to be affected by a decision in the case. The court may require the joinder and shall permit the intervention of any person having or claiming an interest in the copyright.

Intellectual Property

All content or other materials available on the Hollywood Education Institute LMS, including but not limited to code, images, text, layouts, arrangements, displays, illustrations, audio and video clips, HTML files, and other content, are the property of Hollywood Education Institute and/or its affiliates or licensors, and are protected by copyright, patent, and/or other proprietary intellectual property rights under the United States and foreign laws. In consideration of your agreement to the Emergency Use Authorization (EUA), Hollywood Education Institute grants you a personal, non-exclusive, non-transferable license to access and use the Site. You may not commercially exploit content from the Site, nor may you distribute derivative works from the material on the Site. The burden of determining that your use of any information, software, or any other content on the Site is permissible rests with you.

Complaint/Grievance Policy

The purpose of this policy is to establish clear procedures for addressing student complaints and confidential concerns at Hollywood Education Institute (HEI). It ensures that all students have the opportunity to raise issues in a safe, fair, and transparent manner while guaranteeing due process and institutional accountability.

Scope

This policy applies to all current and former students of HEI and includes two types of complaint processes:

1. **Regular Complaint Process** – for identifiable, non-confidential concerns.
2. **Confidential Complaint Process** – for anonymous or sensitive submissions where the complainant requests confidentiality.

Definitions

- **Complaint/Grievance:** A formal or informal expression of dissatisfaction regarding an aspect of the student's experience at HEI.
- **Confidential Complaint:** A report submitted anonymously or with a request for confidentiality, where the identity of the complainant is not disclosed unless legally required.
- **Due Process:** A structured approach ensuring fairness, the right to be heard, and timely resolution.

Process A: Regular Complaint Procedure

1. Informal Resolution

- i. Students are encouraged to address concerns informally:
 - a. **Academic:** With the instructor or Academic Director.
 - b. **Non-academic:** With the staff member or the Administrative Manager.
- ii. If unresolved, students may proceed to formal complaint submission.

2. Formal Complaint Submission

- i. Submit a written complaint to:
 - a. **Email:** info@hollywoodeducation.org
 - b. **Mail:** 3470 Wilshire Blvd., Suite 350, Los Angeles, CA 90010 The complaint should include:
 - i. Detailed description of the issue.
 - ii. Desired resolution.
 - iii. Any relevant documentation.

3. Investigation and Response

- i. The Administrative Manager or designated investigator reviews and investigates the complaint.
- ii. A written response is issued within 14 business days.
- iii. If more time is needed, the student is notified with an updated timeline.

4. Appeal

- i. If dissatisfied, a student may submit a written appeal to the President within 14 days of receiving the response.
- ii. The President will review and respond in writing within a reasonable time.
- iii. The President's decision is final.

5. Recordkeeping

- i. All records are securely maintained by the Administrative Manager in compliance with student privacy and data retention policies.

Process B: Confidential Complaint Procedure

1. Submission of Confidential Complaint

Students may submit confidential complaints through a secure online form on the HEI website: <https://www.hollywoodeducation.org/confidential-complaint/>. This form is encrypted and accessible only to the Chief Academic Officer. Students are encouraged to include as much relevant information as possible, while retaining anonymity if desired. The complaint should include as much detail as possible to support the investigation, even if the complainant remains anonymous.

2. Review and Logging

- a. The Academic Director (CAO) logs the complaint (without identifying information) and
- b. initiates a confidential review within 10 business days.

3. Preservation of Confidentiality

- a. The identity of the complainant will remain confidential unless:
 1. The student authorizes disclosure.
 2. Disclosure is required by law (e.g., safety threats, Title IX compliance).
- b. The number of individuals aware of the complaint is limited to those with a need to know.

4. Investigation Planning

- a. An investigation plan is developed, including:
 1. Investigator assignment
 2. Key documents and questions
 3. A resolution timeline (typically within 30–45 days)

5. Investigation

- a. The investigator reviews documentation, interviews relevant individuals (if applicable) and reminds all parties of confidentiality expectations.

6. Findings and Determination

- a. A confidential report is submitted to the President or designee summarizing findings, analysis, and recommendations.

7. Resolution

- a. Appropriate actions are taken (e.g., corrective measures, disciplinary action, policy changes)
- b. If the complainant is known and contactable, a general response may be issued (without breaching confidentiality).

8. Recordkeeping

- a. All records are stored in a secure and access-restricted location, maintained for a minimum of 5 years.

9. Monitoring and Follow-Up

- a. Retaliation checks or follow-up support may be conducted as needed.
- b. Any retaliation will result in disciplinary action.

Non-Retaliation Statement

HEI strictly prohibits retaliation against anyone who submits a complaint or confidential report in good faith. Retaliation should be reported immediately and will result in appropriate disciplinary action.

External Reporting Options

If a student has grievances which he or she cannot work out with the school, he or she may call or write to:

Bureau for Private Postsecondary Education (BPPE)

1747 North Market Blvd., Suite 225, Sacramento, CA 95834

Phone: (916) 574-8900 | Toll Free: (888) 370-7589 | Main Fax: (916) 263-1897

Website: www.bppe.ca.gov

The student may also submit complaints and grievances directly to

TRACS Office

P.O. Box 328

Forest, Virginia 24551

(804) 525-9539 Fax (804) 525-9538

Distance Education Accrediting Commission (DEAC),

Executive Director

DEAC, 1101 17th Street NW, Suite 808, Washington, DC 20036 ATTN: COMPLAINTS

Privacy Policy

Hollywood Education Institute (HEI) respects and upholds the privacy of all students, applicants, and staff, and is committed to safeguarding personal and educational information, both physical and digital. This policy outlines HEI's responsibilities and student rights in accordance with the Family Educational Rights and Privacy Act (FERPA) and those relevant to distance education.

Family Educational Rights and Privacy Act (FERPA)

The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their education records:

1. The right to inspect and review the student's education records within 45 days of the day the Institution receives a request for access. Students should submit to the Registrar or other appropriate official written requests that identify the record(s) they wish to inspect. The Institution official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the Institution official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.
2. The right to request an amendment of the student's education records that the student believes are inaccurate or misleading. They should write the Institution official responsible for the record, clearly identify the part of the record they want to be changed, and specify why it is inaccurate or misleading. If the Institution decides not to amend the record as requested by the student, the Institution will notify the student of the decision and advise the student of his or her 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 disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception which permits disclosure without consent is disclosure to institution officials with legitimate educational interests. An institution official is a person employed by the Institution in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the Institution has contracted (such as an attorney, auditor, or collection agent); or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another institution official in performing his or her tasks. An institution official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility. Upon request, the Institution discloses education records without consent to officials of another institution in which a student seeks or intends to enroll.
4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by Hollywood Education Institute to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is:

Family Policy Compliance Office

U.S. Department of Education 400 Maryland Avenue, SW Washington, DC 20202-4605

Digital Privacy and Distance Education

Hollywood Education Institute ensures the privacy of students enrolled in distance education programs by employing rigorous digital protections, responsible data stewardship, and platform specific protocols. This policy applies to all distance courses and instructional activities conducted through the Moodle Learning Management System (LMS) and associated technologies.

A. Platform Security and Access Control

HEI's distance instruction is delivered primarily through **Moodle**, a secure, open-source learning management

platform. All student and faculty users are issued encrypted login credentials. Security features include:

- Password-protected and role-based access.
- Session expiration and login attempt restrictions.
- Regular security updates and patches on the Moodle server.

Only authorized personnel—such as instructors, academic advisors, and technical support—may access individual student records for educational purposes.

B. Educational Records and Moodle Data Privacy

Educational records maintained through Moodle include assignment submissions, grades, attendance, academic feedback, and peer discussion posts. The following data access limitations are in place:

- **Student Profiles:** Students may view only limited peer information (name, profile picture if provided) within enrolled courses.
- **Discussion Forums:** Posts are visible to instructors and enrolled classmates only.
- **Private Messaging:** Only the sender and the recipient can view messages.
- **Peer Grading:** Assignments assessed by fellow students are anonymized unless a student voluntarily discloses their identity.

Course access logs, grade histories, and feedback remain private between the student and the instructor. Administrative users monitor access patterns for integrity and support purposes.

C. Breach Response and Data Handling

Moodle activity is logged and monitored for security threats or unauthorized access. In the event of a privacy breach:

- A report is generated, and an investigation is initiated within 24 hours.
- Students are informed if their records were impacted.
- Disciplinary and corrective actions follow institutional and legal procedures.

Student data is stored on secure servers, backed up regularly, and retained for at least five years after the student's last activity, unless an earlier deletion request is approved.

D. Consent and Use of Data

By enrolling in HEI courses, students consent to the collection and use of digital information solely for:

- Educational instruction and assessment.
- Academic advising and student support.
- Institutional reporting, accreditation, and improvement purposes.

Student data is never sold or distributed to third parties without explicit written consent, except as required by law.

USCIS - F-1 Regulations Policies and Procedures

United States Citizenship and Immigration Service (USCIS) F-1 Regulations Policies and Procedures

Maintaining Student Status

A student admitted to the United States of America with an F-1 visa status must follow and comply with the policies and requirements of USCIS. The following guidelines are set by the USCIS:

- Maintain and keep a valid passport.
- Maintain and follow the attendance policy at the school listed on the form I-20.
- Maintain a full-course/full-time study, which requires a minimum of 18 clock hours a week.
- Maintain current enrollment at the school listed on the form I-20.
- Follow all the rules and regulations of the school listed on the form I-20.
- Limit engagement of any employment to either 20 hours a week on or off-campus and obtain the required authorization to work if employed off-campus.
- Report any change in address and/or telephone number to the school and USCIS within 10 days.
- Meet Satisfactory Academic Progress, including attendance policy and program completion.

Hollywood Education Institute will automatically administratively withdraw/terminate a student after s/he has been absent for a maximum of 30 consecutive calendar days (excluding any scheduled breaks of the institution).

The student will be notified verbally and in writing, if he or she is being administratively withdrawn for unsatisfactory academic progress.

Hollywood Education Institute staff have sessions with international students at least once a quarter to communicate up-to-date information on maintaining nonimmigrant student status and institution rules and regulations.

Hollywood Education Institute records international student data electronically. The Administrative Manager reports data to PDSO/DSO, which monitors the up-to-date status of international students in SEVIS weekly.

Concurrent Enrollment

An F-1 student can be enrolled in two different SEVIS-approved F-1 schools at the same time as long as enrollment in both schools amounts to a full-time course of study. The school that the student is attending for the purpose of completing a specific program and that is to maintain the student's form I-20 will be responsible for ensuring that the student is pursuing a full course of study.

Transfer from another school procedure

Students currently attending a postsecondary institution in the USA will be able to transfer their I-20 from their current institution to Hollywood Education Institute. After completing the application form and procedures, a Transfer Form will be sent to the admitted student. To complete the SEVIS transfer procedure, we must verify that the student is in valid F-1 status/attendance at the school in the term preceding the student's transfer or preceding an authorized vacation. The form will be completed by the student's current international student adviser.

Transfer to another school procedure

If a student decides to transfer to a different institution after or prior to his/her studies, as well as the end date of

the form I-20, the student must inform the school of the intention to transfer and complete the Intent to Transfer Form provided from the new school. The student also needs to complete the cancellation process. Hollywood Education Institute will execute the form and return it to the new school. The Transfer process must be completed within 60 days from the program end date at Hollywood Education Institute. There are no fees or conditions required to transfer to another school.

Inform to school regarding your plan

Students should inform the school ahead of time. School should be the first person you talk with if you have any questions regarding the legal requirements of your stay in the United States. Students should report if they are planning to do any of the following:

- Change program or enrollment status.
- Transfer to a new school or take a leave of absence.
- Take a break/vacation from school.
- Travel outside the United States.
- Move to a new address.
- Request a program extension.
- Change of USA Address

For more information, please visit: <https://studyinthestates.dhs.gov/>

Institutional Integrity

Hollywood Education Institute upholds the highest standards of integrity in all its operations. It is committed to transparent and honest communication with students, faculty, staff, and the wider community. This commitment to integrity manifests in the following ways:

- **Accurate Representation:** Hollywood Education Institute ensures that all information provided to students and the public is accurate, factual, and up-to-date. This includes information about academic programs, admissions requirements, financial aid, student life, and institutional policies.
- **Truthful Marketing and Recruitment:** Hollywood Education Institute avoids any misleading or exaggerated claims in its marketing and recruitment materials. It strives to provide a realistic picture of the student experience, highlighting both the opportunities and challenges that students may encounter.
- **Ethical Business Practices:** Hollywood Education Institute adheres to ethical business practices in all its financial dealings, contracts, and partnerships. It is committed to responsible stewardship of its resources and to avoiding conflicts of interest.
- **Accountability:** Hollywood Education Institute holds itself accountable for its actions and decisions. It is open to feedback and criticism, and it takes steps to address any concerns or complaints raised by students.

By adhering to principles of integrity and honesty in all its operations, Hollywood Education

The institute cultivates a foundation of trust among its stakeholders. This unwavering commitment to ethical conduct fosters a positive reputation within the community and is vital for the institution's long-term success.

Campus Disaster/Emergency Plan

Hollywood Education Institute is committed to the safety of all its staff and students and those who come into contact with our facility. The occurrence of disasters and emergencies may be beyond our control, but the impact is not. Well-planned procedures and well-trained staff, faculties, and students can effectively reduce the effects of a disaster/emergency at educational facilities. Hollywood Education Institute must be fully cognizant of the impact that natural and human-induced hazards may have on the safety of students, facility, and staff. In order for Hollywood Education Institute to achieve our goals, we have developed safety procedures that encompass disaster/emergency hazard responses.

The intent of Campus Disaster/Emergency Plan is to give students, faculties, and staff a guide to properly manage any natural or human-induced hazards that occur with an aim to minimize injury and other forms of loss. Minimum disruption to normal operations, the safety of students, faculties, and staff on the forefront at all times, will lead to an environment that is more helpful to respond. No plan can cover all situations or events that may arise during a disaster/emergency situation. It is important to consider that each situation is going to be different, and that a situation may not allow for the procedures to be implemented as outlined in each plan.

Calling 911

In all emergencies, someone should call 911. An emergency is any situation that requires immediate assistance from the police, fire department or ambulance. Examples include fire, crime especially if in progress, a car crash especially if someone is injured, a medical emergency, such as someone who is unconscious, gasping for air or not breathing, experiencing an allergic reaction, having chest pain, having uncontrollable bleeding, or any other symptoms that require immediate medical attention. When you call 911, be prepared to answer the 911 dispatcher's questions in a clear, calm manner.

Procedure to call 911:

1. State your emergency. Details about the emergency, such as a physical description of a person who may have committed a crime, a description of any fire that may be burning, or a description of injuries or symptoms being experienced by a person having a medical emergency.
2. Give the location of the emergency, including the street address. 3470 Wilshire Blvd., Suite 350, Los Angeles, CA 90010 (if you are on campus)
3. Give your Name and the phone number you are calling from.
4. Listen. Allow 911 dispatchers to direct conversation.
5. Remain on the phone: DO NOT hang up until the dispatcher says to do so.

Injury and Illness

It is important to take good care of yourself to have the very best experience while in school. Students are encouraged to maintain health insurance and visit their healthcare providers as needed to prevent severe illnesses and/or medical emergencies. If you become very ill while in school, you may miss classes or worsen due to healthcare costs. You might skip medical treatments or check ups due to cost, exposing yourself to more severe illness. Thousands of dollars in expensive medical bills and medical debt could impact your ability to focus on your studies and stay in school. Injury or illness emergencies can happen at any time including

during the school day. First Aid Kit is available at the administrator's office to provide immediate assistance for minor injuries and illnesses.

Procedure to Serious Injuries and Medical Emergencies:

1. Do not move a seriously injured person if he or she has a head, neck, or back injury, or is having trouble breathing. If there is a clear danger of further injury, then move the student carefully to safety.
2. Call 911. Get Help. Notify school staff.
3. Keep the person as calm and comfortable as possible.
4. Remain with the person until the school staff and/or emergency personnel arrive.

Fire

If there is a fire, act quickly. Prepare for this emergency by becoming familiar with the exits and escape routes of the area you are in, and knowing the location of the extinguisher, as well as how to use it. If the fire is small, you may wish to fight it with a fire extinguisher.

Hollywood Education Institute participates in fire drills implemented by the building where our campus is located. Existing firefighting equipment is inspected by external agencies on an annual basis with the issuance of a recharge certificate.

Procedure (R.A.C.E. Response) to Fire:

1. **RESCUE/REMOVE:** Rescue anyone (including yourself) who is in immediate danger from the fire. Remove these people to the closest safe area.
2. **ALARM/ACTIVATE:** Immediately sound the building fire alarm and call 911.
3. **CONFINE:** Confine the fire by closing all doors and windows in and around the fire area. This will help prevent the spread of smoke and fire.
4. **EXTINGUISH/EVACUATE:** Extinguish the fire by using a portable fire extinguisher only if safe to do so. If the fire is large, very smoky, or rapidly spreading, evacuate the building immediately. Exit using stairs. Do not use elevators during a fire. Do not re-enter the building or work area until you have been instructed to do so by the emergency responders.

To use a fire extinguisher, remember P.A.S.S techniques:

1. P – PULL safety pin from handle.
2. A – AIM nozzle at base of fire.
3. S – SQUEEZE the trigger handle to release the extinguishing agent.
4. S – SWEEP from side to side until it appears to be out.

Earthquake

No one can predict when or where an earthquake will strike, but we can take action to prepare to survive it and minimize impact. Earthquake safety involves being prepared and knowing what to do before, during, and after an earthquake. When an earthquake or other disaster occurs, many people hesitate, trying to remember what they are. Frequent practice will help reinforce safe behavior. You may only have between 10-60 seconds to get ready for a major earthquake. Just enough time so you can Drop, Cover, and Hold On before the

shaking begins. Responding quickly and automatically may help protect you from injury.

Procedure to Earthquake:

1. If you are indoors, perform Drop, Cover, and Hold On.
 - a. Drop to the ground, find cover under a sturdy desk, table or furniture, make the body as small as possible and hold on until the shaking stops. If there is not a table nearby, move to a corner or inside part of the building, away from windows, shelves, heavy objects or anything that can fall, and stay on the floor with your arms covering your head.
 - b. Wait in your safe place until the shaking stops, then check to see if you are hurt. You will be better able to help others if you take care of yourself first, and then check the people around you.
 - c. Do not rush for exits. Stairways may be broken, and walkways may be jammed with people. Move carefully and watch out for things that have fallen or broken, creating hazards. Do not use elevators, as the power may be off. Be on the lookout for fires. Fire is the most common earthquake-related hazard, due to broken gas lines, damaged electrical lines or appliances, and previously contained fires or sparks being released.
 - d. Once outside, move away from buildings to an open space.
2. If you are outdoors, stay outside.
3. Move away from buildings, trees, streetlights and overhead lines. Crouch down and cover your head. Many injuries occur within ten feet of the entrance to buildings. Bricks, roofing and other materials can fall from buildings, injuring people nearby. Trees, streetlights and overhead lines may also fall, causing damage or injury.
4. Be ready for aftershocks.

Hazardous Materials/Chemical Release

Hazardous materials are all around us. In our daily lives, we depend on hazardous materials for survival. This type of incident could be the result of spilled cleaning chemicals within the school building, or a broken gas main. When incidents occur that involve hazardous materials, many different outcomes may happen from explosions, fires or deadly gasses.

Procedure to Hazardous Materials/Chemical Release:

1. Call 911. Notify appropriate local authorities of the incident.
2. If there is any possible danger, evacuate the area immediately avoiding exposure to the chemical fumes.
3. If toxic chemicals come in contact with your skin, immediately flush the affected area with clear water.
4. Do not re-enter until officials have given an all clear.

Criminal Act

Crime/Violence in school can occur in many forms; however, one of the most dangerous is the presence of an armed assailant on campus. Active shooters/intruders may cause panic/disrupt classes, school to engage in lockdown procedures, kill or injure students and school personnel, barricade themselves on campus, and engage in violence against first responders.

Procedure to Criminal Act:

1. Call 911. Notify the police.
2. If an individual is armed with any type of weapon, USE EXTREME CAUTION.
3. Do not attempt to remove the weapon from their possession, allow police to do so. Do not attempt to apprehend or interfere with the criminal except in the case of self-protection.
4. If there is a victim of the crime, care for the victim. Provide any medical attention that is needed.
5. Deny access to the crime scene until police arrive.
6. Identify all parties involved (if possible). Identify witnesses, if any.

If safe to do so, be attentive to obtain a good description of the criminal to be a "Good Witness. Note height, weight, sex, race, approximate age, clothing, method and direction of travel, and his/her name, if known. All this takes only a few seconds and is of the utmost help to the responding officers. If the criminal is entering a vehicle, note the license plate number, make and model, color and outstanding characteristics.

Protests/Riots/Civil Disorders

This incident could occur if the students gather in an unruly crowd. Calls for protests can start on social media platforms and quickly go viral among various demographics. Some protests may become violent or out of control if not handled appropriately. These emergencies are fluid and quick decision-making is required to preserve the safety of students and personnel. Some protests may result in mass exodus from the school campus, vandalism and or destruction of school property, bodily harm or injury, and school lockdowns.

Procedure to Protests/Riots/Civil Disorders:

1. Do not interfere with those persons creating the disturbance or with authorities on the scene.
 - a. If the students are engaging in civil disobedience on campus, keep the students confined to one room in the school building.
 - b. If the disturbance is outside, stay away from doors and windows. If any students are outside, get them inside the school building. If unable to do so, have students lie down and cover their heads. Once students are in the school building, lock the doors and secure the facility.
2. Call 911. Notify police for assistance if the incident becomes unlawful.
3. Calmly alert all employees in the area to the situation.
4. Cease operation and plan to evacuate the area if a threat to person or property is evident.
5. Care for the injured, if any.
6. Remain with students until all is clear.

Lockdown

To provide protection to faculties, staff, students and visitors at a school site in situations involving an active shooter, dangerous intruders or other incidents that may result in harm to persons inside or outside the school buildings. A lockout/lockdown will be initiated when it is safer to remain in a secured building than to be outdoors.

Lockdown is a procedure used when there is an immediate threat to the school such as in the case of an intruder. Lockdown minimizes access to the school and secures staff and students in rooms. As part of this procedure, everyone must remain in the room until the situation has been declared safe by an authorized person, such as a law enforcement official or school principal/CEO.

Procedure to Lockdown:

1. Announce "Lockdown" and repeat several times.
2. Call 911. Notify the police.
3. Bring people inside. All faculties, staff, students and visitors must immediately proceed to the nearest classroom or secure space.
4. Lock all exterior doors. Barricade the door with available objects if possible. Stay away from windows and doorways. Turn off all lights and electrical devices. Remain calm and quiet. Seek cover or concealment and lie on the floor or get as close as possible.
5. If you are unable to get to a secure place quickly, immediately run away to a safe place, away from the school, and hide.
6. All faculties, staff, students and visitors should remain in lock down until all clear is given by an authorized person.
7. After the incident, report any missing or injured persons to police.

Power Disruptions

The most common utility failures experienced at the school are electrical power disruptions that are usually brief and generally do not disrupt activities for more than a few moments at any given time. Most campus buildings are equipped with an emergency lighting system designed to provide enough illumination in corridors and stairs for safe exiting. Power disruptions, however, are not always short and could last days depending on the severity of the disaster or incident.

They can occur in many forms from localized outages, to rolling blackouts, or to entire counties and regions of the state without power. They can be caused by natural disasters such as wildfire or earthquakes, or human made causes such as downed power lines due to a car accident.

Power disruptions can affect fundamental services that are key to daily life such as communication and 9-1-1 services, transportation systems, medical services. They can result in a lack of heat and/or cooling systems, close retail businesses, grocery stores, gas stations, ATMs, banks, and other services.

Procedure to Power Disruptions:

1. Call facility/building management.
2. If evacuation orders are received, proceed cautiously to an area that has emergency
3. lights or evacuate the building.
4. Provide assistance to students, visitors and staff in your immediate area.
5. In the event of a are not to leave the campus until authorized to do so by an authorized person. the institute will determine whether to suspend operations or initiate a full campus shutdown.

IT Backup and Disaster Recovery Policy

Policy Statement

The purpose of this policy is to set in place strategies to ensure the secure backup and recovery of important data that is stored at Hollywood Education Institute. The data to backup includes all management information systems data files, administration network user documents, staff documents, and other school documents.

The strategies in place will be robust enough to ensure the recovery of data in any circumstance, including fire, catastrophic hardware or software failure, deletion, or virus attack. Data can be destroyed by system malfunction or accidental or intentional means. Adequate backups will allow data to be readily recovered as necessary.

The ongoing availability of important data is critical to the operation of the school. In order to minimize any potential loss or corruption of this data, the IT staff responsible for providing and operating the school networking infrastructure ensure that data is adequately backed up by establishing and following an appropriate and industry-standard systems backup procedure.

Statement of Authority & Scope

This document is intended to detail the accepted good practice policies in the backing up and restoring of data on networked computer systems. The IT Staff provides the framework, design, and implementation of backup strategies employed at Hollywood Education Institute. The IT staff is responsible for the operation of these strategies.

On-Site Backup

Hollywood Education Institute uses a NAS drive to store backups on-site. A full server backup is carried out twice every month on Friday of the first week to the system using Backup software. These cartridges are then stored in a locked cupboard and fire-proof safe until required for rotation. All backups are verified and kept for a minimum of 6 months before being deleted to re-use the media for further backup requirements until the end of hardware life.

Additionally, incremental backup processes are carried out every week on Friday for system state only. A full backup contains system state, bare metal recovery, user documents, pupil documents, staff documents, and shared documents.

Off-Site Backup

Hollywood Education Institute uses the recommended cloud backup system. The system uses Dropbox, Moodle Cloud, and QNAP software to perform overnight backups of staff documents directories and shared documents only. The cloud allocation of 1TB is currently sufficient to perform the required backups and can be increased as needed. The following data will be backed up every Friday on-site.

Disaster Recovery - Overview

In the event of a complete network failure, power cut, server breakdown, fire or any other eventuality where the network is unavailable, a disaster plan needs to be in place to ensure the continued smooth running of the school. This would include periods when the time taken to restore the network would take more than a day.

The following emergency procedures have been established:

- In the event of a catastrophic system failure, off-site backed up data will be made available to users within three (3) working days if the destroyed equipment has been replaced by that time.
- In the event of a non-catastrophic system failure or user error, on-site backed up data will be made available to users within one (1) working day.
- Emergency procedures will take into consideration the following information:
- School operations, financial transactions and any other critical school management systems.
- Identify essential school management functions. Essential school functions are those functions that must take place in order to support an acceptable level of continuity for the school.
- Availability of alternate processing of data to use during a disaster. This would include keeping hard copies of certain data and documents.
- When the server and network have been restored any new information can then be transferred or entered back into the network system.

Server Backup and Restore

Each server is backed up every week, this backup includes the server operating system, configuration files and includes network data such as usernames, policy and profile data and security information. In the event of complete server operating system failure, the server operating system would initially need to be re-installed then the server backup restored. In the event of server hardware failure, the server would first need to be repaired, then the server backup restored. Data Restoration Only the IT staff and authorized personnel will have access to the means to restore network data. The IT staff will determine if a successful restoration is possible. Any requests for restoration of user data will be made to the IT staff. In the event of complete server failure where a full restoration of school management software and data files is necessary. This backup policy is intended to provide information on backup procedures and disaster recovery only.

Catalog Update Policy

Hollywood Education Institute updates its catalog annually. Hollywood Education Institute reserves the right to change the catalog information when necessary.
