

New York General Consulting, Inc.

## **School Catalog**

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## **1. School Personnel**

New York General Consulting, Inc. is owned and operated by New York General Consulting, Inc.

### **Administration**

Jessica Du Engle	Chief Executive Director / DSO
Yuh Guang Law	Technology Director
Ying Ying Chen	Financial Manager / School Agent / DSO
Richard Chen	Assistant Financial Manager
Irena Zhong	Admission Director / PDSO
Soraima Kraniotakis	Designated School Official (DSO)
Kyu Oak Park	Designated School Official (DSO)
Sung Jai Chang	Designated School Official (DSO)
Riwon Kim	School Agent/Marketing Manager
Tomoko Minegishi	School Agent
Fang Hsuan Chang	Academic Director
Zhihua Li	Academic Assistant
Alvin Magno	Academic Assistant

### **Academic Council**

Adam Ellenberg	M.A in TESOL
Amanda Nickerson	M.A in TESOL
Fang Hsuan Chang	M.A in TESOL
Jocelyn Choi	M.A in Applied Linguistics
Susanna Miller	M.A in TESOL

### **Full-Time Faculty**

Adam Ellenberg	M.A in TESOL
Amanda Nickerson	M.A in TESOL
Catherine Castillon	M.A. in International Education
Cathy Baptiste	M.S. in Science Education with ESL Certification
Jocelyn Choi	M.A in Applied Linguistics
Shaheena Shahid	M.A. in Education
Justin Goodlow	M.S. in TESOL International
Sata Mukherjee	M.S. in Computer Science with ESL Certification
Susanna Miller	M.A. in Education & Liberal Studies
Bryan Cohen	B.A. in Historical Studies with ESL Certification
Ekhlas Sedhom	M.S. in Education
Sohrab Sajadi	M.A. European Studies with ESL Certification
Reaz Khan	M.Ed. in Comparative & International Education
Danielle Stern	M.A in Art History with ESL Certification
Qandeel Rathore	B.A. in Accounting with ESL Certification
Fred Nouvertne	M.S. in Education & Special Education

## **2. Introduction to NYGC**

New York General Consulting (NYGC) was established in 2003 providing international and local students English as a Second Language (ESL), English in Practice (EIP), and Test Preparation courses to meet their personal, academic and professional needs. As a New York State of Education (NYSED) licensed private career school accredited by Commission on English Language Program Accreditation (CEA), certified by Student and Exchange Visitor Program (SEVP), NYGC offers high-quality ESL curriculum and instruction to foreign and local students residing in the New York City area. Our courses are designed to help students enhance their language skills in practical areas of study and test preparation.

Our experienced and certified instructors understand the unique challenges students face in learning English as a Second Language as a foreigner in New York city. They work collaboratively with students to develop strong communication, writing, reading skills, making our English courses exciting and rewarding. With our instruction, students can make effective progress and be equipped with the skills needed in achieving their own goals in their own trajectory.

At NYGC, our ESL courses are designed to provide students with a systematic and progressive learning experience. We follow a spiral approach, guiding students from concrete to abstract English language aspects. We understand and respect the diversity of our students' first languages and cultural backgrounds, facilitating their integration into a multicultural environment. Alongside our core General ESL curriculum, we offer specialized English in Practice and Test Prep courses that cater to the specific needs of our students in reaching their personal, academic, and professional contexts.

## **3. School Mission**

The mission of New York General Consulting is to provide quality and accommodating English language instruction for a diverse international and local student population through innovative English teaching methodologies for their personal, academic and professional needs.

#### **4. School Calendar**

NYGC utilizes the academic calendar of quarters. New classes begin to accommodate enrollment and class size requirements. Five enrollees are required to open a new course.

<b>2023-2024 Academic Calendar</b>		
Quarter	Start Date	End Date
Fall 1	9/4/2023	12/10/2023
Fall 2	9/25/2023	12/31/2023
Fall 3	11/6/2023	2/11/2024
Winter 1	12/11/2023	3/17/2024
Winter 2	1/1/2024	4/7/2024
Winter 3	2/12/2024	5/12/2024
Spring 1	3/18/2024	6/16/2024
Spring 2	4/8/2024	7/7/2024
Spring 3	5/13/2024	8/11/2024
Summer 1	6/17/2024	9/15/2024
Summer 2	7/8/2024	10/6/2024
Summer 3	8/12/2024	11/10/2024

The school is closed on the following holidays:

- New Year’s Day
- Martin Luther King Day
- Presidents’ Day
- Memorial Day
- Juneteenth
- Independence Day
- Labor Day
- Indigenous People’s Day/Columbus Day
- Veteran’s Day
- Thanksgiving Weekend
- Christmas Day

#### **5. Class Schedules**

Class schedules are published on the school website. Applicants should consult with the Academic Office to determine the next scheduled start date.

#### **6. School Operation Hours**

Class Hours:

Monday-Wednesday: 8:30AM–8:30PM

Thursday-Sunday: 8:30AM–10:00PM

Office Hours:

Monday-Friday: 9AM-5:00PM

## **7. Admissions Policy**

### **General Admission Requirement**

Applicants seeking admissions to the school must meet all of the following criteria:

- Applicants must be at least 18 years old
- Applicants can benefit from learning

Credit for previous training and education may not be transferred to NYGC.

Job placement assistance is not provided.

Application information is available on the institution's website: [www.nygcinstitute.com](http://www.nygcinstitute.com).

### **For Non-immigrant F-1 Student**

Applicants must be at least 18 years of old and have the ability to benefit from the training.

Applicants must provide the following documentation prior to enrollment:

1. A completed NYGC application for admission signed by the student.
2. Proof of finances that are either in English or translated into English showing their bank account balance in U.S. currency.
3. \$350 non-refundable SEVIS processing fee
4. \$100 non-refundable registration fee
5. \$100 non-refundable I-20 processing fee
6. Copies of the I-20 forms (transfer students only).
7. A valid passport.
8. A copy of visa.
9. I-94.
10. Transfer form (if transferring from another accredited school)
11. If the student is currently in legal status in the U.S. and wishes to change his or her status to F-1, he or she should contact the school for information. Tourists under the visa waiver program cannot apply for change of status. They must apply for a student visa in their country of origin. Students changing status from B-1 and B-2 visas may not start their program of studies until their petition is approved by USCIS.

This information will be reviewed by a BPSS Certified School Agent.

Following submission of the above-listed documentation students must participate in an interview with a School Agent. The School Agent will

1. Provide an overview of the courses and levels offered at NYGC
2. Review the School Catalog and NYGC's policies with the applicant
3. Provide a tour of the facility

### **Overseas Students:**

For overseas prospective students, once NYGC International Student Office receives all of student's documents and completed application, the application is processed within two business days and the acceptance packet and I-20 is sent to the student. On average, the packet takes about two weeks to arrive. However, we do offer expedited service. Students that are interested in expediting their shipping must check the expedited shipping option on the application and incur an additional fee based on the actual cost. If the application for admission is not accepted, NYGC will inform the student or his/her School Agent by email.

- Once students receive their I-20, they will then present their student visa application to the U.S. Embassy/Consulate in their home countries. Within the Conditions of Admission, they are advised to bring all necessary documents:

1. A completed NYGC application for admission signed by the student
  2. Admission letter from NYGC
  3. Valid passport (more than 6 months)
  4. Proof of Financial Evidence (an official bank letter or statement in English)
  5. Proof of SEVIS fee payment
  6. Copy of highest diploma or certificate of academic completion; transcript if applicable
  7. Visa application fee
- They then undergo a student visa interview with the U.S. consulate.
  - Within five days of receiving his/her visa approval; the student must have delivered the full payment of the first course tuition and course materials to NYGC along with a signed copy of the Enrollment Agreement.
  - In the event that a student requests withdrawal, transfer, or refund of tuition, students can consult the Enrollment Agreement and/or School Catalog for complete details.

Student's language proficiency will be assessed either upon completion of your current course of study or upon your return from leave of absence/vacation and placed in an appropriate course.

### **Late Enrollment**

NYGC allows new students to join the existing course up to week 4 after the course starts. After week 4, the registration for the course is closed. Late enrollees must take a makeup class for the missing hours and complete the required coursework up to week 7.

## **8. Student Attendance Policy**

Continuous and consistent classroom attendance requirements exist to provide the student with a well-rounded scope of the course material as well as the essential hands-on experience that is crucial to the mastery of the subject. Students' regular attendance demonstrates to their peers and instructors that they maintain a solid commitment to their education.

Attendance is recorded daily by instructors on the Attendance Register. Attendance is monitored weekly by the Academic Department, the International Student Office, the PDSO/DSO and the Academic Director. This careful oversight ensures that attendance remains a priority and allows for appropriate interventions or support if needed.

**Minimum Standards:** Students must attend class 18 hours per week and maintain 80% cumulative attendance during each course of study. All courses are 12.2 weeks in duration.

**Warning:** Students receive a Warning Letter when their cumulative attendance drops below 80%. The Warning Letter requires students to reach an 80% cumulative attendance by the end of their course of study.

**Probation:** Student that does not meet the 80% cumulative attendance requirement by the end of his/her course of study will be placed on academic probation; a learning action plan will be created for student for the entire next 12.2 weeks course of study.

**Late Arrivals and Early Departures:** Late Arrivals and Early Departures: If a student arrives within fifteen minutes of class commencement or leaves fifteen minutes before the class ends, he/she will be marked late (L) and this time will count against the 80% cumulative attendance requirement. Receiving "L" four times is equal to one full absence. If a student arrives thirty minutes after the class commences (or departs thirty minutes before the class ends), one absence will be recorded.

**Excused Absences:** Students who have a medical reason (with a doctor's note) or religious reason, family emergency or other family related issues or any unexpected incidents will be eligible for excused absences. The excused absences will not count as absences in the calculation of attendance rates and will not increase the maximum number of allowable absences.

**Consecutive Absences:** Absences exceeding ten (10) consecutive class days not authorized with the proper documentation will lead to termination.

### **Make-up Work:**

All make-up work must be completed by the end of a student's course of study or within 5 days of failure to complete the required assignment. The make-up work will be comparable to the content, time, and delivery of the missed work.

For late enrollees, the students must take a makeup class for the missing hours and complete the required coursework up to week 7.

### **Make-up Work Procedures:**

To qualify for make-up work, students must obtain written approval from their instructor within 5 days of failing to complete the required assignment and follow these steps:

1. Complete a Make-Up Request Form and submit the form to the Academic Department.
2. Agree to make-up work after normally scheduled class hours.
3. Agree to make-up work within 5 scheduled class days following the missed assignment.

Failure to complete the make-up work will result in a failing grade for the assignment and may result in probation or termination for failure to meet NYGC's satisfactory academic progress policy.



The instructor will evaluate make-up work within 5 days and record the make-up work grade in the Assessment Record. Students will receive notice of the make-up work grade. There are no exceptions to this policy.

### **Breaks**

A student's period of attendance at NYGC is measured according to commonly accepted academic standards. A clock hour is based on an actual hour of attendance (each hour may include a 10-minute break).

In accordance with Bureau of Proprietary School Supervision (BPSS) and accreditation standards, NYGC instructors must provide a 10-minute break for every 50 minutes of instruction. The total break time may be dispersed throughout the class session (not to exceed 20 minutes) at the discretion of the instructor, but it must not come at the start time or end time of the class session.

### **Documentation:**

Instructors are responsible for the proper daily maintenance of the class attendance register. The attendance register is kept at the secure school web-based platform at all times. In the event that a substitute teacher is substituting, the substitute must initial the day's attendance.

Attendance will be taken in the following manner:

1. Upon class start
2. 15 minutes after class begins and before class ends
3. 30 minutes after class begins and before class ends

Attendance Register has five options:

- P-present
- A-absent (student fails to attend or arrives 30 minutes after class begins and leaves 30 minutes before class ends)
- L-late (student arrives 15 minutes after class begins or leaves before class ends)
- D-dropped
- M-make up

Instructors must make the entries in attendance roster for each class. Instructors shall initial, the attendance register daily to attest to its accuracy. At the end of the class week, the instructor must sign and date a verification of the instructor by oath or affirmation of the accuracy of the attendance register.

### **School Closures**

Students will not be given attendance credit during school closures for holidays and school breaks as well as weather or other unforeseen reasons. Under the abovementioned circumstances, the courses will be extended accordingly.

### **Add Form**

Students who enter the class after the start date of the course will be added to the attendance register by Academic Office. A Student Add Form will be signed by Academic Director or designated Academic Council Executive. No student should be added to the register without this form completed by the Academic Director.

## **9. Placement and Level Language Proficiency**

## Placement

New York General Consulting uses the Cambridge English Unlimited Placement Test which includes written and oral sections for placement. It follows the Common European Framework of Reference for Languages (CEFR). The CEFR, developed by Cambridge University, is an international standard for describing language ability. It is used around the world to describe learners' language skills. The CEFR has six levels – from A1 for the most basic beginner to C2 for the very highest level of proficiency. Based on surveys and inputs from students, faculty and staff, NYGC has developed its placement test score, which is aligned with CEFR standards and continuously monitored its effectiveness.

### Written Section

The written section consists of 120 multiple choice questions. The student will be given a provisional placement based on their score, which correlates with one of our five academic levels.

	Level I	Level II	Level III	Level IV	Level V
Written Test Score	0-35	36-55	56-75	76-95	96 and up

### Oral Section

After completing the written section of the placement test, the Academic Department will administer the speaking component of the placement test to determine the student's provisional placement level.

The student will be asked a series of five questions based on the student's provisional placement level. Each answer will be scored on a 1-3 scale. Based on the majority (at least three) of those five scores, the student will be placed at one level lower (majority of 1), the same level (majority of 2), or one level higher (majority of 3) than the provisional placement level. The student's oral abilities compiled on top of their grammar abilities will determine the student's initial placement level.

Oral Test Score Rubric	Score
No answer or insufficient sample of spoken language. Student fails to understand question, even when repeated.	0
Evidence of understanding at a basic level, but frequent inaccuracies in grammar and vocabulary may obscure the message. Significant hesitation and inaccuracies in pronunciation impede understanding. Utterances left unexpended.	1
Clear evidence of comprehension. Grammar and vocabulary sufficient to convey intended meaning and extend answers effectively. Utterances are reasonably relevant and coherent with only occasional hesitation. However, complex vocabulary and grammatical structures are avoided (except in obviously well-rehearsed utterances).	2
Questions fully understood. Accurate and appropriate use of a range of simple and complex grammatical forms and vocabulary to develop responses fully. Utterances intelligible and linked coherently and logically without undue hesitation.	3

Oral score	Level Placement
Majority 1s	One level <b>below</b> written score
Majority 2s	At <b>same</b> level as written score
Majority 3s	One level <b>above</b> written score

## Placement Procedures and Appeal

Students are administered the Cambridge English Unlimited Placement exam. Upon receipt of their scores, students meet with a representative of the school, and discuss their course options. Students register for their

course. Once in the course, teachers assess students, in an informal manner, to ensure placement. In the rare cases that a teacher feels a student may have been misplaced, he or she will bring it to the attention of the Academic Director, and the Academic Director or designee will meet with the student and determine the best placement. Additionally, if a student considers himself or herself misplaced, they are to appeal via their instructor. Once again, if deemed appropriate the instructor will then meet with the Academic Director.

### **Placement Appeal Procedures**

Students who feel that they are not initially placed correctly, follow these steps.

1. Students must contact their instructor during the first week of the course, and provide a written request for appeal.
2. If the instructor agrees, the instructor contacts the Academic Director within 72 hours.
3. The Academic Director reviews the initial placement exam, as well as any work to date.
4. The Academic Director, faculty member and student discuss the best course based on student's demonstrated skills and abilities and made a decision within 72 hours from reviewing the documents. Any decision resulting from this interview is final.

### **Proficiency Scale**

<i>Cambridge English Unlimited Test Score/ NYGC Level</i>	<i>Cambridge English Unlimited Proficiency Level</i>	<i>Common European Framework of Reference for Languages</i>	<i>NYGC Proficiency Description</i>
0-35 (Level 1)	Starter/ Elementary	A1	<ul style="list-style-type: none"> <li>• Students can recognize simple present tense, plurals, correct word order in simple sentences and simple pronoun references.</li> <li>• Students can produce answers to questions on everyday activities with appropriate vocabulary and structure.</li> <li>• Students can identify main ideas in short conversations and reading passages on everyday topics.</li> <li>• Students can describe present events on familiar everyday topics.</li> <li>• Students can give opinions on everyday topics with correct structures.</li> <li>• Students can compose simple and compound sentences on familiar topics with appropriate vocabulary and correct punctuation.</li> </ul>
36-55 (Level 2)	Pre- Intermediate	A2	<ul style="list-style-type: none"> <li>• Students can recognize simple sentences using a variety of tenses including simple past and present, future, past and present continuous, and high frequency irregular verbs.</li> <li>• Students can produce simple answers to a variety of questions, utilizing appropriate vocabulary and structures.</li> <li>• Students can identify main ideas, supporting details in extended conversations.</li> <li>• Students can make requests, suggestions, give opinions and</li> </ul>

			<p>evaluations on everyday topics with correct structures.</p> <ul style="list-style-type: none"> <li>• Students can apply pronunciation rules regarding syllable stress and sentence stress.</li> <li>• Students identify main ideas and supporting ideas in readings.</li> </ul>
56-75 (Level 3)	Intermediate	B1	<ul style="list-style-type: none"> <li>• Students can recognize high-frequency uses of the present perfect and correct uses of most regular and irregular verbs, and simple modal verbs</li> <li>• Students can identify main ideas and details in conversations and short, authentic listening in American English.</li> <li>• Students can employ clarification strategies, communicate needs, and give descriptions of activities and events using past, present and future time frames</li> <li>• Students can make predictions, identify main ideas and details in diverse readings of varying length and genre.</li> <li>• Students can compose ideas in a short paragraph form with supporting details and examples.</li> <li>• Students can construct paragraphs that have a controlling idea.</li> <li>• Students can recognize some errors made with writing.</li> </ul>
76-95 (Level 4)	Upper Intermediate	B2	<ul style="list-style-type: none"> <li>• Students can identify main ideas, details, inference, counterarguments, bias and opinions in news articles.</li> <li>• Students can compare and contrast texts.</li> <li>• Students can recognize patterns and use rules related to low-advanced level grammar forms and structures, in formal and informal texts that include noun, adjective and adverbial clauses, modal and phrasal verb forms, direct and indirect speech, definite and indefinite articles, and transitions.</li> <li>• Students can construct coherent multi-paragraph compositions that include knowledge of essay structure, specialized vocabulary in response to a variety of texts.</li> <li>• Students can identify and analyze main ideas, details and infer relationships between sentences in conversations and authentic listening in American English.</li> <li>• Students can utilize conversation and conversation repair strategies in formal and informal communication to maintain friendly verbal interactions by understanding cultural cues and expectations.</li> <li>• Students can verbally employ strategies to negotiate, persuade and express sympathy, disbelief, annoyance, apology, and uncertainty that include idioms and phrasal verbs.</li> <li>• Students can apply techniques to improve intonation, focused on sentence and word stress used for emphasis, contrast and new information. Students will expand skills with linking sounds, thoughts groups and word blending.</li> </ul>

<p>96 to up (Level 5)</p>	<p>Advanced</p>	<p>C1-C2</p>	<ul style="list-style-type: none"> <li>• Students can identify purpose, audience and organizational patterns in a variety of written texts.</li> <li>• Students can make inferences, draw connections and synthesize content between a wide range of texts.</li> <li>• Students can summarize and paraphrase texts and oral content.</li> <li>• Students can identify and employ patterns of organization in writing in a variety of rhetorical modes.</li> <li>• Students can select correct uses of nearly all the verb forms of English.</li> <li>• Students can identify errors in writing and self-correct errors.</li> <li>• Students can identify and analyze main ideas, details and infer relationships and connections in social, professional and academic lectures and discussions.</li> <li>• Students can take detailed notes that include definitions, main ideas, details, and examples.</li> <li>• Students can present formal presentations following organizational structure</li> <li>• Students can utilize non-verbal cues to express ideas when giving presentations.</li> <li>• Students can employ advanced knowledge of pronunciation to utilize voice to stress key ideas, define words, give cues and make an emotional appeal.</li> </ul>
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## **10. Satisfactory Academic Progress**

### **Satisfactory Academic Progress**

To maintain satisfactory academic progress, students are expected to meet the minimum passing requirements for the course in which they are enrolled as well as the 80% cumulative attendance requirement. Students are expected to attain a minimum cumulative score of 70% on assessments. Minimum passing requirements are defined by the course curriculum and stated on the course syllabus.

Students who fail to meet the minimum passing requirements for the course in which they are enrolled receive an incomplete for the course and may repeat that course or take another course of the same level, if the student fails the second time to meet minimum passing requirements for the course in which they are enrolled, he/she will be terminated.

### **Satisfactory Program Progression**

Students are placed at the advisement of the Academic Council using the State Education Department approved *Cambridge English Unlimited Placement Test*. Placement is made in accordance with prerequisite Cambridge score requirements for each course.

Following initial placement, students will select courses with the advisement of a School Agent and the Academic Department that meets their learning goals and needs. Intended student program progression will be dependent upon satisfactory student achievement within their registered course.

The *Cambridge English Unlimited Placement Test* is used in conjunction with satisfactorily completed course final exams to facilitate and approve student advancement through the NYGC program. The satisfactory progression of students within and through levels is overseen by the Academic Department.

Upon satisfactory completion of a course, a student may elect to remain within the level of their study with approval from and advisement of their teacher and the Academic Council. A student may elect to progress to a new course within the current level in order to further develop level specific skills.

Upon satisfactory completion of a course, a student may elect to advance to a higher-level course of study. Each course's prerequisite is outlined according to each course syllabus and/or course curriculum. To advance in levels, the student may also retake the *Cambridge English Unlimited Placement Test* administered by the Academic Department.

A certificate is given to each graduate in confirmation of satisfactory program completion.

### **Grading System**

Grades will be determined by a student's performance on assessment materials for each course outlined in the syllabus. All assessment materials are course-specific and are listed on course syllabi.

- I. All tests and exams are written or spoken
- II. All courses include four quizzes, a midterm exam and a final exam

The following grading scale applies to assessments in all NYGC courses.

**Grading Scale**

<b>Superior</b>	93-100	<b>A</b>
<b>Excellent</b>	85-92	<b>B</b>
<b>Satisfactory</b>	78-84	<b>C</b>
<b>Passing</b>	70-77	<b>D</b>
<b>Failing</b>	Below 70	<b>F</b>

NYGC uses the following criteria to identify students not meeting academic requirements:

- Receiving a failing grade (below 70%) for a course

**Qualitative Standard:**

All courses are graded using a 0 – 100 scale. Final grades for each course are then converted to a letter grade of A-F.

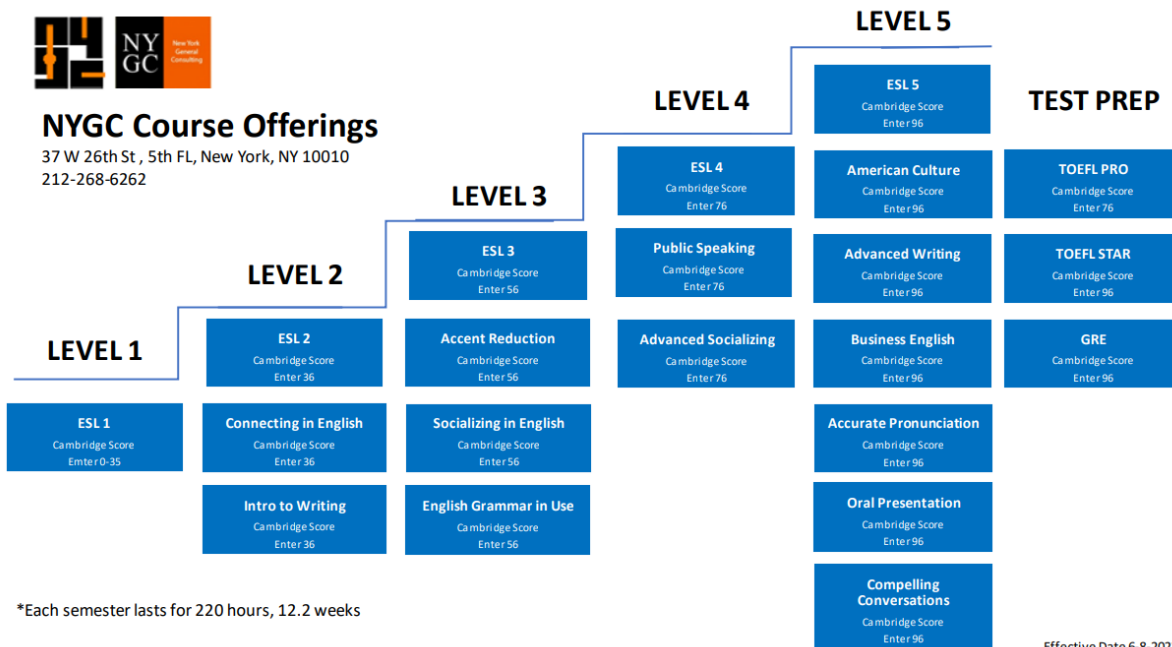
- To successfully complete the course, it is necessary to achieve a minimum grade of 70 or higher.
- Student successfully pass a course advance to the next level or take another interested course of the same level.

**Quantitative Standard:**

NYGC is approved to offer the following training courses:

<b>Courses</b>	<b>Length in Clock Hours</b>	<b>Number of Instructional Weeks</b>
ESL Level 1	220	12.2
ESL Level 2	220	12.2
ESL Level 3	220	12.2
ESL Level 4	220	12.2
ESL Level 5	220	12.2
Connecting in English	220	12.2
Introduction to Writing	220	12.2
Accent Reduction	220	12.2
Socializing in English	220	12.2
English Grammar in Use	220	12.2
Public Speaking for International Students	220	12.2
Advanced Socializing in English	220	12.2

Advanced Writing Skills	220	12.2
Business English	220	12.2
American Culture	220	12.2
Accurate Pronunciation	220	12.2
Oral Presentation	220	12.2
Compelling Conversations	220	12.2
iBT TOEFL Pro	220	12.2
iBT TOEFL STAR	220	12.2
GRE – Writing and Vocabulary	220	12.2



### Combination of Levels

NYGC does not combine any courses at different levels under any circumstances.

### Evaluation of Student Progress

NYGC conducts a formal mid-term evaluation by assessing student learning outcomes outlined in the first half of each student’s course of study and then again at the end of their course of study. Students failing to meet the established academic criteria at midterm will receive a warning letter requesting them to meet the academic requirements by the end of the course of study. Students failing to meet the established academic criteria at the end of their course of study must meet with the Academic Director and their instructors to establish a learning action plan and will be placed on Academic Probation.



Students are allowed to request one retest. Retest will be administered by Academic Department. Academic Department decides the date and time of the retest. The instructor will be consulted on the student's readiness to continue on to the next course.

Upon completion of a course, the instructor will complete a Student Evaluation Form for each student. This form evaluates the student in all four skills (reading, writing, speaking, and listening).

### **Progression through Academic Proficiency Levels**

Students must demonstrate normal progress through academic Levels in a sequential manner.

NYGC offers students a progressive 5 level (I-V) system that guides students towards proficiency of the English language.

Students must receive a course grade of 70 or higher to pass an ESL course and advance to the next level or take another interested course of the same level.

If a student does not pass a level on their first attempt, they must meet with the Academic Director and the instructor to establish a learning plan. The following additional criteria will apply:

- a) The student will receive a formal written learning plan. The learning plan will cover the entire 12.2 week duration of the course within a level and include specific materials, exercises and assignments that the student must complete within designated timeframes.
- b) The student will be placed on academic probation while repeating the course.
- c) Students who fail to meet the probation requirements while repeating the course will be terminated.
- d) If a student is unable to pass the level after his/her second attempt, he/she will be terminated.

### **Academic Probation:**

#### *Probationary Status for Grades*

Students who fail to meet the minimum passing requirements for the course in which they are enrolled will be put on probation. They will receive an incomplete for the course and may repeat that course or take another course of the same level. Students are required to meet immediately with the Academic Director/Academic Council Executive to develop a learning action plan in order to meet passing requirements within 90 days. If the student fails the second time to meet minimum passing requirements for the course in which they are enrolled, the student will be terminated.

#### *Probationary Status for Attendance*

A probationary status will be given to students who fail to meet the 80% cumulative attendance requirements for the course. Students are required to meet immediately with the Academic Director/Academic Council Executive to develop a learning action plan in order to reach the 80% attendance requirement within 90 days.

The DSO or designee sends a written notice of Academic Probation advising the student:

- a) You are placed on probation for the next course of study;
- b) You must meet with the Academic Director and your instructor to create a learning action plan; and
- c) Failure to meet satisfactory academic progress (70% or better) and the attendance requirements at the end of the repeating level will result in termination.

### **Academic Dismissal**

At the end of probationary period if the student fails to meet one or more of the satisfactory minimum requirements, he/she will no longer be making satisfactory progress and may be dismissed from the school.

### **Learning Action Plan**

1. Students who are on academic probation meet their instructors and are advised for their academic progress.
2. At the midterm and final, the instructors submit the progress report to the academic director.
3. If the students maintain satisfactory academic progress at the end of the course of study, then the students are removed from academic probation.
4. If the students fail to maintain satisfactory academic progress at the end of the course of study, then the students are terminated immediately. If the students are a F-1 visa holder, DSOs are notified of the students' termination.

### **Administrative Withdrawal**

The institution will automatically administratively withdraw a student after he or she has been absent for a maximum of 30 consecutive calendar days (excluding scheduled breaks) without providing proper notice and supporting documentation. Additionally, students failing to comply with NYGC's attendance or academic progress policies may also be subject to administrative withdrawal at any time in the program.

### **Maximum Duration of Study**

Students' cumulative total length of language training at NYGC cannot exceed 36 months. Note: vacation and leave of absences are included in the 36 month duration.

### **Procedure for Appealing Academic Dismissal**

A student may appeal for academic dismissal by submitting the complaint in writing to the Academic Director. The director will determine the appropriate action to resolve the complaint. The Director will substantiate any appropriate documentation and decide the appeal as well as notify the student in writing within two weeks. If the student is not satisfied with the Director's action, the student can write to:

New York State Education Department  
The Bureau of Proprietary School Supervision  
116 W. 32 Street 5th Floor, New York, NY 10001

### **Appeals**

The following policy sets forth procedures through which a student may appeal a determination of a grade, withdrawal, and termination:

- Students must provide a written request for appeal;
- The request must include substantiating documentation including a definitive statement as to why the student failed to meet SAP standards and what has changed in the student's situation that will allow them to meet SAP standards at the end of the next evaluation;
- The appeal must be filed within five (5) business days of the termination/withdrawal notice;

- The School Director and/or Academic Director will review the appeal and notify the student of their decision within five (5) business days following receipt of the appeal documentation;
- If a student is not satisfied, they can request an interview with the School Director, and the Academic Director within three (3) business days. Any decision resulting from this interview is final.
- If a student is dismissed, NYGC will notify SEVIS of the withdrawal and update their status in the SEVP system.

## **11. School Policy**

### **Leave of Absence Policy**

A leave of absence (LOA) is a temporary break in study during which time an international F-1 student must be out of the United States, but considered to be continuously enrolled. A student enrolled under a F-1 visa may be granted multiple leaves of absence for a maximum total period in accordance with: (a) the written leave of absence policy of the institution; (b) the regulations of the Department of Homeland Security; and (c) sound educational and professional practice.

1. A student must submit a written request for a leave of absence in advance of the beginning date of the leave of absence, unless unforeseen circumstances prevent the student from doing so. If a student does not request a leave of absence within a timeframe consistent with NYGC's consecutive absence policy, s/he will be withdrawn.
2. NYGC will not assess the student any additional charges as a result of the leave of absence.
3. A leave of absence will not be granted if the length and frequency impedes student progress within the context of the institution's curriculum.
4. The leave of absence cannot exceed five (5) months.
5. Student's language proficiency will be assessed upon their return from a leave of absence and placed in an appropriate language program accordingly.

### **Medical Leave (Reduced Course Load) Policy**

A medical leave is a temporary break in study for documented medical purposes during which time an international F1 student remains in the United States and is considered to be continuously enrolled with a reduced course load.

1. A student must submit a written request for the medical leave (reduced course load) along with required supporting medical documentation in advance of the beginning date of the leave, unless unforeseen circumstances prevent the student from doing so. If a student does not request medical leave within a timeframe consistent with the institution's consecutive absence policy, s/he will be withdrawn. Request includes intended beginning and end dates for the medical leave (including next intended Enrollment date) as well as general plans (e.g. travel plan, etc.)
2. NYGC will not assess the student any additional charges as a result of the medical leave.
3. A medical leave will not be granted if the length and frequency impede student progress within the context of the institution's curriculum.
4. The medical leave cannot exceed twelve (12) months.
5. Student's language proficiency will be assessed upon their return from a medical leave and placed in an appropriate language program accordingly.

### **Vacation Policy**

An international F-1 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. In order to be eligible for vacation, a student needs to be in good academic and financial standing with NYGC and as well as having successfully passed a minimum of 36.6 weeks of a full course of study. F-1 students will be granted a semester of vacation after having successfully passed a minimum of 36.6 weeks of a full course of study. Students are allowed to take a vacation up to a semester upon having successfully passed three 12.2 weeks of full courses of study.

Upon application, the student must:

- Be in compliance with attendance policy
- Be in good academic standing
- Have balance paid in full

Students must submit the Vacation Request Form in advance of the beginning date of the vacation and attest to understanding the procedures and implications for returning or failing to return to his/her course of study following the vacation.

### **Student Transfer-Out Policy**

1. NYGC does NOT have any conditions or barriers for students to transfer-out to another SEVP-certified institution.
2. NYGC allows students transfer-out at any time with an appropriate transfer release date that no minimum period of study is required.
3. Students transferring to another school must provide an Acceptance Letter and Transfer-in Form from the new school.
4. Students fill out NYGC Transfer-out Form and the Refund Acknowledgement Form.
5. The DSO and School Agents will evaluate the request and check for the following:
  - a. SEVP status
  - b. Last Day of Attendance
  - c. Any financial obligations
6. The Academic Department will check the academic record of the students.
7. The Finance Office will process any refunds due.
8. DSO will sign the Student Transfer Form and release the student's SEVIS record.

### **Student Satisfaction Assessment Policy**

NYGC faculty and staff provide institutional integrity in a student-centered, culturally supportive environment to enhance student achievement.

NYGC conducts Student Satisfaction Surveys at the following intervals:

1. At the end of every course
2. When Student exits the institution

Feedback is documented on student surveys, analyzed by senior management and communicated to the appropriate personnel through regular meetings and training sessions. This feedback is also used to improve the training and operations of the institution through updated policies and procedures.

The NYGC Student Satisfaction Survey measures four areas: the school, the class, the teacher, and the student services. The survey is conducted school-wide quarterly, at the end of every course and also at the time of the student exiting the institution.

The anonymous survey asks a series of questions in those four areas which are answered using a scale of 1-4 (1-Very Dissatisfied, 2-Dissatisfied, 3-Satisfied, and 4-Very Satisfied) or in the form of a written response. The Academic Department administers the survey as the teacher is excused from the classroom. If student needs help due to language proficiency, the facilitator will provide assistance.

## **F-1 Students' Policy**

1. Students must pay all tuition and submit required admission documents prior to their commencement of class.
2. Students are required to attend class 18 hours a week to comply with full-time status.
3. If students cannot maintain full-time attendance due to medical reasons, you must notify the school DSO immediately and bring a medical letter from a doctor to request a leave of absence.
4. Students must notify the school DSO of your change of address or mailing address as well as legal name and financial sponsor within 10 days of the change.
5. Students must notify the DSO of your intention to transfer-out to another SEVP certified school, you must bring the Transfer-in Form and Admission Letter from the other school which you intend to transfer to.
6. All students should complete the Leave of Absence/Vacation Request Form before taking leave of absence or vacation in advance and check your attendance prior to course completion for their vacation eligibility.
7. Students must apply for your program extension 30 days before their I-20 expires.
8. Students should notify DSO of their plan to withdraw or complete. You should leave the country within 15 days of the last date of attendance if you did not complete the course or term of obligation. With completion of the course or term of obligation, you have a 60-day grace period to leave.
9. F-1 students are not allowed to work unless specifically authorized by USCIS.

## **12. Student Conduct**

Students are expected to conduct themselves in an adult manner. Drugs and alcohol are prohibited on school premises. Students guilty of continued unsatisfactory behavior are subject to immediate dismissal.

Prior to starting class, all students will be given a digital copy of the School Catalog, detailing the institution's policy to prevent the unlawful possession, use, or distribution of illicit drugs and alcohol by its students and employees. Each student is required that he/she will follow the policy.

Students are expected to attend every class for which they are registered and arrive on time. Every NYGC student is expected to maintain high standards of academic integrity in completing assigned work, taking examinations, conducting experiments, using hardware and software, and interacting with fellow students. Violations of standards of academic integrity, including cheating, plagiarizing, copying another student's work and violating copyrights on printed material or software, are subject to disciplinary actions.

NYGC guarantees that the students have right to access their records and its policy for releasing information about an individual student, in accordance with the Family Education Rights and Privacy Act. NYGC ensures the confidentiality of students' records.

### **Student Responsibility:**

- 1) Read School Catalog
- 2) Come to the class prepared (i.e., pen, notebook, assignments, etc.)
- 3) Participate actively during class sessions

Students are NOT permitted to:

- 1) be distracted by personal devices (phone, pad, laptop, etc.)
- 2) continuously walk in and out of class during class session
- 3) enter the classroom later than 15 minutes
- 4) disrespect the instructor and the classmates

### **Plagiarism Policy**

New York General Consulting values academic integrity and as such, plagiarism is not permitted. The intent to use or the use of someone else's ideas, words, or work as one's own will not be tolerated. Your work in class, as well as your homework, must be your own. If you use another person's ideas, words, or work you must use proper punctuation and citations that give the originator credit. Concerns regarding appropriate citation and plagiarism can be addressed by your instructor or the Academic Director.

### **SEVIS**

**SEVIS** refers to the **Student Exchange and Visitor Information System**. It is an internet-based system used by the U.S. Department of Homeland Security (DHS) to track and monitor the immigration status of international students, exchange visitors, and their dependents during their stay in the United States. SEVIS helps ensure compliance with immigration regulations and enables schools, designated program sponsors, and government agencies to maintain accurate and up-to-date information on international students and exchange visitors.

SEVIS requires schools and program sponsors to provide detailed information about their enrolled international students and exchange visitors, such as their personal details, educational programs, and current immigration

status. It also facilitates communication between schools, sponsors, and immigration officials by allowing the exchange of information and the reporting of any updates or changes related to the individuals' status.

SEVIS plays a crucial role in managing and monitoring the immigration status of international students and exchange visitors in the United States, ensuring compliance with immigration laws and regulations while promoting educational and cultural exchange opportunities.

\*SEVIS will require all students to be issued a new SEVIS-generated I-20 form.

\*It is critical that your information is correct in SEVIS. Please report any changes to your personal information (name, address, phone number, etc.) promptly.

\*Pay close attention to announcements and notices that may affect your F-1 status, thus your SEVIS record.

### **Maintaining F-1 Status**

To maintain F-1 status, students **must**:

- Maintain a valid passport and I-20.
- Pursue a full course of study.
- Make satisfactory academic progress towards completing the course of study.
- Follow established procedures for transferring schools, changing education level or program, and/or extending the period of study.
- Report any change of legal name or residence within 10 days of such change to the school.
- Limit on-campus work to 20 hours a week or less while school is in session.
- Do not work off-campus without special authorization.
- Do not remain in the United States beyond the period of authorized stay.



### **13. Tuition Schedule**

Tuition and fees are due on or before the commencement of class. However, NYGC may agree to accept signed agreements of installment payment plan. School agents are allowed to charge a one-time late fee of \$30 for a late payment of \$1440, or a \$10 late fee per installment (maximum of 3 installments; \$480 per installment).

The method used for collecting delinquent tuition and any other monies owed is consistent for all students. Methods of payment accepted by NYGC towards student debt include cash, check, money order, digital payment, and credit/debit card.

For initial students, NYGC may charge SEVIS Processing Fee of \$350 plus mailing fee (depending on the actual cost). However, it is optional if students wish to apply on their own.

Failure to pay in a timely manner also affects the student's eligibility for vacation. It may also affect their registration for classes. If a student has an outstanding balance, school agents should request a warning letter from the DSO and students may be terminated due to failure to enroll if they did not complete payment for previous semester's tuition.

Programs	Total Clock Hours	Tuition (\$)	Non-Refundable Registration Fee (\$)	Non-refundable I-20 processing fee (\$)	Total Cost (\$)
ESL Level 1	220	\$1440	\$100	\$100	\$1640
ESL Level 2	220	\$1440	\$100	\$100	\$1640
ESL Level 3	220	\$1440	\$100	\$100	\$1640
ESL Level 4	220	\$1440	\$100	\$100	\$1640
ESL Level 5	220	\$1440	\$100	\$100	\$1640
Connecting in English	220	\$1440	\$100	\$100	\$1640
Introduction to Writing	220	\$1440	\$100	\$100	\$1640
Accent Reduction	220	\$1440	\$100	\$100	\$1640
Socializing in English	220	\$1440	\$100	\$100	\$1640
English Grammar in Use	220	\$1440	\$100	\$100	\$1640
Public Speaking for International Students	220	\$1440	\$100	\$100	\$1640
Advanced Socializing in English	220	\$1440	\$100	\$100	\$1640
Business English	220	\$1440	\$100	\$100	\$1640
Advanced Writing Skills	220	\$1440	\$100	\$100	\$1640

American Culture	220	\$1440	\$100	\$100	\$1640
Accurate Pronunciation	220	\$1440	\$100	\$100	\$1640
Oral Presentation	220	\$1440	\$100	\$100	\$1640
Compelling Conversations	220	\$1440	\$100	\$100	\$1640
iBT TOEFL Pro	220	\$1440	\$100	\$100	\$1640
iBT TOEFL Star	220	\$1440	\$100	\$100	\$1640
GRE – Writing and Vocabulary	220	\$1690	\$100	\$100	\$1890

## **14. Cancellation and Refund Policy**

### **Cancellation:**

1. If NYGC cancels a course subsequent to a student's enrollment, the institution will refund all monies paid by the student.
2. If an applicant is rejected for enrollment by the institution, or if a prospective student has his/her visa application rejected, the institution will refund all monies paid, excluding non-refundable charges.
3. If an applicant accepted by the institution cancels prior to the start of scheduled classes or never attends class (no show), the institution will refund all monies paid, excluding non-refundable charges.
4. Non-refundable charges include the actual cost for the shipping/courier fee, registration fee (\$100 for 12.2-week programs), and I- 20 processing fee (\$100).

### **Withdrawal or Termination after Start of a Course:**

1. If a student withdraws or is terminated from NYGC after the start of a course, the student will be liable for tuition based on the last date of attendance (LDA) during the current Period of Financial Obligation as well as non-refundable charges. Non-refundable charges are described in the General Notes section below.
2. First Period of Financial Obligation: For students whose last day of attendance occurs before or at the mid-point of their first period of financial obligation, NYGC will retain a prorated amount of tuition for that period. For students whose last date of attendance occurs after the midpoint, NYGC will retain all of the charges for that period.
3. Subsequent Periods of Financial Obligation or Enrollment periods: For students who have completed the first period of financial obligation or extended their enrollment at the NYGC but whose last date of attendance occurs before or at the midpoint of any subsequent period of financial obligation, NYGC will retain a prorated amount of tuition for that period. For students whose last date of attendance occurs after the midpoint of any subsequent period of financial obligation, NYGC will retain all of the tuition for that period.
4. Periods of Financial Obligation less than 12.2 weeks: For students whose last day of attendance occurs before the end of their period of financial obligation that is less than 12.2 weeks, NYGC will retain a prorated amount of tuition for that period.
5. For an enrolled student, the refund due will be calculated using the last date of attendance (LDA) and be paid within forty-five (45) calendar days from the documented date of determination (DOD). If a student provides advanced notice of withdrawal such that the 45-day window ends before the last date of attendance, the refund will be paid within forty-five (45) calendar days from the last date of attendance (LDA).
6. When determining the number of weeks completed by the student, NYGC will consider a partial week the same as if a whole week were completed, provided the student was present at least one day during the scheduled week.

### **General Notes:**

1. Students that have received an I-20 from NYGC must enroll for a minimum of 12.2 weeks.
2. Non-refundable charges are itemized in the enrollment agreements and will not exceed \$500. Charges include a registration fee (\$100), I-20 processing fee (\$100), mailing fee (actual cost).
3. Statement: The failure of a student to immediately notify the school director in writing of the student's intent to withdraw may delay a refund of tuition to the student pursuant to Section 5002(3) of the Education Law.
4. NYGC requests students provide a written notification of withdrawal. In the event that no notice of withdrawal (written or verbal) is provided, NYGC will automatically administratively withdraw a student after he or she has been absent for a maximum of 30 consecutive calendar days (excluding scheduled breaks) without providing proper notice and supporting documentation.
5. NYGC does not bill for a period in excess of twelve (12) months.
6. NYGC does not deny refunds to or on behalf of students who are terminated due to violations of NYGC's disciplinary and/or attendance policies or local, state, or federal law.
7. NYGC follows all applicable state and federal regulations, including those related to student refunds.
8. Students may enlist the help of external agencies to fill out forms and process payments to NYGC on their behalf. Students should be aware that if they are entitled to any refunds pursuant to the Cancellation and Refund Policy, monies paid by external agencies will be refunded to the agency, not the student. NYGC will not be held responsible for engagements students enter with the external agencies. However, NYGC will ensure and document that the refund has been made on behalf of the student to the agent.
9. If an authorized overseas agent for recruiting students is utilized, NYGC must inform the student of its contractual relationship with the agent and how that relationship will affect the ability of the student to obtain a refund. In addition, NYGC must document that the refund has been made on behalf of the student to the agent.

### **Student Weekly Tuition Liability Table for 12.2 Weeks Courses:**

For students who withdraw or are terminated at any point in the first six weeks, NYGC will retain the tuition applicable as outlined in the tables below:

For ESL 1, ESL 2, ESL 3, ESL 4, ESL 5, Connecting in English, Introduction to Writing, Accent Reduction, Socializing in English, English Grammar in Use, Public Speaking for International Students, Advanced Socializing in English, Advanced Writing Skills, Business English, American Culture, Accurate Pronunciation, Oral Presentation, Compelling Conversation, TOEFL Pro, and TOEFL Star

<b>If termination occurs</b>	<b>School keeps</b>	<b>Student refund percentage</b>	<b>Student refund dollar amount</b>
Prior to or during the first week	0%	100%	\$1440.00
During the second week	17%	83%	\$1195.20
During the third week	25%	75%	\$1080.00
During the fourth week	33%	67%	\$964.80

During the fifth week	42%	58%	\$835.20
During the sixth week	50%	50%	\$720.00
After the sixth week	100%	0%	\$0.00

For *GRE Prep- Writing and Vocabulary Course*:

If termination occurs	School keeps	Student refund percentage	Student refund dollar amount
Prior to or during the first week	0%	100%	\$1690.00
During the second week	17%	83%	\$1402.70
During the third week	25%	75%	\$1267.50
During the fourth week	33%	67%	\$1132.30
During the fifth week	42%	58%	\$980.20
During the sixth week	50%	50%	\$845.00
After the sixth week	100%	0%	\$0.00

*The student refund may be more than that stated above if the accrediting agency refund policy results in a greater refund.*

## Definitions:

**Cancellation:** A student who never attends classes at the institution after enrolling and informs the institution in advance.

**No Show:** A student who never attends class at the institution after enrolling and does not inform the institution.

**Withdrawal:** A student who has attended at least one class at the institution but does not complete the course he or she signed up to take.

**Termination:** A type of withdrawal initiated by the institution due to the student's failure to meet one or more institutional policies.

**Date of Determination (DOD):** The date: (1) the student gives notice of withdrawal to the institution, (2) the institution administratively withdraws the student (when no notice of withdrawal is provided, a student will be automatically administratively withdrawn after he or she has been absent for a maximum of 30 consecutive calendar days (excluding scheduled breaks) without providing proper notice and supporting documentation), or (3) the date the institution terminates the student due to the student's failure to adhere to the institution's attendance, conduct, or student progress policy.

**Last Date of Attendance (LDA):** The final date the student attends class.

**Period of Financial Obligation:** The training period for which a student is legally obligated to pay (e.g. month, term, or session), which may be less than the total period of enrollment, if tuition is charged in smaller increments, such as by the month, term, and/or session. Period of financial obligation will not exceed 12-months.

## **15. Location and Facilities**

NYGC's campus occupies a 10-classroom space on the 5<sup>th</sup> floor at 37 West 26<sup>th</sup> Street with approximately 10,000 square feet. Ten classrooms and a workstation are available on the school premises. The school provides up-to-date equipment as an integral part of each course. The classrooms are equipped with a fully functioning computer and a mounted projector. The workstation is equipped with 5 fully functioning computers. There are various audio-visual technology resources available to instructors for use inside the classroom.

New York General Consulting is conveniently situated in the heart of Midtown Manhattan and can be reached by New York City Subways and buses, as well as commuter rail lines and buses from outlying areas. The E, F, N, Q, R, A, C, 1, 2, 3, 4, 5 and 6 subway lines all have stations within walking distance of the school. The New Jersey Transit, PATH and Long Island Railroad are also readily accessible.

## **16. Academic Program**

The listed courses may not be offered all semesters depending on enrollment. For a list of courses currently in session, please contact the school directly for information.

Students receive a detailed course syllabus on the first day of classes and course materials upon registration or on the first day of classes.

All courses are designed to be completed in twelve weeks and two days, not including the holidays.

### **General ESL:**

- **ESL 1 (Level 1: 12.2 weeks)**

#### **COURSE DESCRIPTION**

This course helps students develop their English language skills in listening, speaking, reading, and writing for everyday adult situations and essential family, social, and school purposes. Students read short texts, write about various topics introduced in class, and actively participate in class discussions. The class is taught using a student-centered, communicative approach to English language learning.

#### **COURSE GOAL**

The goal of this course is to develop students' ability to understand simple written and spoken English, as well as build their confidence in understanding basic spoken English on familiar and professional language. Lastly, students will gain a better understanding of American culture and conventions.

#### **COURSE REQUIREMENT**

Placement Test Score: 0-35

- **ESL 2 (Level 2: 12.2 weeks)**

### **COURSE DESCRIPTION**

This course builds upon foundational English language skills in listening, speaking, reading, and writing for everyday adult life situations and essential academic purposes. They read short texts, write short paragraphs about various topics introduced in class, and actively participate in class discussions. The class is taught using a student-centered, communicative approach to English language learning.

### **COURSE GOAL**

The goal of this course is to build on students' previous exposure to the English language to improve their ability to understand written and spoken English, improve their ability to communicate in real-world adult situations, and understand and discuss various aspects of American culture and society.

### **COURSE REQUIREMENT**

Placement Test Score: 36-55 or Completion of ESL Level 1

- **ESL 3 (Level 3: 12.2 weeks)**

### **COURSE DESCRIPTION**

The course is designed to help students to refine reading, writing, listening and speaking skills for the purpose of participating in everyday adult situations, including school. Students write and read extensively, participate in group discussions, give oral presentations, practice their listening skills and improve their pronunciation.

### **COURSE GOAL**

This course will integrate language skills with an emphasis on improving English proficiency and understanding of American culture. Continued focus will be given to helping students acquire strategies for effective oral communication.

### **COURSE REQUIREMENT**

Placement Test Score: 56-75 or Completion of ESL Level 2

- **ESL 4 (Level 4: 12.2 weeks)**

### **COURSE DESCRIPTION**

Students build upon emerging academic English language skills to engage in speaking, listening, writing, and reading tasks which are relevant to their professional, personal, and academic life.

### **COURSE GOAL**

This course aims to develop and support functional skills for highly nuanced expression and interaction in an English language environment, primarily focusing on making multi-faceted descriptions, analyses, and evaluations.

### **COURSE REQUIREMENT**

Placement Test Score: 76-95 or Completion of ESL Level 3

- **ESL 5 (Level 5: 12.2 weeks)**

**COURSE DESCRIPTION**

Students utilize academic language and skills to participate in discussions, create dialogues, complete written compositions, read articles, and listen to conversations and lectures regarding current events, cultural values, personal views, and other aspects of contemporary life.

**COURSE GOAL**

This course aims to develop and integrate language skills, with a focus on making multifaceted descriptions and analyses.

**COURSE REQUIREMENT**

Placement Test Score: 96 or up or Completion of ESL Level 4

**English in Practice (EIP):**

- **CONNECTING IN ENGLISH (Level 2: 12.2 weeks)**

**COURSE DESCRIPTION**

Connecting In English develops reading and listening skills while integrating speaking, writing, and grammar as they apply to daily, socio-cultural interactions in an English-speaking context.

**COURSE GOAL**

The goal of the course is to further develop students' vocabulary and grammar skills through myriad, current, and thought-provoking topics presented in a variety of genres. The course aims to promote intellectual stimulation, personal expression, and critical thinking.

**COURSE REQUIREMENT**

Placement Test Score: 36-55 or Completion of ESL Level 1

- **INTRODUCTION TO WRITING (Level 2: 12.2 weeks)**

**COURSE DESCRIPTION**

Introduction to Writing presents writing in a structured manner as a process-based skill. This course focuses on all stages of writing. Students draw on their knowledge, beliefs, and personal experience to develop and enhance written communication skills.

**COURSE GOAL**

The goal of this course is to cultivate autonomous academic and practical writing skills through the presentation of step-by-step writing processes.

**COURSE REQUIREMENT**

Placement Test Score: 36-55 or Completion of ESL Level 1



- **ENGLISH GRAMMAR IN USE (Level 3: 12.2 weeks)**

**COURSE DESCRIPTION**

Students are introduced to grammatical structures to further their ability to communicate effectively in both written and spoken contexts.

**COURSE GOAL**

This course aims to equip students with grammatical tools to communicate wishes, ideas, opinions, and feelings with precision and accuracy.

**COURSE REQUIREMENT**

Placement Test Score: 56-75 or Completion of ESL Level 2

- **ACCENT REDUCTION (Level 3: 12.2 weeks)**

**COURSE DESCRIPTION**

This course is designed for students who wish to hone their pronunciation. This course introduces students to the technical elements of American English phonetics, intonation, and cadence.

**COURSE GOAL**

This course aims to develop the fundamental techniques of American English elocution. This is intended to foster comfort, efficiency, and effectiveness of speech for any English-speaking context, as well as improve active listening habits.

**COURSE REQUIREMENT**

Placement Test Score: 56-75 or Completion of ESL Level 2

- **SOCIALIZING IN ENGLISH (Level 3: 12.2 weeks)**

**COURSE DESCRIPTION**

This course exposes intermediate students to English language skills used in a variety of social settings. As such, the focus is on conversation in pairs, small groups, and class-wide discussions.

**COURSE GOAL**

The goal of the class is to develop confidence and ease in dynamic social contexts through guided practice with the grammar and vocabulary commonly used for interpersonal exchange of ideas and opinions of modern themes and current issues.

**COURSE REQUIREMENT**

Placement Test Score: 56-75 or Completion of ESL Level 2

- **PUBLIC SPEAKING FOR INTERNATIONAL STUDENTS (Level 4: 12.2 weeks)**

**COURSE DESCRIPTION**

This course introduces students to various types of rhetorical speeches and gives practice in planning and delivering these speeches to audiences.

**COURSE GOAL**

This course aims to develop spoken communication skills needed for post-secondary education, vocational work, and/or American life.

**COURSE REQUIREMENT**

Placement Test Score: 76-95 or Completion of ESL Level 3

- **ADVANCED SOCIALIZING IN ENGLISH (Level 4: 12.2 weeks)**

**COURSE DESCRIPTION**

This course exposes upper intermediate students to English language skills used in a variety of social settings. As such, the focus will be on conversation in pairs, small groups, and class-wide discussions.

**COURSE GOAL**

This course aims to develop confidence, proficiency and ease in social contexts through guided practice using the grammar, word focus, communication strategies and interactions commonly associated with interpersonal exchange in formal and informal settings.

**COURSE REQUIREMENT**

Placement Test Score: 76-95 or Completion of ESL Level 3

- **AMERICAN CULTURE (Level 5: 12.2 weeks)**

**COURSE DESCRIPTION**

This course introduces and examines American culture within the context American values, attitudes and cultural patterns. Students will be encouraged to think about their own values or patterns of behavior and compare them to what they learn in class or have experienced while living in the U.S.

**COURSE GOAL**

The goal of this course is to teach students about American traditions, practices and values from a historical, political and cultural perspective. Students will learn to analyze culture and behavior from a more holistic standpoint and be able to recognize not only the difference between American culture and their own, but also the many similarities. By the end of the course, students should have a greater understanding of American values, behaviors and attitudes.

**COURSE REQUIREMENT**

Placement Test Score: 96 or up or Completion of ESL Level 4

- **ADVANCED WRITING SKILLS (Level 5: 12.2 weeks)**

**COURSE DESCRIPTION**

This course introduces students to a wide range of rhetorical essay forms. Students discuss the elements of these compositions and extensively practice writing each type of essay.

### **COURSE GOAL**

This course aims to develop the fundamental techniques of composition, exposition, argument, analysis, and rhetoric that students need to successfully complete common types of written compositions and essays.

### **COURSE REQUIREMENT**

Placement Test Score: 96 or up or Completion of ESL Level 4

- **BUSINESS ENGLISH (Level 5: 12.2 weeks)**

### **COURSE DESCRIPTION**

Business English exposes students to business communication conventions in the United States.

### **COURSE GOAL**

This course is especially designed to focus on the areas of communication skills, writing, corresponding at work, reporting workplace data, developing speaking and technology skills, and communicating for employment purposes.

### **COURSE REQUIREMENT**

Placement Test Score: 96 or up or Completion of ESL Level 4

- **ACCURATE PRONUNCIATION (Level 5: 12.2 weeks)**

### **COURSE DESCRIPTION**

Students will learn about and practice general conversation skills and North American English pronunciation features such as voicing, aspiration, mouth and tongue position, intonation, stress, emphasis, rhythm, linking, vowels, consonants, syllables, thought groups, phonetics and spelling rules.

### **COURSE GOAL**

The goal of this course is to help students speak English more clearly, confidently and accurately by studying commonly confused or hard to produce vowel and consonant sounds, as well as stress, rhythm and intonation to emphasize or deemphasize certain sounds and words.

### **COURSE REQUIREMENT**

Placement Test Score: 96 or up or Completion of ESL Level 4

- **ORAL PRESENTATION (Level 5: 12.2 weeks)**

### **COURSE DESCRIPTION**

This course helps students learn how to present on topics to deliver meaningful messages to the audience. Starting from drafting the content of the presentation to the final delivery, the teacher will guide the students to employ different delivery methods in creating speeches step by step.

### **COURSE GOAL**

Using big ideas from TED talks, real content from National Geographic, and carefully developed language lessons, help learners to think critically and communicate successfully.

### **COURSE REQUIREMENT**

Placement Test Score: 96 or up or Completion of ESL Level 4

- **COMPELLING CONVERSATION (Level 5: 12.2 weeks)**

### **COURSE DESCRIPTION**

This course invites students to join deep conversations through thought-provoking quotations, proverbs and questions from cross-cultural contexts. Students share experiences, opinions on current news, and exchange ideas on different topics in a natural and engaging way. Instructor will guide students to examine and analyze various conversation topics in day-to-day life to enhance better communication skills in English. Students will model initiating a real dialogue, apply extensive vocabulary, and gain insight into mastering conversations in this course.

### **COURSE GOAL**

To create a real dialogue, increase understanding, and increase vocabulary in English conversation. To learn by doing, and “...making good mistakes” (Abersson & Roth, vii).

### **COURSE REQUIREMENT**

Placement Test Score: 96 or up or Completion of ESL Level 4

## **Test Prep:**

- **iBT TOEFL PRO (Level 4: 12.2 weeks)**

### **COURSE DESCRIPTION**

This course will familiarize students with the content and structure of all sections of the TOEFL test. Key test-taking strategies are introduced. Students are given opportunities to apply and strengthen these strategies through practice exercises made to simulate the TOEFL test.

### **COURSE GOAL**

This course aims to improve reading, writing, listening, and speaking skills on the TOEFL exam and will teach student the vital test-taking strategies necessary to help students achieve optimal scores.

### **COURSE REQUIREMENT**

Placement Test Score: 76-95 or Completion of ESL Level 3

- **iBT TOEFL STAR (Level 5: 12.2 weeks)**

### **COURSE DESCRIPTION**

This course further builds skills needed for students to master all sections of the TOEFL test. Key test-taking strategies are reinforced. Students are given opportunities to apply and strengthen these strategies through practice exercises made to simulate the TOEFL test.

### **COURSE GOAL**

This course aims to improve reading, writing, listening, and speaking skills on the TOEFL exam and will teach students the vital test-taking strategies necessary to help students achieve optimal scores.

### **COURSE REQUIREMENT**

Placement Test Score: 96 or up or Completion of ESL Level 4

- **GRE – Writing & Vocabulary (Level 5: 12.2 weeks)**

### **COURSE DESCRIPTION**

Advanced Test Prep prepares learners to master the writing and vocabulary sections on graduate exams. Students extensively work on a wide variety of test taking strategies.

### **COURSE GOAL**

This course aims to develop students' abilities to master verbal, and integrated reasoning style questions while building testing confidence.

### **COURSE REQUIREMENT**

Placement Test Score: 96 or up or Completion of ESL Level 4

## **17. Credit for Past Education**

Not applicable.

## **18. Financial Assistance/Financial Aid**

Not applicable.

## **19. Student Services**

The institution has in place student support services which provide appropriate information and advice to students. Students will receive academic and professional development advice and counseling as required. The school directors, instructors, and supporting staff are available to provide students' academic counseling and personal development advice to ensure their NYGC educational experiences are rewarding.

The institution provides access to an orientation program whether verbal, printed, web-based or other media format on or before the first day of class. The orientation program provides, at a minimum, information about the instructional course or program, the educational objectives of each course or program, administrative policies affecting students and support services available to students. Throughout their tenure at NYGC students are provided with:

- Academic, personal, and immigration advising and additional assistance as necessary;
- Referrals for professional assistance for students are made as necessary;
- Internet access in school;

- Information regarding extracurricular and social, cultural events as appropriate;
- Support in their adjustment to the program or institution and to the surrounding culture and community;
- Information and counseling on immigration regulations and policies;
- Information on health insurance plan if required;
- The institution has an internal complaint or grievance procedure to consider student complaints that complies with the NYGC Internal Grievance Procedure Policy.

## **Individualized Counseling**

New York General Consulting welcomes students from a variety of cultural backgrounds whose native language is not English. We believe that having a diversity of cultures represented on our campus and in our classrooms enriches the education of the entire NYGC community.

Individualized academic, personal, and immigration counseling is provided to students as needed. School instructors, faculty, and staff are caring, thoughtful, and dedicated. We work closely with our students to meet all of their personal, academic, and professional needs.

- Our well-designed curriculum and nurturing school community offer students a supportive and stimulating environment in which to further their general education while expanding their skills in English.
- The instructors work closely with each student to develop a course of study based on the student's abilities and academic goals.
- Students receive assistance regarding I-20 forms and visas, if needed.
- Students receive help in accessing local resources.
- The instructors assist students with the transition into the mainstream classrooms and American culture in general.
- For students pursuing admission into a university, advising is available as well as help with TOEFL/GRE preparation.

NYGC also provides other services for students (i.e., opening a bank account, applying for a driver's license, transportation information, etc.). Additional assistance is extended to students who need verification of their student status.

### **Procedures of Consultative Advising & Referral Policy**

1. When students are in need of personal, academic, and immigration consultative advising, they should contact school agents. Or students may contact instructors for advice.
2. During the meeting, if students' needs are beyond the capability of school agents or instructors, the school agents or the instructors make an advising request form completed with a possible schedule and the issue addressed and submit it to the school director or the academic director.
3. Once the submission is made, the school director or the academic director holds a meeting within 72 hours, and a meeting log is completed with narratives and placed in a binder.
4. In the event that the school director or the academic director agrees that students' needs exceed their capability, then the school director or the academic director refers students to qualified professionals in that field.
5. In the event that students are referred to the qualified professionals, NYGC administrators closely monitor and regularly meet with the students to make sure the students' needs are met. All meeting logs are

completed with narratives by administrators in charge and placed in the company private web-based platform.

### **Health Insurance**

While health insurance is not obligatory for F-1 students, it is strongly advised that international students acquire student health insurance during their stay in the United States. Medical expenses in the country can be costly, and the absence of health insurance can have severe repercussions, potentially jeopardizing your F-1 visa status and hindering your studies.

International students holding F-1 visas have the option of purchasing Compass Student Health Insurance, or ISO's International Student Health Insurance.

Metro Plus Health: Free or low cost for New York residents. Contact person: Yanze Liu:

[liuyanz@metroplus.org](mailto:liuyanz@metroplus.org)

### **Culture Recreation/Social Events**

While attending NYGC, all students have access to many fun, educational, social, and recreational activities. Throughout the course of study, students are offered extra-curricular cultural outings/field trips within the tri-state area, ranging from museum visits to outdoor activities, cultural parades, and free concerts. To further enhance student's social and cultural experiences, our friendly staff plans holiday parties to foster school spirit and introduce students to American culture and holidays.

### **Field Trip Safety Procedures**

- a. In the first week of the semester, the instructor submits the field trip request form for approval.
- b. Prior to field trips, the instructor takes attendance on campus.
- c. All students bring their cellphones with them.
- d. The instructor makes sure the students have the school contact number, along with the instructor's Microsoft Teams account.
- e. The instructor clearly explains to students the route, address, and direction of the field trip before leaving the school.
- f. Students must not separate from the instructor or the group. In the event that the student separates from the group, the student contact the teacher through Microsoft Teams account directly.
- g. In an emergency situation, students must call 911 and contact the office at 212-268-6262.
- h. At the end of the field trip, the instructor must take attendance again to make sure all students safely return to the school or home.
- i. At the end of the field trip, the instructor must inform the school that the field trip ends safely.

### **Student ID Card**

All students attending New York General Consulting are eligible to receive a student ID Card at no charge. In the event that a student loses a card, \$10 is charged for the second ID. Having a student ID card is helpful for receiving discounted admission to many museums in NYC and other benefits.

### **Living Accommodation Assistance**

NYGC does NOT accommodate or arrange living houses or apartments as well as dormitories to international students by itself or at the campus.

### **Security and Safety**

New York General Consulting (NYGC) prioritizes the safety and well-being of all individuals on campus, including members and guests. We are dedicated to creating a secure environment, recognizing that no campus is immune to potential incidents. To ensure the utmost precautionary measures, NYGC has implemented a comprehensive set of policies and procedures designed to protect everyone on campus.

While we have been fortunate to have had no significant crimes occur, we acknowledge the existence of various types of crimes. Therefore, we maintain a competent and trained school administration office that is committed to preventing such incidents to the best of their ability. However, it is the shared responsibility of faculty, staff, and students to adhere to certain measures that guarantee personal and property safety.

The Administration Office is located at 37 West 26<sup>th</sup> Street, 5<sup>th</sup> floor.

The Administration Office at our institution assumes responsibility for law enforcement, security, and emergency response. Additionally, it provides support services that include:

- Testing and maintenance of fire prevention equipment and alarms.
- Assisting in building safety inspections to ensure compliance with regulations.
- Enforcing state and federal statutes.
- Enforcing state traffic violations.

In the event of a crime or emergency, please call 911 or contact the Office at 212-268-6262. We maintain close collaboration with relevant law enforcement agencies and components of the criminal justice system. Regular efforts are made to promptly inform the campus community about campus crimes and related issues. We strongly encourage faculty, staff, and students to report any crimes or suspicious activities immediately.

During regular business hours, Monday to Friday, and limited designated hours on weekends when the school is in normal operation, the institution's building is accessible to members of the campus community, guests, and visitors.

The institution upholds students' right to reside in an environment free from sexual harassment and assault. If a student encounters any circumstances that may be interpreted as a sexual offense, they should report the situation to the campus security authorities. These authorities can be found in the Administration Office or the International Student Office. Students also have the option to notify the appropriate law enforcement authorities and can receive assistance from campus authorities in doing so.

In the case of an alleged sexual offense, on-campus disciplinary action procedures include the following provisions:

Both the accuser and the accused are entitled to equal opportunities to have others present during a campus disciplinary proceeding.



The outcome of any campus disciplinary proceeding alleging a sexual offense shall be communicated to both the accuser and the accused.

Possible sanctions for sexual assault may include fines, disciplinary probation, or expulsion.

The possession, use, or sale of firearms, ammunition, fireworks, explosives, or any other legal weapon is strictly prohibited. Violations are subject to school discipline and may also incur criminal penalties.

New York General Consulting complies with federal, state, and local laws, including those regulating the possession, use, and sale of alcoholic beverages and controlled substances. The following policies apply to drugs and alcohol at NYGC:

Distribution, possession, or use of illegal drugs or controlled substances are strictly prohibited on school premises or at school-sponsored activities.

Providing and possessing alcoholic beverages to individuals under 21 years of age is prohibited. Illegal possession of an open container of an alcoholic beverage, public intoxication, driving while intoxicated, and drinking alcoholic beverages in an unlicensed public place are prohibited.

To report a crime or emergency, call 911 or contact the Office at 212-268-6262. The Office maintains a close working relationship with all appropriate law enforcement agencies and elements of the criminal justice system. Numerous efforts are made to advise members of the campus community in a timely basis about campus crimes and crime-related problems. The institution encourages its faculty, staff and students to report any crimes and suspicious activities immediately.

## **20. Privacy Information – FERPA**

NYGC follows FERPA (Family Educational Rights and Privacy Act) (20 U.S.C. § 1232g; 34 CFR Part 99.) rules and regulations, a Federal law, issued by U.S. Department of Education, to protect the privacy of student education records.

The FERPA gives students certain rights with respect to their education and privacy records.

1. Students have the right to inspect and review the student's education records maintained by the school. Schools are not required to provide copies of records unless, for reasons such as great distance, it is impossible for students to review the records. Schools may charge a fee for copies.
2. Students have the right to request that a school correct record which they believe to be inaccurate or misleading. If the school decides not to amend the record, the student then has the right to a formal hearing. After the hearing, if the school still decides not to amend the record, the student has the right to place a statement with the record setting forth his or her view about the contested information.
3. Generally, schools must have written permission from the student in order to release any information from a student's education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions (34 CFR § 99.31):
  - School officials with legitimate educational interest;
  - Other schools to which a student is transferring;
  - Specified officials for audit or evaluation purposes;
  - Appropriate parties in connection with financial aid to a student;
  - Organizations conducting certain studies for or on behalf of the school;
  - Accrediting organizations;
  - To comply with a judicial order or lawfully issued subpoena;
  - Appropriate officials in cases of health and safety emergencies; and
  - State and local authorities, within a juvenile justice system, pursuant to specific State law.

Schools may disclose, without consent, "directory" information such as a student's name, address, telephone number, date and place of birth, honors and awards, and dates of attendance. However, schools must tell students about directory information and allow students a reasonable amount of time to request that the school not disclose directory information about them. Schools must notify students annually of their rights under FERPA. The actual means of notification (special letter, inclusion in a PTA bulletin, student handbook, or newspaper article) is left to the discretion of each school.

For additional information, you may call 1-800-USA-LEARN (1-800-872-5327) (voice). Individuals who use TDD may use the [Federal Relay Service](#).

Or you may contact us at the following address:

Family Policy Compliance Office  
U.S. Department of Education  
400 Maryland Avenue, SW  
Washington, D.C. 20202-8520

## **21. School License/Certification/Accreditation**

As a Student and Exchange Visitor Program (SEVP) certified, Bureau of Proprietary School Supervision (BPSS) licensed, Commission on English Language Program Accreditation (CEA) accredited school, NYGC is committed to providing quality education in the field of ESL and beyond.

## **22. Student Grievance Policy and Procedures**

It is inevitable that students will sometimes disagree with faculty decisions regarding grades, instructional techniques, advising, course content and classroom experiences. When students submit a complaint form to the administrators, the school considers it as formal complaint. Students with concerns regarding any of the aforementioned are provided with the following grievance process:

### **Grievances Regarding Grading:**

Each course syllabus must clearly delineate the grading process in a course. The weight given to each assignment should be reflected and adhered to consistently in the class. Students should receive clear instructions regarding the requirements for successful completion of the course, i.e., on what basis a student would not receive a passing grade.

If a student receives a grade that he or she believes does not reflect his or her performance in a class, he or she has the right to meet with the instructor to discuss the grading process. The student should be prepared to present evidence of work completed in the class. If, after meeting with the faculty member, the student reasonably believes that he or she has still been graded unfairly, he/she should meet with the Academic Director to discuss his or her grievance.

The Academic Director should consult with the faculty member to determine if there is sufficient evidence (grades on all assessment materials, copies of all written assessment materials, etc.) to substantiate the grade received by the student. Once the Academic Director consults with the faculty member she/he should make a decision to either uphold the decision of the faculty member or to ask the faculty member to reevaluate the student's grade on the basis of the review.

The decision of the Academic Director will be final. The Academic Director will issue a written response of disposition to the student and faculty member.

Grievances regarding grading should be filed within one week of the students' receipt of a final course grade.

### **Grievances Regarding Course Requirements:**

Course syllabi should reflect all course requirements. Course requirements must be directly related to the course objectives and student learning outcomes of the approved curricula. Students must not be required to complete any requirement that could prove injurious to their physical or mental health. Any student who believes that he or she is being required to complete and/or adhere to unreasonable requirements should voice his or her concern to his or her instructor.

If, after meeting with a faculty member, the student maintains that the course requirements are inappropriate with respect to the course objectives and student learning outcomes, the student should voice his concern to the Academic Director.

The Academic Director must meet with the student and the faculty member to discuss the student's grievance. The Academic Director should give due consideration to the student's grievance and speak with other students in the class, if necessary, to determine the validity of the claim. If necessary, the Academic Director should begin an official process of curricular revision under the guidelines of the Bureau of Proprietary School Supervision.

### **Grievances Regarding Classroom Atmosphere:**

The classroom should reflect an environment where teaching and learning occur in a cooperative fashion between students and the instructor. Use of profanity or sexist or racist characterizations, or sexual harassment will not be tolerated. Disruptive behavior, including talking during presentations and lectures will not be tolerated. Faculty members are required to conduct themselves in a professional manner at all times. Students are expected to conduct themselves in a respectful manner throughout the class period.

If a student believes that the classroom atmosphere is inappropriate or improper as defined herein, he or she should share his or her concerns with the faculty member. If the faculty member does not address the student's complaint in what he or she considers a satisfactory manner, the student should submit a written grievance report to the Academic Director.

The Academic Director should give due consideration to the student's grievance and speak with the faculty member and other students in the class, if necessary, to determine the validity of the grievance. On the basis of the investigation, the Academic Director will make a decision. The Academic Director will issue a written response of disposition to the student, the faculty member and the department director.

Grievances regarding inappropriate classroom conduct should be filed before the end of the session in which the alleged inappropriate behavior occurs.

### **Other Grievances:**

If a student has grievances regarding administration and/or other matters, the student should bring his or her concerns to the School Director in writing. The Director will take the appropriate action to resolve the complaint. The Director will substantiate any appropriate documentation, make a final decision, and notify the student in writing within two weeks.

If students are not satisfied with the Director's action, students can write to:

New York State Education Department  
The Bureau of Proprietary School Supervision  
116 W. 32 Street 5<sup>th</sup> Floor, New York, NY 10001

## STUDENT GRIEVANCE FORM

Student's Name \_\_\_\_\_ Date \_\_\_\_\_

Address: \_\_\_\_\_ Phone \_\_\_\_\_

Type of Complaint:

- Grading
- Course Requirements
- Classroom Atmosphere
- Advising Process
- Administration issue
- Other

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Write your complaint below. Please make sure to include any relevant date, time, location, etc. You may attach additional pages if needed.

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## **23. Disclaimer Statement**

The school reserves the right to make any changes in faculty, tuition and class schedules, with the approval of the State Education Department. NYGC reserves the right to cancel any program. Prior notification will be made to students regarding the cancellation and rescheduling of the program.

The student should be aware that some information in the catalog may change. It is recommended that students considering enrollment check with the school director to determine if there is any change from the information provided in the catalog. In addition, a catalog will contain information on the school's teaching personnel and courses/curricula offered. Please be advised that the State Education Department separately licenses all teaching personnel and independently approves all courses and curricula offered. Therefore, it is possible that courses/curricula listed in the school's catalog may not be approved at the time that a student enrolls in the school or the teaching personnel listed in the catalog may have changed. It is again recommended that the student check with the school director and school agents to determine if there are any changes in the courses/curricula offered or the teaching personnel listed in the catalog.

### **College Credit**

Licensed private career schools offer curricula measured in clock hours, not credit hours. Certificates of completion are issued to students who meet clock hour requirements. The granting of any college credit to students who participated in and/or completed a program at a licensed private career school is solely at the discretion of the institution of higher education that the student may opt to subsequently attend.

### **Employment**

The majority of NYGC students are F-1 students who are not actively seeking for employment in the U.S. As a result, there is no available data on the pass rates of the school's graduates for any certificate exams required for employment by the state or city. Additionally, there is no information regarding student job placement. This lack of data suggests that the school may not track or provide statistics on these specific metrics.

## **24. Student Disclosure Pamphlet**

### ***Information for Student Rights***

Schools are required to give this disclosure pamphlet to individuals interested in enrolling in their school.

#### **What is the purpose of this pamphlet?**

All prospective and enrolled students in a non-degree granting proprietary school are required to receive this pamphlet. This pamphlet provides an overview of students' rights with regard to filing a complaint against a school and accessing the tuition reimbursement fund if they are a victim of certain violations by the school.

Licensed private career schools which are licensed by the New York State Education Department are required to meet very specific standards under the Education Law and Commissioner's Regulations. These standards are designed to help ensure the educational appropriateness of the programs which schools offer. It is important for you to realize that the New York State Education Department's Bureau of Proprietary School Supervision closely monitors and regulates all non-degree granting proprietary schools. The schools are required to have their teachers meet standards in order to be licensed by the Department. Schools are also required to have their curriculum approved by the New York State Education Department, at minimum, every four years, thereby helping to ensure that all curriculum offered in the schools are educationally sound.

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

The New York State Education Department's Bureau of Proprietary School Supervision wishes you success in your continued efforts to obtain the necessary skill training in order to secure meaningful employment. In addition, Bureau staff will continue to work with all the schools to help ensure that a quality educational program is provided to you.

#### **Who can file a complaint?**

If you are or were a student or an employee of a Licensed Private Career School in the State of New York and you believe that the school or anyone representing the school has acted unlawfully, you have the right to file a complaint with the New York State Education Department.

#### **What can a student or employee complain about?**

You may make complaints about the conduct of the school, advertising, standards and methods of instruction, equipment, facilities, qualifications of teaching and management personnel, enrollment agreement, methods of collecting tuition and other charges, school license or registration, school and student records, and private school agents.

#### **How can a complaint be filed by a student or employee?**

You should try to resolve your complaint directly with the school unless you believe that the school would penalize you for your complaint. Use the school's internal grievance procedure or discuss your problems with teachers, department heads, or the school director.

We suggest that you do so in writing and that you keep copies of all correspondence to the school. However, the school cannot require you to do this before you file a complaint with the New York State Education



Department. If you do file a complaint with the Department, please advise the Bureau of any action that you have taken to attempt to resolve your complaint.

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

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

### **What is the Tuition Reimbursement Fund?**

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

### **What is the tuition refund and cancellation policy?**

All schools must have a tuition refund and cancellation policy for each program included in the catalog and in the student enrollment agreement.

Read and understand the school's policy regarding tuition refund and cancellation before you sign the enrollment agreement. If you do not understand it, or are confused by the school's explanation, get help before you sign. You may ask for assistance from the Department at the address included in this pamphlet.

### **What should students know about "private school agents?"**

Private School Agents are employed by schools for the purpose of recruiting or enrolling students in the school; they are not school counselors. Private school agents cannot require a student to pay a placement or referral fee. Each school agent must be licensed by the New York State Education Department, must have an Agent identification card and must be a salaried employee of the school. School agents who cannot show an Agent Identification Card are breaking the law if they try to interest students in enrolling in a particular school or group of schools. The name(s) of the agent(s) who enrolled a student must appear on that student's enrollment agreement. Therefore, you should write down the name of the agent who talked to you. Each student will be required to confirm the name(s) of the agent(s) when signing the enrollment agreement. A full refund shall be

made to any student recruited by an unlicensed private school agent or even by a licensed agent if there is evidence that the agent made fraudulent or improper claims. To find out if you are eligible to receive a refund, you must follow the complaint procedures included in this page.

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

Contact the New York State Education Department at:

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

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