



New York General Consulting

# School Catalog

37 West 26<sup>th</sup> Street 5<sup>th</sup> Floor  
New York, NY 10010

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[www.nygcinstitute.com](http://www.nygcinstitute.com)

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## **1. Administration**

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

Ryan Xiaoping Qu	School Director
Andrea Lee Carter	Academic Director
Ying Ying Chen	Financial Manager/Agent/Admissions Counselor
Irena Zhong	Director of International Student Office/PDSO
Soraima Kraniotakis	International Student Advisor/DSO
James Mehr	Administrative Director
Jung Il Bae	Marketing Director/Agent/Admissions Counselor
Natalie Lim	Agent/Admissions Counselor
Tomoko Minegishi	Agent/Admissions Counselor

## **2. Faculty**

Andrea Lee Carter	TEFL Certification
Beata Zuzanna Dolina	M.A in TESOL
Jessica Coyle	M.A in TESOL
Deborah Block	Post Masters ESL Certification
Paul Choi	CELTA Certification
Lisa Seung-Yoon Moon	CELTA Certification
Adam Ellenberg	M.A in TESOL
James Mehr	CELTA Certification
Natalie Graham	M.A. in ESL Education

## **3. Instructors**

Deborah Block	Lisa Moon
Adam Ellenberg	Jessica Coyle
Cristina Doyle	Joseph Canaday
Beata Zuzanna Dolina	Paul Choi
Natalie Graham	James Mehr
Steven Marmolejos	Andrea Carter

## **4. School History**

New York General Consulting was established in 2003 providing international students ESL courses and test preparation courses to meet their personal, academic and professional needs. As a professional English language school, we customize our courses to meet the needs of students who want to learn English further.

Our experienced teachers understand the specific difficulties that students encounter in their English and work together with students on communication and speaking, this makes

our English courses both exciting and rewarding, with progress being made very quickly, so the students can pursue their professional goals with more confidence and abilities.

## **5. School Mission**

The mission of New York General Consulting is to educate a diverse international student population through innovative and accommodating ESL programs and test preparation courses for their personal, academic and professional needs.

NYGC faculty and staff are highly qualified and dedicated to professionalism and institutional integrity in a student-centered, culturally supportive environment to enhance student achievement.

## **6. School Calendar**

NYGC does not utilize the conventional academic calendar of quarters or semesters. New classes begin according to demand. New classes begin to accommodate enrollment and class size requirements.

The school is closed on the following holidays:

- New Year's Day
- Martin Luther King Day
- President's Day
- Memorial Day
- Independence Day
- Labor Day
- Columbus Day
- Thanksgiving Weekend
- Christmas Day

## **Class Schedules**

Classes begin at regular intervals throughout the year. Typically, start dates for new courses occur approximately once every two weeks. Applicants may consult with the Academic Office to determine the next scheduled start date.

For a comprehensive schedule of current course offerings please contact the school directly.

## **7. Admission Information**

### **Admission Requirements**

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.

### **Admission Process**

Applicant students can apply to our Intensive English Program (IEP) courses on institution's website: [www.nygcinstitute.com](http://www.nygcinstitute.com) following the instructions or come to the campus.

All the IEP courses at NYGC require the following documents:

- A completed NYGC application for admission signed by the student.
- Proof of financial evidence that is either in English or translated into English showing your bank account balance in U.S. currency.
- A non-refundable registration fee for U.S. \$100.
- A non-refundable I-20 processing fee for U.S. \$100.
- If you are a transfer student, you must have all your previous I-20 forms.
- A valid passport.
- A copy of visa.
- I-94.
- Transfer form.

Applicants will be interviewed by a BPSS certificated school agent (Admissions Counselor). A School Catalog will be provided to students at the time of interview. A tour of the facility will be also provided.

Once NYGC International Student Office receives all of your documents and completed application, your application will be processed within two business days and your acceptance packet and I-20 will be sent to you. On average, the packet takes about two weeks to arrive. However, we do offer expedited service. If you are interested in expediting your shipping, please check this option on your application.

Student will sign an enrollment agreement when his or her application is accepted. The institution does not discriminate on the basis of sex, race, ethnic origin or religion.

NYGC welcomes students with special needs from all over the world. Our experienced instructors and school faculty provide high quality education products and humanitarian services to our students to satisfy their individual needs. Accommodations can be made for handicapped students.

Generally, the sole criteria used to determine whether an applicant with special needs could benefit from our programs is whether he or she can improve his or her personal development and professional development through our well designed IEP courses, a decision which NYGC's directors will be make at an admissions meeting on a case-by-case basis.

The maximum number of students in ESL courses is 22, for TOEFL Prep Course is

around 20.

## **8. Academic Policies and Procedure**

A student enrolled as an F-1 Visa student is required by law to complete 18 classroom hours each week. If you are absent, you must contact a DSO to discuss the cause of your absence and possible ramifications for your F-1 status.

## **9. Standards of Progress**

### **Placement**

New York General Consulting uses the Cambridge English Unlimited Placement Test for placement and assessment. 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 ability.

<i>Cambridge English Unlimited Test Score</i>	<i>Cambridge English Unlimited Proficiency Level</i>	<i>Common European Framework of Reference for Languages</i>	<i>New York General Consulting Level</i>	<i>Proficiency Description</i>
0-15	Starter	A1	Level 1	CAN understand basic instructions or take part in a basic factual conversation on a predictable topic.
16-35	Elementary	A1/A2	Level 1	CAN understand basic notices, instructions or information. CAN complete basic forms, and write notes including times, dates and places.
36-55	Pre-Intermediate	A2/B1	Level 2	CAN express simple opinions or requirements in a familiar context. CAN understand straightforward information within a known area, such as on products and signs and simple textbooks or reports on familiar matters. CAN complete forms and write short simple letters/postcards related to

				personal information.
56-75	Intermediate	B1/B2	Level 3	<p>CAN express opinions on abstract/cultural matters in a limited way or offer advice within a known area, and understand instructions or public announcements.</p> <p>CAN understand routine information and articles, and the general meaning of non-routine information within a familiar area.</p> <p>CAN write letters or make notes on familiar or predictable matters.</p>
76-95	Upper Intermediate	B2/C1	Level 4	<p>CAN follow or give a talk on a familiar topic or keep up a conversation on a fairly wide range of topics.</p> <p>CAN scan texts for relevant information, and understand detailed instructions or advice.</p> <p>CAN make notes while someone is talking or write a letter.</p>
96-120	Advanced	C1/C2	Level 5	<p>CAN contribute effectively to meetings and seminars within own area of work or keep up a casual conversation with a good degree of fluency, coping with abstract expressions.</p> <p>CAN read quickly enough to cope with an academic course, to read the media for information or to understand non-standard correspondence.</p> <p>CAN prepare/draft professional correspondence, take reasonably accurate notes in meetings or write an essay which shows an ability to communicate.</p>

				<p>CAN advise on or talk about complex or sensitive issues, understanding colloquial references and dealing confidently with hostile questions.</p> <p>CAN understand documents, correspondence and reports, including the finer points of complex texts.</p> <p>CAN write letters on any subject and full notes of meetings or seminars with good expression and accuracy.</p>
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### **Graduation Requirements**

To successfully complete any course offered at NYGC, students must meet the minimum passing requirements for the course in which they are enrolled, as stated on the course syllabus. The course instructor will distribute the syllabus to students on the first day of class.

### **Grading System**

A course grade will be determined by a student's performance on assessment materials for that course. Each course's assessment materials are designed to measure a student's mastery of the course's student learning outcomes. The examinations, tests, assignments that will constitute assessment materials are course-specific and are listed on each course's syllabus.

#### **Grading Scale**

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

### **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 examinations, tests, assignments that will constitute assessment materials. 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 may receive an incomplete for the course and may repeat that course a second time or take another course on the same level, if the student fails the second time to meet minimum passing requirements for the course in which they are enrolled, the student will be placed on academic probation and must meet with the Academic Director before reenrolling.

## **10. School Policy**

### **Academic Probation**

#### *Probationary Status for Grades*

Students who fail to meet the minimum passing requirements for the course in which they are enrolled may receive an incomplete for the course and may repeat that course a second time or take another course on the same level, if the student fails the second time to meet minimum passing requirements for the course in which they are enrolled, the student will be placed on academic probation and must meet with the Academic Director before reenrolling. 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.

#### *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.

### **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.

### **Procedure for making an appeal for academic dismissal**

A student may appeal the 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 5<sup>th</sup> Floor, New York, NY 10001

## **Leave of Absence**

A student must request a leave of absence in writing before 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 the institution's consecutive absence policy, he or she must be withdrawn.

A student enrolled under an F-1 or M-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.

The student must sign and date the leave of absence request and specify a reason for the leave. The reason must be specified in order for the institution to have a reasonable expectation of the student's return within the timeframe of the leave of absence as requested.

The student must attest to understanding the procedures and implications for returning or failing to return to his/her course of study.

The institution must document its approval of the leave of absence request in accordance with its published policy. The student will not incur any additional charges as a result of the leave of absence.

An approved leave of absence may be extended for an additional period of time provided that the extension request meets all of the above requirements, and the total length of the leave of absence does not exceed the specified limit.

In NYGC, a student is entitled to 5 weeks Leave of Absence after completing 14.2 weeks study; 4 weeks leave of absence after completing 12.2 weeks study. The school must present documentation explaining the request for the Leave of Absence. Requests and approvals must be made in writing and must be approved by an administrator.

## **11. 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 copy of the Student Handbook, 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 each and every class for which they are registered, arrive on time, and complete all assigned work and examinations related to those courses. Students who are absent are responsible for all missed class work. All course requirements must be fulfilled, and students are responsible for the entire content of the course.

Every NYGC students 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' record.

## **12. Tuition Schedule**

Tuition and fees are due on or before the student's first day of class. However, NYGC may agree to accept signed agreements of installment payment. The method used for collecting delinquent tuition and any other monies owed, which is consistent for all students. Please contact school director for more information. Methods of payment accepted by NYGC towards student debt include cash, check, money order and credit card.

For ESL courses, school may charge a SEVIS Fee of 200 U.S. dollars and mailing fee (depends on the actual cost) if applicable, however these are optional. The institution may allow students to use an installment plan. In this case, school will collect one time only non-refundable I-20 processing fee U.S. \$100, registration fee U.S. \$50 or \$100, and books, supplies and equipment fee U.S. \$50 or \$60 when student enrolls; On the program start day, student will make a deposit of at least U.S. \$100 for tuition, and pay balance within the four weeks, after four weeks, school will charge late fee U.S. \$ 30. When students leave the institution, they are required to take a national recognized external proficiency test as an exit evaluation tool; the institution will charge a test fee of \$50.

Programs	Total Clock Hours	Tuitions	Books, Supplies & Equipment Fee Non-Refundable	Registration Fee Non-Refundable	Non-refundable I-20 processing fee	Total Cost
ESL Level 1	128	640	50	50	100	840
ESL Level 2	128	640	50	50	100	840
ESL Level 3	128	640	50	50	100	840
ESL Level 4	128	640	50	50	100	840
ESL Level 5	128	640	50	50	100	840
iBT TOEFL Prep Course	220	1230	60	100	100	1490
Advanced Writing Skills	128	640	50	50	100	840
Public Speaking for International Students	128	640	50	50	100	840
Socializing in English	128	640	50	50	100	840
Advanced Socializing in English	220	1230	60	100	100	1490
Introduction to Writing	220	1230	60	100	100	1490
Accent Reduction	128	640	50	50	100	840
Connecting in English	128	640	50	50	100	840
Everyday English	128	640	50	50	100	840
English Grammar in Use	128	640	50	50	100	840
Business English	220	1230	60	100	100	1490
American Culture	220	1230	60	100	100	1490
GRE Prep Course	220	1590	100	100	100	1890

### **13. Cancellation and Refund Policy**

The terms and conditions regarding cancellation and refund policy include:

- A. If NYGC cancels a course subsequent to a student’s enrollment, the institution will refund all monies paid by the student.
  
- B. A student who cancels within 7 days of signing the enrollment agreement but before instruction begins receives all monies returned with the exception of the non-refundable registration fee.
  
- C. Thereafter, a student will be liable for
  - 1. The non-refundable registration fee plus
  - 2. The non-refundable books/supplies/equipment fee (Supplies include consumables such as pens, paper, workbooks, reading materials and books, dictionaries, flashcards, posters, flip charts, games, markers, colored pencils/crayons, craft supplies, DVDs, CDs, software and digital media. Equipment includes computers, TVs, projectors, smart boards, speakers, headsets, microphones, recorders, and any connecting wires and hardware needed to maintain and use above mentioned equipment.) plus
  - 3. Tuition liability as of the student’s last date of physical attendance.

Tuition liability is divided by the number of quarters in the program. Total tuition liability is limited to the quarters during which the student withdrew or was terminated, and any previous quarters completed.

#### **Student Weekly Tuition Liability Table for the First Four Weeks**

For students who withdraw at any point in the first four weeks, NYGC will retain the charges applicable to the first four weeks as outlined in the tables below.

For *ESL 1, ESL 2, ESL 3, ESL 4, ESL 5, English Grammar in Use, Public Speaking for International Students, Socializing in English, Accent Reduction, Everyday English, Advanced Writing Skills, Connecting in English* programs:

- a) First Quarter (7.1 Week Programs)

If termination occurs	School may keep	Student refund percentage	Student refund dollar amount
Prior to or during the first week	0%	100%	\$640.00
During the second week	25%	75%	\$480.00
During the third week	50%	50%	\$320.00
During the fourth week	57%	43%	\$275.20
After the fourth week	100%	0%	\$0.00

For *American Culture, Business English, Advanced Socializing in English, Introduction to Writing, iBT TOEFL Prep Course*, programs:

a) First Quarter (12.2 Week Programs)

If termination occurs	School may keep	Student refund percentage	Student refund dollar amount
Prior to or during the first week	0%	100%	\$1230.00
During the second week	25%	75%	\$922.50
During the third week	33%	67%	\$824.10
During the fourth week	33%	67%	\$824.10
During the fifth week	42%	58%	\$713.40
During the sixth week	50%	50%	\$615.00
After the sixth week	100%	0%	\$0.00

For *GRE Prep Course* program:

a) First Quarter (12.2 Week Programs)

If termination occurs	School may keep	Student refund percentage	Student refund dollar amount
Prior to or during the first week	0%	100%	\$1590.00
During the second week	25%	75%	\$1192.50
During the third week	33%	67%	\$1065.30
During the fourth week	33%	67%	\$1065.30
During the fifth week	42%	58%	\$922.20
During the sixth week	50%	50%	\$795.00
After the sixth week	100%	0%	\$0.00

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

**Withdrawal or Termination after the First Four Weeks:**

1. For students who withdraw after the first four weeks but before or at the mid-point of the quarter, the institution will retain a prorated amount of tuition. For students who withdraw after the midpoint, the institution will retain all of the charges for that quarter.
2. A student who withdraws after instruction begins receives all monies with the exception of the non-refundable fees outlined on page 1 of each enrollment agreement.
3. Prorated refund will be calculated on a weekly basis. When determining the number of weeks, 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.
4. Subsequent Quarters: For students who withdraw after completing the first quarter but before or at the midpoint of any subsequent quarter, NYGC will retain a prorated amount of tuition up to the midpoint. For students who withdraw after the midpoint of any subsequent quarter, the institution will retain all of the tuition for that quarter.
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. The date of determination is the date the student gives written notice of withdrawal to the institution or 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

**Cancellation Prior to the Start of Class or No Show:**

1. If an applicant is rejected for enrollment by the institution, or if a prospective student has his/her visa application rejected, a full refund of all monies paid, less non-refundable charges which include the actual cost for the expedited shipping fee, plus the non-refundable registration fee U.S. \$50 (7.1 weeks programs) or U.S. \$100 (12.2 weeks programs), and one time only non-refundable I- 20 processing fee U.S. \$100), will be made.
2. If NYGC cancels a course subsequent to a student's enrollment, the institution will refund all monies paid by the student.
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, less identified non-refundable charges including any registration fee, I-20 processing fee, shipping/courier fees, and travel cancellation insurance.
4. The books, supplies, and equipment fee will also be refunded in full to the student in all above cases of cancellation prior to the start of class.

**General Requirements:**

1. Because of SEVIS federal regulations F-1 students must provide written notification of withdrawal.
2. Students that have received an I-20 from NYGC must enroll for a minimum of twelve weeks.
3. NYGC is not obligated to make any refunds to students who are dropped administratively due to the violation of its written disciplinary and/or local, state or federal law.
4. Students may enlist the help of educational or travel agents to fill out forms and process payments to NYGC on their behalf. Students should be aware that, in case they are entitled to any refunds pursuant to the Refund Policy, students' monies collected by NYGC authorized agents will be refunded by the agents, not by NYGC. NYGC will not be held responsible for any engagements students enter with educational or travel agents. However, NYGC will ensure and document that the refund has been made on behalf of the student to the agent.
5. NYGC may not bill for a period in excess of twelve (12) month increments. Refund computations will apply to the current term at the time of withdrawal.
6. 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 the student to the agent.

## **14. Location and Facilities**

New York General Consulting, Inc. is located at 37 West 26<sup>th</sup> Street 5<sup>th</sup> Floor. New York, NY 10010. NYGC's campus occupies a 15-room 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 two computer labs are available on the school premises. The school provides up-to-date equipment as an integral part of each course. One classroom/computer lab is equipped with 15 fully functioning computers and a mounted projector. The second workstation is equipped with 5 fully functioning computers. There are various audio visual technology resources available to instructors for use inside the classroom.

Throughout the admission procedures, for international students whose native language is not English, NYGC provides special accommodations such as bilingual services.

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.

## **15. Academic Program**

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

All courses are designed to be completed in seven weeks and one day or twelve weeks and two days.

### **ESL LEVEL 1 (7.1 weeks)**

#### **INTRODUCTION**

Did you know that English is the third most spoken language on the planet? How would you like to be able to speak to that many people? This course is designed to give you the ABC's of English. It is for someone who has never taken English and will teach the basics to the beginners.

- Learn the alphabet, basic vocabulary, and sentences
- Will build the skills needed to learn English in more advanced courses
- Easygoing learning environment

#### **COURSE GOAL**

The goal of this course is to introduce students to the English language, vocabulary, structure and basic grammar, as well as provide them with an opportunity to learn about various aspects of American culture and society.

#### **COURSE DESCRIPTION**



Students will use beginning English language skills in listening, speaking, reading, and writing for everyday adult situations and essential academic purposes. They will be expected to read short adapted texts and to write phrases and short sentences. The class will be taught using a student-centered, communicative approach to English language learning.

### **COURSE OBJECTIVES**

- To foster students' ability to engage in simple conversations about topics relevant to everyday adult life
- To introduce students to various aspects of American culture, social norms and societal expectations
- To introduce students to the English alphabet and counting system
- To develop students' basic reading and writing skills in English
- To introduce students to basic English grammar
- To enable students to engage in short conversations using basic English language structures and simple forms of verb tenses
- To develop students English vocabulary relevant to everyday adult life
- To enable students to exchange personal information
- To enable students to give and receive information over the phone and through e-mail

### **ESL LEVEL 2 (7.1 weeks)**

#### **INTRODUCTION**

The key focus of this course is to have students begin to communicate fluently. Phrases and statements that will help them navigate life in the United States and New York City. Students will become more familiar with the culture of the city and life in America.

- Basic grammar and writing reinforced and built upon
- Focused teacher interaction and coaching
- Practicing speech skills in a supportive environment.

#### **COURSE DESCRIPTION**

This course will help students improve their English language skills in listening, speaking, reading, and writing for everyday adult situations and essential academic purposes. They will be expected to read short texts, write short paragraphs about various topics introduced in class, and actively participate in class discussions. The class will be 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 OBJECTIVES**

- To foster students' ability to engage in conversations about topics relevant to everyday adult life
- To facilitate conversations students to various aspects of American culture, social norms and societal expectations
- To introduce past and future tenses of verbs
- To develop students' reading and writing skills in English
- To enhance students' ability to interpret short reading passages
- To develop students' ability to communicate effectively, both orally and in writing
- To enable students to engage in short conversations using basic English language structures and simple forms of verb tenses
- To develop students English vocabulary relevant to everyday adult life and academia

### **ESL LEVEL 3 (7.1 weeks)**

#### **INTRODUCTION**

Refine your reading, writing, listening and conversational skills for the purpose of participating in everyday adult situations. This course will integrate language skills with an emphasis on improving English proficiency and understanding of American culture.

- Continues building skills first learned in ESL II
- Oral communication practice and skill development
- Make direct and indirect requests
- Describe important life events and their consequences

#### **COURSE DESCRIPTION**

The course is designed to help students to refine reading, writing, listening and conversational skills for the purpose of participating in everyday adult situations. Students will 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 OBJECTIVES**

- To improve students' ability to engage in conversations about topics relevant to everyday adult life
- To facilitate conversations students to various aspects of American culture, social norms and societal expectations
- To introduce advance grammar and vocabulary
- To help students increase their reading comprehension
- To help students develop essay writing skills
- To enhance students' ability to interpret various forms of text

- To develop students' ability to use correct grammar and sentence structure so as to be able to communicate effectively, both orally and in writing
- To enable students to engage in face to face conversations using correct language structures and appropriate vocabulary

### **ESL LEVEL 4 (7.1 weeks)**

#### **INTRODUCTION**

Students will use high-intermediate to advanced English language skills to engage in speaking, listening, writing, and reading tasks applicable to professional, personal, and academic life.

- Hold classroom discussions
- Create dialogs
- Complete written compositions
- Listen to conversations and lectures regarding current events, cultural values, personal views, and other aspects of contemporary life

#### **COURSE DESCRIPTION**

Students will use high-intermediate to advanced English language skills to engage in speaking, listening, writing, and reading tasks applicable to professional, personal, and academic life. Students will hold 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 to 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 OBJECTIVES**

- To foster students' ability to make detailed analyses of situations relevant to contemporary life
- To develop students' ability to make detailed and nuanced comparisons
- To enable students' to state, explain, and engage in discussion about their own experiences and beliefs
- To enable students' to state, explain, and engage in discussion about others' experiences and beliefs
- To foster students' capacity to engage in conversations and debates pertaining to current events and contemporary issues
- To develop students' writing skills with an emphasis on compositional forms that commonly appear in academic and/or professional situations
- To develop vocabulary relevant to contemporary life
- To strengthen and refine students' command of complex, irregular, and otherwise challenging grammatical structures

## **ESL LEVEL 5 (7.1 weeks)**

### **INTRODUCTION**

This course supports speaking, listening, and reading skills that amount to a highly nuanced, near-fluent command of the English language for the purpose of participating in everyday adult situations, as well as academic and professional contexts.

- Current events and relevant topics help achieve learning goals
- Strengthen grammar and vocal skills through practice
- Build on your own past life experiences to improve your future ones

### **COURSE DESCRIPTION**

This course supports speaking, listening, reading, and writing skills that amount to a highly nuanced, near-fluent command of the English language for the purpose of participating in everyday adult situations, as well as academic and professional contexts. Students will hold 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. The class will be taught using a student-centered, communicative approach to English language learning.

### **COURSE GOAL**

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

### **COURSE OBJECTIVES**

- To refine students' ability to engage in conversations about topics relevant to everyday adult life
- To improve students' ability to express ideas about various aspects of American culture, social norms, and expectations
- To facilitate discussion about contemporary hot-button issues
- To reinforce students' command of advanced grammar and vocabulary through guided practice
- To develop students' ability to use correct grammar and sentence structure so as to refine their verbal and written communication
- To introduce writing techniques for academic compositions
- To help students increase their reading comprehension
- To further students' ability to interpret various forms of text

## **ADVANCED WRITING SKILLS (7.1 weeks)**

### **INTRODUCTION**

Writing a college essay is not easy, and colleges will be very strict with their rules and their grading. Without knowing the rules to writing a proper college level essay, there is very

little chance of graduating. Advanced writing will teach you the fundamentals of the college essay including an accurate thesis statement, proper essay structure, supporting information, topic focus, and citation rules.

- Practice writing a variety of college level essays
- Learn the proper structure and focus of a well organized research paper
- Word processor skill development

### **COURSE DESCRIPTION**

Throughout this course, students will be introduced to several essay forms. Students will discuss the elements of these compositions and students will practice writing each type of essay. Students will also discuss and practice general strategies for planning, writing, and revision.

### **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 assigned in college and graduate level courses.

### **COURSE OBJECTIVES**

- To introduce students to elements of paragraph structure
- To introduce students to the basic anatomy of an essay with introductions, body paragraphs, and conclusions
- To develop students' ability to write effective thesis statements
- To develop students' ability to give convincing written support for their ideas
- To introduce students' to techniques for introducing facts, quotations, statistics, and examples from an outside source
- To enhance students' ability to maintain unity and coherence throughout a paragraph
- To enhance students' ability to maintain unity and coherence throughout an essay-length composition
- To familiarize students with rhetorical devices commonly used in academic writing
- To introduce students to prewriting, outlining, and revision techniques

### **ACCENT REDUCTION (7.1 weeks)**

#### **INTRODUCTION**

Ever had to repeat yourself when giving directions to a cab? Or repeat your name when ordering a coffee at a Starbucks? This class will help you sound more American by teaching you how to properly pronounce American English.

- Pronunciation drills
- Vocal training
- Practice situations and phrases
- Interesting speaking games and activities

## **COURSE DESCRIPTION**

This course is designed for students who wish to hone their pronunciation. This course will introduce students to the technical elements of American English phonetics, intonation, and cadence, as well as breath control and embodied qualities of speech.

## **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 OBJECTIVES**

- To foster recognition of the difference between targeted American English sounds and non-standard productions
- To familiarize students with the technical properties of voice and speech
- To develop standard pronunciation of a wide range of sounds found in American English in isolation
- To introduce standard pronunciation of those American English sounds in the context of words, sentences, and spontaneous speech
- To introduce American formal and informal expressions

## **AMERICAN CULTURE (12.2 weeks)**

### **INTRODUCTION**

What makes a person an American? Who founded the country and shaped its people's attitudes and culture? What are the similarities and differences between American culture and your own? If you've asked yourself these questions and others, American Culture is right for you. This course takes you through the history of the United States of America and gives you an accurate look at not only what American Culture is, but why.

- Comprehensive University level study and note taking skills developed
- Advanced audio and visually enhanced instruction
- Lecture style learning environment
- World events discussed with a focus on different cultural reactions

### **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 OBJECTIVES**

- To foster knowledge about American culture and society the values and beliefs that have given meaning and shape to the experiences of its peoples
- To help students develop the skills necessary for post-secondary academic study ( i.e. note-taking, analysis and interpretation of data, skimming and scanning for information, etc.)
- To help students develop or refine skills in written and oral communication
- To enhance students reading and listening comprehension
- To provide a “safe” within which students can express their personal beliefs and/or share their experiences with regard to various aspects of culture
- To develop students’ academic English vocabulary
- To familiarize students with the way academic texts in English are constructed and organized
- To teach students strategies to that will help them understand, retain and later use new vocabulary
- To facilitate class discussions about various themes presented in the course

### **ENGLISH GRAMMAR IN USE (7.1 weeks)**

#### **INTRODUCTION**

Master English grammar and syntax in this accelerated program designed to help you successfully negotiate professional and socio-cultural interactions in an English language environment. Build a strong foundation for your speaking skills and learn to speak with proper English grammar. This course aims to equip students with grammatical tools to communicate wishes, ideas, opinions, and feelings with precision and accuracy.

- Group activities for developing confidence
- Interactive classroom worksheets
- Focused teacher interaction and coaching
- Improved confidence in personal communication

#### **COURSE DESCRIPTION**

The knowledge, skills, and linguistic elements introduced and reinforced through this course support the understanding and use of English grammar to successfully negotiate professional and socio-cultural interactions in an English language environment. Students will be expected to have a basic knowledge of English grammar and sentence structure.

#### **COURSE GOAL**

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

### **COURSE OBJECTIVES**

- To familiarize students with principles of English grammar beyond the basic level
- To strengthen and develop students' functional understanding of English grammar principles
- To give students practice using elements of grammar in practical, real-life contexts
- To enhance students' capacity to express themselves with clarity and precision

## **PUBLIC SPEAKING FOR INTERNATIONAL STUDENTS (7.1 weeks)**

### **INTRODUCTION**

Speaking in front of an audience can seem like a difficult and scary task. This course aims to develop spoken communication skills needed for post-secondary education, vocational work, and/or American life. Gain the advantage over your audience with proper training and technique.

- Train to be more comfortable with formal and informal dialog
- Improvisation and drama communication games
- Learn from the masters with audio and visual speeches given by the best
- Write speeches and deliver them to an audience

### **COURSE DESCRIPTION**

This course will introduce students to various speech forms and give them practice planning and delivering these speeches to audiences. Over the course of the term students will give three speeches: an informative speech (completed as a group project), a persuasive speech (completed individually), and a demonstrative speech (completed individually).

### **COURSE GOAL**

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

### **COURSE OBJECTIVES**

- To introduce students to the elements of informative, persuasive, and demonstrative speeches
- To develop “public speaking” skills as defined by any form of spoken communication skills with more one person
- To introduce students to techniques for researching speeches
- To introduce students to techniques for organizing speeches
- To introduce students to techniques for practicing speeches
- To introduce students to techniques for delivering speeches
- To enhance students' confidence speaking and reduce speaking-related anxieties
- To give students experience presenting projects and addressing issues in contexts similar to post-secondary institutions and work settings

## **SOCIALIZING IN ENGLISH (7.1 weeks)**



## **INTRODUCTION**

You know the formal grammar, you know the sentence structure, and you know the writing. Now learn conversational English and build your skills for casual conversations with Americans and ESL speakers alike.

- Easygoing and comfortable learning environment
- Community style discussions about relevant current events
- Story telling
- How to be polite with people

## **COURSE DESCRIPTION**

This course is designed for students who wish to polish their English language skills for a variety of social settings. As such, the focus will be on conversation in pairs, small groups, and class-wide discussions. Nonetheless, the course will also include reading and writing skills as they apply to daily, sociocultural interactions in an English-speaking context.

## **COURSE GOAL**

This course aims to develop confidence and ease in social contexts through guided practice with the grammar and vocabulary commonly used for interpersonal exchange in recreational settings.

## **COURSE OBJECTIVES**

- To foster students' ability to talk about themselves and ask about others
- To foster students' ability to discuss life experiences, preferences, and opinions in formal and informal settings
- To foster students' ability to discuss plans for recreation and leisure
- To foster students' ability to engage in conversation about current hot-button topics
- To develop students' command of the grammatical structures that support comprehension and clarity in social situations
- To expand students' vocabulary relevant to topics that commonly arise in social situations

## **ADVANCED SOCIALIZING IN ENGLISH (12.2 weeks)**

### **INTRODUCTION**

Continue building on the skills learned in socializing. This course will allow you to really flex your conversational muscle and have deeper and more meaningful conversations with Americans and ESL speakers alike.

- Comfortable and easygoing learning environment
- Community style advanced discussions about relevant current events
- Get more personal with conversations and express yourself properly

### **COURSE DESCRIPTION**

This course is designed for upper intermediate students who wish to polish their English language skills for a variety of social settings. As such, the focus will be on conversation in

pairs, small groups, and class-wide discussions. Nonetheless, the course will also include reading and writing skills as they apply to daily, socio-cultural interactions in an English-speaking context.

### **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 OBJECTIVES**

- To successfully correspond through emails in a formal and informal setting
- To interpret memos, flyers and notices
- To identify and implement the qualities of a good first impression
- To apply persuasion techniques to a target audience
- To verbally express obligations; ask permission and give requests
- To decipher and expand use of American euphemisms and idioms in context
- To appropriately and effectively react to news in formal and informal situations
- To identify key aspects of time management and crisis management
- To effectively weigh alternative choices in the workplace and make decisions accordingly
- To interpret the intention of body language of peers
- To identify and respond to indirectness in written, verbal and unspoken communication
- To identify and apply patterns relevant to problem solving
- To be confident expressing and clarifying ideas, needs and opinions
- To explain and navigate issues of privacy and security in a technological environment

### **EVERDAY ENGLISH (7.1 weeks)**

#### **INTRODUCTION**

For the students that have learned the basics from ESL I. This class will teach many different English phrases that will be used every day as well as learning about common American street signs and guides. Learn to utilize common English phrases and guide yourself through New York City quickly and naturally.

- Survival Language practice and easy to understand phrases
- Discover the culture of New York City
- Focus on conversation and communication

#### **COURSE DESCRIPTION**

This course will help students improve their English language skills in listening, speaking, reading, and writing for everyday adult situations and essential family, social, and professional purposes. They will be expected to read short texts, write short paragraphs about various topics introduced in class, and actively participate in class discussions. The class will be 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 as they apply to conversational and non-academic settings.

## **COURSE OBJECTIVES**

- To introduce students to elements of paragraph structure
- To introduce students to the basic anatomy of an essay with introductions, body paragraphs, and conclusions
- To develop students' ability to write effective thesis statements
- To develop students' ability to give convincing written support for their ideas
- To introduce students' to techniques for introducing facts, quotations, statistics, and examples from an outside source
- To enhance students' ability to maintain unity and coherence throughout a paragraph
- To enhance students' ability to maintain unity and coherence throughout an essay-length composition
- To familiarize students with rhetorical devices commonly used in academic writing
- To introduce students to prewriting, outlining, and revision techniques

## **BUSINESS ENGLISH (12.2 weeks)**

### **INTRODUCTION**

The business world is an extremely competitive one. A lot is required from someone who is trying to be successful. In order to succeed you will need to know the vocabulary, speech, and mentality of a business professional. If you think you have what it takes, then this class is for you.

- Develop Business related communication skills
- Financial and Economic vocabulary
- Learn marketing solution skills

### **COURSE DESCRIPTION**

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 GOAL**

The goal of this course is to teach students business writing skills while reviewing and reinforcing basic grammar and mechanics. Students will also learn about various cultural, verbal and non-verbal communication techniques, how to identify them, and how to communicate taking these techniques into consideration. Students will learn how to analyze data and communicate their findings via charts and other technology. Students will also be able to identify their employment needs and carry out the proper steps to obtain employment. By the end of the course, students will have a better understanding of how people communicate in business in the U.S.

## **COURSE OBJECTIVES**

- Recognize the importance of becoming an effective and professional communicator in today's changing work environment
- Discuss how to become a successful leader
- Analyze nonverbal messages and explain techniques for improving nonverbal communication skills
- Explain how culture influences communication, and describe methods for improving nonverbal communication skills
- Comprehend that business writing should be audience focused, purposeful, and economical
- Identify and execute the three phases of the writing process
- Distinguish formal and informal methods of researching data and generating ideas for messages
- Sketch out the components of a writing plan for e-mails and sales letters, including gaining attention, building interest, reducing resistance, and motivating action
- Identify the goals and strategies of business communicators in delivering bad news, including knowing when to use the direct and indirect patterns
- Describe business report essentials, including functions, organizational patterns, formats, and delivery methods
- Identify procedures for promoting positive workplace relations through conversation
- Delineate procedures for planning, leading, and participating in productive business meetings, including professional etiquette techniques, resolving conflict, and handling dysfunctional group members
- Plan for employment by identifying your interests, evaluating your assets, recognizing the changing nature of jobs, choosing a career path
- Explain how to organize report data, create an outline, and make effective headings
- Demonstrate data using tables, charts, and graphs
- Explain important steps in preparing effective oral presentations

## **iBT TOEFL PREP COURSE(12.2 weeks)**

### **COURSE DESCRIPTION**

This course aims to develop fundamental reading, writing, listening, and speaking techniques and strategies to develop TOEFL test-taking confidence and ability, and to achieve the requisite scores to apply to universities. Students will become familiar with the content and structure of all sections of the TOEFL test and key test-taking strategies for each task that appears on the test will be introduced. Students will be given opportunities to apply and strengthen these strategies through practice exercises made to simulate the TOEFL test.

### **COURSE OBJECTIVES**

### **Reading**

- To familiarize students with the content and structure of the reading section
- To familiarize students with the question types that appear in the reading section
- To develop students' ability to read for information
- To develop students' ability to perceive the organization and structure of a written text
- To build academic vocabulary

### **Writing**

- To familiarize students with the types of writing tasks included in the writing section
- To introduce students to elements of the basic anatomy of an essay with introductions, body paragraphs, and conclusions
- To develop students' ability to make persuasive arguments using a thesis statement and supporting arguments
- To develop students' ability to present and compare information and ideas from outside sources
- To familiarize students with rhetorical devices commonly used in academic writing

### **Listening**

- To familiarize students with the content and structure of the listening section
- To familiarize students with the question types that appear in the reading section
- To introduce note-taking strategies to aid listening comprehension
- To develop students' ability to listen for information
- To develop students' ability to perceive the organization and structure of a lecture
- To develop students' ability to follow the arc of conversations
- To build academic vocabulary

### **Speaking**

- To familiarize students with the question types that appear in the speaking section
- To develop students' capacity to verbally articulate their ideas
- To develop students' capacity to verbally give information
- To introduce techniques for structuring coherent and unified verbal responses
- To introduce techniques for planning an appropriate response to a given task or prompt

## **INTRODUCTION TO WRITING (12.2 WEEKS)**

### **COURSE DESCRIPTION**

Introduction to Writing is a process and organization focused writing course designed to present writing in a formulaic manner as a process based skill. This course will focus on

organization, and the pre-writing, writing, and post-writing process. Students will draw on their knowledge, beliefs, and personal experience to develop and enhance communicative writing abilities.

### **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 OBJECTIVES**

- To compare, contrast, and analyze the components of academic writing models/samples
- To compare, contrast, and analyze the components of practical writing models/samples
- To utilize multiple brainstorming methods to generate writing topics
- To identify and replicate expository organizational skills and various organizational methods
- To evaluate the work of peers and provide constructive peer-feedback
- To independently edit and correct grammatical and organizational errors, common to beginning writers, of both personal and sample writing pieces
- To habituate pre-writing, writing, and post-writing activities

### **CONNECTING IN ENGLISH (7.1 WEEKS)**

#### **COURSE DESCRIPTION**

This course is designed for students who wish to polish their conversational English language skills for a variety of social settings. As such, the focus will be on conversation in pairs, small groups, and class-wide discussions. Nonetheless, the course will also include reading and writing skills as they apply to daily, socio-cultural interactions in an English-speaking context.

### **COURSE GOAL**

This course aims to develop confidence and ease in social contexts through guided practice with the grammar and vocabulary commonly used for interpersonal exchange in recreational settings.

### **COURSE OBJECTIVES**

- To foster students' ability to talk about themselves and ask about others
- To foster students' ability to discuss life experiences, preferences, and opinions in formal and informal settings
- To foster students' ability to discuss plans for recreation and leisure
- To foster students' ability to engage in conversation about current hot-button topics
- To develop students' command of the grammatical structures that support comprehension and clarity in social situations
- To expand students' vocabulary relevant to topics that commonly arise in social situations

### **GRE PREP COURSE (12.2 WEEKS)**

## **COURSE GOAL**

The goal of this course is to develop students' skills in specific writing, reading, and mathematical concepts tested by the GRE in the context of diverse array of themes ranging from history to finance that the GRE draws on. Students will learn to recognize and correctly use advanced vocabulary. Students will improve their ability to catch main ideas, express opinions persuasively, and attack arguments.

## **COURSE OBJECTIVES**

- To develop students English vocabulary relevant to the highest level of difficulty and academic contexts
- To enable students to recognize synonyms, antonyms, word strengths, and shifts in meaning based on contexts
- To facilitate students' abilities to catch weaknesses in arguments and to present persuasive counter-arguments
- To enhance students' ability to comprehend and interpret dense reading passages
- To develop students' ability to utilize numerous mathematical formulae

## **16. Credit For Past Education**

Not applicable.

## **17. Financial Assistance**

### **Financial Aid**

There is currently no available Financial Aid at NYGC. However, NYGC may agree to accept signed agreement of installment payments. For more information regarding this matter, please contact the School Agents at (212) 268-6262.

## **18. 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 advising 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 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;
- Information and advice 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 enrich the education of the entire NYGC community.

Individualized academic, personal, and immigration counseling are provided to students all day long. 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 small classes 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 English as a Secondary Language (ESL) teachers 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 ESL teachers assist students with the transition into the mainstream classrooms and American culture in general
- For students pursuing admission into an American university, advising is available as well as help with Test of English as a Foreign Language (TOEFL) 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.



### **Health Insurance**

Medical treatment in NYC is expensive, so it is highly recommended that all international students purchase student health insurance for their stay in NYC.

International students holding F1/J1 visas have the option of purchasing AIG's affordable Compass Health Insurance plan, or ISO's International Student Health Insurance. Students may speak to their counselor/agent at anytime regarding further information about student health insurance. However, purchasing health insurance is not mandatory.

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

While attending NYGC, all students have access to many fun, educational, social, and recreational activities.

Throughout the course of study, teachers take students on cultural outings/field trips in New York City, 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 at school to foster school spirit and introduce students to American culture and holidays.

### **Student ID Card**

All students attending New York General Consulting are eligible to receive a student ID Card. 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.

## **19. Name of Associations which Accredit the School**

The school is licensed by New York State Education Department.

## **20. Student Complaint/Grievance Procedure**

A student may make a complaint against another student or any school employee by submitting the complaint in writing to a school director. The school director will take the appropriate action to resolve the complaint. If the student is not satisfied with the director's action, the student may 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

## **21. Disclosure**

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 to determine if there are any changes in the courses/curricula offered or the teaching personnel listed in the catalog.

## **22. College Credit—Disclaimer Statement**

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

### **23. Statement**

The failure of a student to notify the director in writing of withdrawal may delay refund of tuition due to pursuant to Section 5002 of the Education Law.

### **24. Student Disclosure Pamphlet (Student Rights)**

#### ***Information for Students*** **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 insure 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 insure 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 insure 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 information requested as quickly as possible; delay 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 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.

### **What should students know about "grants and guaranteed student loans"?**

A grant is awarded to a student based on income eligibility, and it does not need to be repaid (for example, New York State Tuition Assistance Program (TAP) grants or Pell grants provided by the federal government).

Guaranteed student loans are low interest loans provided under the Federal Guaranteed Student Loan Program. The decision to apply for such a loan is yours--the school cannot require that you apply for a loan. You should understand that if you pay school tuition with money loaned to you from a lender you are responsible for repaying the loan in full, with interest, in accordance with the terms of the loan agreement. A failure to repay the loan can hurt your credit rating and result in legal action against you. Even if you fail to complete your educational program, you are still responsible for repaying all of the money loaned to you.

It is your right to select a lender for a guaranteed student loan. The school cannot require you to apply to a particular lender or lending institution. However, the school can recommend a lender, but if it does, the school must also provide you with a statement about your right and ability to obtain a loan from another lender and the insurance premiums charged on these loans. Read and understand all the information and applications for financial aid grants and loans before signing.

**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.

## **Addendum**