



New York Campus

2020

Course

CATALOG

The ESL School at NYFA, New York
17 Battery Place
5th Floor
New York, NY 10004
Tel. (212) 966-3488

www.eslnyfa.edu

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DISCLOSURE STATEMENT:

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.

INTRODUCTION

HISTORY

Century School of Languages (CSL) was founded in San Jose, California in 1977. In 2014, The New York Film Academy purchased CSL and opened branch campuses in New York and Los Angeles. CSL was renamed The ESL School at NYFA (ESN) in 2016.

ABOUT THE CATALOG

The Office of the Administration Director publishes The ESL School at NYFA, New York Course Catalog. The 2020 Course Catalog is the document of authority for ESN students commencing their programs at the Los Angeles campus between January 1, 2020 and December 31, 2020.

MISSION STATEMENT

The ESL School at NYFA (ESN) was founded to serve the needs of adults whose first language is not English. ESN provides high-quality language instruction in a supportive atmosphere to help international students improve their English language abilities, focusing on academic purposes, and also taking into consideration students' career advancement, as well as everyday social and practical purposes.

To this end, we are committed to:

- Hiring and retaining qualified ESL teaching professionals.
- Setting high standards of achievement for students and instructors
- Providing intensive and rigorous training in English Grammar and Writing, Reading and Vocabulary, Listening and Speaking to all, particularly to those who aim to master academic English and continue their education in community colleges and degree-granting colleges

- Using a wide variety of up-to-date teaching techniques and technology to match the different learning styles of our diverse student population
- Providing a comfortable yet challenging environment conducive to learning and socializing as well as promoting and encouraging cross-cultural understanding
- Offering counseling on many student concerns, whether academic or personal

Constantly improving our program to meet our students' needs and to be up to speed with as well as innovate better materials and tools for learning

LICENSING AND APPROVAL

The ESL School at NYFA (ESN) is licensed in New York under the Bureau of Proprietary School Supervision (BPSS) and is accredited by The Commission on English Language Accreditation (CEA) institutionally. ESN is a non-publicly funded English as a second language school certified by the New York State Education Department as meeting alternative licensing requirements and not subject to all of the licensing standards and requirements in article 101 of the Education Law this Part which are applicable to licensed private career school.

As a prospective student, you are encouraged to review this catalog prior to signing an enrollment agreement.

Any questions a student may have regarding this catalog that have not been satisfactorily answered by the institution may be directed to the New York's Bureau of Proprietary School Supervision: **THE BUREAU OF PROPRIETARY SCHOOL SUPERVISION, ROOM 974 EDUCATION BUILDING ANNEX, ALBANY, NY 12234**

Web site address: www.acces.nysed.gov/bpss
Telephone:
(212) 643-4760

As of this catalog's publication, ESN does not have a pending petition in bankruptcy, is not operating as a debtor in possession, has not filed a petition within the preceding five years, and does not have a petition in bankruptcy filed against it within the preceding five years that resulted in reorganization under Chapter 11 of the United States Bankruptcy Code (11 U.S.C. Sec. 1101 et seq.)

United State Citizenship and Immigration Services, a Bureau of the Department of Homeland Security (formerly the United States Department of Justice, Immigration and Naturalization) approves this institution for attendance by non-immigrant students.

ACADEMIC CALENDAR

The ESL School at NYFA runs on a quarterly system of 12-week periods. The school year is divided into quarters as follows:

Winter Quarter: January, February, March

Spring Quarter: April, May, June

Summer Quarter: June, July, August, September

Fall Quarter: September, October, November, December

HOLIDAYS

In addition to national holidays, ESN students have a Winter Break, which takes place between December 19th, 2020 - January 4th, 2021.

2020 CALENDAR

Date	Event
<i>January 2</i>	Placement Testing
<i>January 3</i>	Registration Day
<i>January 6</i>	First Day of Class – Winter Quarter
<i>January 20</i>	<i>MLK Day</i>
<i>March 27</i>	End of Winter Quarter
<i>March 30</i>	Placement Testing
<i>March 31</i>	Registration Day
<i>April 1</i>	First Day of Class – Spring Quarter
<i>April 10</i>	<i>Good Friday</i>
<i>May 25</i>	<i>Memorial Day</i>
<i>June 24</i>	End of Spring Quarter
<i>June 25</i>	Placement Testing
<i>June 26</i>	Registration Day
<i>June 29</i>	First Day of Class – Summer Quarter
<i>July 3</i>	<i>Independence Day observed</i>
<i>September 7</i>	<i>Labor Day</i>
<i>September 18</i>	End of Summer Quarter
<i>September 21</i>	Placement Testing
<i>September 22</i>	Registration Day
<i>September 23</i>	First Day of Class – Fall Quarter
<i>September 28</i>	<i>Yom Kippur</i>
<i>November 11</i>	<i>Veterans Day</i>
<i>November 26 & 27</i>	<i>Thanksgiving Holiday</i>
<i>December 18</i>	End of Fall Quarter

STUDENT CONDUCT CODE

INTRODUCTION

The ESL School at NYFA (ESN) is committed to maintaining a safe and healthy learning environment. Students are expected to act with honesty, to be respectful of diverse campus community members, and to behave responsibly. Being a student at ESN is a privilege, not a right. Therefore, student behavior that is not consistent with ESN's expectations or the Student Conduct Code is addressed through a process that is designed to promote ESN's values and, when necessary, hold students accountable through appropriate consequences.

STUDENT CONDUCT POLICIES

The ESN Student Conduct Code applies to conduct in and around ESN/NYFA property, at ESN/NYFA sponsored events, and to off-campus conduct that affects the ESN community negatively. Each student will be held responsible for their conduct, even if conduct may occur before classes begin or after classes end.

TYPES OF MISCONDUCT

Students will be held accountable for committing, or attempting to commit, a violation of the ESN Student Conduct Code. Violations include the following types of misconduct:

1. **Alcohol and Controlled Substances** Under no circumstances are drugs, alcohol, or illegal substances allowed on School premises. A state-issued medicinal marijuana card or prescription does not give an ESN student the right to possess or use marijuana on or around the campus of ESN.
2. **Smoking** Smoking of any kind is prohibited in or around any ESN/NYFA property, or at ESN activities, except at designated outdoor smoking areas. This includes all types of electronic/vapor cigarettes. Per California State Codes, those who violate the ban on smoking in any workplace are subject to fines.
3. **Weapons** Guns, knives, weapons, or explosives of any kind (regardless of license) are never permitted on School property.
4. **Respectfulness** Students must remain quiet in the hallways and general areas in and around the School. Students must not approach or, under any circumstances, enter neighboring offices. Students may not, under any circumstances, enter any of the neighboring offices or attempt to solicit them for employment.
5. **Vandalism or Misuse of ESN Property** Students found misusing or vandalizing property owned by ESN or ESN community members are subject to fines and/or immediate suspension.
6. **Theft** Students found taking, attempting to take, or possessing items without permission of the owner are subject to immediate suspension.
7. **Conduct that Threatens Health or Safety** Slander, threatening remarks, sexual harassment, stalking, racist or sexist comments, threats of violence and any physical assault to any ESN instructor, staff member, or student will not be tolerated.
8. **Retaliation** Students cannot retaliate against any members of the ESN community who report student misconduct or are participating in a student conduct investigation. Retaliation includes verbal and written threats and

intimidation.

9. **Bullying**

Bullying of any members of the ESN community will not be tolerated. Bullying includes intimidation, coercion, and aggressive behaviors that cause fear, intentionally harm another person physically or emotionally, and are not protected by freedom of expression.

10. **Personal Care and Appropriate Attire** As many classes require working in close proximity to both your instructors and fellow classmates, all students are required to maintain healthy and diligent personal hygiene. Regular bathing, wearing deodorant, and frequent laundering of clothes are necessary to ensure a healthy and comfortable learning environment. Students must be dressed in appropriate attire at all times. Repeated complaints and warnings about hygiene or attire may warrant a disciplinary hearing.

11. **Disruptive or Disturbing Behavior** ESN expects all faculty, staff, and students to conduct themselves in a considerate manner. Students who disrupt classes may face disciplinary actions. This includes unauthorized use of cell phones and/or other electronic devices during class hours. In addition, students are prohibited from recording audio or video class lectures without permission from the instructor or Associate School Director, as this can disturb the classroom environment.

12. **Misuse of ESN and NYFA Resources** Students are strictly forbidden to tap the Ethernet lines of ESN or adjoining businesses for their personal computers. Illegal downloading - via torrents or other file sharing sites - is not permitted on ESN/NYFA Computers or Networks. Furthermore, anyone caught downloading illegal material may be subject to legal action under United States law.

13. **Academic Dishonesty and Cheating** ESN expects all students to be responsible

individuals who insist on high standards of honesty and personal conduct. All incidences of plagiarism, cheating, deliberate hindrance in other students' work, and other forms of dishonesty and misconduct are considered serious offenses.

14. **Forgery and Falsifying Information** Forgery or falsifying information is a violation of the Student Conduct code. Forgery includes any alteration or misuse of any ESN document, record, key, electronic device, or identification, or submission of any forged document or record to ESN. Falsifying information includes any individual who knowingly files a false complaint and/or provides false information to ESN administration.

PROCEDURES & CONSEQUENCES

Students who fail to abide by the Student Conduct Code will be subject to suspension or expulsion. Any student who has been expelled for Student Conduct Code violations will forfeit their right to ESN's Refund Policy.

Any violations for the Student Conduct Code will be investigated by the Associate School Director. At the conclusion of the investigation, the student will receive written notification of the outcome of any disciplinary action or agreement.

If the student does not agree with the outcome, the student may appeal in writing. Appeals must be received within five (5) days of the date of the original outcome. An ESN administrative staff member will be designated to gather more information and make a final decision about the Code of Conduct situation. A decision letter will

be issued within ten (10) days after receiving the appeal. This decision is final.

FACILITIES AND STUDENT SERVICES

The ESL School at NYFA (ESN) has facilities, equipment, and supplies that support the achievement of our educational and service goals; are adequate in number, condition and availability; and are accessible to students, faculty and administrators.

The New York campus has three dedicated classrooms that can fit between 8-14 students comfortably.

STUDENT AREAS

The New York campus offers a comfortable student lounge with computers, printer and lunch booths located on the 4th floor at 17 Battery Place. There is an additional student lounge and lunchroom on the 5th floor at 17 Battery Place.

TECHNOLOGY & WIFI

Students, faculty, and staff have access to free Wi-Fi for academic and administrative needs. Each classroom is equipped with a computer and TV. Computer cables are available for faculty and staff to enable connecting a personal laptop.

LIBRARY RESOURCES

Students, faculty, and staff have access to the NYFA Library during all hours of operation. The Library includes the following resources:

- Wi-Fi Internet
- Full-text periodical database
- Access to the OCLC online library
- Books, periodicals, and screenplays
- DVD/Blu-ray movie collection
- Inter-library loan services

Circulation guidelines for the NYFA Library:

- Library materials are available to students and staff Monday-Friday from **10:00AM-8:00PM** and on Saturday from **9:00AM-5:00PM**.
- Library materials may not be taken off NYFA premises without proper checkout. **DVDs/Blu-rays may be viewed anytime during library hours at the viewing stations in the Reading Room or on a school computer.**
- Current students must present their Student ID badge or driver's license/passport when checking out library materials.
- Students may check out DVDs/Blu-rays for a three-day period, screenplays for a seven-day period, and books for two weeks. Items may be renewed via email at library@nyfa.edu.

HOUSING

The ESL School at NYFA offers one accommodation in New York City through the New York Film Academy. Housing can be booked directly through the New York Film Academy's housing coordinator. Shared double occupancy rooms are offered and bed spaces are subject to availability.

If students do not chose to live in the accommodation offered through the New York Film Academy, the housing coordinator of NYFA is available to assist students who are searching for a place to live during their program. ESN does not inspect, endorse, or assume any responsibility for any properties, accommodations, or other housing options or websites.

Students should expect a range of costs in housing (on average between \$1200 -\$2500 per month for

a studio or one-bedroom), depending on the location, size, apartment complex, amenities and length of stay.

Students are strongly advised to find suitable housing prior to their program start date. The landlord or management company will often request proof of income, credit, insurance and other documents. Prior to making final arrangements or signing a rental agreement,

students should thoroughly investigate and inspect any properties, accommodations or other housing options and review any legal document prior to entering a contractual agreement.

TUITION AND OTHER COSTS

APPLICATION FEE

In order for a student's application to be processed, he or she must include a non-refundable \$65 application fee with his or her completed application form. The application fee is waived for returning students and for ESN applicants who have already paid an application fee to New York Film Academy.

SEVIS I-901 FEE

A \$350 SEVIS I-901 fee is required by the US Government to be paid for all I-20 certificates. You can only pay this fee after your I-20 application has been processed and a SEVIS ID number has been created for you. Please log on to www.fmjfee.com for details.

EXPRESS MAILING FEE

Prospective students can pick up their acceptance package either in person or through a relative or friend who applies on their behalf. Unless otherwise indicated, all application packages are mailed through the United States Postal Service (USPS). If a student wishes to have his or her acceptance packages express-mailed, the express mailing fees are as follows: Outside the U.S., \$75; within the U.S., \$30.

TUITION

An enrollment agreement is signed for each 12-week quarter of the Intensive English Program. A placement test is given to determine in which level a student will start the program. The tuition for one quarter is \$3700. All students pay tuition 14 days before the start of the quarter of enrollment. The tuition due date is posted in the Bursar's office.

TOTAL CHARGES FOR A 12-WEEK PERIOD OF ATTENDANCE IS \$3700.

TOTAL ESTIMATED CHARGES TO COMPLETE ALL SIX LEVELS OF THE INTENSIVE ENGLISH PROGRAM IS \$22,200.

TEXTBOOKS

Core textbooks for the courses are provided by ESN and the cost is included in the tuition. Students who withdraw before completing 60% of the program are required to return their textbooks to ESN.

BADGE FEE

Students must have an ESN student ID badge to enter the ESN building. You will receive your ID badge the first week of school. The cost to replace a lost ID badge is \$25. Please contact the Associate School Director for a replacement.

MEDICAL/HEALTH INSURANCE

All F-1 students are required to purchase or show proof of medical insurance by the first week of classes. Students can purchase insurance either from their home countries, or from International Student Insurance (ISO). For more information about ISO and the services offered, please visit <https://www.isoa.org> or call 800-244-1180.

FINANCIAL AID

ESN does not participate in federal and state financial aid programs and does not currently offer financial aid assistance to students. If a student has received Federal Student Financial Aid Funds, the student is entitled to a refund of monies not paid from Federal Student Financial Aid Program Funds. The institution's refund

policy will be applied to the portion of tuition paid by the student.

Any student that has obtained a loan to pay for an educational program will have the

responsibility to repay the full amount of the loan plus interest, less the amount of any refund.

CANCELLATION AND REFUNDS

Buyer's Right To Cancel:

A student has the right to cancel his/her enrollment agreement and obtain a refund of charges paid through attendance at the first class session or the seventh day after enrollment, whichever is later. A notice of cancellation or withdrawal must be made in writing. The written request must include the date the course began and the date of cancellation or withdrawal. **Notice of Withdrawal forms** are available in the Registrar's office. Any student who intends to cancel or withdraw must submit a signed and dated copy of said form to:

ESL School at NYFA
17 Battery Place
New York, NY 10004

Refund Information:

A student has the right to a full refund of all charges (less the amount of \$100.00 for the registration fee) if he/she cancels this agreement prior to 12:00 AM following the first day of instruction or the seventh day after enrollment, whichever is later. The amount retained for the registration fee may not exceed \$100.00.

ESN will refund 100% of the amount paid for institutional charges (less an administrative processing fee of \$100.00) if notice of cancellation is made within a seven-day period following enrollment.

After the 100% refund period described above, a student may withdraw from the program after instruction has started and receive a pro-rated refund (less the non-refundable administrative processing fee of \$100.00) for the unused portion of the tuition and other refundable charges, if the student has completed 60% or less of the level's instruction. The amount of the

refund is calculated based on the student's last day of attendance.

Refunds are disbursed within 30 days of the official withdrawal from the school. The withdrawal is dated on the day that the student gave written notice to the school.

The ESL School at NYFA shall refund any credit balance on the student's account within 30 days after the date of the student's completion of, or withdrawal from, the educational program in which the student was enrolled.

ESN does not participate in federal and state financial aid programs. If a student has received Federal Student Financial Aid Funds, the student is entitled to a refund of monies not paid from Federal Student Financial Aid Program Funds. The institution's refund policy will be applied to the portion of tuition paid by the student.

Any student that has obtained a loan to pay for an educational program will have the responsibility to repay the full amount of the loan plus interest, less the amount of any refund.

Students whose entire tuition and fees are paid by a third party organization are not entitled to a refund for the tuition and fees. The school will refund money collected from a third party on the student's behalf. If the school cancels or discontinues a course or educational program, the school will make a full refund of all charges. Refunds will be paid within 30 days of cancellation or withdrawal.

Students may request a refund from the Registrar's Office. The request must be in writing and must include specific timeframes, including the date the program started and the date of withdrawal. Requests should be sent to:

The ESL School at NYFA
New York, 17 Battery Place
New York, New York 10004

STUDENT TUITION REIMBURSEMENT FUND (STRF)

What is the Student Tuition Reimbursement Fund?

All schools must have a tuition refund policy for each program included 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 provided.

The Tuition Reimbursement Fund is designed to protect the financial interest of students attending proprietary English as a second language 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 that 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 determines that there was a violation of Education Law or Commissioner's Regulations as specified in Section 126.10(j) 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 provided. The staff of the State Education Department will assist you in the preparation of a tuition reimbursement form (please see Appendix A for more details).

Where can students file complaints, claims to the tuition reimbursement fund, or get additional information?

Contact the New York State Education Department at:

New York State Education Department Bureau of Proprietary School Supervision 116 West 32nd Street, 5th Floor
New York, New York 10001.

Telephone: (212) 643-4760

Website: <http://www.acces.nysed.gov/bpss/>

This pamphlet is provided to you by the New York State Education Department (NYSED). The NYSED regulates the operation of non- publicly funded English as a Second Language schools. (Appendix A)

ADMISSIONS POLICIES

All students who wish to study at (ESN) must possess a minimum of a high school diploma or equivalent. Students are not required to submit documentation regarding their English proficiency, but must complete an English placement test upon admission, to be placed in the appropriate Level.

All application materials should be submitted to:

The ESL School at NYFA
17 Battery Place, 5th Floor
New York, NY 10004

Please note that acceptance into ESN does not guarantee acceptance into New York Film Academy. In order to be fully accepted into New York Film Academy, students must either complete Level 4 (Level 5 for MFA) at ESN or receive a TOEFL iBT score of 68 (79 for MFA) or an IELTS score of 5.5 (6.5 for MFA). Students must also submit all other needed admissions documents for New York Film Academy.

REQUIRED APPLICATION MATERIALS

Applicants must submit the following materials for admission:

1. Completed Application:
<https://www.eslnyfa.edu/applications/esl1.php>
2. \$65 non-refundable Application Fee
3. Proof of high school completion
4. *For International Students:* Completed I-20 application including a bank statement and Sponsor's Certification of Financial Support

The following sections provide detailed information regarding each required application material.

PROOF OF HIGH SCHOOL COMPLETION

To fulfill this requirement, applicants must submit ONE of the following documents:

- Copy of a high school academic transcript
- Copy of high school diploma
- Copy of state-issued high school equivalency certificate
- Verification from a high school of all degree requirement met
- Copy of Associate's degree or college transcript from a regionally or nationally accredited college or university (for students who have partial or complete undergraduate coursework.)
- Homeschool transcript accredited by the state

ESN generally does not consider prior experiential learning as a substitute for the transcript requirements described above. ESN also does not currently accept Ability-to-Benefit (ATB) tests as a fulfillment of high school completion.

All transcripts and other documents not written in English must be accompanied by a certified English translation.

INTERNATIONAL STUDENTS

ESN is authorized under federal law to admit non-immigrant alien students. In accordance with U.S. Department of Homeland Security regulations, the institution may issue an I-20 Certificate of Eligibility for F-1 student status form to students who have been fully admitted to the school.

Upon receiving the completed application, and required fee, your application will be processed immediately and ESN will issue an acceptance letter and immigration form I-20.

Students must pay SEVIS I-901 fee by visiting <http://www.fmjfee.com/> (detailed instructions posted on the site.)

To obtain an F-1 student visa, you must schedule an appointment for a visa interview at a consular section of a U.S. embassy in your country of citizenship or residence and provide all necessary documentation, including evidence of available funds to pay for tuition and living costs for the duration of your study. More details can be found at these U.S. government sources:

http://travel.state.gov/visa/temp/types/types_1268.html

<http://studyinthestates.dhs.gov/>

ESN does not issue F-1 visas, nor does it provide visa-expediting services, as only the U.S. embassy has this power. Please apply early enough to allow time for the visa process in your country. If you are in the U.S. on a different type of visa, please contact the International Student Office with specifics about your situation. Some

other visa statuses do allow study, such as H-4 and other dependent visas.

The Designated School Official (DSO) at ESN advises all international students on matters pertaining to: obtaining visas, maintenance of immigration status, legal work authorization and other issues relating to non-U.S. citizens living in the U.S.

The DSO is responsible for reporting to SEVIS (Student Exchange and Visitor Interactive System) whether or not an F-1 visa student is attending school each term. In this way, we vouch for the status of each student to the U.S. Department of Homeland Security.

For further information regarding student visas, please call the main office number or contact the International Office at nyinternational@eslnyfa.edu.

CREDIT-EARNING & TRANSFER POLICIES

CREDITS

ESN does not award credits for any courses or programs taught at the institution. In addition, ESN does not accept prior experiential learning or credits earned at other institutions or through challenge examinations towards the completion of a course or program of study.

TRANSFERRING TO OTHER INSTITUTIONS

Students are required to give The ESL School at NYFA a 30-day notice if they want to transfer, either to a college or university, or to another language school. In most cases, they must bring an acceptance letter, along with the intended school's transfer release form. The ESL School at NYFA will notify that school of the student's eligibility to transfer and will release him or her accordingly.

Students have to be in good academic standing to be eligible to transfer. Students who have attendance and academic problems may be terminated from ESN and might have to undergo reinstatement from the school they are transferring to or leave the country and come back on said school's I-20 as an initial student.

ARTICULATION AGREEMENTS

The school has a transfer articulation agreement with the New York Film Academy.

The requirements for the transfer articulation agreement vary for the various programs offered at New York Film Academy. The Education Director has the list of current requirements for each program.

NOTICE CONCERNING TRANSFERABILITY OF CREDITS & CREDENTIALS EARNED AT OUR INSTITUTION

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

PRIVACY RIGHTS OF STUDENTS

Based on the Federal Family Educational Rights and Privacy Act of 1974 (FERPA), students' written consent must be received before the school can release personally identifiable data from their records to any party other than a specified list of exceptions (Please see the Education Director for more information). All incoming students will fill out a Student Permanent Information Record that contains a FERPA Form and Notification of Student Rights under FERPA. All these are kept in the students' folders. Students can update the information they provide any time they see the need to do so and the updated information will be so noted.

ATTENDANCE POLICIES

Students are required to attend 80% of all scheduled classes to be considered to be in good standing. Students are allowed up to 12 class absences per quarter.

Students who fall below 80% attendance in any of their classes (Grammar and Writing, Reading and Vocabulary, Listening and Speaking) will be given a written attendance warning.

Students who accrue 10 absences in any of their classes (Grammar and Writing, Reading and Vocabulary, Listening and Speaking) will be placed on Probation and will sign a Probationary Contract.

Students remain on Probation for the remainder of the quarter. During the Probationary period, students are allowed 2 absences. Any absence after these absences could result in the student being administratively withdrawn from the school.

ATTENDANCE PROBATION

Students who fall below 80% attendance in any of the courses (Grammar and Writing, Reading and Vocabulary, Listening and Speaking) will be placed on Probation and will receive a letter

from the school stating they are on Probation and the terms. Students remain on Probation for the remainder of the quarter or until they raise their attendance above 80%. During the probationary status, students are allowed 2 unexcused absences in each course. Any absence after these absences could result in expulsion from ESN.

LEAVE OF ABSENCE

Students who wish to take a leave of absence must consult the Education Director. To qualify for a leave of absence, you must be in good academic standing and be making satisfactory progress towards the completion of your certificate program.

Students are permitted a leave of absence if they meet one of the following reasons:

- Medical emergencies due to illness or accident
- Family emergencies that require a break from full-time study
- Financial issues which affect students' ability to continue to matriculate

It is the student's responsibility to contact Associate School Director, and it is not sufficient to only speak with an instructor or staff member prior to taking a leave of absence.

ACADEMIC POLICIES

FULL-TIME ENROLLMENT

In accordance to USCIS rules and regulations, students enrolled at ESN on an F-1 Visa must take 20 hours of class per week each quarter. You must either progress to academic study or leave the United States when you complete your program.

ESN has a minimum attendance (80% of the total program hours per quarter) and academic performance (75% or higher final grade for all courses per level) requirements.

"GOOD STANDING"

A student in good standing at ESN is one who:

- Regularly attends class (80% of total class hours).
- Regularly completes in-class and out-of-class work at an average level (75%) or higher.
- Abides by the school's Student Conduct Code.
- Receives a final grade of "C"/75% or better.

GROUND FOR ACADEMIC PROBATION AND DISMISSAL

A student is not in good standing if *one or more* of the above criteria is not being met during the quarter or by the end of the quarter.

A student may be placed on Academic Probation if, by the end of the quarter, the student fits one or more of these criteria:

- Has missed 20% or more of classes

- Has not completed in-class and out-of-class work, including midterms and finals at an acceptable level (75% score)
- Has made little or no progress in English, resulting in no promotion
- Receives a final grade of "F" in any course
- They have violated the Student Conduct Code

At any time, a student may be placed on Academic Probation and may face Academic Dismissal if the student violates the school's Student Conduct Code.

Acts of academic dishonesty include but are not limited to:

- Cheating on examinations.
- Plagiarizing (copying) another's work, including the submission of work (e.g. essays, journals) prepared by or purchased from another.
- Helping others in plagiarism.
- Creating, changing or misusing school documents.

GRADE APPEALS

Students have the right to initiate a grade appeal within two days after receiving their final grades. Any grade appeals initiated after this period will not be accepted.

To initiate a grade appeal, students must contact the Academic and/or Administration Director (verbally or in writing) within two days of receiving the grade. The Academic Director will arrange a meeting with the student and the instructor to discuss the grade. The Academic Director will review the supporting evidence from the student and the instructor with the Administration Director. A final decision will be

reported to the student and the instructor within two days.

GRADUATION REQUIREMENTS

For levels 1-5, students must complete a level in good academic and attendance standing, in order to advance to the next level. Once students have completed Level 6, they will receive a Certificate of Completion. Students will receive a report card at the end of each quarter informing them if they have passed or failed and can continue to the next level.

CREATIVE FREEDOM

ACADEMIC FREEDOM

ESN believes in the free pursuit of intellectual and artistic inquiry, as well as the exchange of ideas between instructors and students. Controversial subjects may be explored without fear of censure, retribution or reprisal, so long as the work occurs within the scope of the ESN education and is consistent with its stated Academic Freedom Policy, which will be made available to any person upon request. Students, faculty, and staff are free to express themselves and explore their artistic horizons as they see fit, provided that they remain in compliance with state and federal law, and so long as they can successfully demonstrate that the work discussed/performed/completed was created with artistic intent.

Instructors are free to discuss controversial subjects in class and screen controversial works without fear of reprisal, so long as the work serves the overall goal of the ESN curriculum and does not violate the ESN Student Conduct Code or any institutional or campus-wide policies.

ACADEMIC HONESTY & CREATIVE INTEGRITY

ESN expects all students to be responsible individuals who insist on high standards of honesty, personal conduct, and creative integrity. All incidences of plagiarism, cheating, and deliberate hindrance of other students' work are considered serious offenses and will be subject to a Disciplinary Review Hearing at which penalties will be imposed.

Academic honesty extends to all school projects and exercises, both on and off the ESN campus. Students must maintain a high standard of honesty in declarations and descriptions of

these projects to faculty, administration, and staff, as well as other agencies and vendors. Deliberate dishonesty and misconduct are considered serious offenses and will be subject to a Disciplinary Review Hearing at which penalties will be imposed.

FREEDOM OF SPEECH

ESN is an open, academic environment. While we embrace the student's right to free speech and expression, any form of discrimination (whether based on age, race, religion, gender, gender identity or sexual orientation, etc.) will not be tolerated. Libel and slander are strictly prohibited. Any student found guilty of defamation against ESN students or staff is subject to disciplinary action. Any ESN student, faculty, or staff found guilty of defamation against any other student, faculty, or staff is subject to disciplinary action, including probation, expulsion or termination.

COPYRIGHT INFRINGEMENT POLICY

Copyright infringement is the act of exercising, without permission or legal authority, one or more of the exclusive rights granted to the copyright owner under section 106 of the Copyright Act (Title 17 of the United States Code). These rights include the right to reproduce or distribute a copyrighted work.

In the file-sharing context, downloading or uploading parts or whole copyrighted works without authority constitutes an infringement. Students are reminded that copyright infringement is a criminal offense and convictions may include jail time and/or severe fines, with a maximum penalty of \$150,000 per instance in the United States.

Students are forbidden from illegally downloading, uploading, or sharing pirated material on campus, including, but not limited to, software, torrents, films, and television shows. Failure to comply with the institution's policy will result in disciplinary action.

INTELLECTUAL PROPERTY

Intellectual property refers to exclusive copyright, trademarks, patents, and other legally recognized rights to intangible assets, including literary, cinematic, and artistic works.

Students must adhere to institutional policies regarding copyright laws, with respect to material they wish to produce. Students may direct any questions they have regarding appropriate use of intellectual property to faculty or administration.

EDUCATIONAL RIGHTS & PRIVACY

ESN operates within the guidelines of federal and state law with regard to the maintenance, organization, and protection of student files. ESN is aware of, and in compliance with, guidelines established by the Family Educational Rights and Privacy Act (FERPA), concerning protection of confidentiality and privacy of student records. A copy of FERPA guidelines is available for review in the Registrar's Office.

RETENTION & PERSISTENCE

All records for each ESN student are kept in separate academic and financial files in locked fireproof cabinets in the Filing Room and under 24-hour security surveillance. The office remains locked at all times. The Education Director must accompany anyone entering the Filing Room. All academic and financial records for each student (current, graduate, or withdrawn) will be stored for a minimum of 5 years after the date of their first class at ESN. Academic transcripts are permanently maintained. Should a complaint arise concerning a particular student, the files pertaining to that student will be maintained for the life of the corporation.

STUDENT & INSTRUCTOR NON-FRATERNIZATION POLICY

Intimate relationships/dating between students and instructors or staff of ESN is strictly prohibited. Students and faculty may also not engage on personal online social media accounts.

DIVERSITY & NON-DISCRIMINATION POLICY

To foster a diverse, safe, and productive learning and work environment, every student, instructor, and staff is entitled to be treated in a fair and

appropriate manner irrespective of:

- Race
- Ethnicity
- Nationality
- Disability
- Gender
- Age
- Sexual orientation
- Religion
- Political beliefs

This list is intended to be illustrative and is not exhaustive. Striving for a bias-free environment is central to our mission. All students, staff, and faculty are obliged to adhere to the Diversity Policy.

REPORTING DISCRIMINATION

We are committed to responding quickly and constructively to bias and discrimination complaints, and ensuring that all individuals feel comfortable coming forward with a complaint.

Any student, faculty, or staff member who has witnessed or experienced discrimination, harassment, or defamatory language on campus should immediately report the incident in one of the following ways:

- File a complaint form available in the Associate School Director's Office.
- Discuss the problem with a faculty member or administrator

ESN will take the appropriate action to protect faculty, staff, and students from discrimination, investigate any allegations or complaints, and interview all parties involved to find effective resolutions.

Depending on the findings of the investigation and at the discretion of the school, any student, faculty, or staff member who violates the Policy may be suspended or dismissed.

In some cases, students, faculty, or staff members who wish to continue their study or employment may be required to attend a Diversity/Sensitivity Training course at their own expense.

HARRASSMENT AND SEXUAL ASSAULT

Threatening remarks from students (verbal slander, sexual harassment, threats of violence, etc.) and/or any act of physical violence from a student toward any instructor, staff member, student, or other person in general will not be tolerated. Any verbal, nonverbal, physical, or written (graphic or electronic) act that is sexual in nature, severe and pervasive, and creates a hostile environment or limits an individual the ability to participate in or benefit from any educational programs. This policy extends online to social media platforms and any form of additional cyber communication, including text messages.

Any student who violates these terms is subject to disciplinary action and/or criminal prosecution. Threatening remarks or any act of physical violence from faculty, staff, or administrative employee towards any other instructor, staff member, administrator, student, or other person in general will not be tolerated. Any employee who violates these terms is subject to immediate termination.

Any act of sexual assault or any other physical violence will immediately be reported to the proper legal authorities. Any student, faculty, staff, or administrator who falls victim to sexual harassment or assault will be immediately taken to the nearest hospital for medical treatment and emotional counseling. Information on crisis counseling is available in the Education Director's Office.

STUDENT RIGHTS & GRIEVANCES

All students have the right to due process in any action brought against them by ESN that may adversely affect their academic status with the institution. Students have the right to petition for special consideration with regard to the academic and administrative policies and procedures when circumstances beyond their control prevent them from adhering to said policies and procedures.

STUDENT GRIEVANCES PROCEDURES

It is suggested that students use the following internal grievance procedure first, but it is not required. Students who have a grievance may contact the **Bureau for Private Postsecondary Education** at any time. A student or any member of the public may file a complaint about this institution with the Bureau for Private Postsecondary Education by calling (212) 643-4760 or by completing a complaint form, which can be obtained on the Bureau's internet web site (<http://www.acces.nysed.gov/bpps>)

ESN will address all appropriate student grievances promptly. A grievance is considered appropriate if a student expresses feelings of dissatisfaction concerning any application or interpretation of the ESN administration or management-related policy. Procedures are as follows:

- Complaints or problems with ESN should be directed to the Associate School Director.
- All student complaints will be investigated thoroughly, including interviewing all parties and reviewing all documents that relate to or may potentially relate to the complaint.
- If the complaint is determined to be valid, all necessary steps will be taken to provide the appropriate remedy for the complaint.
- Following a valid complaint, ESN will implement reasonable policies or

procedures to avoid similar complaints in the future.

- If the complaint is submitted in writing, the Associate School Director will provide the student with a written response.
- A written summary of all complaints will be kept in ESN office for a minimum of five years, following the date that the complaint was first received.

LEVEL PLACEMENT

The placement exam score, based on the Cambridge Michigan Language Assessments (CaMLA), is used to determine a student's proficiency level, which in turn determines a student's classes. A student must take four hours of class per day: 80 minutes each for Grammar & Writing & Reading & Vocabulary; and Listening & Speaking.

If a student wishes to contest his/her level placement, the Education Director will consider the request for a change. The student's instructors will be asked to assess the student's capability to do more advanced work during the first week of classes. All decisions made by the school regarding a student's request to change levels are final.

LEVELS

ESN offers six levels of intensive English training: Beginner, Pre-Intermediate, Intermediate, High Intermediate, Advanced, and Pre-College. Each level must be completed in one or two quarters.

Course Structure: Each level is 240 hours (12 weeks). Students move up from one level to the next when they pass the previous level (final grade of 75% and higher) or upon the recommendation of the instructor.

Students in Levels 1 – 5 who fail one or more classes in a quarter are required to re-take any classes that they fail. This would result in a "split-level" course the following quarter where a student would be taking classes at two different levels. Students in Level 6 who fail one or more classes must re-take all the classes in Level 6 in order to complete the program.

Level 1 12 weeks – 240 hours
Beginning Reading and Vocabulary; Grammar and Writing; Listening and Speaking

Level 2 12 weeks – 240 hours
Pre-Intermediate Reading and Vocabulary; Grammar and Writing; Listening and Speaking

Level 3 12 weeks – 240 hours
Intermediate Reading and Vocabulary; Grammar and Writing; Listening and Speaking

Level 4 12 weeks – 240 hours
High Intermediate Reading and Vocabulary; Grammar and Writing; Listening and Speaking

Level 5 12 weeks – 240 hours
Advanced Reading and Vocabulary; Grammar and Writing; Listening and Speaking

Level 6 12 weeks- 240 hours
Pre-college level Reading and Vocabulary; Grammar and Writing (with emphasis on academic writing); Presentation skills that parallel college level courses.

SAMPLE CLASS SCHEDULE

Level 1: Beginner

9:00 a.m. to 10:20 a.m.	Grammar & Writing
10:30 a.m. to 11:50 a.m.	Listening & Speaking
12:00 p.m. to 1:20 p.m.	Reading & Vocabulary

Level 2: Pre-Intermediate

9:00 a.m. to 10:20 a.m.	Grammar & Writing
10:30 a.m. to 11:50 a.m.	Listening & Speaking
12:00 p.m. to 1:20 p.m.	Reading & Vocabulary

Level 3: Intermediate

9:00 a.m. to 10:20 a.m.	Grammar & Writing
10:30 a.m. to 11:50 a.m.	Listening & Speaking
12:00 p.m. to 1:20 p.m.	Reading & Vocabulary

Level 4: High Intermediate

9:00 a.m. to 10:20 a.m.	Grammar & Writing
10:30 a.m. to 11:50 a.m.	Listening & Speaking
12:00 p.m. to 1:20 p.m.	Reading & Vocabulary

Level 5: Advanced

9:00 a.m. to 10:20 a.m.	Grammar & Writing
10:30 a.m. to 11:50 a.m.	Listening & Speaking
12:00 p.m. to 1:20 p.m.	Reading & Vocabulary

Level 6: Pre-College

9:00 a.m. to 10:20 a.m.	Grammar & Writing
10:30 a.m. to 11:50 a.m.	Listening & Speaking/Academic Presentations
12:00 p.m. to 1:20 p.m.	Reading & Vocabulary

Optional Classes /Workshops

Elective

Tuesday & Thursday

2:00 p.m. to 3:30 p.m.	Project Collaborate - Film Production - A to Z
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Workshop

Wednesday

2:00 p.m. to 3:30 p.m.	Pronunciation
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CURRICULAR INFORMATION

LEVEL 1: BEGINNER

Prerequisites: None

Level 1: Grammar & Writing

80 hours/level

Course Description:

This course provides instruction in the beginning level of American English grammar usage and applying that knowledge to developing more skills in conversation, communication, and composition. Students will learn structural basics and rules in context for higher retention. The learners will also be introduced to the fundamentals of writing and composition. They will learn how to produce and revise simple and compound sentences, write letters and emails, and single paragraphs.

Student Learning Outcomes:

- To express short affirmative/negative statements and ask questions using the simple present, present progressive, simple past, and simple future 'be going to'
- To identify and distinguish amongst prepositions of location (*in, on, next to, in front of, between, under*) and prepositions of time (*in, on, at*)
- To construct sentences using articles *a/an/the*
- To formulate imperatives for giving directions
- To apply the modals *can* and *can't* to discuss ability
- To differentiate count and non-count nouns as well as use quantifiers
- To develop sentences using subject and object pronouns
- To compose short descriptions using simple adjectives and comparative adjective structures

- To apply adverbs of frequency (*always, sometimes, often, never, rarely, once a week, etc.*)
- To write simple sentences and paragraphs containing learned vocabulary and use appropriate grammatical structures such as subject-verb agreement
- To create a series of original writing on personal experiences and familiar topics
- To compose familiar forms of writing such as email correspondence and advertisement response
- To type a personal response aligned with MLA guidelines

Level 1: Reading & Vocabulary

80 hours/level

Course Description:

This course is designed to help beginning ESL students read simple passages. The course places heavy emphasis on high-frequency vocabulary development and dictionary skills. Students learn word parts and parts of speech and differentiate the relationships between sounds and spelling. They will also practice using various reading strategies such as scanning, guessing content from title, and visualization to increase their reading comprehension. This course also focuses on reading fluency so students can frequently self-monitor their reading speed and comprehension accuracy.

Student Learning Outcomes:

- To develop reading strategies (skimming, visualization, summarizing, etc.) to improve reading comprehension
- To identify the main idea and supporting details in a variety of short texts such as folktales, scientific studies, and biographical accounts

- To interpret vocabulary and phrases using context clues
- To recognize word parts such as roots, suffixes (*-al*, *-ity*), prefixes (*in-*, *un-*, *dis-*) to aid in understanding the word's meaning
- To construct word families
- To identify words in a dictionary with multiple entries and differentiate collocation meanings
- To recognize and use figurative language, phrasal verbs, and gerunds and differentiate adjectives and adverbs
- To develop necessary critical thinking and literacy skills through pre- and post-reading discussions
- To demonstrate understanding of a text by answering yes/no questions, producing factual recall of information, and order of events
- To assess personal progress of reading speed and level of reading comprehension throughout course
- To develop relationships between spelling and pronunciation and reinforce basic grammatical structures
- To recognize the foundational building blocks of sentence structure such as subject-verb-object construction, punctuation, capitalization, etc.

Level 1: Listening & Speaking

80 hours/level

Course Description:

This course is designed for students to effectively communicate personal information, needs, and opinions on a basic level. Clear speaking, listening, and pronunciation are stressed in classroom role play and activities. To reinforce relevant usage of the language, short dialogues and authentic auditory input are presented in class. Students learn to converse with each other on topics of interest to their own culture and to their initial impressions and experience of their current life in the U.S. The

course will also recycle grammar structures from the concurrent Level 1: Grammar & Writing course. Upon successful completion of this course, students will be able to identify and pronounce all the letters of the alphabet, decode spelling, learn sound contrasts and syllable numbering, link sounds, and learn intonation and natural language rhythm. Students will also learn basic idioms for classroom and everyday usage.

Student Learning Outcomes:

- To express personal information (name, phone number, address, nationality, etc.)
- To answer to simple yes/no questions and *wh*-questions in the simple present, present progressive, simple past, and future “be going to” with affirmative and negative responses and short answers
- To follow and give simple instructions and directions
- To use prepositions of time and place
- To tell time using *to* and *after*
- To ask grammatically structured questions related to everyday contexts in the past, present, and future
- To identify and recall details in a short contextualized spoken dialogue
- To recall and list ordinal and cardinal numbers
- To identify the letters of the alphabet and differentiate sound production
- To differentiate vowels and consonants
- To manage pronunciation of consonant blends, plural *-s* endings, *-ed*, and linked sounds
- To ask for clarification of familiar and unfamiliar words for pronunciation improvement
- To express preferences, basic needs, and opinions

LEVEL 2: PRE-INTERMEDIATE

Prerequisites: Level 1 Grammar & Writing, Reading & Vocabulary, Listening & Speaking

Level 2: Grammar & Writing
80 hours/level

Course Description:

This course is designed for pre-intermediate learners of ESL. This course will help students expand their command of the mechanics and rules of American English grammar from the beginner level. It will also focus on the learner's writing and composition skills. Emphasis will be placed on learning how to write and revise simple to complex sentences, write topic sentences and main ideas, and organize them into one or two paragraphs. Writing will be directly related to the learner's personal interests and opinions. This course develops the foundation for the essay writing process. Learners will also practice writing for everyday usage such as using abbreviated language in text messages and emails. Overall, this is a course that introduces the learner to essay writing, specifically concentrating on narrative and descriptive writing.

Student Learning Outcomes:

- To produce complete grammatically correct sentences in the simple present, present progressive, simple past, and simple future tenses
- To ask and respond to *wh- word* questions using verbs in the simple present, present progressive, simple past, and future tenses
- To ask *yes/no* questions in the simple present, present progressive, simple past, and future tenses and produce affirmative and negative short answers
- To demonstrate the usage of modals for request, advice, necessity, ability, and permission
- To produce imperatives to express commands, instructions, and make suggestions

- To differentiate pronouns: possessive, subject, and object
- To assess the need for and usage of articles
- To classify count and noncount nouns and assign appropriate quantifiers
- To compare context-related usages of *be going to* and *will* to express the future
- To recognize grammatical relationships between verbs and gerunds or infinitives
- To further define comparative and superlative forms of adjectives and adverbs
- To compose one to two paragraph samples of narrative and descriptive writing using targeted grammar structures such as tense variety, subject-verb agreement, modals, nouns, pronouns, adjectives, and adverbs as well as writing elements such as the topic sentence, supporting sentences, and concluding sentence
- To demonstrate understanding of the peer editing process
- To develop strategies for test taking, such as time management, brainstorming, and sentence variation
- To type a paragraph aligned with MLA guidelines and understand the importance of avoiding plagiarism

Level 2: Reading & Vocabulary
80 hours/level

Course Description:

This course is designed for pre-intermediate learners of ESL. Students learn new strategies in reading and practice applying them while using a variety of adapted texts. Students are exposed to new vocabulary, which is reinforced in class discussions as well as recycled in subsequent readings. The goal of the course is to improve the learner's confidence in reading actual English texts (newspapers, magazines, and Internet articles) from a variety of collegiate disciplines. To reach this goal students will apply new strategies, improve vocabulary, discuss details from the readings, and apply

critical thinking skills. Focus will also be placed upon strategic note taking. In addition, students will improve pronunciation by reading texts aloud and/or following along while listening to a recording of the text.

Student Learning Outcomes:

- To summarize and comprehend reading passages at the 1500-2000 word vocabulary level
- To interpret meanings of new and more difficult words using contextual clues and word families
- To apply context-driven strategies when a word has multiple dictionary entries
- To recall and identify synonyms, antonyms, prefixes, suffixes, as well as idioms and collocations
- To respond to recall and inference questions and draw conclusions from texts
- To examine a text using a variety of strategies (skimming, predicting, visualization, and making inferences)
- To demonstrate summarizing and paraphrasing of reading passages
- To explain main ideas and major and minor details
- To organize main events in sequential order
- To construct individual connectedness with the readings as well as devise and defend opinions
- To illustrate note-taking strategies such as underlining, annotating, and outlining to improve comprehension
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Level 2: Listening & Speaking **80 hours/level**

Course Description:

This course is designed for pre-intermediate learners of ESL. It provides instruction on recognizing and pronouncing the individual and combined sounds of English and differentiating sounds that are often confusing to ESL students.

The learner will further organize stress and intonation in conversation, and grammar structures will be recycled for clearer application. Focus will also be placed on authentic auditory input to simulate real life conversations. Upon successful completion of this course, students will be able to perceive different American English sounds more accurately; use them in various controlled and uncontrolled contexts; recognize main ideas and details; and learn basic idioms, phrasal verbs, and fixed expressions in the context of story-retelling.

Student Learning Outcomes:

- To demonstrate understanding of simple questions, answers, statements, and short discussions
- To identify subordinating conjunctions such as *after, before, when, until*, etc. to show time relationships and ordinal words such as *first, second*, etc.
- To identify words and forms that signal differences between past, present, and future events
- To interpret and apply the following verb tenses: simple present, present progressive, present perfect, simple past, and simple future
- To interpret coordinating conjunctions to join sentences and show relationship between ideas (*but, or, so, and*)
- To understand and use descriptive adjectives and superlatives, as well as frequency adverbs to add depth to ideas
- To deduce meaning from short auditory conversations and recall big ideas and small details
- To demonstrate an increasing knowledge of pronunciation rules and intonation
- To demonstrate a naturalized reduction and linkage of word sounds in speech
- To form simple conversations about personal histories and opinions or describe places or people using learned vocabulary and phrases

- To identify and use a variety of language functions such as making small talk, showing agreement, using stress for emphasis, drawing conclusions, etc.
- To defend a personal opinion and repeat opposing ideas while constructing arguments
- To develop effective slideshows to accompany and strengthen presentations

LEVEL 3: INTERMEDIATE

Prerequisites: Level 2 Grammar & Writing, Reading & Vocabulary, Listening & Speaking

Level 3: Grammar & Writing

80 hours/level

Course Description:

This course is designed for intermediate learners of ESL. This class will help students expand their command of the mechanics and rules of English grammar from the pre-intermediate level. The learner will then apply that knowledge to developing more skills in composition writing. Emphasis will be on reviewing how to write and revise simple to complex sentences, developing topics, writing a topic sentence and thesis statement, and communicating tone and voice in writing. Learners will draft, organize, write, and edit one to three paragraph essays. The student will learn how to write an array of focused academic paragraphs: definition, process, descriptive, opinion, and narrative paragraphs. The learner is also introduced to the process of moving from academic paragraph writing to essay writing.

Student Learning Outcomes:

- To differentiate the uses of the simple present, present progressive, present perfect, present perfect progressive, simple past, past progressive, and future tenses
- To recognize the relationship between certain verbs and infinitives or gerunds
- To apply comparative and superlative forms of adjectives and adverbs, as well as participial adjectives
- To demonstrate understanding of adjective and adverb word order
- To utilize degree adverbs to make adjectives and other adverbs stronger or weaker
- To make comparisons using *as . . . as*, *than*, showing increase or decrease by repeating the comparative adjective, and correlative adjectives
- To produce sentences using count and noncount nouns with appropriate quantifiers
- To demonstrate understanding of article usage
- To apply a variety of pronouns (subject, object, possessive, reflexive)
- To identify and use modals of ability, permission, request, advice, necessity, expectation, future possibility, and conclusion
- To apply and organize grammatical structures into purposeful academic paragraphs
- To identify and create effective topic sentences, supporting sentences, and concluding sentences
- To identify and differentiate writing goals of various forms of academic writing: definition, process, opinion, and narrative paragraphs
- To identify the necessary elements of academic essays (intro paragraph, body paragraphs, and concluding paragraph) to move from paragraph writing to essay writing
- To demonstrate understanding of the peer editing process
- To develop strategies for test taking, such as time management, brainstorming, and proofreading

- To type paragraphs aligned with MLA guidelines and understand the importance of avoiding plagiarism

Level 3: Reading & Vocabulary
80 hours/level

Course Description:

This course is designed for intermediate learners of ESL. Students build upon previously learned reading strategies to comprehend cross-disciplinary subjects such as peace studies, public speaking, and multicultural literature. The goal of this course is to further develop the learner's confidence in reading authentic English texts found in textbooks, magazines, and online. In addition, the student learns to systematically breakdown a text and manage literal and inferential meanings. Students will also continue to familiarize themselves with more high-frequency vocabulary from the Academic Word List (AWL).

Student Learning Outcomes:

- To examine passages at the 2500-word vocabulary level
- To interpret and apply new words and improve vocabulary knowledge through the use of context clues and word parts
- To identify word connotation and literal and figurative meanings
- To recognize synonyms, suffixes, prefixes, and idiomatic expressions
- To demonstrate knowledge of rapid reading skills such as prediction, skimming, and scanning
- To assess comprehension by recall, inference, and paraphrasing
- To use the KWL method and 3-2-1 strategy to review and get the most out of a text
- To identify poetic devices, sequential order in a text, and basic elements of a story
- To identify different text and speech rhetorical modes

- To compare and contrast two texts discussing the same topic with different perspectives
- To effectively use an all-English dictionary and manage contextual clues for vocabulary words with multiple definitions
- To formulate, discuss, and defend personal opinions generated from samples of writing

Level 3: Listening & Speaking
80 hours/level

Course Description:

This course is designed for intermediate learners of ESL. It provides continued instruction on recognizing and pronouncing individual sounds and intonation. In this course, students will practice and improve their conversation skills and engage in role play and informal debates. Focus will be placed on the verbal and non-verbal cues of active listening and speaking. The learner develops academic literacy skills through text, video clips, and audio. The learner will develop effective note-taking strategies while listening to lectures from a variety of disciplines. In addition, the student develops vital presentation skills for individual and group presentations; these skills will directly translate to the collegiate classroom.

Student Learning Outcomes:

- To demonstrate the comprehension of recorded and live speeches, dialogues, instructions, and lectures
- To identify and apply English sounds and intonation patterns as well as syllable and key word stress
- To deduce meaning of words from context and identify part of speech given the surrounding words
- To develop high-frequency vocabulary
- To identify main ideas and smaller details when listening to lectures, presentations, and dialogues

- To demonstrate understanding of and create graphic organizers such as Venn diagrams, pie charts, and flow charts
- To converse at a functional level adequate for everyday interactions inside and outside the classroom
- To apply comprehension strategies when listening to speeches, dialogues, instructions, and lectures
- To mirror native speaker pronunciation of linked and reduced sounds
- To recognize grammar structures such as verb tenses (simple present, present progressive, present perfect, simple past, past progressive), modals, frequency adverbs, the passive voice, etc. to aid listening comprehension and to produce grammatically correct sentences in speech
- To demonstrate active listening skills such as listening for main ideas and details, listening for intonation, conveying interest with verbal and nonverbal messages, and asking follow-up and tag questions
- To manage discussion dynamics such as interrupting and returning to topics, making small talk, using conversational transitions, and showing enthusiasm
- To develop essential individual and group oral presentation skills
- To develop effective slideshows (Google Slides and PPT) to accompany and strengthen presentations

LEVEL 4: HIGH INTERMEDIATE

Prerequisites: Level 3 Grammar & Writing, Reading & Vocabulary, Listening & Speaking

Level 4: Grammar & Writing
80 hours/level

Course Description:

This course is designed for students at the high intermediate level of English. This course provides instruction on American English

grammar and usage and applying that knowledge to developing more skills in conversation, communication, and composition. This class helps students expand their command of the mechanics and rules of English grammar at the high intermediate level. It will develop the student's knowledge and understanding of the way in which words are modified and joined together to express thoughts and feelings. This course will also develop the learner's writing and composition skills. Emphasis is on refreshing the student's knowledge of writing the thesis statement and topic sentence, as well as sentence combining and styling. The learner will write well-developed three to four paragraph descriptive, narrative, cause-effect, classification, and compare/contrast essays. In addition, the learner composes free writing to promote reflection and application of vocabulary.

Student Learning Outcomes:

- To differentiate uses of the twelve tenses: simple present, present progressive, present perfect, present perfect progressive, simple past, past progressive, past perfect, past perfect progressive, future, future progressive, and future perfect progressive
- To produce tag questions and additions of agreement and disagreement
- To identify relationships between verbs and gerunds and infinitives
- To define phrasal verbs and recognize separable and inseparable phrasal verbs
- To distinguish and use verbs in the active and passive voice, as well as the passive causative
- To form sentences with adjective clauses using relative pronouns
- To manage past, present, and future real and unreal conditionals
- To identify and use direct/indirect speech and embedded questions

- To use modals of ability, advice, necessity, prohibition, conclusion, and future possibility
- To construct five-paragraph problem-solution, comparison, cause-effect, and classification essays using more appropriate verb tenses, subject-verb agreement, articles, connectors, modals, adjective clauses, gerunds and infinitives, and the passive form.
- To identify and create necessary essay elements such as the hook, topic sentences, thesis statement, supportive body paragraphs and conclusion paragraph
- To differentiate grammar structures for formal and informal speech/writing
- To demonstrate understanding of the peer editing process
- To develop strategies for test taking, such as time management, understanding the writing prompt, and creating a brief outline
- To type essays aligned with MLA guidelines and understand the importance of avoiding plagiarism

Level 4: Reading & Vocabulary **80 hours/level**

Course Description:

This course is designed for high intermediate learners of ESL to read more extensively and promote English language proficiency and reading skills. Students will preview typical college course materials and improve language skills while developing strategies for evaluating academic content. Students build upon their reading strategies and apply them as they read a variety of academic texts including personal letters, short stories, and interviews from important historical figures. Importance will be placed upon analytical skills as the student learns to read between the lines, draw conclusions, and synthesize information from various sources. The learner will develop critical thinking, literacy, and inquiry skills

essential for academic success. In addition, students will recycle and accrue more vocabulary from the Academic Word List (AWL).

Student Learning Outcomes:

- To apply new and unfamiliar words and improve vocabulary knowledge through the use of context clues, word parts, and linguistic origin (Greek and Latin roots)
- To evaluate passages at the 4000-word vocabulary level
- To identify the best strategies for using an all-English dictionary effectively
- To identify synonyms, antonyms, prefixes, homonyms, and connotative language of varying intensity
- To paraphrase and summarize reading passages and learn to generate critical inquiry
- To discuss multiple interpretations of texts
- To support reading comprehension by applying skills such as prediction, skimming, and summarizing
- To manage a variety of note-taking skills such as highlighting, annotating, and outlining and use graphic organizers, like a chain of reasoning, to organize notes
- To infer and draw conclusions after reading a text
- To identify author's tone, point of view, and develop a response to a text's argument

Level 4: Listening & Speaking **80 hours/level**

Course Description:

This course is designed for high intermediate learners of ESL. The learner will continue to practice proper pronunciation and intonation and use developed listening strategies. The course stresses listening comprehension as well as oral communication by means of reports, short speeches, role play, and small group/class discussions of various academic disciplines such as earth science, sociology, and anthropology.

Upon completion of the course, the student will be able to engage in meaningful discussion inside and outside of the classroom with both native and non-native English speakers.

Student Learning Outcomes:

- To apply clear pronunciation, intonation, and stress patterns in oral presentations and in extended speech
- To formulate questions based on short lectures or audio that contain increasingly sophisticated vocabulary and structures
- To demonstrate understanding of tense usage by producing accurate responses
- To demonstrate functions of the language such as describing, narrating, making requests, expressing opinions, agreeing/disagreeing, persuading, etc.
- To evaluate vocabulary definitions from context
- To utilize and understand a variety of graphic organizers to take notes
- To construct grammatically-sound sentences (twelve tenses, articles, comparatives, etc.) while speaking and self-monitor for errors
- To recognize and apply native-like devices in conversation and discussion such as asking questions while listening, understanding sidetracks, and tuning out distractions
- To identify non-verbal cues as part of the listening and speaking process
- To compare effective and ineffective visual aids for presentations
- To develop effective slideshows (Google Slides and PPT) to accompany and strengthen presentations

LEVEL 5: ADVANCED

Prerequisites: Level 4 Grammar & Writing, Reading & Vocabulary, Listening & Speaking

Level 5: Grammar & Writing

80 hours/level

Course Description:

This course is designed for advanced learners of English as a Second Language. It provides instruction on the advanced level of American English grammar and usage and applying that knowledge to developing more skills in composition and essay writing. It will develop the student's knowledge and understanding of the way in which words are modified and joined together to express more complex thoughts and feelings. This course will also expand and deepen the advanced learner's academic writing and composition skills. Emphasis will be on refreshing one's knowledge of sentence combining and styling, writing effective and accurate 4-6 paragraph narrative, comparison, cause-effect, and argument essays demonstrating an elevated command of learned grammar rules and smooth transitions. The learner will also focus on the process of writing and develop skills for timed-exam writing samples.

Student Learning Outcomes:

- To consistently identify and use the twelve verb tenses: simple present, present progressive, present perfect, present perfect progressive, simple past, past progressive, past perfect, past perfect progressive, future, future progressive, and future perfect progressive
- To demonstrate understanding of essential grammar building blocks such as modals, articles, differentiating and quantifying count and noncount nouns, and using gerunds and infinitives
- To distinguish usage of and produce direct/indirect speech and embedded questions
- To distinguish transitive verbs from intransitive verbs
- To recognize usage of and apply the passive voice with *by*-phrases, modals, and use the causative form

- To describe situations or states using the stative passive form and to describe opinions
- To recognize and utilize real and unreal conditionals, implied and inverted conditionals, and the subjunctive
- To compose increasingly complex sentences using noun, adjective, and adverb clauses
- To construct sentences using sentence adverbs (viewpoint adverbs), focus adverbs, and negative adverbs
- To use an array of adverb clauses: time, place, reason, conditions, and contrast
- To produce more fluid writing using sentence connectors such as coordinating and subordinating conjunctions, transitions to connect sentences, and transitions to connect blocks of writing
- To write 4-6 paragraph comparison, cause-effect, argument, and problem-solving essays demonstrating an elevated command of grammar rules and appropriate connectors/transitions
- To learn how to write other forms of academic writing such as reaction essays and how to answer short exam questions
- To develop strategies for test taking, such as time management, understanding the writing prompt, and avoiding general statements
- To type essays aligned with MLA guidelines and understand the importance of avoiding plagiarism

Level 5: Reading & Vocabulary

80 hours/level

Course Description:

This course is designed for advanced learners of ESL to read more extensively and promote English language proficiency and reading skills. It will prepare them to read confidently at an advanced level. Students will continue applying reading strategies as they read a variety of cross-disciplinary texts. They will preview typical college course materials and improve

language skills while developing strategies for evaluating academic content. Students will now interpret case histories, anthropological memoirs, and speeches. This course will help advance the learner's application of appropriate pre-reading strategies, identify text organization, discuss information from class readings, apply critical thinking skills, and build upon strategies for vocabulary building. The reading selections are challenging and promote the necessary critical literacy skills for the collegiate level of learning. The learner engages with writers' motivations, evaluating multiple perspectives, and examining how a text relates to personal reality. In addition, students will recycle and accrue more vocabulary from the Academic Word List (AWL).

Student Learning Outcomes:

- To demonstrate comprehension of readings at the 6000-word vocabulary level
- To identify and evaluate complex and abstract issues in a variety of written discourse (university course book biographies, film reviews, radio interview transcripts, etc.)
- To recognize figurative language such as metaphors, similes, and analogies and use idiomatic expressions
- To evaluate facts to make appropriate inferences
- To apply reading strategies such as prediction, skimming, and using headings
- To apply vocabulary strategies such as using context clues, word parts, managing words with multiple dictionary meanings, identifying synonyms and antonyms, and pluralizing words of Greek and Latin origin
- To summarize and paraphrase texts and to generate critical inquiry from/for class discussion
- To identify frequently used grammatical structures in academic texts such as using rhetorical questions and hedging language

- To distinguish positive, negative, and neutral word connotation
- To describe and discuss the writer's purpose using background information or contextual clues
- To create graphic organizers such as timelines, outlines of necessary details, and comparative/contrastive lists

Level 5: Listening & Speaking

80 hours/level

Course Description:

This course is designed for advanced learners of ESL. It focuses on the spoken communication and active listening skills necessary for academic study. Students practice conversing on a variety of topics ranging from different aspects of their personal lives to contemporary topics of interest. Additionally, students demonstrate a variety of listening skills including note taking, comprehension of main ideas and details, as well as determining viewpoint and tone. Class activities include interviews, debates, role play, and group/individual presentations. Production promotes the usage of new vocabulary and phrases, exchanging experiences and ideas in a natural style, and asking/answering follow-up questions. The goal of the course is to improve the learner's ability to recall American English pronunciation nuances and become more conversant in a variety of topics and contexts.

Student Learning Outcomes:

- To interpret and evaluate authentic spoken text such as radio reports, lectures, or interviews
- To orally construct grammatical structures about the past, present, and hypothetical situations
- To produce oral exchanges that occur at a normal conversation rate
- To apply new vocabulary, idiomatic expressions, buzzwords, and common

phrases as part of spontaneous conversation

- To use self-correction or speech adjustment to be more comprehensible to the listener
- To evaluate, comprehend, and respond to short oral presentations on a variety of topics
- To recognize and use reduction and contractions to make speech less formal
- To make inferences and predict information not stated in a conversation
- To evaluate pros and cons and develop support and refutations for debates
- To note-take and fill in charts while listening with more accuracy
- To present confidently and effectively (individual and group) while utilizing presentation technology (PPT, Prezi, etc.)
- To incorporate language functions such as using fillers and common phrases to express approval, disapproval, hopes, etc.
- To demonstrate more native-like pronunciation such as linking consonants to vowels, question intonation, using word stress to clarify information, etc.
- To develop effective slideshows (Google Slides and PPT) to accompany and strengthen presentations

LEVEL 6: PRE-COLLEGE

Prerequisites: Level 5 Grammar & Writing, Reading & Vocabulary, Listening & Speaking

Level 6: Grammar & Writing

80 hours/level

Course Description:

This course is designed for students who need to revise and polish their grammar skills to ensure accuracy of written and spoken communication before proceeding with other degree courses or undergraduate/graduate studies. This is a thorough and systematic

review of grammar structures and their use in academic settings. Although this course studies grammar and writing from an ESL perspective, it is also appropriate for native speakers of English who need to improve their grammar skills. This class will help students expand their command of the mechanics and rules of English grammar at an advanced level. This course will also sharpen the advanced learner's writing skills by focusing on the writing process as they move towards an end product. Emphasis will be on applying grammatical principles to different writing and research topics, revising, editing and presenting the final five to ten page paper. Students will also be introduced to the MLA and APA versions of academic formatting.

Student Learning Outcomes:

- To understand the purpose of and write 5-7 paragraph process, comparison, cause-effect, and argument essays as well as a 5-10 page research paper with formatted citations and bibliography (MLA and APA formatting will be studied)
- To identify and compose hook sentences and thesis statements for process, comparison, cause-effect, and argument essays as well as the organization of the aforementioned essay formats
- To construct sophisticated sentences using correct verb tenses and variation, making subjects and verbs agree, articles, connectors, modals, adjective, noun and adverb clauses, gerunds and infinitives, and conditionals
- To demonstrate advanced grammar structures and rules of the language such as the verb system and parallel structure in context; gerunds, infinitives, and verb complements; the passive voice; articles; and noun, adjective and adverb clauses
- To apply the seven step writing process of choosing a topic, brainstorming, outlining, writing the first draft, getting peer feedback, first draft revision, and proofreading the final draft

- To identify and edit for syntactical errors such as subject-verb agreement, pronoun reference and tense shifts
- To evaluate and edit for mechanical errors such as spelling, capitalization and punctuation, including the uses of colons, semicolons, quotations and hyphens
- To effectively summarize and present a research paper in class
- To understand the academic impact of plagiarism and other forms of cheating as well as using practices such as paraphrasing, summarizing, and synthesizing to avoid offense
- To type an academic essay aligned with MLA guidelines

Level 6: Reading & Vocabulary **80 hours/level**

Course Description:

This course is designed for advanced learners of ESL. Emphasis is placed on improving the learner's understanding of high-level academic English reading materials and on recycling and applying vocabulary from the Academic Word List (AWL). The texts are selected from a range of sources (academic journals, textbooks, books, and online articles) and focus on diverse academic subjects (sociology, film studies, neuroscience, etc.). Upon successful completion of this course, students will be able to demonstrate further improvement in the comprehension of English pre-college and college materials and demonstrate further proficiency in the comprehension and use of new academic vocabulary to be applied inside and outside of the classroom. Learners will also continue to apply strategies that make reading easier such as paraphrasing and summarizing main ideas, predicting outcomes, drawing conclusions, and making inferences and analyses. This course also further develops the learner's critical literacy.

Student Learning Outcomes:

- To decode and comprehend reading passages at the 8000-word vocabulary level
- To predict and sort the content of a reading selection at an advanced level by considering the title, headings, and subheadings
- To demonstrate critical literacy skills by summarizing, paraphrasing, analyzing, and defending personal viewpoints on the stated texts
- To develop note-taking skills such as effective highlighting, annotating, and outlining
- To assess the following in course/level appropriate texts: stated and implied main ideas and details, major and minor points, pronoun references, author's purpose, tone, biases, and intended meanings
- To recognize a writer's point of view as objective or subjective and distinguish fact from opinion
- To utilize context clues to differentiate dictionary entries with multiple definitions
- To recognize collocations and idioms, synonyms, antonyms, word roots, prefixes, and word forms
- To apply vocabulary strategies to understand connotative language in pre-college materials
- To produce developed connections between reading content and prior knowledge, and examine facts, opinions, and reactions based on experiences

Level 6: Listening & Speaking/Presentations
80 hours/level**Course Description:**

This course is designed for advanced learners of English as a Second Language. Students gain speaking and fluency practice by giving presentations about familiar topics, such as their country, their culture, or a favorite activity or skill. They will also adapt their speaking skills to discuss unfamiliar topics in academic speech

formats such as defining a concept, giving a problem-solution speech, and explaining a process. Each student will give presentations to the class on a weekly-basis. In addition, students learn grammatical devices to elevate their verbal ability. Advanced pronunciation skills are also taught to aid in more effective presentations. The goal of the course is to improve the learner's fluency and confidence when speaking to a large audience. By the end of the term, students will be able to give a purposeful array of 10 to 15-minute presentations on familiar and new topics and effectively answer questions from the audience. As audience members, students will also be able to clearly articulate questions in a presentation setting.

Student Learning Outcomes:

- To communicate effectively by using standard pronunciation, correct syllable and sentence stress, and appropriate vocabulary at an advanced, pre-college level
- To produce a well-supported presentation on a specific topic
- To rephrase in speaking the main ideas of a spoken text
- To respond appropriately and at length to questions and comments including those that require synthesis of statements made in immediate conversational contexts
- To critically analyze own and others' oral presentations
- To demonstrate the use of increasingly specific vocabulary to describe and explain ideas
- To utilize spoken grammar devices such as cleft sentences, effective modals, passive vs. active voice, and asking rhetorical questions
- To comprehend exchanges that occur at normal conversation rate
- To perform self-correction or adjust speech to be more comprehensible to the listener,

including pitch, rhythm, intonation and volume

- To produce a presentation of extended length that uses appropriate technology (Google Slides or PPT) and careful selection of accompanying visuals
- To differentiate formal and more casual styles of presenting
- To establish a relationship with the audience using appropriate voice, tone, and nonverbal behavior
- To classify the purposes of various academic speech formats: the introduction speech, explaining a process or procedure, compare-contrast speech, defining a concept, problem-solution speech, and research presentations

OPTIONAL ELECTIVE CLASSES/WORKSHOPS

Students receive 20 hours per week of intensive English instruction, plus have the option of optional elective classes and workshops. Optional elective classes enrich traditional ESL curricula, allowing students to apply their developing English comprehension, pronunciation, and reading skills as they watch films, read scripts, and act in short films. The optional elective classes are separate class hours from the required courses in the intensive English program and vary each quarter. Students must sign up in advance to attend these classes.

ADMINISTRATIVE STAFF & FACULTY

ADMINISTRATIVE STAFF

ESN staff members are committed to providing quality education and satisfying services to the students. The staff helps create an environment that is conducive to learning and help in achieving the student's goals. The staff is an excellent resource for students when it comes to arranging accommodation, acquiring health insurances, opening a bank account, obtaining a bus pass and more.

FACULTY

To teach at ESN, the instructor must have a bachelor's degree at minimum. Those instructors who teach Level 6 or College Prep classes are required to have a master's degree or higher. Our faculty members are committed to receiving ongoing training to improve their ongoing training to improve their teaching approach. Teachers also pay close attention to the student reviews and adjust their teaching methods and course curriculum to address any issues or changing student needs.

ADMINISTRATION & FACULTY DIRECTORY

Linda Gilbert, Associate School Director

B.S. Human Resources Management, Empire State

Chris Boyle, Instructor

M.A. TESOL, The New School

Meghan Killeen, Instructor

B.A./M.A TESOL Pending, The New School

Laurianne Canivan, Instructor

Jurist Doctor, Catholic University

TESL/TESOL Certification, Columbia's Teacher College

Liann Liebowitz, Instructor

M.A. TESOL, Hunter College

John Kefalas, Instructor

B.S. International Business, NYU

BEST Plus Certified NYSED/CUNY

Michael Savas, Instructor

M.A. International Affairs, American University of Paris

TESOL Certification

Lesley Cummings, International Office

Aleksandra Kagan, Registrar Coordinator

OFFICE HOURS & ADDRESS

The ESL School at NYFA, New York

9:00 am – 6:00 pm, Monday through Friday

Mailing Address:

The ESL School at NYFA, New York

17 Battery Place, 5th Floor, New York, New York 10004

Tel. +1 (212) 364-7400

Class sessions will be held at the above address.

Website: <http://www.eslnyfa.edu>

APPENDIX A

ESL Student Disclosure Pamphlet

What You Should Know about Certified Schools in the New York State English as a Second Language School Registry



*The University of the State of New York
The State Education Department
Bureau of Proprietary School Supervision*

Students enrolling in an English as a second language program at a school certified by the New York State Education Department must receive a copy of this information regarding student rights before an enrollment agreement

is signed. As a consumer protection measure, the New York State Education Department registers for-profit schools, which teach English as a second language and accept no public funds. These schools are required to meet minimum requirements detailed in Education Law and Commissioner's Regulations in order to assure that students get what they are paying for - namely, instruction in English as outlined by the school.

Student's Right to File a Complaint

If a student has any legitimate complaint against a school certified by the New York State Education Department, he/she should attempt to resolve the complaint with the school directly. If this fails, or if a student feels that he/she would be penalized by the school for making a complaint, the student may file the complaint with the State Education Department.

Complaints that are not able to be resolved by the school are rare and will usually not arise. However, if such a situation occurs, all attempts to resolve complaints with the school should be documented in writing. Complaints may be about school standards, advertising, facilities, qualifications of teaching and management personnel, methods of collecting tuition and fees, etc. Schools certified by the New York State Education Department are required to file documents relating to all of these aspects of the school's operations with the State Education Department in order to become certified.

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, 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. 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 or visit the Department website <http://www.acces.nysed.gov/bpss/students/> to download the form. You must complete and sign this form and mail it to the Department. 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 Education Department's Bureau of Proprietary School Supervision

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 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 schools fails to take satisfactory and appropriate action, then the Department may proceed with formal disciplinary charges.