

# American Institute of Business and Language, Inc.

## CATALOG



244-02 Jericho Turnpike, Ground Floor

Floral Park, NY 11001

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## Mission

American Language Institute's mission is to provide effective English language instruction to its diverse student body. Through the personal attention of our faculty and staff, we engage our students in a student-centered setting and offer opportunities to adopt a second language, recognizing that this is essential to meet the challenges of working in a today's professional environment.

To achieve its goals, the Institute is committed to:

- Offer intensive beginner to advanced courses in English as a Second Language (ESL) to non-English speakers and those with limited English-speaking proficiency,
- Offer morning, evening, and weekend classes,
- Provide students with nurturing, devoted and dedicated faculty who are experts in their field, and who are especially sensitive to student needs,
- Regularly updated the curriculum to reflect the newest editions and enhancements in English language learning.

## General Information

### Location and Description of Facilities

The American Language Institute is situated in 244-02 Jericho Turnpike, Ground Floor, Floral Park, NY 11001. The Institute has a reception area, two main classrooms and an office for student records at the back. The Institute is not accessible for persons with disabilities.

### Program and Courses

The Institute offers beginner to advanced ESL programs designed for non-English speakers and those with a limited English-speaking proficiency.

### Orientation of New Students

Orientation is conducted at the beginning of each semester to introduce new students to the Institute, its facilities, departments, current students, faculty, and school personnel. During the orientation, students are walked through the school policies, rules, and regulations by the members of different departments.

Mr. Kolaczko, the principal designated school officer, attends the orientation and informs students of the following:

- Full-time attendance requirements,
- Satisfactory Academic Progress (SAP) requirements to maintain F-1 status,
- While student health insurance is not offered by the Institute, health insurance is important while studying in the US, and it is recommended that students avail of this on their own,
- While housing is not offered by the Institute, student advisors can be consulted on the availability of housing in and around the community.

## **School Closings**

The Institute is closed on the following public holidays:

- New Year's Day
- Martin Luther King's Birthday
- President's Day
- Memorial Day
- Independence Day (closed for the entire week)
- Labor Day
- Columbus Day
- Thanksgiving Day
- Christmas Day (immediately following the last day of class through January 1)

**NOTE:** The Institute reserves the right to extend classes to a Friday whenever a public holiday falls on a weekday.

## **Full-Time Students**

Full-time students must attend classes from Monday to Thursday, morning and/or afternoon session, and carry a course load of at least 18 hours per week.

## **Re-entering Students**

A student who has been academically dismissed from the Institute may apply for re-entry by submitting a written request to the director. The applicant must wait for at least one term before he or she is eligible for re-entry. The decision on approving re-entry will be based on factors such as grades, attendance, student account balance, conduct and the student's commitment to complete the course of study.

All applicants will be treated as new students and will have to sign a new Enrollment Agreement.

The registration fee will be waived for any student who re-enters less than a year after leaving the school.

## **Crime Awareness and School Security**

Students are provided with information and materials about crime awareness at the orientation.

## **Housing**

The Institute does not offer housing facilities to students. However, student advisors may be consulted on the availability of housing in and around the community.

## **Lost/Stolen Property**

The Institute is not responsible for lost or stolen property of any student or employee.

**Disclosure statement:** The student should be aware that 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.

**Disclosure statement – College Credit**

American Language Institute offers curricula measured in clock hours, not credit hours. Certificates of completion are issued to students who meet clock hour requirements. The granting of any college credit to students who participated in and/or completed a program at American Language Institute is solely at the discretion of the institution of higher learning that the student may opt to subsequently attend.

## Non-Discriminatory Clause

The Institute does not discriminate on the basis of race, color, religion, sex, sexual orientation, age, nationality or ethnic origin, handicap, marital, parental, or veteran status.

## Sexual Harassment

Sexual harassment is described as unsolicited, non-reciprocal behavior such as verbal comments and harassment, sexist remarks about a person's body, or sexual activities, patting, pinching, or unnecessary touching and demand for sexual favors accompanied by implied or threats concerning physical needs.

Any form of sexual harassment is a violation of the Institute's rules and federal law. If a student is found in violation of the school's sexual harassment policy, he or she will be dismissed from the Institute.

## Substance Abuse

The Institute is determined to maintain an environment that is free from possession and distribution of illegal drugs, alcoholic beverages, and any controlled substance. If a student is found with such substance(s), he or she will be dismissed from the Institute.

## Smoking

Students should pay attention to the non-smoking signs posted on the premises. Smoking is prohibited at all times in classrooms, hallways, bathrooms, and other areas of the Institute's premises. If a student is found in violation of the no-smoking policy, he or she will be dismissed from the Institute.

## Disclaimer

**The Institute reserves the right to:**

- Limit registration for courses.
- Cancel classes where there is insufficient enrollment. In such cases, enrolled students will be notified and refunded all monies received.
- Discontinue courses where no sufficient interest or need exists. In such cases, enrolled students will be notified and refunded all monies received.

## Faculty

Qualified and licensed faculty members teach all courses.

## Student Services (Academic Advising/Counseling)

The Institute recognizes that its students deserve the highest level of academic instruction for utmost satisfaction. To deliver this, AIBL is committed to providing the best possible services to its students.

The following academic advising services are offered at AIBL:

- **Academic counseling** – our counselors help students deal with a variety of concerns including:
  - Problems with teachers and/or peers,
  - Resolving issues with grades or transcripts,
  - Illness or family problems that may impede the student's progress and/or attendance,
  - Any issue related to miscommunication concerning academics, e.g., regular class attendance, withdrawing and/or dropping a class, etc.
- **Course schedule planning** – ensuring that students understand the full scope of the curriculum including subjects and sequence.



- **Academic planning** – helping students choose their field of study and track their progress throughout.

Referrals to relevant services are available at the Institute including, but not limited to, services for learning disabilities, classes missed due to personal reasons, and other matters that may hinder academic progress.

The Advising Department maintains an open line of communication with the faculty, facilitating coordination between faculty and students to address any curricular, academic, or personal issues.

## **Social Activities/Community Service**

AIBL is located in Floral Park, a bustling and vibrant area in Queens, New York, less than an hour from NYC. Students are encouraged to participate in the Institute's activities such as the annual Culture Day Festival, an event where the Institute's diverse international community shares food, dance, and cultural traditions. Other school activities include trips to museums, theaters, and historical locations in and around NYC.

## **Accommodation Policy**

AIBL is committed to providing reasonable accommodation and academic adjustments to allow qualified individuals the opportunity to participate in programs, activities, and employment. In some cases, AIBL must meet formally to determine the best course of action. AIBL thoroughly reviews all requests on a case-by-case basis in accordance with applicable federal, state, and local New York City laws.

## **Field Trip/Student Outing Guidelines**

AIBL considers student outings as an extension of the classroom designed to stimulate interest and inquiry in students, and to provide opportunities for educational growth and development.

The criteria used for assessing the suitability of a proposed trip include:

- Amount of classroom time lost
- Student safety
- Educational opportunity offered
- Relationship to the curriculum or standards of the course

Teachers must be mindful of the impact that missed classroom time has on students and are required to balance the learning opportunity of the field trip with the loss of classroom minutes. Teachers are encouraged to consider trips that have no negative impact on instructional time.

## **Student Outings**

An outing or field trip is defined as a student or group of students leaving the school campus to participate in an activity under the sponsorship of the school and supervision of school employees.

## **Approval and Schedule**

- All field trips must be approved by the director.
- Teachers must fill out a Field Trip form and outline the purpose of the trip, location, and time frame.
- Approved field trips will be scheduled in a fair manner.
- Previously scheduled assignments and/or tests are due on the specified day, including days allocated for field trips.

## Rules for Field Trips

- All field trips must be approved by the director.
- All aspects of the field trip must be highly effective in accomplishing the objectives of the curriculum. The amount of classroom time lost must be justified by the educational opportunity provided by the field trip.
- Student safety is top priority in any field trip. Adequate supervision will be provided at all times for all students, taking into account possible dangers posed by the trip.
- Teachers must review the acceptable standards of conduct with students before the trip.
- Teachers are responsible for the conduct of the students.
- Teachers planning trips will be responsible for arranging appropriate instruction/educational experience and supervision for students who opt out of field trips.

Prior to leaving for the field trip, teachers must provide a list of participating students for attendance purposes.

In the event of an emergency:

- In an emergency, the teacher must notify an AIBL administrator by telephone as soon as possible.
- If necessary, the teacher shall also
  - Call 911 and administer care following the instructions and directions of the EMS.
  - Stay with the student until the issue is resolved and keep the administration updated with the situation.
  - Accompany the student(s) to the hospital, police department or wherever they are directed to.
  - Fill out an incident report within 12 hours of the incident.
- The administration will keep abreast of the student's condition and progress, maintain communication with the student and if necessary, get in touch with the student's emergency contact identified in the Admission Form.

## Student Code of Conduct

Students are encouraged to respect the rights of others and conform to all rules of AIBL:

- Students should not interfere with the conduct and affairs of the institution or educational process.
- Students should obey all instructions of the administration and faculty.
- No talking while an instructor or another student is speaking in the classroom.
- Talking should be limited to asking and answering questions related to class work. Speak in a low voice if possible.
- Eating is not permitted in classrooms while a class is in session.
- No loud, disorderly, boisterous, violent, or indecent behavior of any kind.
- The use of mace, weapons, knives, and other dangerous and harmful materials on school premises is prohibited and is grounds for immediate dismissal.
- Alcohol and controlled substances including narcotics, marijuana, and other drugs are prohibited on school premises. In cases where controlled substances are consumed for medical purposes, students must provide a prescription issued by a physician as proof.
- Loitering and blocking the school entrance or hallways are prohibited.
- Vandalism and theft of school property are prohibited.
- Cheating and plagiarism are prohibited.
- Gambling on school premises is prohibited at all times.
- Smoking on school premises is prohibited at all times.
- Spitting and chewing gum on school premises is prohibited.
- Visitors and children are not permitted in the classrooms when classes are ongoing.
- Use of cell phone is prohibited while class is in session.

Breaking any or all rules may subject a student to:

- Warning
- Probation
- Suspension
- Termination

## Termination and Withdrawal

The Institute reserves the right to dismiss a student in cases where he or she has not attended classes for three (3) consecutive weeks and has not notified or contacted the Institute to explain the absence. The Institute will make every effort to contact the student via telephone, mail (certified and first class), student referral and other means of contact before a decision is made on the student's termination. A student will be determined to have withdrawn if he or she does not respond to the Institute's correspondence, telephone calls and other means of contact. This decision will be based upon the deliberation of the school director.

## Approval, Ownership, Membership/Accreditation

### Approval/Ownership

The Institute, owned and operated by the American Institute of Business and Language, Inc., is licensed by the New York State Department of Education's Bureau of Proprietary School Supervision, located in Albany, New York.

**The Institute is:**

- **Registered by the New York State Department of Education**
- **Authorized to enroll non-immigrant international students**
- **Accredited by the Commission on English Language Program Accreditation (CEA)**

### Board of Directors

**Abubo, Alfredo**  
**Barlaan, Lorraine**  
**Jayasingh, Joshua**  
**Kolaczko, Peter**

### Administration

**Kolaczko, Peter**  
President/  
Admissions Director

**M.Sc.; B.A. Pedagog University, Poland**

**Abubo, Alfredo**  
Chief Financial Officer/  
School Director

**M.B.A. St. Johns University, NY**  
**B.S.B.A. University of the East, Philippines**

**Kolaczko, Joanna**  
Administrator

**B.A. – CUNY Baruch College**

**Cuadra-Perez, Kevin**  
Office of Admissions

**A.S. – Nassau Community College**

**Patrick Cottington**  
Program Director

**MA - University of South Dakota**  
**BA - Yankton College**

**Faculty:**  
**Bermack, Kiri**

**Master of Science for Teachers-Pace University**  
**Bachelor of Arts-Connecticut College**  
**B.A. English, CUNY Queens College**  
**B.A. – Columbia University**

**Hoey, James**  
**Li, Yating**

## Admission Policies



### Entrance Requirements (Regular Students)

- 17 years or older
- Proof of high school diploma or equivalent or post-secondary/college credits
- Personal interview with an Admission Representative

### Non-Immigrant Students

The Institute is authorized under federal law to enroll non-immigrant alien students. They must meet the same admission requirements as other students of the Institute.

### Entrance Requirements (International Students)

- Must be 17 years or older
- Proof of high school diploma or equivalent or post-secondary/college credits; transcripts from foreign institutions must be evaluated for the equivalent of a high school diploma at the minimum.
- Applicants on J-1 visa are eligible for admission to the Institute
- Personal interview with an admission officer
- Proof of financial stability

### Rules Governing Non-Immigrant Students

Non-immigrant students must be aware of the following rules:

- Non-immigrant students must submit evidence of financial stability for the entire duration of the program.
- The rules and regulations governing regular students also apply to non-immigrant students.
- Students must always attend all classes regularly.
- Students are responsible for completing all courses in the approved curriculum enrolled in
- Students must attend classes with all the books and materials required for every course
- During the first week of the term, a student is given a class schedule signed by the director. The class schedule confirms that the student is enrolled in the instructor's class.
- Photocopied textbooks and materials are not permitted in class at any time unless the materials are related to the course and are handed out by the instructor.
- The Institute will not grant a document of any kind, e.g., transcripts or certificates, to a student if there is a balance owed for tuition, books, and work materials.
- Students should advise the Student Records Department of any change in address, telephone number and other pertinent information.

### Change-of-Status for Non-Immigrant Students

Non-immigrant students may apply for a Change-of-Status (COS) visa. Applicants should present the required documentation and submit evidence of financial stability.

It is essential to understand that the United States Citizenship and Immigration Services (USCIS) makes all decisions regarding applications for Change-of-Status.

## Non-Immigrant Students Transferring to Another School

If a non-immigrant student wishes to transfer to another school, a written request must be submitted to the director of the Institute. A student must complete at least 50% of the program or course he or she is enrolled in before applying for a transfer, provided all financial obligations are met.

If a student received an approved F-1 status with the I-20 form issued by the AIBL, he or she must attend a minimum of one term before requesting to transfer to another institution.

For more information on student visas, visit the USCIS website at [www.travel.state.gov/visa](http://www.travel.state.gov/visa) or [www.educationus.state.gov](http://www.educationus.state.gov).

## **Academic Policies**

### **Class Hours/Sessions**

Morning: 8:30 AM to 1:00 PM

Afternoon: 1:00 PM to 5:30 PM

Evening: 5:30 PM to 10:00 PM

Weekend (Saturday/Sunday): 8:30 AM to 6:00 PM

### **Academic Year**

The academic year consists of 864 hours spread across 48 weeks of instruction.

### **Unit of Instruction/Clock Hours**

A unit of instruction is measured in clock hours. An instructional hour consists of 50 minutes with a 10-minute break.

### **Attending Morning and Evening Sessions**

A student attending morning sessions may be allowed to attend classes in the evening provided that the same courses are taught in the sessions of the same term. The same applies to students attending evening sessions who want to attend morning sessions.

### **Enrollment Agreement**

Upon acceptance into the Institute, a student must sign an approved Enrollment Agreement for the program or course he or she is enrolled in. A student will be given a copy of the Enrollment Agreement with the approved catalog and student disclosure.

### **Late Enrollment**

If an applicant misses the official start date of a program, he or she may submit a request for a late enrollment to the Director of Admissions. Late enrollment constitutes a maximum of four (4) days from the official term start date. Requests for late enrollment will only be considered providing the applicant agrees to make-up any hours missed from the official start date of the term.

### **Registration and Tuition Fees**

Upon enrollment, a student must pay a one-time non-refundable registration fee for the program or course that he or she is enrolled in.

The registration fee is applicable only to the specific start date of the program or course that the student is enrolled in. A registration fee cannot be applied to any other start date. Tuition and fees are charged at the beginning of each term and payments are applied to the student account. Flexible payment plans are available to all students.

### **Books and Work Materials**

Students are responsible for books and materials. Students must always come to class prepared with the required books/materials of the program or course.

## **Unpaid Balance/Delinquent Accounts**

If a student is unable to pay any account balance, the student will be asked to sign a promissory note to be paid at a later date without interest.

A tuition balance may also occur when a student withdraws or drops from the program. When withdrawing or dropping with an unpaid balance, the student is given advice on financial liabilities and other consequences that may affect his or her future. Correspondence will be sent to the student reminding him or her of the tuition liability. If reminders are ignored, the account will become delinquent and will be referred to a collection agency.



## Attendance and Absences

### Recording Attendance

Regular attendance of classes is essential for the successful completion of a program or course. Failure to maintain regular attendance may result in consequences including termination. 85% of attendance is required to maintain student status. Make-up hours are required for missed class hours.

Attendance policies are as follows:

- The instructor records each instructional hour of attendance in a roster.
- If an absence is anticipated, the student must call the school to explain the cause of the absence and provide the expected date he or she will return to school. The student should call the school on the morning of the day of absence at the latest.
- Attendance is taken every hour and the rate of attendance is calculated at the end of each term.
- Students arriving more than 15 minutes late or leaving more than 15 minutes early will have their recorded attendance reduced by the number of minutes rounded up to the nearest one hour.
- If a student is absent for two consecutive weeks, the student will be contacted by phone. The communication will be recorded in the Interim Progress Report. The student will also be contacted in writing and will be advised of the possible consequences of the prolonged absence. A copy of the same letter will be given to the student the next time he or she comes to class, at which point the student must sign the Counseling Form acknowledging receipt of the letter.
- If the absence continues, the student will be dismissed from the Institute. The student will be notified of the dismissal and refunded any monies due from the last day of physical attendance.

## Grading Scale

The grading scale is as follows:

SCORES	LETTER GRADE	GRADE POINT	INTERPRETATION
100-90	A	4.0	Excellent
89-80	B	3.0	Good
79-70	C	2.0	Satisfactory
69-65	D	1.0	Pass
Below 65	F	0	Fail
Incomplete	I	0	Incomplete
Withdrawal	W	0	Withdrew

## Incomplete Grade

If a student does not complete the required coursework within the term, he or she will be given an incomplete grade of “I”. A grade of “I” will not affect the student’s Grade Point Average (GPA) but will affect the number of hours attended.

A student has up to 150% of the program length to change the grade from an “I” to a passing grade. The change of grade will be documented in the student’s file. If the student fails to complete the coursework within the prescribed period, the “I” grade will change to a grade of “F”. At this point, the change will affect student’s SAP.

## Make-Up Hours

The following rules apply regarding make-up hours:

- Make-up hours must be done for the course not completed by the student and must be under the jurisdiction of an instructor.
- No charges will be applied for make-up hours completed within the expected graduation date. A charge for make-up hours will apply when hours are completed after the expected graduation date.
- A student will be charged the per hour cost documented in the existing enrollment agreement.
- A student may not use make-up hours to replace missed projects and assignments.
- Assignments that are not completed during the make-up times are factored into the student’s final grade with no penalty.
- In order to measure satisfactory academic progress, a student should achieve eighty-five (85%) percent attendance and make up all missing hours and have a grade of C/2.0 or higher.

## Repeating a Failed Course

If a student receives a grade of “F”, the student must repeat the failed course. A failed course will affect the student's GPA.

If a repeated course still results in a failing grade, the grade of the repeated course will be used to calculate the final grade.

## Determined Date of Withdrawal

The withdrawal date is the date a student submits an official withdrawal to the Student Records Department.

If the student does not complete the official withdrawal process, the school will determine the student's withdrawal date based upon the Institute's records.

Any applicable refund will be generated based on the student's last day of physical attendance in class.

Note: Per regulation, "...the failure of a student to notify the director in writing of withdrawal may delay refund of tuition due per Section 5002 of the Education Law."

## Evaluation Points

The standards of Satisfactory Academic Progress (SAP) evaluation points are devised to comply with the requirements of the Commissioner's Regulations and Education Law.

Required Points	Minimum GPA	Minimum completion of clock hours attempted
At 50% of maximum time frame (defined as 150% of program length)	1.5*	60%*
At 100% of maximum time frame (defined as 150% of program length)	2.0**	85%**
If program is less than one academic year, at 50% standard program length (8th week)	1.5*	50%*
At end of 150% of standard program length	2.0**	85%**

\* If a student cannot meet the requirements, he or she will be placed on probation for one marking period. A term is divided into two (2) marking periods: at the end of the 8<sup>th</sup> week (midterm) and at the end of the 16<sup>th</sup> week (final marking period).

\*\* If a student cannot meet the requirements, he or she will be dismissed from the program.

## Probation

A student may be placed on probation for one marking period of 8 weeks if the evaluation determines that the student lacks the ability to complete the program, i.e., he or she fails to meet the required GPA or 1.5 and/or 50% attendance at the end of the 8<sup>th</sup> week or first marking period. The student is notified through an

Interim Progress Report (IPR) that he or she is being placed on probation. Toward the end of the probationary period, the student will receive a final evaluation to determine his or her ability to satisfactorily complete the program. If the student does not satisfy the terms required during the probationary period, the student will be dismissed from the program.

## Student Rights and Responsibilities

All students have the right to know the following:

- The Institute's licensing and accreditation agencies
- The Institute's programs, facilities, and faculty
- The cost of attending the programs of the Institute
- The school's method of determining Satisfactory Academic Progress (SAP)
- How the SAP affects the student's pursuit of study in the Institute

## Student Responsibilities

- Review and assess all aspects of the school's programs before enrolling.
- Provide additional documentation, verification, correction, etc., as requested by the Institute
- Read, understand, and keep copies of all forms received.
- Notify the school of any change in financial circumstances.
- Understand the Institute's refund policy.
- Sign all required certification and statements.
- If applicable, pay the balance of tuition according to the promissory note.

## Graduation Requirements



For a student to successfully graduate from the program or course he or she is enrolled on, the student must acquire an overall GPA of at least 2.0 and complete 85% of attendance in all courses of the approved curriculum.

A student must also complete all financial obligations before he or she can request any documentation from the school such as transcripts, certificates, etc.

## Credentials Awarded/Official Transcripts

A student will receive an official certificate from the Institute, provided all make-up hours, projects, and assignments are completed and graded.

A student is granted one official transcript of record upon completion of the program at no charge. A student may request additional official transcripts at \$15.00 per transcript.

## Refund Policy

Refunds for the same period of enrollment apply to all students who are enrolled in approved programs and courses.

### Term Refund Policy

A term refund policy is based on programs/courses broken down into terms of 15 to 18 weeks of instruction.

A student who cancels within seven (7) days of signing the enrollment agreement receives all monies paid except the non-refundable registration fee.

After the first week/seven days of signing the enrollment agreement, a student will be liable for the following:

- The non-refundable registration fee,
- The cost of any textbooks or materials,
- Tuition as of the last day of physical attendance in class.

If termination occurs	The school may keep	Student refund
Prior to or during the first week of signing the enrollment agreement	0%	100%
During the second week	20%	80%
During the third week	35%	65%
During the fourth week	50%	50%
During the fifth week	70%	30%
After the fifth week	100%	0%

For example, a student who enrolls in ESL 100, 200 or 300 must pay a non-refundable registration fee of \$100 and the term tuition of \$2,016. If the student decides to terminate the enrollment, the refund due is based on the date from which the student signed the enrollment agreement, as illustrated in the table below.

If termination occurs	The school may keep	Student refund
Prior to or during the first week of signing the enrollment agreement	\$100	\$2,016.00
During the second week	\$503.20	\$1,612.80
During the third week	\$805.60	\$1,310.40
During the fourth week	\$1,108.00	\$1,008.00
During the fifth week	\$1,511.20	\$604.80
After the fifth week	\$2,116.00	\$0.00

A tuition refund must be paid within 30 days from the date of determination of the student's last date of attendance or withdrawal.

## Leave of Absence, Financial Assistance and Credits

### Leave of Absence (LOA)

The Institute does not offer Leaves of Absence from its programs.

### Financial Assistance

The Institute does not offer financial aid or financial assistance.

### Credits from Prior Training

The Institute does not accept credits from prior training.

## Student Graduation, Retention and Placement Rates

The Institute's annual retention rate and number of graduates for the past two academic years are as follows:

Year	No of Graduates	Retention Rate	Placement Rate
2020 – 2021	24	94%	NA *
2021 – 2022	20	90%	NA *

\* The courses offered by the Institute are designed for **personal enrichment only** and are not intended to provide instruction as a means of acquiring occupational skills or employment.

## ESL Program Components and Course Descriptions

### ESL Program Objective

The English as a Second Language Standalone courses provide instruction of the English language to individuals wishing to improve their communication skills or master the English language. The Institute's graduates are confident in their ability to thrive in an English language environment and some even pursue higher education in the US.

The ESL courses offered by the Institute are designed for **personal enrichment only** and are not intended to provide instruction as a means of acquiring occupational skills or employment.

### ESL 100

- One term/16 weeks
- Certificate awarded upon completion of at least 85% class attendance, GPA of 2.0 or higher, and full payment of tuition
- Prerequisite: ESL Placement Test Score of 0 - 51

ESL 100 provides English language instruction to the student at the beginner level. At the end of the course, the student will be able to read, speak, write, converse, and understand basic English grammar at the beginner level.

**Description:** A concentration on descriptive or narrative compositions of familiar everyday subjects, principles and techniques of English in the writing process. Students are strongly encouraged to use a dictionary.

Course Component*	Classroom Hours
Reading and Writing 100	96
Grammar 100	96
Conversation 100	96
<b>Total Number of Hours</b>	<b>288</b>

*\*The ESL courses offered by the Institute are designed for **personal enrichment only** and are not intended to provide instruction as a means of acquiring occupational skills or employment.*

### ESL 200

- One term/16 weeks
- Certificate awarded upon completion of at least 85% class attendance, GPA of 2.0 or higher, and full payment of tuition
- Prerequisite: ESL Placement Test Score of 52-71

ESL 200 provides English language instruction to the student at the intermediate level. At the end of the course, the student will be able to read, speak, write, converse, and understand English grammar at the intermediate level.

**Description:** A concentration on descriptive or narrative composition on familiar, everyday subjects; principles and techniques of English composition in the writing process to develop strong reading and writing skills.

Course Component*	Classroom Hours
Reading and Writing 200	96
Grammar 200	96
Conversation 200	96
<b>Total Number of Hours</b>	<b>288</b>

*\*The ESL courses offered by the Institute are designed for **personal enrichment only** and are not intended to provide instruction as a means of acquiring occupational skills or employment.*

## ESL 300

- One term/16 weeks
- Certificate awarded upon completion of at least 85% class attendance, GPA of 2.0 or higher, and full payment of tuition
- Prerequisite: ESL Placement Test Score of 72 or higher

ESL 300 provides English language instruction to the student at the advanced level. At the end of the course, the student will be able to read, speak, write, converse, and understand English grammar at the intermediate level.

**Description:** A concentration grammar, reading, writing, and conversation at the advanced level; specific readings to provide students with an overview of American culture and traditions, and create a general portrait of the United States to improve the reading comprehension of non-native speakers of English. The communicative approach is utilized to introduce students to a variety of activities that require specific terminology to increase their English vocabulary within the context of specific thematic areas.

This course prepares graduates to pursue higher educational opportunities in the US.

Course Component*	Classroom Hours
Reading and Writing 200	96
Grammar 200	96
Conversation 200	96
<b>Total Number of Hours</b>	<b>288</b>

*\*The ESL courses offered by the Institute are designed for **personal enrichment only** and are not intended to provide instruction as a means of acquiring occupational skills or employment.*



## ESL Student Learning Objectives

Course	ESL 100
Student Learning Objectives	<p><b>READING AND WRITING</b>  Upon completion of this section, the student will be able to:</p> <ul style="list-style-type: none"> <li>• Examine/duplicate/identify topic sentences and sentence fragments through paragraph breakdown and analysis.</li> <li>• Read, and respond in writing to, yes/no questions, using <i>Be</i> verbs.</li> <li>• Build sentence levels using singular and plural, count, noncount, and proper nouns.</li> <li>• Create statements using past time with 80% accuracy.</li> <li>• Identify themes, plots, and/or topics and their differences through breakdown/analysis.</li> </ul> <p>Assessments indicator(s): Vocabulary quizzes, oral dialogue responses/readings, sentence and short paragraph breakdown using class and supplemental material. (<i>Falls under classwork/participation in the grading breakdown in syllabus</i>) Midterm exam, final exam.</p> <p><b>GRAMMAR</b>  Upon completion of this section, the student will be able to:</p> <ul style="list-style-type: none"> <li>• Correctly identify various verb tenses.</li> <li>• Apply different verb tenses to simple sentences with 80% accuracy.</li> <li>• Build sentences combining contractions and simple present/progressive verbs with various noun types.</li> <li>• Experiment with frequency modifiers and irregular verbs.</li> <li>• Write questions using modals.</li> <li>• Create short paragraphs using comparison terms, superlatives, and adverbs.</li> </ul> <p>Assessments indicator(s):  Quizzes centered on identifying grammar elements, simple sentence analysis and short paragraphs. Midterm exam, final exam.</p> <p><b>CONVERSATION</b>  Upon completion of this section, the student will be able to:</p> <ul style="list-style-type: none"> <li>• Correctly pronounce challenging words with 75% accuracy.</li> <li>• Greet others based on situations and context.</li> <li>• Respond to questions about family, shopping, and technology using yes/no, and more specific answers, such as giving directions or describing objects in detail.</li> <li>• Accurately pronounce voiced/unvoiced <i>-th</i> words and form the English/America <i>-r</i>.</li> <li>• Successfully participate in short dialogues in different settings.</li> </ul> <p>Assessments indicator(s):  Oral quizzes focused on delivery and response; written quizzes focused on content comprehension. Midterm exam, final exam.</p>

<b>Course</b>	<b>ESL 200</b>
<b>Student Learning Objectives</b>	<p><b>READING AND WRITING</b></p> <p>Upon completion of this course, the student will be able to:</p> <ul style="list-style-type: none"> <li>• Define, explore, and research phrases and grammar terms in articles and periodicals using a thesaurus.</li> <li>• Identify and apply correct pronunciation and diction usage through question-and-answer exercises with peers.</li> <li>• Analyze sentences, classify words, and apply grammatical concepts in both reading and writing.</li> <li>• Distinguish writing elements (themes, plot, climax) within a short story through simple analysis.</li> </ul> <p>Assessments indicator(s): Vocabulary quizzes, oral group/solo presentations, paragraph and short story breakdown using class and supplemental material. (Falls under classwork/participation in the grading breakdown in syllabus) Midterm exam, final exam.</p> <p><b>GRAMMAR</b></p> <p>Upon completion of this course, the student will be able to:</p> <ul style="list-style-type: none"> <li>• Correctly identify the following grammatical tools and use them in sentences, paragraphs, and short essays:</li> <li>• Verb tenses (present, past, future, including wh- questions, both as subject and object) <ul style="list-style-type: none"> <li>▪ Pronouns and phrasal</li> <li>▪ Modals</li> <li>▪ Count/non-counts nouns</li> <li>▪ Adjectives and adverbs</li> <li>▪ Gerund and their uses with objects and subjects</li> <li>▪ Infinitives and their various forms</li> </ul> </li> <li>• Create questions using the correct subjective/objective/plural forms.</li> <li>• Clarify how certain articles are applied to nouns (count, noncount, concrete, abstract, proper, etc.).</li> <li>• Deliver a short lesson to peers using specific key terms and phrases (both technical and practical) stressing language, poise and delivery1.</li> </ul> <p>Assessments indicator(s): Quizzes focused on grammar elements, sentence/paragraph structure and corrections of peer work. (Falls under classwork/participation in the grading breakdown in syllabus), Midterm exam, final exam.</p> <p><b>CONVERSATION</b></p>

	<p>Upon completion of this course, the student will be able to:</p> <ul style="list-style-type: none"> <li>• Recount/analyze video content with peers in a round table setting.</li> <li>• Contribute/respond in a role-playing scenario with specific topics/settings.</li> <li>• Apply words beginning with th- and r- to pronunciations drills. (Tongue twisters).</li> <li>• Present a ten-minute lecture on a news event with a partner who will do likewise, then explain (reiterate) one of the peer lectures to the class. (And vice-versa).</li> </ul> <p>Assessment indicator(s): Quizzes focused on verbal ability vis-à-vis group/ solo presentation, vocabulary flexibility and comprehension of situational scenarios; Midterm exam, final exam</p>
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<b>Course</b>	<b>ESL 300</b>
<b>Student Learning Objectives</b>	<p><b><u>READING AND WRITING</u></b></p> <p><b>Upon completion of this course, the student will be able to:</b></p> <ul style="list-style-type: none"> <li>• Express his/herself via an oral and written response to a story through immediate reaction. (Impulse exercise)</li> <li>• Explore methods on how to find themes and plots in short stories and theses in essay.</li> <li>• Revisit and refine basic elements in fiction (rising action, climax, dénouement, etc.) and write examples of each based on a short, simple plot.</li> <li>• Predict meanings of unfamiliar words in familiar contexts using context clues.</li> <li>• Write short summaries of reading passages on familiar topics, take simple notes from lectures, and write informal letters using relevant signal words (i.e., words that indicate <i>addition, similarities, differences, time, definition, etc.</i>) and punctuation.</li> <li>• Construct and outline for a short story/essay, analyze how to relate it to a first draft, then write a first draft to a (short) story or essay.</li> </ul> <p><b>Assessments indicator(s): Vocabulary quizzes, oral group/solo presentations, short story analysis/critique using class and supplemental material. (<i>Falls under classwork/participation in the grading breakdown in syllabus</i>) Midterm exam, final exam.</b></p> <p><b><u>GRAMMAR</u></b></p> <p><b>Upon completion of this course, the student will be able to:</b></p> <ul style="list-style-type: none"> <li>• Compare superlatives with adjectives and adverbs and apply them in the appropriate context.</li> <li>• Apply superlative adjectives to sentences using word maps.</li> <li>• Avoid comma splices by identifying dependent and independent clauses.</li> </ul>

- Compare/contrast coordinating conjunctions and how they identify/direct the action(s) in a sentence. (FANBOYS)
- Compose related sentences to form paragraphs reflecting different patterns of organization: time, order of importance and space, using groups of transition words, prepositions and preference words.

**Assessments indicator(s):** Quizzes focused on paragraph structure/breakdown, dialogues, and long sentences; Midterm exam, final exam.

### **CONVERSATION**

**Upon completion of this course, the student will be able to:**

- Demonstrate understanding of face-to-face speech in standard English at a normal pace and with some repetition.
- Participate in face-to-face conversations to tell about personal histories or describe places or people.
- Paraphrase discussions by listening to peer debates and breaking down the conversation(s).
- Apply learned grammatical and idiomatic structures in a recorded PPT presentation, followed by a group discussion/critique.

**Assessments indicator(s):** Quizzes focused on group discussion, conflicts, vocabulary manipulation (word placement) and pronunciation; Midterm exam, final exam.

## Grievance Policy

Students and employees of registered business schools have the right to file a grievance or complaint if they feel that the school or its representative has acted in an unlawful manner.

A grievance or complaint referencing an individual instructor or staff member should first be discussed with the individual(s) involved.

A grievance or complaint referencing a policy or class should first be discussed on a one-to-one basis with the individual enforcing the policy. Should a one-on-one discussion fail to result in a satisfactory resolution, a written grievance or complaint may be submitted to the Director.

## Student Grievance Policy

If a student is unsatisfied with a decision regarding his or her placement or academic progression, he or she may file a grievance with the Institute, either formally or informally.

Academic complaints include decisions about academic results and assessments including, but not limited to grading, placement, and academic progression.

## Informal Academic Grievance

**Step 1: Talk to your advisor.** If you have a problem relating to the instructor, the first person to talk to is the advisor. You may find that you are able to resolve your complaint this way.

**Step 2: Talk to the School/Program Director.** If you are unable to resolve the issue with your advisor or if you feel uncomfortable raising your issue with them, you can speak to the School or Program Director. Both are often able to provide an impartial perspective and can help you resolve your complaint informally.

## Formal Academic Grievance

If you are unable to resolve your complaint through the informal process described above, you can start the formal grievance process by submitting an appeal to the school by using the Student Formal Grievance Form.

If the Director fails to take satisfactory action on the matter, the student may submit a written statement to the President. The President will review the matter and render a decision. Anyone who believes that his or her grievance or complaint has not been fairly addressed by the Institute may write to:

**A complaint/grievance may be submitted in writing to:**

**New York State Department of Education  
132 West 32nd Street  
New York, NY 10016  
(212) 643-4760**

For further information, consult an administrative member of the Institute.

## Appendix A      Grievance Form

### STUDENT FORMAL GRIEVANCE FORM

This form should be used if you wish to lodge a *formal grievance* with the School Director. Students are strongly encouraged to seek informal resolution of faculty-related grievances in the first instance.

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Student Name: \_\_\_\_\_ Student ID: \_\_\_\_\_

Course in which you are enrolled: \_\_\_\_\_

Tel. \_\_\_\_\_

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Nature of grievance (*please add extra pages if required*)

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**Please provide details of the grounds of your grievance.**

*Note:* If you are appealing a mark or grade, please note that the Institute does not recognize grievances relating to academic judgment. The Institute's position is that academic judgment is the proper domain of the named instructor and the learning environment. However, where a student has evidence that a bias in academic judgment has occurred, a student has a right to pursue a grievance under this policy.

**Where appropriate, please attach documentary evidence relating to your grievance.**

**Steps you have already taken to resolve this grievance** (*e.g., spoke to Instructor & Student Records Admin*)

By signing and submitting this form, you consent to the Institute using and disclosing your personal information as described above.

**Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

## Appendix B School Calendar 2023 - 2024

### ACADEMIC CALENDAR

	2023	2024	2025
Orientation (Spring Term)	03/10/2023	03/8/24	03/14/2025
Spring Term Begins	03/13	03/11	03/17
Memorial Day (Closed)	05/29	05/27	05/26
School Summer Break	7/01-7/09	06/29-07/7	6/28-7/06
Classes resume	07/10	07/8	07/07
Monday Make-Up Class			
Spring Term Ends	7/10	07/15	7/14
Orientation (Summer Term)	7/10	07/15	7/14
Summer Term Begins	7/11	07/16	7/15
Labor Day (Closed)	9/4	09/02	9/1
Columbus Day (Closed)	10/09	10/14	10/13
Monday Make-Up Class	10/31 & 11/01	10/29-10/30	11/04 & 11/05
Summer Term Ends	11/01	11/30	11/05
Orientation (Fall Term)	11/02	11/01	11/06
Fall Term Begins	11/06	11/04	11/10
Thanksgiving Day (Closed)	11/23	11/28	11/27
School Christmas Break	12/23/23-1/01/24	12/24/24-1/5/25	12/24/25-1/04/26
Classes resume	1/02/24	1/06/2025	1/05/26
Monday Make-Up Class	3/05-3/06	3/11	3/11
Thursday Make-Up Class		3/12	
Fall Term Ends	3/07/2024	3/12/2025	3/12/2026



## Appendix C      Tuition, Fees, Other Charges

Programs	Program Hours	Registration	Term Tuition	Total Tuition	Books	Total
English 100	288	\$100	\$2,016	\$2,016	\$150	\$2,266
English 200	288	\$100	\$2,016	\$2,016	\$150	\$2,266
English 300	288	\$100	\$2,016	\$2,016	\$150	\$2,266