NYC Global Center, Inc.
SCHOOL CATALOG

2026

252 W 29th St, 7th Floor
New York, NY 10001

516-782-2088

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1.0 ABOUT NYC GLOBAL CENTER

1.1 Welcome Message

Welcome to NYC Global Center (NYC)!

Dear Students,

All of us here at NYC extend warm welcome to you and hope that you will find your time with us to be both an enjoyable and educational experience. NYC aims to provide you with an outstanding opportunity to learn English, and we trust that you will find this time rewarding. To that end, we want to ensure that you know how to utilize all the resources available to you and that you are aware of and have easy access to the policies and regulations that pertain to each student. Remember that you are not alone on this English adventure – staff, faculty, and fellow students are always here to assist you.
Best of wishes in your pursuit of academic excellence!

If you have questions that are not answered by the content of this manual, please call the school office to speak with a member of the staff.

We look forward to meeting and working with you.

Office Hours:
Monday - Thursday
9:00 a.m. – 9:00 p.m.
Friday & Saturday
9:00 a.m. – 5:00 p.m.
Sunday
9:00 a.m. – 4:00 p.m.

Contact Information:
Website: www.nycglobalcenter.com
NY Campus: T. 516-782-2088
E-mail: admin@nycglobalcenter.com

1.2 Mission Statement

NYC Global Center serves a diverse, foreign-born population for whom English is a second language. This institution strives to realize two primary goals:

1. Improve students' ability to comprehend the English language; and
2. Provide students with both the vocabulary and grammatical structures necessary to become fluent in English

1.3 Goals and Objectives

We believe that this Mission can be most effectively achieved through having students meet the following objectives:

1. Develop competency in the English language;
2. Reach a level of proficiency in reading, writing, listening to and speaking the English language that allows for effective communication with others;
3. Provide student-centered curriculum and instruction;
4. Support effective teaching and learning through a dedicated and experienced faculty and staff, quality facilities, and up-to-date material and equipment;
5. Strive to achieve a high rate of student retention;
6. Promote student well-being; and
7. Provide activities that support student comprehension of American culture.

1.4 School History

NYC Global Center was established on August 8, 2022, by a team of experienced educators. From its founding, the school has offered English as a Second Language programs for international students.

The school is accredited by the Commission on English Language Program Accreditation (CEA) and licensed by the Bureau of Proprietary School Supervision (BPSS) of the New York State Education Department. In 2026, the school relocated its main campus to 252 W 29th Street, 7th Floor, in



1.5 Location

Situated at the heart of Manhattan, our NYC campus enjoys a prime location with excellent access to public transportation. Just two blocks away from Penn Station, a major transportation hub, we provide a convenient connectivity to the LIRR, 1,2,3, A, C, E, and NJ transit, along with access to numerous bus routes.

Our central location places us near iconic landmarks like the Empire State Building and Madison Square Garden, allowing you to immerse yourself in the vibrant energy of the city and embrace the bustling urban lifestyle. Experience the excitement of city life, surrounded by cultural diversity and a plethora of culinary delights from around the world. At our campus, you will find yourself at the intersection of convenience and the dynamic spirit of New York City.

252 W 29th St, 7th Floor, New York, NY 10001

Public Transportation Information from Local Airports to Manhattan Campus:

1. JFK Airport > NYC Global Center:

1) Go to Terminal 4
2) Take AirTran JFK: Jamaica Station, where you can transfer to the Long Island Rail Road (LIRR) towards Penn Station. Get off at Penn Station
3) From Penn Station, walk to 252 W 29th St.

2. LaGuardia Airport > NYC Global Center:

1) Go to LGA Internal Roadway/Terminal B
2) Take Bus Q70 towards Limited LaGuardia Manhattan.

NYC is located in a newly renovated, spacious, and well-lit facility in Manhattan, New York, offering a comprehensive program of communicative, English-language courses at beginner, intermediate, and advanced levels to serve the needs of English language learners.

3. Newark-Liberty Airport > NYC Global Center:

1) Go to Terminal B
2) Take the Air Train Newark P4 to Air Train Newark Liberty International Airport
3) Walk to Newark Airport Railroad Station
4) Take the NEC/New York Penn Station Train to Pennsylvania Station
5) Get off on Pennsylvania Station
6) Walk to 252 W 29th St.



2.0 GENERAL PROGRAM INFORMATION

2.1 Overview

The academic program is designed to develop the English skills of students at their individual level of proficiency. The aim of the program is to instill students with confidence so that they have the ability to communicate and thrive in any formal or informal setting. Each level has its own specific goals and outcomes, and each level of instruction builds upon the previous level(s) using listening, writing, grammar, comprehension, speaking, and

Airport Terminals D-C-B
3) Get off at Roosevelt Avenue/74th Street.
4) Walk to Jackson Heights-Roosevelt Avenue Station
5) Take E Train to 34th ST-Penn Station.
6) From Penn Station, you can walk to 252 W 29th St.

vocabulary exercises. Outcomes are listed by level in the NYC Curriculum Guide.

NYC offers Intensive English, TOEFL Preparation, and Professional English Programs designed for non-native English speakers wishing to study in an English-speaking environment. These courses include reading, writing, and presentation skills for use in a variety of situations: general, social, professional, and academic situations. Each course level takes one term (10 weeks) to complete.

2.2 Calendar and Term Dates

Academic Terms: Each term is 10 weeks long; 18 hours a week. There are 4 terms each year. NYC follows standard US federal holidays. The dates of these vary each year so please refer to your school calendar for details.

-Holidays (Year 2026):
New Year's Day: January 01
Martin Luther King Jr. Day: January 19
President's Day: February 16
Memorial Day: May 25
Independence Day: July 04
Labor Day: September 07
Columbus Day: October 12
Veterans Day: November 11
Thanksgiving Day: November 26
Christmas Day: December 25

2.3 Entrance Requirements

To be admitted, prospective students must be at least 18 years of age, and be literate in their native language. Applicants are also required to take a written placement test and have an in-person oral interview to ensure proper placement into the program. Each student is placed at a level consistent with his/her determined oral and written language skills.

2.4 Tuition and Fees

Tuition

Program	Hours Per Week	Length of Term	Tuition (USD)
Intensive English Program (IEP)	18 hours	10 weeks	$1,200
TOEFL Prep Program	18 hours	10 weeks	$1,500
Professional English Program	18 hours	10 weeks	$1,200

Additional Costs

1. *Application Fee*: A Non-refundable $50 application fee is required with your completed application in order to process your enrollment.

2. Textbooks and Materials Fee: $75 per level. Students are required to obtain textbooks and instructional materials for each level of study. NYC Global Center provides all required textbooks, digital resources, and supplemental materials for a flat fee of $75 per level. This fee is non-refundable and must be paid prior to the start of the term.

3. *Housing*: NYC does not provide student housing. The cost of off-campus housing is different for every apartment complex.

4. *Health Insurance*: NYC does not offer health insurance but in line with the Federal Government regulations, it strongly encourages all students to purchase cover. The cost of your health insurance varies by insurance company.

2.5 Refund Policy

First Quarter	
School Schedule	Refund Percentage
Prior to or during the first week	100%
During the second week	75%
During the third week	50%
During the fourth week	25%
After the fourth week	0%
Subsequent Quarters	
During the first week	75%
During the second week	50%
During the third week	25%
After the third week	0%

Refund Due Dates:

All refunds will be issued by check within ten (10) business days from the documented date of determination. The date of determination is the date the student gives written notice of cancellation or withdrawal to the NYC Global Center.

2.7 Placement Testing and Procedures

Before registering for the Intensive English Program, students are asked to answer questions in English and are given an application form to complete. Students unable to answer questions in English (an informal listening/speaking assessment) or to complete the application form in English (an informal reading/writing assessment) are placed at the ESL Low Beginning level (IEP101).

All students take the placement test when they first arrive on campus. The placement test consists of two components:
a) A paper-based test: listening, reading, language use, and writing.
b) An oral component, with open-ended questions

2.6 Class Schedule

The schedule in academic settings is 9:00 am to 1:30 pm or 5:00 pm to 9:30 pm Monday through Thursday for the weekdays. We also offer a weekend course of Friday and Saturday 9:00 am to 6:00 pm.

3.0 ADMISSIONS

3.1 Admissions Policies and Procedures

The academic program is designed to develop the English skills of students according to their individual ability.

The school welcomes applications from individuals who are serious in the acquisition of the English language; and the institute is ready to provide them with an authentic, learning experience. Applicants are accepted without regard to race, national origin, creed, sex, or physical handicaps.

Admissions Requirements

Applicants for admission to the NYC programs must have a high school diploma or equivalency and be at least 18 years of age. Applicants must complete the Application Form and return it to NYC's administrative office. An interview will be arranged at that time. The purpose of the interview is to explore the applicant's goals and abilities as they relate to the school's programs and courses.

Upon acceptance and in accordance with state regulations, the applicant needs to complete NYC's "Enrollment Agreement." The Enrollment Agreement specifies costs, payment methods, and program of instruction.

Although a personal interview is required of all

related to level-specific, learning outcomes, which each student is given in order to confirm the ability-level assessment of the written component

Students take the paper-based placement test that is comprised of sixty (60) questions on the application of grammar, vocabulary, listening skills and reading comprehension skills. They are also asked to write a placement essay. Then, using the results of the written component for measurement, students are assigned the oral component of the placement test that relates to their ability level. Finally, students are formally placed into a level that is commensurate with their performance on both the written and oral components of the placement test.
The initial placement of each student is further assessed during the first week of class so that the student and his/her teacher can determine if development/growth will be made at the assigned level.

2.8 Orientation

An orientation is held at the beginning of each school term. The purpose of orientation is to introduce students to each other as well as to faculty and staff. Also, orientation gives students the opportunity to familiarize themselves with NYC's facilities. Staff will hand out any new or updated policies and go over emergency procedures with all students. Any questions and/or concerns can be addressed at this time.

applicants, out-of-town students who register by mail and meet other requirements may schedule the interview upon arrival in New York. All interviews must be completed prior to the start of classes.

Applicants are also required to take a written placement test and have an in-person oral interview to ensure proper placement into the program. Each student is placed at a level consistent with his/her determined oral and written language ability.

4.0 NYC GLOBAL CENTER ACADEMICS

4.1 Methodology

The primary goal of language teaching is enabling students to use the language to communicate and become communicatively competent. In order to communicate with each other. Our English program is designed to be able to address all these benefits of Communicative Language Teaching.

Factors such as the students' cultural backgrounds, learning styles, and learning goals are also considered to fully understand student needs. With all these aspects in mind, we have developed our

achieve this goal, our Intensive English Program promotes classroom activities that are essentially based on the communicative principle.

Communicative Language Teaching (CLT), or the communicative approach, is based on several theoretical premises:
-Communication involves using language functions as well as grammar structures.
-Language is used in a social context and should be appropriate to setting, topic, and participants.
-Students should be given an opportunity to negotiate meaning, i.e., to try to make themselves understood.
-Students should be able to express their opinions and share their ideas and feelings, i.e., learn to communicate by communicating.

Each of our intensive courses is designed to offer communicative tasks that allow learners to gain language confidence and competence in various social interactions. Much emphasis is given to activities that encourage students to negotiate meaning in activities that require oral communication in English.

The use of cooperative groups in a communicative environment is strongly encouraged. Group tasks are believed to be effective in developing students' ability to convey and process information either in written or spoken English. In cooperative groups, students need to make themselves understood, so they naturally adjust their input to make it comprehensible. In doing so, students can receive repeated input from other members in the group, providing the necessary redundancy for language learning to move from short-term comprehension to long-term acquisition.

The communicative approach provides three major benefits to ESL students. First, it gives second language learners more opportunities and experiences to turn the language into a more functional and comprehensible tool. Second, a communicative task allows learners to produce language output in a context that helps other students understand their messages better. Third, it program in ways that integrate all the language skills with well-balanced communicative activities, and thus, we will help students become independent learners and more informed citizens in their respective communities.



4.2 Course Descriptions

Intensive English Program

IEP101 Low Beginning
By introducing basic literacy skills as well as oral communication skills in English, this course instills confidence in students as they establish a solid foundation in the basics of English. Class activities include pronunciation drills, paired practice, and guided group activities. This course helps students understand and practice English pronunciation, sounds, and basic vocabulary through guided practice informed by the communicative approach. This course focuses on basic oral communication skills in day-to-day situations. Listening practice and minimal speaking tasks will satisfy routine classroom and social demands. A variety of conversational activities include focused pronunciation practice and guided pair-work that offer comprehensive practice with words, common phrases, and simple sentences. As an introduction to reading and writing skills in English, this

also transforms the classroom setting into a real-life situation where people

course will help students learn how to read and write basic words, phrases, and simple sentences. Basic English verb tenses in the present and past time are introduced to enable students to produce short and simple sentences and generate simple questions for survival needs.

IEP201 Beginning

This course will help students increase their listening comprehension and speaking fluency in everyday situations by focusing on some essential grammar, vocabulary, and pronunciation skills they need. Students will build a smooth, clear, easy-to-use, and easy-to-remember foundation for their spoken and written English. Specifically, in spoken and written exercises, students use everyday language and situations to practice and establish good usage in full sentences with subject-verb agreement (singular and plural), basic verbs and verb tenses in the present, past, and future time, countable and non-countable nouns, and pronouns. Students will read short reading passages that cover a variety of engaging themes and topics. Emphasis is on content comprehension, recognition of main ideas, and developing basic vocabulary in context.

IEP301 Intermediate

In this course, students will develop communicative competence in English by studying and practicing specific structures, vocabulary, and communicative functions, such as introductions, likes and dislikes, talking about events, and exchanging information by using question and answer techniques. A broad range of communicative activities will assist students as they develop basic but essential oral communication skills they need in their daily lives. These activities include role play, pair and group work, and listening comprehension drills. This course creates an authentic reading experience through carefully controlled texts, meaning-focused exercises, and extensive vocabulary development.

on discussion and analysis of multipage readings including recognition of main and supporting ideas. Context clues and word formation analysis aid in vocabulary development. To help enhance the grammar skills of high intermediate level non-native speakers of English, use of complex sentences and subjunctive form are introduced and practiced. It broadens the students' knowledge of grammar as it is used in complex sentence structures.

IEP501 Advanced

Through recordings on diverse themes and topics that stimulate critical thinking, students will build their listening and analytical skills for formal and informal discourse. This course will help learners develop their speaking skills by exploring, analyzing, and explaining matters within a variety of themes and topics. Students will also get an introduction to listening to short passages on abstract topics and expressing their own thoughts on a given topic. This course provides comprehensive readings that are carefully designed to provide different and intriguing perspectives on a theme. Extensive guided practices in inferential and analytical skills will help students develop critical reading skills in English. Grammar lessons cover various sentence patterns, adjective/adverbial clauses, conditionals, perfect modals, etc. Writing exercises will strengthen the ability to write a short essay using simple and complex sentence patterns.

IEP601 High Advanced

As continuation of advanced level speaking, reading, and writing in American English, this course caters to the needs of high advanced students whose goal is to develop public speaking strategies, idioms, and academic writing skills. Extensive listening and speaking activities with authentic learning materials will exposure students to spontaneous face-to-face conversations, phone

Students are encouraged to practice making inferences and drawing conclusions while reading. They will also go on to respond by writing their own thoughts in short sentences and paragraphs.

IEP401 High Intermediate

This course is designed to meet the needs of high intermediate level students by encouraging them to engage in short discussions and dialogues. Practice is given in oral discussions, presentations, and conversational questioning techniques. Small group discussions will help students develop vocabulary and speaking skills. Course emphasis is conversations, and academic discourses as well. Communicative group tasks will let students continue to build near-native proficiency, increase comprehension, and broaden their vocabulary for academic purposes. Students are encouraged to develop context analysis skills as they relate to university level subject matter. In addition, advanced writing practices provide students with essential tools to master not only the key steps in the writing process, but also the grammatical structures, lexical knowledge, and rhetorical modes essential for formal writing.

TOEFL iBT Preparation Program

TP501A: TOEFL Beginner 1

The purpose of this course is to prepare international students for the TOEFL exam by getting to know the TOEFL structure and learning basic test taking strategies. To achieve this goal, this course focuses on high intermediate-level reading, listening, speaking, and writing, including practice exam questions and simulation tests. Also, basic test-taking strategies will be introduced, continuously focusing on the development of the four skills of English proficiency. Students will also become accustomed to the test-taking environment, the structure of the test and practice the English language skills they need.

TP501B: TOEFL Beginner 2

This course focuses on teaching standardized test taking strategies for the TOEFL iBT while strengthening the main skills of English learning: reading, listening, speaking and writing. Though the intent and focus of the course is specifically aimed towards enhancing TOEFL students' iBT scores, the material covered in class will fine-tune each student's communicative skills in English for many different formal settings. This course is designed to reinforce classroom exercises and provide opportunities for students to demonstrate their independence in learning outside the classroom. The instructor will

TP501D: TOEFL Intermediate 2

The purpose of this course is to help high-advanced level ESL students learn strategies, techniques, tips, and tricks that will help improve reading, listening, speaking, and writing scores. This course is targeted exclusively at candidates who have to obtain extremely high scores. This course is accompanied with the computer lab where students are required to take three complete simulated TOEFL iBT exams and a final, which is to assess the student only based on the materials covered in class. The simulated exams taken will be reviewed in class so that the student knows the areas needed to improve. They will then analyze results to find areas of weakness and work on improvement. They will also become accustomed to the test-taking environment, the structure of the test and practice the English they need.

TP501E: TOEFL Advanced 1

The purpose of this course is to help high-advanced students aiming for exceptional TOEFL iBT scores, this program integrates strategies, simulations and personalized feedback. This course is accompanied by computer labs where students are required to take three complete simulated TOEFL iBT exams and a final, which is to assess the student only based on the materials covered in class. The simulated exams taken will be

consistently assign and check purpose-driven homework throughout the course.

TP501C: TOEFL Intermediate 1

This course is available to international students who have successfully completed TP701B. This course is designed to help students polish their advanced English skills in order to achieve a successful score on the TOEFL iBT exam. In this course, students will work on improving their reading comprehension skills, formulaic writing skills, and on becoming thoroughly familiar with the structure, format, and content of the Reading and Writing sections of the test. In addition, students will work on improving their note-taking skills, advanced-level listening comprehension skills and speaking skills. Throughout this course, there are multiple practice tests, which will allow students to take practice TOEFL tests in order to become familiar with the exam. They will then analyze results to find areas of weakness and work on improvement. Students will also become accustomed to the test-taking environment and the structure of the test.

Professional English Program

PE801A (Professional English I)

This course is designed for non-native English speakers who wish to improve their written and spoken communication skills in more professional settings. The course focuses on level-appropriate vocabulary and grammar specific to various formal, real-world situations. Students will analyze current issues by reading recent articles from newspapers and magazines. Furthermore, the course provides students with the opportunity to practice basic reading, writing, listening, and speaking skills through authentic communicative activities

PE801B (Professional English II)

The purpose of this course is to help advanced-level English speakers communicate more effectively with native English speakers in professional

reviewed in class so that the student is aware of the areas needed to improve. They will then analyze results to find areas of weakness and work on improvement. They will also become accustomed to the test-taking environment, the structure of the test and practice the English they need.

TP501F: TOEFL Advanced 2

The purpose of this final course is to tailored for the most exceptional ESL Students. As the final chapter in student's TOEFL journey, this course is to push the limits and achieve the highest score that students desire. This course is designed for students who demand nearly perfect score. This course is accompanied by computer labs where students are required to take three complete simulated TOEFL iBT exams and a final, which is to assess the student only based on the materials covered in class. The simulated exams taken will be reviewed in class so that the student is aware of the areas needed to improve. They will then analyze results to find areas of weakness and work on improvement. They will also become accustomed to the test-taking environment, the structure of the test and practice the English they need.

PE801D (Professional English IV)

This course will help students and professionals gain the high-level skills necessary for an awareness of many contemporary issues facing the professional community. The course emphasizes the fundamental competencies of professional communication, focusing particularly on varied forms of written communication. Throughout the course, students will study the rhetorical principles and writing practices necessary for producing effective formal letters, reports, and collaborative projects in various contexts. The course's assignments and classroom instruction develop the ability of students to produce documents that will be effective.

contexts. This course focuses on concepts and English skills in the formal setting, providing students with functional English that they can use in real-world situations. The course includes activities that are designed to help students improve specific language skills necessary to be successful in any formal communications. Encompassing the four language skill areas of English (listening, speaking, reading, and writing), this course will ensure that students have the linguistic tools to succeed in an international and professional setting.

PE801C (Professional English III)

The purpose of this course is to help students gain an understanding of critical language skills in the formal setting such as negotiating, dealing with problems, and coping with contemporary cultural issues in the global setting. Using authentic learning materials adapted from news articles or magazines that reflect current issues, this course will help students increase their knowledge of many different contemporary issues while also learning English. Students practice giving formal and informal presentations using both prepared and extemporaneous materials. Presentations and discussions are related to students' individual areas of interest.

4.3 Grading Policies

What is a syllabus?

On the first day of every class in NYC, your instructor will usually give you a document called a "syllabus." It will explain the goals of the class, describe the major assignments and tests, and

In order to maintain satisfactory academic progress, a student must maintain at least a "C" average in courses taken.

Grade Changes

Course grades other than "I" will not be changed, except in the case of an instructor's mistake. A change of grade will not be allowed after the lapse

usually include a basic calendar for the class. Read the syllabus carefully so that you know how to be a successful student.

Moving to the Next Level

Grade	Point Value	Definition	Percentage
A	**4**	Excellent	90 – 100%
B+	**3.5**	Very Good	86 – 89%
B	**3**	Good	80 – 85%
C+	**2.5**	Above Average	76 –79%
C	**2.0**	Average	70 – 75%
F	**0**	Failing	Below 70%
W		Withdrawal	
I		Incomplete	

In the syllabus, you will find information about how your final grade will be calculated. For most courses, the final grade for a course is determined by the weighted letter grades of the student's participation, quizzes/tests, and exams (midterms and finals). You can earn grades from an A to an F. In every class, students must earn a C or above (a final grade of 70% or higher) to move to the next level. If you fail to receive a C or above, you must repeat the same level for the next session. If you are worried about your grade, talk to your teacher before the end of the term. After final grades are posted, there is NO chance for extra credit or changes to your grad.

Grading Scale

The NYC Global Center (NYC) Grading System is as follows.

of the next session. The corrected grade should be processed and submitted to the Registrar.

Failing a Course

If you fail a course, you should first talk to your teacher or the Academic Director to find out how to improve and get extra help. You and your instructor may make a step-by-step plan for passing the course. It is the duty of the student to ask for extra help from instructors or NYC staff. If you do not receive a grade of "C" or better when you repeat the course in the next session, you will be dismissed from the program.

Withdrawals

If for any reason it becomes necessary for students to withdraw from NYC Global Center, they must fill out and submit the withdrawal request form.

Incompletes

Grade "I", as described above, represents an incomplete in a course. Usually, you receive grades for your classes. However, if you begin the class late, midway through the session, you will be given an incomplete ("I") for the class. In this situation, you are required to repeat the class for the full session in order to receive a grade and pass to the next level.

Repeated Courses

A student may repeat a course and will receive credit for taking the course once. Students are not allowed to repeat a course in which they have earned a grade above "C+". NYC Global Center (NYC) realizes that not all students learn English at the same pace nor possess the same ability for English communication. However, NYC also realizes that repeating a class several times signals that you are unable to cope with the material for the class nor the rigor of the program in general. Therefore, if you are unable to get a passing grade, you will be placed on academic probation and asked to meet with the Academic Director. If you fail to receive a passing grade for a second time, you will not be allowed to re-enroll in the program.

4.4 Satisfactory Academic Progress

Satisfactory Academic Progress (SAP) means that a student is proceeding in a positive manner toward fulfilling the requirements of the course in progress. NYC Global Center utilizes a 2.0 grade point average as the minimum standard of academic achievement and then takes into account how well a student has adhered to the Attendance Policy before determining SAP.

If at the end of a course a student does not maintain a minimum grade point average of 2.0 nor adheres to the Attendance Policy, the student will receive a warning letter and will be asked to sign a Student Failure Confirmation form. The student is placed on academic probation and is given one more session to remove the probation. If the student fails to remove the probation during that time, he/she is dismissed. A student who fails to earn a grade point average of 2.0 must repeat the same level for the next session.

It is also important to note that if a student has only achieved the minimum grade point average for good academic standing, he/she is given a choice of whether to repeat a particular course or simply move on to the next level of the program.

4.5 Academic Probation

Academic probation is a time when your academic progress and success are supervised by your instructor(s). During this time, you must work to improve your grades and/or attendance. If you do not successfully fulfill the terms of academic probation, you will no longer be enrolled in the program. There are three reasons you are put on academic probation: 1) low attendance (attendance probation), 2) poor performance, or 3) repeating the same class.

5.0 PROGRAM POLICIES AND PROCEDURES

5.1 Attendance Policy

In order to make progress and get good grades, it is very important to attend class regularly. Failure to meet the guidelines of the attendance policy requirements may lead to attendance probation or dismissal from classes.

Regular attendance means that you are maintaining 80% attendance in all your classes. If you fall below the necessary 80% attendance, you will be put on probation. Once on probation, you must maintain 80% attendance. If you maintain 80% attendance in all classes for the next session, you are removed from probation; otherwise, you are no longer enrolled in the program at NYC Global Center (NYC). If you return to probation in later sessions due to poor attendance, you must maintain 80% attendance in all classes for the remainder of your study at NYC or be dismissed from the program.

Students are expected to be in class unless they are ill or have an emergency situation. A student is absent when s/he is not in class for any reason. Extreme situations (e.g., returning home for a medical leave of absence) should be discussed with the administration.

Program	**Total Hours of Class Assigned**	**20% of Total Class Hours (Limits for Dismissal)**
Intensive English Program (IEP)	18 hours/week, 180 hours/term (10 weeks)	36 hours
TOEFL iBT Preparation (TP)	18 hours/week, 180 hours/term (10 weeks)	36 hours
Professional English (PE)	18 hours/week, 180 hours/term (10 weeks)	36 hours

5.2 Tardiness

Students who are late to class miss important

A Rule to Remember:

Arriving more than 15 minutes late, or leaving class prior to the end of the scheduled, instructional period, equals a one-hour absence.

5.3 Leave of Absence

If a student must be absent from school, the student must fill out the Leave of Absence Request Form. It must be approved by the school Director.

information. The classes are four hours and thirty minutes long. Your teacher will count you absent for one hour if you arrive 15 minutes or more after the class begins. Your teacher will also count you absent for one hour if you leave class before the class ends. If you do arrive late, please do not interrupt the class or ask the instructor for permission to enter the room. Simply enter the class and sit down quietly. Please note that many absences can lead to placement on academic probation.

Students may experience extended personal, medical or other problems which make it difficult to attend class. NYC allows a student under such circumstances to take a Leave of Absence (LOA). A retention evaluation upon return is to be performed when the leave extends beyond thirty days. An LOA must be requested in writing by the student and must be approved by the School Director.

5.4 Common Questions about the Attendance Policy

1) Are there excused absences?

If you have a serious medical situation that requires emergency doctor or hospital treatment and that will prevent your regular attendance, you should notify your teacher or the administrative staff as soon as possible. Examples of a medical emergency would include being hospitalized for one or more days for an illness or having surgery. The Student Advisor will ask you to provide documents from a U.S. medical doctor, licensed clinical psychologist, or doctor of osteopathy to make a decision about your status.

2) What if I am absent on the day of a scheduled test or quiz?

You are permitted to make-up one scheduled test/quiz per term. The test or quiz must be made up the day you return to class.

- Please note that ***final exams cannot be made up***. Final exams must be taken on the scheduled day. Before you buy any airplane tickets, please check the school calendar.

3) What if I am pregnant?

Female students who are pregnant will be held to the same attendance policy as all other students unless a doctor believes she should not attend school for medical reasons. Title IX (a law of the United States Department of Education) requires a school to excuse a student's absences due to pregnancy or related conditions, including recovery from childbirth, for as long as the student's doctor believes the absences to be medically necessary.

This means that pregnant students should submit documents for any medically necessary absences to the administrative staff.

- Please note that scheduled, non-emergency doctor's visits will **not** be accepted for excused absences. Please schedule any doctor's appointments for a time when you do not have class.
- If the birth of the baby is expected during final exam week, the student and teachers may make arrangements for alternate final exam dates. However, the School Director must approve any alternate final exam arrangements.
- If the father is also a student, he will be held to the same attendance policy as all students. In general, a female student who is pregnant and chooses to study in the term she is scheduled to deliver should communicate regularly with all teachers to ensure that she stays on target and completes all required assignments. With good time management, it is certainly possible to continue making progress toward completing the program.

5) I understand all this. But what should I do if I still need to miss a class?

Occasionally, you may have to miss a class for one reason or another. Missing one or two classes normally is not cause for concern. If you are going to be absent, follow these steps to stay on a successful path:

- If you know you have to miss a class, email your teachers or contact the Student Advisor BEFORE you miss class so that they can inform you of the topics that will be discussed in class and that you can review/study at home.
- Remember that you are responsible for making up what you missed. If you are worried about completing missed assignments, ask your teacher or a classmate for help; but all work must be completed in a timely manner.

5.5 Registration Policies

- ***New Students***

Enrollment operates on a rolling basis, which means that students can register for classes at any time during the year (while classes are in session). Late registration may be accepted on a case-by-case basis but is discouraged.

Student must be 18 or older to register and must agree to abide by NYC's rules and policies. All requested information must be completed on the application form. Incomplete forms will not be processed. Application forms are available on the NYC website or can be obtained by contacting the office. It is important to understand the school's refund policies in the event that course withdrawal becomes necessary. There is a non-refundable application fee of $50. This fee is not part of the tuition and must be paid at the time of registration.

Registration options include:

Website: www.nycglobalcenter.com

4) What if I miss a class because…. (My flight was late/I had a meeting with my embassy/I had a meeting with my advisor/ I had to go to traffic court/I was taking the OOOO test)?
You will be counted absent.

Email: admin@nycglobalcenter.com
Phone: 516-782-2088
Mail to: NYC GLOBAL CENTER
252 W 29th St, 7th Floor, New York, NY 10001
In person: 252 W 29th St, 7th Floor, New York, NY 10001

Office Hours:
Monday - Thursday
9:00 a.m. – 9:00 p.m.
Friday & Saturday
9:00 a.m. – 5:00 p.m.
Sunday
9:00 a.m. – 4:00 p.m.

- ***Returning Students***

Our office will automatically register continuing students for the next term, unless they have completed one of the following processes: graduated, officially withdrawn from classes, or been dismissed from program. It is very important that all continuing students be registered and able to attend classes from the first day of every term. Below, you will find important policies about registration and arriving late to a term.

If you want to return to NYC Global Center after taking a break of two or more terms:
A student who is absent for more than 6 months must take the placement test to re-enroll. This is to ensure that the student is placed in the most appropriate level for his/her language proficiency, so that he/she will have the best learning experience. NYC Global Center does not guarantee that a student will be placed at or above the students' previous level of enrollment, since the students' language skills may have declined over time without active practice. *Note*: These students will be held to the same placement testing policy as new students.

5.6 Payment

Tuition and required fees must be paid in full no later than one business day prior to the start of a term. Students that fail to meet this deadline will be assessed a late payment fee of $20 per week. Exceptions can only be made by permission of the School Director.

Registration must be completed before paying tuition fees. Non-payment of fees voids registration, and the student will not be accepted in the class.

NYC offers a voluntary installment payment plan to help students who are unable to pay the total amount due in full at the time of registration. Complete and submit the ***Application for Installment Payment Plan*** form at least one week prior to the course start date.

5.7 Dismissal

The following situations may cause you to be involuntarily dismissed from NYC:
1. Falsifying documents or misrepresenting information on your application.
2. Being convicted of a crime while you are a student at NYC.
3. Exhibiting behavior that is harmful to yourself or others.
4. Failing to pay for tuition or other expenses charged by NYC.
5. Acting in disruptive or threatening behavior in your classes.
6. Habitual abuse of drugs or alcohol despite counseling. You can also be dismissed from NYC if you remain on academic probation for
-Being on low attendance academic probation for more than two sessions (consecutive and nonconsecutive)
-Being on performance academic probation for more than two sessions (consecutive and nonconsecutive)
-Failing the same level twice
Note: Students dismissed from NYC are not eligible for refunds and certificates of completion.

5.8 Student Grievance Policy and Procedure

Our program is dedicated to helping our students

NYC accepts cash, personal check (in USD), credit card, debit card, PayPal, and wire transfer.

A student at NYC Global Center (NYC) may file a written complaint related to, but not limited to, the following: conduct of a faculty member, staff member, and/or administrator; learning standards and/or methods of instruction; facilities, equipment, and/or materials; school records; tuition and/or fees, and/or school records. If your problem is about your class grade, please see the Grade Appeals section of this handbook. If your problem is not about your grade but involves a class, its books, its instructor, its exams, or other related issues, **please speak to the instructor first.** If talking to the instructor cannot solve the problem (or if you really do not want to talk to the instructor yourself), you should then discuss the problem with support staff, administrator, or the Student Advisor, whomever you deem more appropriate. If the problem continues, you may choose to submit a written, formal grievance .

NYC divides complaints into two categories: informal and formal.

Informal complaints are defined as minor problems that do not jeopardize a student's academic achievement or health/safety on the NYC premises. Forms for informal complaints are available at the front office. On the other hand, *formal complaints* are defined as issues that do jeopardize a student's academic achievement or health/safety on the NYC premises. If a student has a formal complaint, he/she must put it in writing and deliver it in an envelope to a staff member or an administrator, in the front office. If a student requires assistance in making a formal, written complaint, he/she is along the journey to competence in English, to awareness of self and sensitivity to cultural differences, and to lifelong learning, all of which will prepare them to succeed in their academic endeavors. If students feel their needs are not being met, they may file a complaint.

***Notice of Nondiscrimination**

NYC Global Center (NYC) adheres to all federal and state civil rights laws banning discrimination in private institutions of higher education. NYC is deeply committed to creating a community free of unlawful discrimination, harassment, and violence. The full description of this commitment is found in the Nondiscrimination Policy. NYC has made all employees mandatory reporters of violations of this policy.

***Unannounced School Closure**

In the event of an unannounced school closure, students enrolled at the time of the closure must contact the Department of Labor and Workforce Development's Training Evaluation Unit within ninety (90) calendar days of the closure. Failure to do so within the ninety (90) days may exclude the student from any available form of assistance. The contact number to call is (609) 292-4287.

5.9 Privacy of Student Records

NYC recognizes that student records contain confidential information and will not release said records to a third party without the student's prior written consent, except to persons and agencies authorized by law.

Student records include, but are not limited to: transcripts, grades, exam papers, test scores, evaluations and financial information. Student

encouraged to speak to a staff member or instructor for help.

All complaints are taken seriously and will be forwarded to the School Director for action. A formal written reply will be sent to your Email address within 10 business days. If the School Director decides that a meeting is necessary, you will be contacted within 10 business days to set up an appointment to resolve the issue. If a student is not satisfied with the action taken, on the part of the School Director, to resolve the complaint, he/she can request a meeting with the President/Proprietor for final resolution.

***Privacy Statement**
All grievance information is shared only with those people concerned and kept on file available to the School Director.

records are kept on NYC premises in locked cabinets managed by NYC's Administrative staff.

5.10 Student Review of Records

Students have the right to view their own records with the exception of records that contain information about other students or confidential recommendations from others.

5.11 Copyright Policy

Students are reminded that textbooks and other written material fall under the US copyright laws. A reminder of this law is posted above the photocopier at NYC and staff will not copy written material that exceeds the law.

NYC Global Center recognizes that federal law states that it is illegal to duplicate copyrighted materials without authorization of the holder of the copyright, except for certain exempt purposes. Under federal copyright law, a copyright exists in "original works of authorship" that are fixed in a tangible medium of expression for more than a transitory duration from which the work can be perceived, reproduced, or otherwise communicated, either directly or with the aid of a machine or a device.

As a general rule a single photocopy of part of a copyrighted work, such as a copy of an article from a scientific journal made for research, is considered fair use and can be copied by a student for his or her own use.
Photocopying large parts of a book recommended for purchase by the instructor, making multiple copies of articles or book chapters for distribution to classmates, or copying material from workbooks, is considered to exceed fair use and would fall under regular copyright laws.

5.12 Code of Conduct

Student Conduct Expectations

Students are expected to abide by the school rules and policies, and to respect their teachers, their classmates, and the educational opportunity they are enjoying. If a student is disruptive in class, he/she may be asked to leave and then marked absent. **Disruptive classroom behavior** includes, for example**:** talking to other students during instruction, answering cell phone calls, sending, or

Student Conduct Codes and Rules

This Handbook includes information about rights, policies, and rules for misconduct. Students need to be aware of the rules related to alcohol use, possession of drugs, property theft, sexual abuse and assault, verbal abuse, academic dishonesty, and many more topics. Please read the rules below and ask instructors and staff to help you understand their meaning. The rules are grouped into three main areas: honesty, respect, and responsibility.

(1) Honesty: This means living a life of honorable and fair actions that reflect well on your person and character. To do the opposite is to act in a dishonest way such as lying, stealing, vandalizing, cheating, misrepresenting yourself, and misusing school facilities.

(2) Respect: This means living a life that values the rights of others to live in a safe environment that promotes the educational ideals of the school. To do the opposite is to act in a disrespectful way such as engaging in physical and verbal abuse, intimidation, harassment, disruption of teaching or school activities, and failing to follow any directions given by faculty or school administration. If a student's behavior in class becomes a problem (to the teacher or other students), the School Director will meet with him or her to discuss the problem.

(3) Responsibility: This means living a life that reflects well on the school and community. To do the opposite is to act in an irresponsible way such as using and distributing drugs or other illegal substances, neglecting to meet financial obligations, illegally distributing alcoholic beverages, and illegally possessing firearms. The list below is a guide to some problems you should avoid. Participating in these actions can lead to dismissal from NYC and even criminal charges. This list is only an example; it is not a complete list.

• Academic Misconduct: using another student's work as your own or hiring someone to take an

receiving text messages, leaving class frequently or for extended periods of time, sleeping, disrespecting the instructor or other students, using one's native language in class, and doing activities not related to the class. Students should also respect the work and study environment of the NYC Global Center, including behavior before and after classes in empty classrooms and hallways. They should conduct themselves as they would in a place of business and higher education.

• Rude Behavior: talking to other students while the instructor is speaking, making noises during class, listening to music during class, etc. Also included are indifference, disrespect, or rudeness towards fellow students, or NYC employees, whether explicit or implicit (any disorderly/antagonistic conduct on school premises).
• Plagiarism: stealing ideas from other sources like the internet, a friend's paper, print material, etc., and presenting them as your own in an essay or presentation without giving credit to the source.

Problems that will be addressed by law enforcement (City or State Police):
• Having Controlled Substances: buying, keeping, or using illegal drugs like marijuana, ecstasy, cocaine, etc.
• Alcohol: driving while drunk, giving alcohol to someone under the age of 21 years-old, public urination, public intoxication, etc.
• Sexual Harassment: unwanted touching or suggestive language, unwelcome and persistent attention towards someone, etc.
• Sexual Assault: non-consensual sex, forcing someone to have sex, etc.
• Dangerous Driving: speeding, disregard for posted traffic signs and signals, etc.
• Assault: fighting, attacks on other persons with or without weapons, etc.
• Theft and Vandalism: stealing and destroying or defacing public or private property.

exam for you, etc.
• Poor Attendance: not going to class, always arriving late to class, etc.
• Cheating: looking at another student's paper during a test, text messaging or using your cellular phone or personal electronic device during a test, etc.

• Removal of school property from the premises without prior permission from management or unauthorized use;

• Conducting a lottery or gambling on school premises;

• Use of school telephone, fax, computers, office supplies, or other school properties without approval from the school;

• Smoking in restricted areas or at non-designated times;

• Posting, removing or altering notices on the school premises without permission from the school;

• Soliciting, selling, or collecting funds for any reason on the school premises;

• Bringing pets of any kind to school;

• Viewing contents that are sexually explicit, violent or others that may be found offensive to others on the school premises whether using a computer in the computer lab or the student's personal computer;

• Downloading any active-X controls or harmful files, or creating or modifying any of the computer files or programs of the school that would affect the computer system;

• Obscene or abusive language - or any act of harassment toward a fellow student or a NYC

(4) Other unacceptable behaviors

• Intentionally or chronically speaking languages other than English during class time;

• Not bringing your textbooks and other necessary materials (i.e. paper, pen or pencil, etc.) to your classes;

• Use of a cell phone or any other communication devices during class (cell phones must be turned off during class);

• Threatening, intimidating or coercing fellow students or NYC employees on or off the premises at any time, for any purpose;

• Engaging in an act of sabotage; negligently causing the destruction or damage of school property, or the property of fellow students or employees in any manner;

employee (NYC has a zero-tolerance policy towards any verbal and physical abuse);

• Violation of any of the school policies posted as amendment or addendum.

If you engage in any of, but not limited to, the unacceptable activities, you can be suspended or dismissed from the school.



6.0 STUDENT SERVICES

6.1 Purpose

NYC understands that many of its students have entered a new environment. To help students assimilate into the new culture/community NYC offers a range of student services that complement the language programs and help students create a local network of friends and support.

Students are encouraged to take advantage of these services. Involvement is monitored and advising, and support is offered within the school setting where it is seen that students are not participating and may be at risk.

By taking advantage of the services offered, students can experience not only academic success, but personal success as well. Each service is designed to enhance students' learning experiences, assist them with academic challenges and help them achieve their goals.

6.2 Student Advising

NYC provides a range of advisory services to assist students with topics such as goal setting, planning, academic progress, and achievement.

Advising is an effort on the part of one individual to take responsibility for providing guidance and support to another individual that is lacking in ability and/or experience. The core of the advising program centers around conversations in which advisers serve as a resource of knowledge and a source of direction for students to develop action plans in order to achieve academic success and social integration.

The Academic Director tracks student progress in the programs and helps students who are struggling to make progress and advance through the programs. If you have a financial or

6.3 Student ID Request

Student ID is issued to current NYC students. Student must fill out a student ID request form available at
the NYC office and submit it with a picture to the office.

Student IDs take up to 15 business days to process. Students are notified when their ID is ready for collection from the office. Student IDs are valid for one year from the time of issue and is useful for receiving student discounts at retail stores in the community and across the country.

-**Student ID Card Fee: $15**
-Please contact our administrative staff for more information about photo ID requests.

6.4 Health Insurance

NYC does not offer health insurance but in line with the Federal Government regulations, it strongly encourages all students to purchase coverage. Here are some of the insurance carriers for international students:

www.internationalstudentinsurance.com
www.isoa.org
www.compassstudenthealthinsurance.com
www.ivisitorinsurance.com/foreign/student

NYC takes no responsibility for student health insurance choices based on information provided.

Again, it is imperative that you obtain health insurance – especially if you do not have coverage in your home country – because health/medical care in the U.S. is VERY expensive. In fact, the U.S. does NOT have a national, health-care system. Therefore, treatment in the U.S. for a serious illness/injury without having health insurance will not only result in physical and/or psychological

physical-/mental-health-related issue, contact the Sr. Vice President for Finance and Administration for information about external counselors or medical practitioners.

Glossary of Common Insurance Terms:

Benefit: A general term referring to any service (such as an office visit, laboratory test, surgical procedure, etc.) or supply (such as prescription drugs, durable medical equipment, etc.) covered by a health insurance plan in the normal course of a patient's healthcare

Claim: A bill for medical services rendered, typically submitted to the insurance company by a healthcare provider

Co-payment: A specific charge that your health insurance plan may require that you pay for a specific medical service or supply, also referred to as a "co-pay." For example, your health insurance plan may require a $15 copayment for an office visit or brand-name prescription drug, after which the insurance company often pays the remainder of the charges

Deductible: A specific dollar amount that your health insurance company may require that you pay out-of-pocket each year before your health insurance plan begins to make payments for claims

Effective Date: The date on which health insurance coverage comes into effect

Network Provider: A healthcare provider who has a contractual relationship with a health insurance company

Out-of-network Care: Healthcare rendered to a patient outside of the health insurance company's network of preferred providers. In many cases, the health insurance company will not pay for these services

hardship but also could be financially destructive. This kind of situation will, no doubt, do harm to your chances of learning English and achieving academic/career success.

6.6 Computer Lab

The computer lab is available to all current students and is used for interactive language learning and course finals. Computers can also be used for students' personal use. However, students with lab- or course-related assignments have priority over those who are using the computers for personal use. In all cases, using the computers for non-course related work is limited to 30 minutes per person if there are others waiting.

Hours Open:

Monday – Thursday:	2 p.m. – 4 p.m.
Friday:	10 a.m. – 4 p.m.
Saturday & Sunday:	Closed

Students can also access the Wi-Fi service. Please contact the support staff for more information.

6.7 Libraries

All NYC students have full access to the ESL resources available in the school library located in the student lounge. To borrow books from the library, present the book or books that you wish to check out and sign the book sign-out sheet.

For information about local libraries, visit their websites:

New York Public Library- Stephen A. Schwarzman

Referral: The process through which a patient under a managed care health insurance plan is authorized by his or her primary care physician to a see a specialist for the diagnosis or treatment of a specific condition.

6.5 Housing

There are many apartments through the city. NYC Global Center students are responsible for finding their own apartment housing.

NYC Global Center does not provide housing and does not arrange homestays. Students are responsible for arranging their own housing, as described above.

Building
Website: https://www.nypl.org/locations/schwarzman
Location: 476 5th Ave New York, NY 10018
Contact Into: (917) 275-6975

Stavros Niarchos Foundation Library
Website: https://www.nypl.org/locations/snfl
Location: 455 5th Ave, New York, NY 10016
Contact Info: (212)340-0863

6.8 Extracurricular Activities

Social Programs
Every year there are several events and excursions for NYC students. You can sign up for these social activities, some of which fill up very quickly. Therefore, it is a good idea to sign up early.

Art & Culture
We want our students to experience and learn much of the new culture and surroundings. Here are helpful sites to guide you to better experience New York and New Jersey.

The Metropolitan Museum of Art
http://www.metmuseum.org/

Bergen Performing Art Center
http://www.bergenpac.org/

Liberty Science Center
http://lsc.org/

Lincoln Center for Performing Arts
http://lc.lincolncenter.org/

American Museum of Natural History
http://www.amnh.org/

Museum of Modern Art (MoMA)
http://www.moma.org/

Whitney Museum of American Art
http://whitney.org/

Broadway Shows (Broadway.com)
http://www.broadway.com/

Information about Museums in New Jersey
http://www.nj.gov/nj/things/museums/

7.0 OTHER INFORMATION

7.1 Emergencies

NYC maintains a group of four emergency wardens chosen from its staff and faculty. If you are interested in volunteering to be a warden, please speak to the office staff.

Wardens are trained by the local fire department staff and are responsible to ensure that evacuation and/or shelter in place procedures are followed in the event of an emergency such as fire, hurricane, or earthquake.

NYC has two exits, one at the front and one at the rear. In the event of an evacuation everyone in the building is asked to gather in the car park at the front of the building to be accounted for. No one is permitted to remain in the building when the fire alarm sounds, and no one can re-enter until the all clear is given.

NYC has fire alarms that are tested regularly. Fire drills are conducted at least once each semester. These are scheduled early in the semester to ensure that all staff, faculty, and students understand the procedures.

7.2 Firearms, Dangerous Weapons and Materials

No firearms, weapons or hazardous materials are permitted on NYC premises. Being found on the premises with such an item will result in immediate expulsion and notification of appropriate authorities.

7.3 Harassment and Sexual Harassment

Harassment and Bullying
Bullying of any kind is not tolerated by NYC.

Emotional or verbal harassment is also prohibited. This includes, but is not limited to, use of foul language or making abusive statements in regard to a person's race, gender, religion, nationality/ethnicity, sex or age.

Every student, faculty and staff member are responsible for reporting any cases of questionable conduct or alleged mistreatment to the School Director who shall in turn report it to the School Board. The NYC Board of Directors

will respond quickly to any and all allegations of abuse and is tasked with providing a fair, impartial, objective, and timely hearing of any complaint or appeal.

The alleged offender will be notified of the allegation(s) promptly and may be subject to a disciplinary hearing. NYC will inform external authorities when the level of the allegation requires such notification. Any person accused of abusive behavior may be suspended by the Board until the matter is resolved. A person who is accused but later cleared of charges, may apply to be reinstated within the organization.

Sexual Harassment

Sexual harassment is against the law and will not be tolerated.

Sexual harassment is defined as any unwanted physical, verbal or visual sexual advances, requests for sexual favors, and other sexually oriented conduct which is offensive or objectionable to the recipient, including, but not limited to: name calling, derogatory or suggestive comments, slurs or gestures and offensive posters, cartoons, pictures, or drawings.

Sexual harassment does not refer to occasional compliments of a socially acceptable nature. It refers to behavior that is not welcome, that is personally offensive, that debilitates morale, and that, therefore, interferes with work effectiveness.

If an employee or student believes he/she has been the recipient of sexually harassing behavior, he/she should report it immediately to a faculty or staff member.

NYC will protect the identity of anyone making a complaint of sexual harassment and will work to ensure no retaliation results from making the compliant.

When a complaint has been made NYC management or a person designated by management will investigate the complaint. The

7.4 Lost and Found

A “lost and found” box is maintained in the school office. If you find anything that has been misplaced/is not your property, please hand it off to staff in the school office so that it can be placed in the “lost and found” box. Found items will be posted on the school notice board next to the main entrance and held by the office for one month. Upon expiration of that period of time, items will be donated to charity or thrown away.

7.5 Use of Cellular Phones

Cell phones may be used on NYC premises outside of the classrooms. They must be kept out of sight and turned off during the instructional program. Use of phones during class disrupts the instructional program and distracts from the learning environment. Repeated unauthorized use of such devices may lead to disciplinary action.

7.6 Smoking Policy

NYC recognizes the Surgeon General’s statement that smoking is hazardous to health and smoking is not permitted anywhere inside NYC premises. A smoking area is maintained outside the building.

7.7 Drugs and Alcohol Policy

NYC is a drug and alcohol-free school. In accordance with its stated policy all employees and students are absolutely prohibited from manufacturing, distributing, dispensing, possessing, or using controlled substances on NYC premises. All employees and students will receive a copy of NYC’s drug free compliance policy.

Any employee or student violating NYC’s drug and alcohol policy is subject to discipline, up to and

person will speak with possible witnesses and will speak with the person named in the complaint. *Anonymity of the complaint will be protected to the extent possible.*

Depending on the complexity of the investigation, the complainant will be contacted within a week about the status of the complaint and what action is being taken.

including dismissal.

Any employee or student convicted of drug or alcohol related offences must inform the institution of such a conviction within five days of the conviction occurring.

Failure to inform will result in disciplinary action up to and including dismissal for the first offense**.**

NYC does not permit the use of alcohol in its facilities at any time.

7.8 Inclement Weather Policy

NYC will remain open and hold classes as scheduled except in extreme weather when safety of students, staff and faculty may be compromised. If conditions warrant closing or delayed opening, the School Director will make the decision in consultation with the Administrative Manager. Individual faculty members are not authorized to make their own decisions on closings, delayed openings or cancellation of classes.

As soon as a decision is made an email will be sent to all students, faculty and staff and a recorded message will be placed on the main office phone line.

Closing or delayed opening announcements will be posted on NYC's web site.

The Program Manager will attempt to contact the local news media for inclusion in closing and/or delayed opening for school's notifications.

It is preferred that NYC's official sources such as its website be used to confirm closures because NYC cannot guarantee that local media will announce closing information promptly or fully.

If the weather is poor but does not require closing

NYC prohibits discrimination, harassment and bullying against any person on the basis of race, color, sex, sexual orientation, gender identity, religion, disability, age, or national or ethnic origin. NYC expects that its employees, students and board members when conducting NYC business or participating in NYC events or activities, shall maintain an environment free of discrimination, including harassment, bullying, or retaliation.

NYC facilities are wheelchair accessible and other reasonable accommodations will be made wherever necessary for all employees and/or students with disabilities provided that any accommodations made do not require significant difficulty or expense.

7.10 School Facilities

Classrooms: NYC has 8 classrooms: seven lecture rooms and the PC Room and Testing Room (a computer lab and media/testing room).

Resource Room and Library: The Resource Room contains books, journals, magazines, and newspapers to encourage students to broaden their knowledge of not just the English language but of local, national and international news and United States culture.

but an individual student or employee of NYC feels that travel to the school's premises would be an unreasonable safety risk, that individual should contact the office to discuss possible options.

Contact Information:
NYC Global Center of New York
Phone Number: 516-782-2088

7.9 Non-discrimination Policy

NYC is committed to the principle of equal opportunity in education and employment and ensuring that people have the right of equal access to programs, facilities, services, and employment regardless of personal characteristics not related to ability, performance, or qualifications.

Urgent announcements, with regard to delayed openings or immediate closures, are posted on the school website AND are either sent to one's e-mail address or are made over the phone with a call from a member of the administration/staff.

Memos are also hand-delivered to individual members of the staff, faculty, or student-body regarding issues of any kind that require their particular attention for resolution.

7.12 Use of School Property

Students are expected to treat school property with care and respect and to share the use of school equipment fairly. School property cannot be taken from the premises at any time unless express permission has been given by the School Director.

7.11 Policy on Dissemination of Information

NYC Global Center (NYC) is committed to the free flow of all relevant information among and/or between the administration, the staff, the faculty, and the student-body. In order to ensure this free flow of information, the administration at NYC has made it a priority to keep the contact information of all staff, faculty, and students current by conducting a regular, six-month review. Contact information for each individual includes an active phone number, an e-mail address, and a mailing address.

General announcements on the dates of upcoming exams and holiday closures are posted on the whiteboard that is adjacent to the entrance of the school and/or are posted on the bulletin board immediately across from the entrance of the school.

