

LIC/LISMA Language Center

Student Handbook

2018-19

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LIC/LISMA Language Center

The Purpose of the Student Handbook

The purpose of this handbook is to provide students with information regarding the important issues, policies, procedures and resources at LIC/LISMA Language Center. This handbook is designed strictly for the well-being of the LISMA school community. Therefore it is the responsibility of all members of the community to become familiar with the statements presented in this Handbook. Every effort has been made to provide current and accurate information in this publication; however, the administration reserves the right to alter, amend, or abolish its rules, regulations or policies at any time. For the most accurate and up-to-date- information; please consult our web site or any of the staff listed in this Student Handbook.

Part 1: Mission and Key ESL Administrators

Mission Statement

The mission of the LIC/LISMA Language Center is to provide high quality language instruction to help students improve their English language abilities for academic success, career advancement, and everyday social/practical purposes. This is accomplished through educational activities which assist our students in the development of their English listening, speaking, reading, comprehension, and writing skills.

LIC/LISMA Language Center: Administrators & Contact Information

Minsun Kim - President Patricia Schust - Executive Director/ PDSO	
<u>Long Island (Main) Campus</u> Arnie (Changwon) Lee - Director of ESL Albert Kim- Student Advisor Janice Hecht - Curriculum Coordinator	<u>Manhattan Campus</u> Jenny (Si Hyun) Lee - Director of ESL Ting Geng- Student Advisor Kelly Nedwick - Program Manager
<u>Queens I Campus</u> Erika Guerrero - Director of ESL Songzhe Jin - Student Advisor Yeun Ae Kim - Co-Director of ESL	<u>Queens II Campus</u> Paul Kim - Co-Director of ESL Zhen Li- Student Advisor

PART 2. Admission Policies and Procedures

Policies

The student application process, including the completion of the placement test prior to the class start date, must be completed before a student may be enrolled.

To be eligible for our programs, students must:

- be a non-native speaker of English
- Be at least 18 years of age
- Provide an official government-issued document as identification (passport, ID etc)
- Fulfill all requirements of their visa status (If applicable)

Procedures

For students in U.S (non I-20):

Step 1: Fill out and submit an application

Full tuition must be paid when an applicant applies to the school.

Step 2: Submit the following documents:

- Copy of Identification
- Copy of highest diploma or transcript

Step 3: Take placement test for the course that applied.

Step 4: Sign an enrollment agreement form and pay all of the required tuition and fees.

Step 5: Attend new student orientation. Receive student handbook

Step 6: Begin studies at LIC/LISMA Language Center.

For Initial Students (Outside of the US)

If the student lives outside of the US, and wishes to attend school in the US as an F-1 student, please follow the easy 5-step application process described below.

STEP 1: Fill out and submit an application form and pay all of the required tuition and fees. There is a \$100, non-refundable application fee. Full tuition must be submitted when an applicant applies to the LIC/LISMA Language Center.

STEP 2: Submit the following necessary documents:

- Copy of passport valid for a remainder of at least 6 months.
 - Bank statement no more than 60 days old.
- (Bank statements must show at minimum of \$12,000 (USD) for a one year I-20
*All documents must be in English.

STEP 3: Receive Form I-20 and Acceptance Letter from LIC/LISMA Language Center

STEP 4: Student must pay the I-901 fee to SEVIS and get a fee receipt.

STEP 5: Once the student's F-1 student visa is approved and student enters the US, the student must report to the school. When reporting to the school the student will do the following:

- Take the Placement Test and attend the Student Orientation
- Register and pay for class

STEP 6: Begin studying!

Student may enter U.S no more than 30 days from your program start date

For Students in the US and Transfer Students (F-1 Student)

If a student resides in the US, as an F-1 students please follow the easy five step application process described below:

STEP 1: Fill out and submit an I-20 application form and pay all of the required fees. There is a \$100, non-refundable application fee. Return application form with copy of passport (if applicant is F-1 student).

STEP 2: Submit the following necessary documents:

- Copy of passport valid for a remainder of at least 6 months.

- Copy of F-1 Visa, I-94 (Front and Back) and I-20s.

- Bank statement no more than 60 days old.

(Bank statements must show a minimum of \$12,000(USD)

*All documents must be in English.

STEP 3: Receive an Acceptance Letter and a school transfer from the LIC/LISMA Language Center and submit them to the Student's current school.

STEP4: After completion of the transfer process, report to LIC/LISMA Language Center immediately to complete the registration. When the students reports to the school the student will be asked to do the following:

- Placement Test and student orientation

- Register and pay - Tuition and fees for class

STEP 5: Begin studying!

Registration

First time registrants are required to participate in a student orientation program, which will review all registration policies at LIC/LISMA Language Centers. At that time students will also meet with a student counselor to thoroughly review the process of entering the United States for the purpose of study. An introduction to living in the United States and places of importance in the surrounding areas are also discussed.

Students are to register for class as soon as they are eligible to do so. Following an advisement session for each student, a placement exam is given. The exam will be graded by a qualified teacher on staff and placement will be determined.

Tuition and Fees

Student tuition and fees are due before the start of classes and these charges are clearly outlined in the school's enrollment agreement. Students are liable for the full amount of tuition. All tuition and other fees listed in this handbook and in any other registration material are subject to change without notice. In the event of an increase in fees, payment, which has already been made, will be considered as a partial payment and a statement of notification will be mailed to the students. Students are responsible for any additional payments.

***Payment Plan**

Students may qualify for the installment payment plan with the approval of the Executive Director. Students must adhere to the payment schedule or the plan will be rescinded and payment in full will be required. There will be an installment plan surcharge added to the students' monthly payment statements.

Refund of Tuition fees and other charges

Once students have received their bill, they are responsible for submitting their payment by the payment due date that is printed on the tuition statement.

A. A student who cancels within 7 days of signing the enrollment agreement receives a full tuition refund with the exception of the non-refundable registration fee of \$ 100.

B. Thereafter, a student will be liable for:

1. The non-refundable registration fee plus
2. The cost of any textbook or supplies accepted, +
3. Tuition liability as of the student's last date of physical attendance.

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

Term(s) Refund Policy

• *First Term*

If termination occurs:	School may keep:
Prior to or during the first week	0%
During the second week	20%
During the third week	35%
During the fourth week	50%
During the fifth week	70%
After the fifth week	100%

• *Subsequent Term*

If termination occurs:	School may keep:
Prior to or during the first week	20%
During the second week	35%
During the third week	50%
During the fourth week	70%
After the fourth week	100%

In case of course closure due to insufficient registrants; 100% tuition will be refunded. Application fee & class material fees are non-refundable and will not be included in the refund calculation. Failure to notify the director in writing of withdrawal may result in a delay of a refund due pursuant to section 5002 of the Education Law.

* For all of the four cases mentioned above, a deduction of a \$100 administrative fee applies. The application fee is non-refundable.

*After the completion of the fourth week of the semester, no refund will be granted.

*Students who wish to officially withdrawal from certain classes must complete and submit a "Withdrawal Form" to the Vice President of Academic Affairs. The date on which the form is filed, not the date of the last class attended is considered the official date of withdrawal.

Reminder:

* International students who take a leave of absence for more than two weeks during the school year will be reported to the INS and their I-20 form will automatically be cancelled. Students MUST request a new I-20 form in order to re-enter the country. After being reported to the INS, by law, the student must leave the country within four weeks.

PART 3 Academic Policies

Course of Study

Level	Speaking	Listening	Reading	Writing
Basic Level I	S 101	L 101	R 101	W 101
Basic Level II	S 201	L 201	R 201	W 201
Intermediate Level I	S 301	L 301	R 301	W 301
Intermediate Level II	S 401	L 401	R 401	W 401
Advanced Level I	S 501	L 501	R 501	W 501
Advanced Level II	S 601	L 601	R 601	W 601
TOEFL	S 701	L 701	R 701	W 701

Student Placement Exam

Initial student placement is determined by the placement test provided by **Pearson Education**, this institution's core text series. This is given prior to the start of the semester. Faculty will assess the student during the first week of the placement to make sure that it is correct. There are very few instances where a student needs to be replaced, there for the school deems the test to be not only valid but also reliable.

Advancement

Advancement into the next level is based on the following two criteria:

- A passing final grade of C- or higher
- Recommendation from the instructor derived from student evaluations and educational progress recorded throughout the semester.

The final grade is accumulated by the following:

- 40% final exam
- 40% midterm exam
- 10% quizzes
- 10% assignments

Academic Evaluation Scale:

A+	97-100	B+	87-89	C+	77-79	D+	67-69	F	Below 60
A	93-96	B	83-86	C	73-76	D	63-66	I	Incomplete
A-	90-91	B-	80-82	C-	70-72	D-	60-62		

Completion

Completion of the course is determined by passing the TOEFL Course or any level that satisfies the students' needs. Students come to the school with different needs and goals; some are for practical, others for social and still others are for college/career purposes. The school is very concerned with what the student wants to get out of the program.

ESL Course of Study Goal and Purpose by Level

Basic Level I

COURSE GOALS AND PURPOSES:

The primary goal of the course is to promote English language competency for personal purposes, applying learned and rehearsed English to real-life situations. The emphasis is on literacy and communication skills that result in the student functioning in school and society as rapidly as possible. The secondary goal of this course is to complete all the basic levels to move up to the next level. This course is designed around the competency-based model of instruction. The content covered in this course focuses on understanding through the areas of fundamental listening, speaking, reading, writing, language function, language form, and cultural literacy. After this level of instruction, students can organize and produce learned and rehearsed spoken language fluently in routine and familiar situation with familiar audience; can listen and understand simple phrases and sentences in highly structured settings with frequent opportunity for repetition; read common sight words, and understand sentence level reading; can independently accomplish simple and structured reading activities in a range of comfortable and familiar settings; can write simple sentences using familiar words and phrases to describe familiar objects, events, and experiences; using simple punctuation, and can demonstrate some control of basic grammar and spelling. A high level of support is provided. For English language learners, level of ease and confidence in using English may low, even in familiar contexts.

Basic Level II

COURSE GOALS AND PURPOSES:

The goal of the course is to promote English language competency for personal purposes, applying learned and rehearsed English to real-life situations. The emphasis is on communication skills that result in the student functioning in school and society as rapidly as possible. The secondary goal of this course is to complete this level to move up to the next level. This course is designed around the competency-based model of instruction. The content covered in this course will focus on understanding through the areas of fundamental listening, speaking, reading, writing, language function, language form, and cultural literacy. After this course, students can speak short utterances in familiar settings with familiar audiences and ask simple questions related to survival needs and simple social interchanges; can listen for structured and well-defined purposes related to maintaining personal conversations , acquiring information, or completing basic transactions with support of repetitions and slow rate of speech; can read and comprehend words in small blocks of simple text slowly but easily to independently accomplish simple, well-defined, and structured activities in familiar contexts when vocabulary is controlled; can write several simple sentences with a great effort to accomplish writing activities in familiar settings using simple punctuations. For English language learners, level of ease using English is growing but varies depending on the level of familiarity with the audience and purpose and the stressfulness of the context.

Intermediate Level I

COURSE GOALS AND PURPOSES:

The primary goal of the course is to promote English language competency for personal, social, and educational purposes, applying English to real-life situations. An integrated skills format allows reading, grammar, speaking/listening, and writing activities to be combined using the more intensive life skill themes. The secondary goal of this course is to complete this level to move up to the next level. This course is designed around the competency-based model of instruction. After this course, students can express basic needs fluently and accurately in familiar settings with one or more familiar listeners, engage in social conversations, and monitor comprehension; can listen to basic content related to personal background information, everyday transactions, and common routine tasks in a stable manner; can read and comprehend sentences and even a few paragraphs

of simple text to accomplish simple, well-defined, and structured reading activities in a range of comfortable and familiar settings; can write short, structured sentences and even a paragraph on familiar topics with some effort to complete writing activities in a few comfortable and familiar settings with control of basic grammar structures, spelling, and punctuation. A moderate level of support is provided. English language learners display growing comfort using English in simple interactions and social situations but may be less at ease in more complex and/or stressful contexts.

Intermediate II

COURSE GOALS AND PURPOSES:

The primary goal of the course is to promote English language competency for personal, social, and professional purposes applying English to real-life situations even in broader social interactions such as workplaces. An integrated skills format allows reading, grammar, speaking/listening, and writing activities to be combined using the more intensive life skill themes. The secondary goal of this course is to complete this level to move up to the next level. This course is designed around the competency-based model of instruction. After this course, students can speak fluently and accurately in less familiar settings when provided with some support; can comprehend relatively unstructured conversations and presentation of moderate length and not adjusted audio material for English learners; can quickly and accurately read and comprehend even a few pages of simple text to independently accomplish well-defined and structured reading activities; can write simple narrative, informative, or expressive texts of a few short paragraphs with some effort but with fewer errors; can independently complete various types of writing activities. Appropriate strategies (e.g., finding meanings or purposes, appropriate reading strategies, context clues, inference skills, and self-proofreading) are developed to become more competent English learners. English language learners display growing comfort in communicating with native speakers in various interactions and social situations.

Advanced I

COURSE GOALS AND PURPOSES:

The primary goal of the course is to promote English language competency for social, professional, academic purposes, applying English to real-life situations. The emphasis is on reading, writing, and learning to learn skills for the academic context. An integrated skills format allows reading, grammar, speaking/listening, and writing activities to be combined using the life and academic themes. The secondary goal of this course is to complete this level to move up to the next level. This course is designed around the competency-based model of instruction. After this course, students can speak fluently in familiar or less familiar settings with less support, and utterance can be generally understood by unsupportive, unskilled listeners; can understand most English language communication at less adjusted speed and often can function successfully (with some support) in adult academic classrooms with native English speakers; can read and comprehend multiple pages with a variety of texts at an appropriate pace to independently analyze and accomplish reading activities with more authentic materials; can write a few well-structured paragraphs with less hesitation that include the stability of punctuation and grammar structures and can edit and revise to improve communication. Appropriate strategies (e.g., finding meanings or purposes, appropriate reading strategies, context clues, inference skills, and self-proofreading) are developed to become more competent English learners. English language learners display comfort in communicating with native speakers in various interactions and social situations.

Advanced II

COURSE GOALS AND PURPOSES:

The primary goal of the course is to promote English language competency for academic and professional purposes, applying English to university or workplace settings. The emphasis is on reading, writing, and learning to learn skills for the academic context. The secondary goal of this course is to complete all the courses. This course is designed around the competency-based model

of instruction. The content covered in this course will focus on understanding and applying English through the areas of listening, speaking, reading, writing, language function, language form, and cultural literacy, and current events. After this course, students can speak fluently and accurately in most setting with unfamiliar audiences when provided with minimal support; can functions independently in most social and work situations and comprehend relatively complex and unstructured conversations or presentations requiring the integration and summary of several data sources or media with limited need for guidance and repetitions; can comprehend most English language occurred at normal speed and often can function successfully with native English speakers outside of school; can read a variety of challenging texts in a variety of authentic settings such as newspaper and novel; can write coherent steps or well-constructed paragraphs for varied purposes related to professional and academic fields with the mastery of punctuation, grammar structures, self-proofread, and revise to improve communication. Appropriate strategies (e.g., finding meanings or purposes, appropriate reading strategies, context clues, inference skills, and self-proofreading) are developed to become competent English learners. English language learners display great comfort in communicating with native speakers in various interactions and social situations.

TOEFL

Course Goals And Purposes

The TOEFL Program is designed to teach the language skills and test-taking strategies needed to achieve a competitive score on the reading, writing, listening, and speaking segments of the TOEFL iBT. Students will take practice TOEFL tests to become familiar with the exam. They will then analyze results to find areas to improve using the skills learned. The program includes: test taking strategies for a successful score on the TOEFL Exam, TOEFL level vocabulary in context and Intensive work on listening, speaking, reading, and writing skills. To be admitted into the class, prospective students must be have successfully completed level 6 (Advanced II). A TOEFL placement test will be administered to determine a student's strengths and weaknesses.

Report Card

Students receive progress reports in the middle of the semester and at the end of the semester. Report cards provide Academic Grade, Proficiency Level Evaluation and Teacher Comments. All students have the right to appeal the grade and explain his/her ESL needs and receive support from their teachers or the Academic Director.

Grade Appeals

If a student feels that a grade they have been given in a particular course is unfair, they are first advised to speak directly with the teacher of the class in question. If a discussion with the faculty member does not resolve the issue, the student should write a written appeal stating the course, grade, and the grade they feel they have earned; this document should be given to the Director of ESL, who will arrange a meeting with the faculty member, Student Advisor, and student to resolve the issue.

Incomplete

If circumstances beyond the student's control inhibit the student's ability to complete the work for a course on time, the student is responsible for informing the instructor of the circumstances immediately. At the discretion of the instructor, a temporary report of I (Incomplete) maybe assigned, signifying that the student has been granted additional time to complete the requirements for the course. After granting an "I", the instructor will set a date for the completion of requirements. The date will be no later than four weeks after the grade has been received.

Withdrawal

A mark of “W” is recorded when a student withdraws from a course after the first ten days of classes.

Admittance into Existing Classes for New Students

The following procedures are in place for admitting students into classes after the start of the term:

Students are given a complete overview of the enrollment and registration process. Counselors review an enrollment agreement with each student. The enrollment agreement contains information relevant to registration, hours of school operation, cost of the program, course schedule, attendance policy, leave of absence information, withdrawal policies, graduation information and program refunds, if necessary. This document also contains a grading system for the school. Both an academic advisor and the classroom teacher review the grading policy with the students. If the student has very limited English language skills, the school attempts to provide a person who can clearly explain the process in their native language.

Students are admitted into existing classes after they have taken a placement exam to determine their level.

Following the testing, teachers carefully assess the test results and then meet with each new student. The school will only admit a student into an existing class if there is room for the student. Students are provided with a brief introduction to the class, written materials which outline the course goals and expected learning outcomes. Counselors and faculty make sure a clear description of what is expected of each student in order to progress in the program is explained.

Teachers closely monitor the student’s progress for the first few weeks to make sure they are properly placed and receive necessary support. Student learning outcomes for these students are compared against those who were in the class from the beginning. Special attention will be paid to monitoring significant progress and accomplishment. If the student enters after the midpoint, faculty constantly monitors the student’s success on tests, quizzes and classwork. If there seems to be gaps, special extra help sessions are scheduled until the student shows mastery of the Student Learning Outcomes, and is achieving at least a C- grade. Every effort is made to ensure that the curriculum in each level is delivered sequentially. Once again, formalized notes of each meeting are placed in the student’s file and a formalized report is also attached to the final report. The school has seen very little placement changes for students that enter after the start of the semester. This is attributed to a strong, reliable Placement test that aligns perfectly with the curriculum and SLOs. Students wishing to come into the program, after the start date, are only accepted on a limited basis and only if there is an opening in a class appropriate for their level.

Course Policies

1. Late work: Students are expected to complete all missed class and homework assignments should they be absent from class. They will be penalized for any missed assignments.
2. Professionalism: Students are expected to act in a courteous and professional manner at all times and should be respectful of their classmates’ views and opinions at all times. Cell phones are to be kept on vibrate and students are to leave the classroom in a quiet manner, so as not to disturb others, should they need to make or receive a phone call.

PART 4 Relevant Student Policies

Student Registration

First time registrants are required to participate in a student orientation program, which will review all registration policies at LIC/LISMA Language Centers. At that time they will also meet with a student councilor to thoroughly review the process of entering the United States for the

purpose of study, how best to study. An introduction to living in the United States and places of importance in the surrounding areas are also discussed.

Students should register for classes as soon as they are eligible to do so. Following an advisement session with of the each student a student, a placement exam is given. It will be graded by a qualified teacher on staff and placement will be determined.

Registration for classes

Students are to register for classes as soon as they are eligible to do so with the assistance of an Admissions Counselor. Before registering for the first time, all students participate in an orientation, which includes an academic advising session. During the advising session the Counselor provides a complete overview of the enrollment and registration process. The Counselor carefully reviews an enrollment agreement with each student. The enrollment agreement contains information relevant to registration, hours of school operation, cost of the program, course schedule, attendance policy, leave of absence information, withdrawal policies, graduation information and program refunds, if necessary. This document also contains grading system for the school. If the student has very limited English language skills, there school provides a person who can clearly explain the process in their native tongue.

Continuing students must register in person, before the start of the next session.

Attendance

F-1 students must attend 80% of classes in order to maintain their F-1 status. Students are expected to attend classes for the number of hours for which they have enrolled.

Leave of Absence

A Leave of Absence may be granted if the reason is determined to be valid by school officials. A written request for a leave must be submitted prior to the leave of absence. A leave of absence cannot exceed thirty (30) days. Only one leave of absence may be granted to a student in any 12-month period.

Re-Admission

Any student who has withdrawn from the school and desires re-admission must sign a new enrollment agreement for the hours remaining to complete the program. The student will be retested to determine his/her level of proficiency. Any tuition due to the school will be determined and payment must be arranged before re-admittance. Students will be charged the hourly rate for the hours that they need to complete the program. Students will be permitted to re-enter at the discretion of the Executive Director and after a careful review of their academic records. A student requesting re-admittance after failing to maintain satisfactory progress will not be admitted for one grading period. If reinstated as a regular student, he or she will be placed on academic probation until at least the following grading period.

Examinations

Students will be given tests and quizzes throughout each term as well as a midterm and final.

Completion of Program

A student must have completed all required courses, passed each level of proficiency, and satisfied all financial obligations before he/she is eligible to graduate. The school awards a certificate of completion for all courses.

Student Responsibilities in the Classroom

Students are expected to:

- Attend classes regularly unless other arrangements are made
- Arrive for class on time and leave the classroom only at the end of the class
- Engage in class discussions and activities when appropriate
- Exhibit classroom behavior that is not disruptive to the learning environment
- Keep all electronic devices off or on vibrate mode during classes.

Course Responsibilities

Students are expected to:

- Observe the requirements for the course
- Obtain and understand the course syllabus
- Keep up with the course work and take all scheduled examinations
- Address any conflicts in the syllabus and the exam schedule as soon as possible
- Review all graded material and seek help if/when necessary
- Notify the instructor of any disabilities that might interfere with the completion of the course work
- Fairly and thoughtfully complete the course evaluation form

Academic Progress

Students are expected to take an active part in assessing their academic progress each semester, and to monitor the progress completion of their graduation requirements. They are expected to:

- Review academic policies and procedures described in the current bulletins
- Know the graduation requirements
- Maintain personal copies of tentative plans, progress reports, general educational material until after graduation

Interactions with Faculty, Instructors, and other Students

Students are expected to:

Understand the concept of academic honesty and adhere to its principles;

Be respectful and polite to all instructors and other students;

Be familiar with and abide by the school's sexual harassment policy; and

Consult this manual for all other aspects of student conduct both in and out of the classroom.

Academic Advising

Academic advising involves exploring the student's personal, academic, and career goals. It is designed to develop each student's program choice. Advisors explain academic regulations, help students select courses and plan their program. Advisors are available on a walk-in basis and by appointment.

Student Educational Records

The Federal Family Educational Records and Privacy Act of 1974, sets requirements designed to protect the privacy of students concerning their records maintained by the campus. FERPA affords students certain rights with respect to their educational records. These rights include:

The right to inspect and review the student's educational records within 45 days of the request for access;

The right to request an amendment to the student's education records that the student believes is inaccurate or misleading.

The right to consent to disclosures of personally identifiable information contained in the student's educational records, except to the extent that FERPA authorizes disclosure without consent to school officials with legitimate educational interests, including but not limited to administrative, academic, or support personnel (including law enforcement and health services); LIC/LISMA Language Center attorneys, auditors, or collection agents; or assisting another school

official in performing his/her tasks. The school will disclose educational records without consent to officials of another school in which a student seeks or intends to enroll.

The right to file a complaint with the U.S. Department of Education concerning alleged failures to comply with regulations. The office's address is:

Family Policy Compliance Office
U.S. Department of Education
Washington, D.C. 20202

In addition, LIC/LISMA Language Center is authorized to release "Directory Information" concerning students. "Directory Information" includes: student's name, address (including email), telephone numbers, date and place of birth, major field of study, class likenesses used in publications, dates of attendance, degrees/diplomas and awards and previous institutions attended.

Address Validation

Students must notify the school's ESL office whenever his/her contact information has changed. (Address/telephone number/ email address).

Student Grievance Procedures

Students should try to resolve their complaint directly with the school unless they believe that the school would penalize them for the complaint. To make a formal complaint, students must submit their grievance in writing, to either the Director of ESL or the President of the School, as indicated below.

Students are encouraged to follow the following steps if they feel they have an issue that needs to be resolved:

1. Meet with your instructor to discuss the issue. The instructor and the student should both sit down and discuss the issue at hand and explore possible solutions.
2. Notify the director in writing. If the student is unable to resolve the issue with the instructor he or she should notify the director of the campus in writing. After receiving the complaint, the director will, within 72 hours schedule a meeting with the student to address the concern. The meeting will take place within 5 business days of the complaint being received. The director will meet with both the student and the instructor (either individually or jointly) and make a reasonable attempt to resolve the complaint to the satisfaction of both parties.
3. Notify the President/Owner of the school in writing. If the complaint still has not been resolved, then the student should notify the president/owner of the company in writing. Upon receiving the complaint, the president shall respond to the student within 5 business days. The president will meet with the student, instructor, and director, either separately, or jointly, to satisfactorily resolve the issue at hand. If the situation still has not been resolved, the student should continue to the final step of the grievance process:
4. Contact the NYS Licensing Body; The school is licensed by the Bureau of Proprietary School Supervision, BPSS.

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

1. Write to the New York State Education Department at 116 West 32nd Street, 5th Floor, New York, New York 10001, or telephone the Department at (212) 643-4760, requesting an interview for the purpose of filing a written complaint. Bring all relevant documents with you to the interview, including an enrollment agreement, financial aid application, transcripts, etc. An investigator from the Department will meet with you and go through your complaint in detail.
2. If you cannot come for an interview, send a letter or call the office to request a complaint form. You must complete and sign this form and mail it to the office. Please include with it copies of all relevant documents. You should keep the originals. *You must file a complaint within two years after the alleged illegal conduct took place.* The Bureau cannot investigate any complaint made more than two years after the date of the occurrence.

3. The investigator will attempt to resolve the complaint as quickly as possible and may contact you in the future with follow-up questions. You should provide all information requested as quickly as possible; delay may affect the investigation of your complaint. When appropriate, the investigator will try to negotiate with the school informally. If the Department determines that violations of law have been committed and the school fails to take satisfactory and appropriate action then the Department may proceed with formal disciplinary charges.

Where can students file a complaint or get additional information?

Contact the New York State Education Department at:

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

PART 5. General School Policies

Campus Regulations

Basic rights and responsibilities are guaranteed to all members of our society. Members of an academic community have, in addition, particular rights and obligations tailored specifically for the school environment. The regulations and procedures in this document pertain mainly to on-campus conduct. The school fully expects that individuals will be responsible for their conduct at all times and that they will be cognizant of and in compliance with local, state and federal laws. Campus regulations serve to supplement these laws. Every aspect of school life shall be free from discrimination on the basis of race, color, religion, gender, ethnic background, sexual orientation, age, marital status or disability. No person shall engage in conduct detrimental to the school.

Academic integrity

Students are expected to maintain the highest standards of honesty in their school work.

Cheating, forgery, and plagiarism are serious offences, and students found guilty of any form of academic dishonesty are subject to disciplinary action, which may include termination from the program.

Cheating is defined as giving or obtaining information by improper means in meeting academic requirements. No person shall take, steal or otherwise obtain in an unauthorized manner any piece or pieces of writing which contain the questions or answers to an examination scheduled to be given to any individual enrolled in any course of study offered by the school.

Forgery is defined as the alteration of school forms, documents, or records or the signing of such forms or documents by someone other than the proper designee.

Plagiarism is the representation of, intentional or unintentional, of someone else's words or ideas as one's own. When using another person's words in a paper, students must place them within quotation marks or clearly set them off in the text and give them footnoting. When students use only the ideas and change the words, they must clearly identify the source of the ideas. If students have questions about what constitutes plagiarism, it is their responsibility to clarify the matter by conferring with the instructor.

Faculty members are responsible for reporting all cases of cheating, plagiarism and/or forgery to their Department Director and to the Dean of Academic Affairs. Academic penalties may range from a failure for a specific piece of work in a course to a failure of the course itself.

Responsibilities Regarding Accessing Email

Students are required to access their personal email accounts regularly and to read all emails from the LIC/LISMA Language Center regarding school matters. Email serves as one means of announcing events and calendar changes; students are expected to plan accordingly or communicate with administrators if they have a conflict with a particular meeting day/time that is announced.

Copyright Policy

LIC/LISMA Language Center requires all faculty, staff, and students to comply with all state and federal laws including copyright laws. The students, faculty, and staff at LIC/LISMA Language Center have access to the fundamentals of copyright law and LIC/LISMA Language Center's guidelines for educational use of copyright materials at the main desk and the U.S. Copyright Office's Home Page: <http://www.copyright.gov/>

Physical Abuse

No person shall attempt to cause physical injury by subjecting another to physical conduct (i.e. striking, shoving, kicking, and/or slapping). No person shall recklessly cause physical injury to any member of the school community. Any student found committing such offenses will be subject to disciplinary probation.

Harassment

No person shall engage in a course of conduct or commit acts that alarm or seriously annoy another person and serve no legitimate purpose. Such acts include, but are not limited to: obscene language or gesturing, stalking, creating a condition that endangers, intimidates or threatens the health and safety of a member of the school community. Communication by telephone, mail, or any other form, anonymously or otherwise with the intent to cause annoyance or harm shall be deemed harassment. These actions are subject to probation.

Narcotics, Illicit Drugs, and Controlled Substances

No person shall use, manufacture, or have in his/her possession, any narcotic, illegal drug, or controlled substance, not prescribed to them by a licensed physician, including but not limited to: cocaine, heroin, opiates, barbiturates, amphetamines, organic or synthetic depressants, stimulants, and hallucinogens; marijuana and its derivatives or any other substance is strictly prohibited. No sale or otherwise attempt to distribute any narcotic or illegal drug or controlled substance is strictly prohibited.

Illegal Weapons

No person shall possess weapons of any kind, (even if licensed) including, but not limited to nunchaku sticks, firearms, large knives, air guns etc. anywhere on campus.

Property Damage

No person shall take, steal or destroy or damage any property, be it personal or otherwise on campus or any property under the school's control or belonging to another member of the school community. In addition, no person shall in any manner whatsoever deface any property under the ownership or control of the school.

Rape

No person or group shall engage in vaginal, penile, oral or anal penetration with any individual if such behavior is against the will and without the verbal consent of that person.

Sexual Abuse

No person or group of individuals shall engage in sexual behavior towards any individual against his/her will without his/her verbal consent. Such behavior includes, but is not limited to touching, pinching, patting, or pressing up against someone or exposing genitalia.

Sexual Harassment

According to the Federal Equal Employment Opportunity Guidelines, unwelcomed sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitute sexual harassment when submission to the conduct is either an explicit or implicit term or condition of employment or academic advancement, or the conduct has the purpose or effect of

unreasonable interfering with an affected person's work performance, learning environment, or creating an intimidating, hostile, or offensive work environment.

Unauthorized Use of Computer Services

The campus computing facilities and network resources are available to registered students and officially recognized organizations. They are provided for instructional and research purposes, and must never be used for commercial purposes or personal gain. Students are responsible for all activity associated with their computer accounts.

No person shall violate copyright protections. Copyright protections are created when words are on paper, words are transmitted via email, music is recorded, computer software is written, or images are created. Once done, the work is protected by copyright. If someone wants to use the work, they must get permission from the creator. If permission is not requested, it may be copyright infringement. Copyright infringement is any reproduction (download), display, distribution (upload), or public performance without the permission of the copyright owner or unless there is an applicable statutory exception or limitation.

Theft

No person shall take and/or knowingly possess property other than his/her own with intent to benefit himself/herself or a person other than the owner of the property. The penalties will be not less than a Warning Probation.

Trespassing

No person shall enter and/or utilize any facility or service without proper authorization. No person shall enter a facility that they have specifically been prohibited from entering.

Disorderly Conduct

No person shall engage in criminal mischief (vandalism) or recklessly create a public inconvenience or disturbance by fighting, making unreasonable noise, using abusive language or obscene language, or creating a hazardous or physically offensive situation by an act which serves no legitimate purpose.

PART 6: Student Services

Student Service: Counseling

Unlimited walk-in academic, personal, and immigration counseling are provided to students. Our counselors are sensitive, friendly, and dedicated. They work closely with students to meet all of their personal, academic, and professional needs. We also provide other services for students such as information regarding opening a bank account, applying for a driver's license, etc. To make an appointment, please visit the ESL desk.

Academic Advising

Academic advising involves exploring the student's goals. It is designed to develop each student's program choice. Advisors explain academic regulations, help students select courses and plan their program. Advisors are available on a walk-in basis and by appointment.

Monthly Recreation/Social Events

While attending school, all students have access to educational, social, and recreational activities. Throughout the course of study, teachers take students on cultural outings/field trips ranging from museum visits, trips to restaurants, outdoor activities, cultural parades, festivals and free concerts. Our staff is also ready to assist students with directions to events and suggestions for activities. To further enhance student's social and cultural experiences, our friendly staff plans annual holiday parties at school to foster school spirit and introduce students to American culture and holidays. Some of these holidays include New Years, Christmas, and Halloween.

Student ID Cards

All students are able to receive a complimentary student ID Card. Having a student ID card is helpful for receiving discounted admission to many museums and concerts throughout NYC. In order to receive a student ID, students need to submit one passport-sized photo to the Front Desk. For more details, please call LISMA Language Center;

Please see Campus Contact List

Health Insurance

Since medical treatment in New York is very expensive, it is highly recommended that all international students purchase health insurance for their stay in the U.S. All International students holding F1/J1 VISAs have the option of purchasing affordable Compass Health Insurance, or ISO's International Student Health insurance. Students may speak to their counselor at any time regarding further information about student health insurance. Though not required in order to enroll in the school, health insurance is very strongly recommended (see warning below).

Warning: in the United States, if an individual experiences a serious illness or accident and needs extensive medical care, the costs of care can be extremely high without health insurance. People without health insurance also may have to wait longer to see a doctor, and may be charged higher rates by hospitals and doctors. It is strongly recommended that students make sure they hold adequate health insurance coverage while in the United States.

Student Housing

While the LIC/LISMA Language Center will offer assistance when possible to help students find adequate housing, it is ultimately the responsibility of the student to find housing that meets their needs and meets the standards of the local housing authority.

APPENDIX

Maintaining Your F-1 Status

Initial student reporting: All <i>initial</i> F-1 students are required to report to a school official within 30 days of the Program Start Date. Update SEVIS to indicate whether or not the student has arrived and enrolled.	Within 30 days of the Program Start Date, <i>register</i> the student record or <i>terminate</i> for <i>no show</i> . <i>Alert: Students in Initial Status with Port of Entry Records</i>	SEVIS automatically <i>terminates</i> the student record if you fail to <i>register</i> the student. Termination reason: <i>No Show - System Termination</i>
Initial student reporting without POE data: If an <i>initial</i> student record did not appear in the <i>Alert for Students in Initial Status with Port of Entry Records</i> or there is no POE information, update the record to indicate whether or not the student arrived and enrolled in classes	Within 30 days of the Program Start Date the student record must be <i>registered</i> or <i>cancelled</i> Note: If you know that the student entered the country and has not enrolled for classes, terminate the student's record for <i>no show</i> regardless of POE information. <i>List: Records in Initial Status</i>	SEVIS automatically <i>cancels</i> the student record if you fail to register the student

Active student reporting for each term or semester: Each new session, report whether or not an <i>active</i> student reported and enrolled in classes.	<p>Within 30 days of the Next Session Start Date, <i>register</i> the student record or <i>terminate</i> for <i>Failure to Enroll</i>.</p> <p>Alert: <i>Active Students Requiring Registration</i></p>	<p>SEVIS automatically <i>terminates</i> the student record if you fail to <i>register</i> the student.</p> <p>Termination reason: <i>Failure to Enroll</i></p>
<p>Draft student records for F-1 transfer students: After the Record Release Date for an F 1 student transferring to your school, update the <i>draft transfer-in</i> record to <i>initial</i> status by submitting the student's information.</p> <p>Note: This does not complete the F-1 transfer record reporting requirements.</p>	<p>Update the <i>draft</i> record to <i>initial</i> status after the Record Release Date, but prior to the Program Start Date. List: <i>Students in Transferred Status</i></p>	<p>SEVIS automatically <i>terminates</i> the student record if you fail to update the <i>draft</i> student record to <i>initial</i> status.</p> <p>Termination reason: <i>Transfer Student No Show</i></p>
Initial records for F-1 transfer students: F-1 students transferring into a new school must report to you within 15 days of the Program Start Date. They may report earlier. Update the student's record in SEVIS to indicate whether or not the student arrived and enrolled in classes.	<p><i>Register</i> or <i>terminate</i> the student record for <i>Transfer Student No Show</i> within 30 days of the Program Start Date.</p> <p>Alert: <i>Transfer-in Students Not Registered by Program Start Date</i></p>	<p>SEVIS automatically <i>terminates</i> the <i>initial</i> student record if you fail to <i>register</i> the student.</p> <p>Termination reason: <i>Transfer Student No Show</i></p>
<p>Reporting nonimmigrants changing to F 1 status: All nonimmigrants changing to F-1 status must report to a DSO once the change has been approved. Update the student's <i>initial</i> record in SEVIS to indicate whether or not the student arrived and enrolled in classes.</p> <p>Note: If a Change of Status is still pending as of the anticipated Program Start Date, you will need to defer attendance until the next earliest possible Program Start Date.</p>	<p><i>Register</i> or <i>terminate</i> the student record for no show within 30 days of the Program Start Date.</p> <p>Alert: <i>Pending Change of Status</i></p>	<p>SEVIS automatically <i>terminates</i> any student record with a <i>pending</i> or <i>approved</i> Change of Status if you fail to register the student or if you do not <i>defer</i> attendance.</p>

<p>Reporting a student's graduation and program completion: Report a student's graduation or successful completion of the program by maintaining an accurate Program End Date.</p> <p>Note: The Program End Date should not be updated to reflect post-completion OPT.</p>	<p>Update the <i>active</i> student's Program End Date within 30 days.</p> <p><i>Alert: Students Within 45 Days of Program End Date</i></p>	<p>SEVIS automatically <i>completes</i> any student record once the Program End Date or the OPT End Date has been reached (whichever is later).</p>
<p>General F-1 record reporting requirements: Report any change in a student's personal information or academic status including (but not limited to) disciplinary action by the school resulting from a criminal conviction, change of address, change of the student's or dependent's name, or early graduation.</p>	<p>Make changes within 21 days.</p>	