

Course Catalog



SKY LANGUAGE
PASSION • QUALITY • INTEGRITY

Purpose of the Course Catalog

The SKY Course Catalog is the official reference document containing information about SKY Language School's approved programs and courses of study. 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 www.sky.edu or any of the key resource personnel listed in this Catalog.

Mission Statement

The mission of the SKY Language School 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 actively develop listening, speaking, and writing skills

Key Administrators

President - Celline Kim
Executive Director - Lily Yuying Ren
Director - Henry Shin (Queens)
Director - Jung Hwy Hwang (NJ)
Academic Director & Curriculum Coordinator - Lydia Zhen Li (Queens)
Student Advisor - Yeun Ae Kim (Queens)
Student Advisor - Jongho Park (NJ)
Staff Administrator - Shelly Liying Quan (Queens)

Locations

- **New Jersey:** 400 Commercial Ave, Unit A, Palisades Park, NJ 07650
- **Queens:** 136-56 39th Ave, LL200, Flushing, NY 11354
- *Additional classes held at: 1133 Willis Ave, Albertson, NY 11507

Description of the Intensive English Program (IEP)

SKY Language School offers an intensive 7-level ESL program that constitutes the school's Intensive English Program. Each level (or course) consists of 270 clock hours of instruction. The courses are designed for literate, non-native English speaking adults who seek to improve their fluency, comprehension, and English language skills for academic, personal, or professional development.

Class Schedule*

- Mon-Thu 9:30am-2:00pm
- Mon-Thu 4:30pm-9:00pm
- Weekend (Mon/Tue 2:15pm-4:30pm and Fri/Sat 9:30am-5:00pm)

*Subject to change based on enrollment needs

Policies

The student application process, including the ESL Placement Test, must be completed before a student may be enrolled. To be eligible for our programs, students must be a non-native speaker of English, at least 18 years old, provide an official government-issued document as identification (passport, ID etc.), and fulfill all requirements of their visa status (if applicable).

Applying for Admission

- Step 1: Submit an Application Form with required documents
- Step 2: Receive an Acceptance Letter
- Step 3: Receive an I-20 (For international applicants only)

Student Registration

First time registrants are required to participate in a student orientation program, which reviews the registration policy.

Registration for Classes

New and continuing students are required to register for classes before the start of each term. New students participate in the new student orientation, which includes an academic advising session. During the advising session, the student is provided with a complete overview of enrollment criteria and submits an Enrollment Agreement for each semester. The enrollment agreement contains information relevant to registration, length of program of study, course schedule, hours of school operation, tuition, attendance policy, leave of absence information, withdrawal policies, graduation, and refunds. This document also contains a grading system for the school. If the student has very limited English language skills, the school seeks to provide a person who can explain the process in their native tongue.

Attendance Policy

SKY Language School requires a minimum of 80% class attendance. Students who do not meet requirements will receive a written notice.

Course of Study

IEP Level	Speaking	Listening	Reading	Writing
ESL Basic 1	S 101	L 101	R 101	W 101
ESL Basic 2	S 201	L 201	R 201	W 201
ESL Intermediate	S 301	S 301	S 301	S 301
ESL Intermediate	S 401	S 401	S 401	S 401
ESL Advanced 1	S 501	S 501	S 501	S 501
ESL Advanced 2	S 601	S 601	S 601	S 601
TOEFL	S 701	S 701	S 701	S 701

The program develops reading, writing, grammar, listening, and speaking skills in a systematic and integrated manner so that students learn all aspects of the English language in a step-by-step fashion. Single-use assessments are used to provide measurable outcomes of language and literacy skills as well as gauge student readiness for careers, continuing education, and everyday life. Hallmarks of the program include increased instruction time, small student-to-teacher ratios of approximately 15-to-1, and a focus on student-centered learning methods. The program provides a standardized, integrated, intensive, and structure-based curriculum.

Length of Program

Full-time students are expected to take 15 weeks (one semester) to complete each level. Theoretically, a student who enters the first level of the IEP should take 7 semesters to graduate from the program if they make satisfactory academic progress. Students are afforded the option to repeat each level once if they are deemed unable to move on to the next level of the IEP, which happens when a student cannot meet a significant portion of the level's achievement standards and/or could not receive a passing final grade (GPA too low).

Advancement

Advancement to the next level of the IEP is based on a passing final grade of C- or higher and the student's achievement of SLOs recorded throughout the semester. The final grade is calculated as follows: 40% final exam, 40% midterm exam, 10% quizzes, and 10% assignments. Two report cards will be issued throughout the semester (midterm, final).

Academic Progress

Students are expected to assess their academic progress each semester and to monitor their progress towards completion and/or graduation from the IEP. Students are expected to review the school's academic policies and procedures, as well as graduation requirements. Students should also retain their copies of enrollment agreements, graded assessments, report cards, and course materials. All students' performance will be evaluated at the mid point (Midterm) and at the final point (Final Exam).

Academic Evaluation Scale

A+	97-100	B+	87-89	C+	77-79	D+	67-69	F	Under 60
A	93-96	B	83-86	C	73-76	D	63-66	I	Incomplete
A-	90-92	B-	80-82	C-	70-72	D-	60-62		

Student Placement Exam

Not all students are required to enter through the first level of the IEP. The usage of a single-use ESL Placement Test can accurately assess an incoming student's proficiency level. Initial student placement is determined by the ESL Placement Test provided by **Pearson Education**, which is this institution's core text series. Placement occurs prior to the start of the semester. Faculty will assess students during the first week of classes to ensure correct placement. There are very few instances where a student needs to be replaced, therefore the test is deemed to be valid and reliable.

Interpretation of the ESL Placement Test Results

# Correct	IEP Placement	Main Textbook(s)	CEFR
0-9	Basic 1	Future 1	Below A1
10-25	Basic 2	NorthStar Reading & Writing 1/ Listening & Speaking 1	A1

26-35	Intermediate 1	NorthStar Reading & Writing 2/ Listening & Speaking 2	A2
36-50	Intermediate 2	NorthStar Reading & Writing 3/ Listening & Speaking 3	B1
51-60	Advanced 1	NorthStar Reading & Writing 4/ Listening & Speaking 4	B2
61-70	Advanced 2	NorthStar Reading & Writing 5/ Listening & Speaking 5	C1/C2
71-75	Too high		

IEP Courses, Goals, and Purposes

ESL Basic 1 (ESL 101)

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. 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, ease and confidence in using English may be low, even in familiar contexts.

↳ **ESL Basic 1 Level SLOs:** Students will be able to organize and produce learned and rehearsed spoken language fluently in routine and familiar situations with a familiar audience. Students will be able to listen and understand simple phrases and sentences in highly structured settings with frequent opportunity for repetitions. Students will also be able to introduce themselves and others, read common sight words, understand sentence level reading and dependently accomplish simple and structured reading activities in a range of comfortable and familiar settings. Additionally, students will write simple sentences using familiar words and phrases to describe familiar objects, events, and experiences; use simple punctuation, and demonstrate some control of basic grammar and spelling. Students will also be able to demonstrate the ability to count, tell time, recognize days of the week, months of the year, and dates.

ESL Basic 2 Level (ESL 201)

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. 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, ease in usage of English is growing but varies depending on the level of familiarity with the audience and purpose and the stressfulness of the context.

↳ **ESL Basic 2 Level SLOs:** Students will speak short sentences in familiar settings with familiar audiences and ask simple questions related to survival needs and simple social interchanges. Students will also be able to use expressions related to areas of most immediate relevance. Students will be able to listen for structured and well-defined purposes related to maintaining personal conversations, acquiring information, or completing basic transactions. Students will also be able to 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, write several simple sentences to accomplish writing activities in familiar settings and use simple punctuation.

ESL Intermediate 1 Level (ESL 301)

An integrated skills format allows reading, grammar, speaking, listening, and writing activities to be combined using the more intensive life skill themes. 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.

↳ **ESL Intermediate 1 Level SLOs:** Students will demonstrate basic needs fluently and accurately in familiar settings with one/more listeners, engage in social conversations, and monitor comprehension. Students will also be able to listen to basic content related to personal background information, everyday transactions, and common routine tasks. Students will learn to read and comprehend sentences and even a few paragraphs of simple text, write short, structured sentences and even a paragraph on familiar topics. Additionally, students will develop some control of basic grammar structures, spelling, and punctuation, understand main points of clear standard input of familiar matters regularly, and can describe experiences and events, dreams, hopes and ambitions, and briefly give reasons and explanations for opinions.

ESL Intermediate 2 Level (ESL 401)

The primary goal of the course is to build English language competency and apply skills to real-life situations in broader social interactions, such as the workplace. An integrated skills format allows reading, grammar, speaking/listening, and writing activities to be combined using the more intensive life skill themes. This course is designed around the competency-based model of instruction. After this course, students can speak fluently and accurately in less familiar settings with limited 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 who display growing comfort in communicating with native speakers in various settings and social interactions.

↳ **ESL Intermediate 2 Level SLOs:** Students will demonstrate fluency in speaking and will accurately comprehend unstructured conversations and presentations of moderate length. Students will be able to understand main ideas of complex text on both concrete and abstract topics, including technical discussions in their field of specialization. Students will also demonstrate an ability to quickly and accurately read and comprehend a few pages of simple text independently. Additionally, students will write a simple narrative with some effort, but with fewer errors, using connectives, tense sequencing, auxiliary verbs, gerunds, object gerunds, punctuation and grammar rules, idioms and expressions.

ESL Advanced 1 Level (ESL 501)

The primary goal of the course is to promote English language competency for social, professional, and academic purposes, with an emphasis on developing reading, writing, and independent learning skills for success in English-speaking academic environments. An integrated skills format allows reading, grammar, speaking, listening, and writing activities to be combined using the life and academic themes. This course is designed around the competency-based model of instruction. After this course, students can speak fluently in familiar and less familiar settings with minimal support, and utterance can be generally understood by unresponsive, 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; can edit and revise writing. 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.

↳ **ESL Advanced 1 Level SLOs:** Students will demonstrate the ability to speak fluently in familiar or less familiar settings using idioms and expressions appropriate to this level, understand most English language communication at less adjusted speed and often can function successfully in adult academic classrooms. Students will also be able to read and comprehend multiple pages in a variety of texts at an appropriate pace, write grammatically correct, well-constructed sentences and paragraphs with less hesitation that include the stability of punctuation and grammar structures and can edit and revise to improve communication.

ESL Advanced 2 Level (ESL 601)

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.

↳ **ESL Advanced 2 Level SLOs:** Students will be able to speak fluently and accurately in most settings, function independently in most social and work situations, comprehend complex conversations and presentations, and comprehend most English language at a normal speed. Students will also be able to read a variety of challenging texts, write and comprehend all verb tenses, in addition to the present perfect progressive, future perfect and conditional tenses. In addition, students will also self-proofread, and revise their writing and become proficient in prefixes, suffixes, synonyms, antonyms, homonyms and homographs. Students will be able to recognize and use cultural protocol, as well as U.S. cultural geography and be able to construct grammatically correct written reports.

TOEFL Level (ESL 701)

The TOEFL course 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 ESL Advanced 2 Level. A TOEFL placement test will be administered to determine a student’s strengths and weaknesses.

↳ **TOEFL Level SLOs:**

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.

Tuition Refund Policy

Students are responsible for submitting their tuition payments by the due date printed on the tuition statement. A student who cancels within 7 days of signing the enrollment agreement is entitled to receive a full tuition refund, with the exception of the non-refundable \$100 registration fee. Thereafter, a student will be liable for the non-refundable registration fee, plus: the cost of any textbooks or supplies accepted and tuition liability, calculated as of the student’s notification to withdraw or the last date of attendance, whichever is last. 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 dismissed) and any previous terms completed.

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 Terms:

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. The registration fee and 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 in refund, pursuant to section 5002 of the Education Law.

Tuition Reimbursement Fund

The Tuition Reimbursement Fund is designed to protect the financial interest of students attending non-degree proprietary schools. If a school closes while you are in attendance, prior to the completion of your educational program, then you may be eligible for a refund of all tuition expenses which you have paid. For more information on how to obtain a refund from the Tuition Reimbursement Fund, please visit:

- [Information for Student Rights Pamphlet](#)
- [Complaint Form](#)

Grievance Procedures

All students, faculty and staff should seek to resolve their complaint directly with the school’s Director of ESL unless there is reason to fear that the school may penalize them unfairly. When the concern is between a student and their instructor, students reserve the right to file a formal complaint that supersedes the authority of any school personnel, by submitting their grievances in writing directly to the President of SKY Language School. Students, faculty and staff are encouraged to adhere to the grievance procedure as indicated below.

Step 1: Students should meet with the instructor to discuss the issue. The instructor and the student should schedule a meeting to discuss the issue at hand and explore solutions.

Step 2: If the issue cannot be resolved at the instructor-level, then the student should notify the Director of ESL in writing. The director will respond to the student within 72 hours of receipt of the complaint to schedule a meeting and/or seek to address the concern. The meeting will take place within 5 business days of the complaint being received. The director will meet first with the student, then separately with any implicated parties (if applicable), and finally as a group if mediation is sought. The director is expected to make a reasonable attempt to resolve the complaint to the satisfaction of all parties involved. The Executive Director may be asked to step in to mediate difficult cases.

Step 3: If the complaint cannot be satisfactorily resolved at the director-level, then the student may notify the president/owner of the company in writing. Upon receiving the complaint, the president shall respond to the student within 5 business days and schedule a meeting with the student, instructor, and director, either separately or jointly, to attempt to satisfactorily resolve the issue. If the situation still has not been resolved, the student should continue to the final step of the grievance process.

Step 4: Contact the appropriate agency.

Sky Language - Queens is a non-publicly funded ESL school certified by the New York State Education Department as meeting alternative licensing requirements and not subject to all of the licensing standards and requirements in article 101 of the Education Law and this Part which are applicable to licensed private career schools (see: [ESL Student Disclosure Pamphlet](#));

In the state of New York, students can submit formal complaints to:
 New York State Education Department
 ATTN: Bureau of Proprietary School Supervision (BPSS)
 116 West 32nd Street, 5th Floor, New York, NY 10001
 Phone: (212) 643-4760

Sky Language - New Jersey is a post secondary private career school licensed by the New Jersey Department of Education and Department of Labor and Workforce Development;

In the state of New Jersey, students can submit formal complaints to:
 New Jersey Department of Education
 PO Box 500
 Trenton, NJ 08625
 Phone: (609) 376-3500
 or
 New Jersey Department of Labor
 1 John Fitch Plaza, Trenton, NJ 08611
 Phone: (609) 659-9045

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. Please contact the Training Evaluation Unit via email at trainingevaluationunit@dol.nj.gov.

SAP Policy

Satisfactory Academic Progress (SAP) policy in school catalog as per Regulation 126.4(e)(2). Schools shall evaluate student’s grades and attendance at no less than the midpoint and endpoint of each quarter or term as defined on the student enrollment agreement. Check the Policy Guideline for SAP at <https://www.acces.nysed.gov/bpss/schools/evaluating-students-satisfactory-academic-progress-sap>.

Additionally, any student, faculty or staff member, as well as others outside the program or institution who may have knowledge of an alleged failure by an accredited program or institution to maintain the standards may file a complaint with the Commission on English Language Program Education (CEA) by going to their website: <https://cea-accredit.org/about-cea/complaints>.