



NEW YORK LANGUAGE CENTER

NEW YORK LANGUAGE CENTER

STUDENT GUIDE

New York Language Center Student Guide

TABLE OF CONTENTS

WELCOME TO NYLC	1
MISSION STATEMENT	1
CREDENTIALS.....	1
OUR FACILITIES.....	2
STAFF	2
TEACHING FACULTY	3
TEACHING METHOD.....	3
LEVEL PLACEMENT.....	3
PROGRAMS OFFERED.....	4
PROFICIENCY/ACHIEVEMENT SCALE - DAYTIME PROGRAM.....	7
PROFICIENCY/ACHIEVEMENT SCALE - EVERYDAY ENGLISH (EE) PROGRAM.....	11
PROFICIENCY/ACHIEVEMENT SCALE - WEEKEND ENGLISH (WE) PROGRAM	12
COURSE DESCRIPTION – DAYTIME PROGRAMS	13
CHANGE OF LEVEL PROCEDURE.....	14
CHANGE OF PROGRAM PROCEDURE	14
ASSESSMENTS, GRADING, PASS AND FAIL AND LEVEL PROGRESSION.....	15
GRADE REPORTS ON THE NYLC APP / NYLC OFFICIAL STUDENT TRANSCRIPT	16
NYLC POLICY & PROCEDURE FOR APPEALING FINAL GRADE	16
PAYMENTS.....	17
RULES AND POLICIES AND OTHER IMPORTANT INFORMATION	18
ATTENDANCE	18
ATTENDANCE POLICY	18
CERTIFICATE PROTOCOL	18
RULES OF CONDUCT	19
TEXTBOOKS.....	20
COPYRIGHT POLICY.....	20
TERMINATION BY THE SCHOOL.....	20
REQUESTING A REFUND.....	21
STUDENT LIFE AND SERVICES	22
NEW STUDENT ORIENTATION AND OFFICE HOURS	22
AGENT REFERRED STUDENTS.....	22
STUDENT ACTIVITIES.....	22
HELP FOR DISTRESSED STUDENTS.....	22
CULTURAL ADJUSTMENT AND CULTURE SHOCK.....	23
PROFESSIONAL MEDICAL OR MENTAL HEALTH REFERRALS.....	23
HEALTH INSURANCE.....	23
SAFETY.....	23
STUDENT IDENTIFICATION CARDS.....	24
HOUSING ASSISTANCE.....	24
COLLEGE OR UNIVERSITY PLACEMENTS.....	25

BANKING	26
STUDENT COMPLAINTS.....	26
STUDENT COMPLAINT PROCEDURE.....	26
STUDENT SURVEY.....	27
UPDATES TO STUDENT INFORMATION	27
CONFIDENTIALITY OF INFORMATION	27
WEATHER RELATED CLOSINGS.....	27
RECOVERY HOURS.....	27
RESPONSIBILITIES FOR F1 STUDENTS.....	27
TERMINOLOGY RELATED TO F1 STUDENTS.....	28
PASSPORT AND I-20	28
CHANGE OF ADDRESS / END OF PROGRAM REPORTING.....	28
ATTENDANCE / MEDICAL LEAVE.....	29
TRAVEL FOR F1 STUDENTS.....	29
NYLC ANNUAL VACATION POLICY FOR F1 STUDENTS	29
EXTENSIONS	30
TRANSFERS	30
EMPLOYMENT	30
DURATION OF STATUS.....	30
GETTING TO NEW YORK LANGUAGE CENTER BRANCHES.....	31
NYLC – MANHATTAN.....	31
NYLC – JACKSON HEIGHTS, QUEENS.....	31
NYLC – BRONX.....	31
NEW YORK LIFE	32
GUIDE TO NEW YORK	34
OUR *TOP PICKS* FOR THINGS TO DO IN NYC.....	35
“EXCUSE ME, CAN YOU HELP ME?.....	36

WELCOME TO NYLC

Welcome to New York Language Center. At New York Language Center, students come first. New York Language Center students study English in an exciting multi-cultural atmosphere and meet new friends from all over the world. New York Language Center offers the international community a challenging English curriculum and the opportunity to experience American culture, all at an affordable cost. We want your time with us to be wonderful. We want you to learn. We want you to improve your English while you enjoy all that our amazing city has to offer. We hope that whatever path your future may lead, you will be happy you chose to study English with us. You are important to us and your success and learning is our success. We wish you an unforgettable experience.

Barbara Dick

Founder and Executive Director

Mission Statement

New York Language Center's mission is twofold: to provide high quality, affordable English classes to international students in a supportive, friendly atmosphere where students come first, whether their goal is academic, professional, or personal self-improvement, and expose them to American culture. At the same time, we are committed to providing immigrant New Yorkers with ESL classes that accommodate their needs and prepare them to be part of the society where they live, work and educate their children. The curriculum at New York Language Center is designed to support this mission by providing students with the necessary language tools to help them achieve their goals. New York Language Center is committed to excellence and service at the highest degree and is consistently reevaluating student, faculty, and administrative performance.

Credentials

New York Language Center is certified by the New York State Education Department (all branches) and authorized under federal law to enroll non-immigrant students (except the Bronx). Jackson Heights and the Upper West Side are nationally accredited by the Commission on English Language Program Accreditation (CEA) through April 2029 and are also members of Quality English and English USA. Faculty and staff have access to resources provided by professional organizations such as TESOL or NAFSA.

Our Facilities

Jackson Heights, Queens

The Jackson Heights school is in original location where New York Language Center began in 1985. It is in the most ethnically diverse area of New York and much has been written about the Jackson Heights neighborhood's ethnic and cultural diversity. The school is steps from the # 7 train which runs from Times Square to Flushing (Chinatown), Queens and is 8 blocks from a major transportation hub. The school occupies the second floor of a two-story building at approximately 3,500 square feet. There are eight classrooms with flat screen TVs, three restrooms, and offices. There is no student lounge. Students and faculty use the empty classrooms in the afternoon for preparation or study. The facility is open from 8 am until 9 pm Monday to Thursday, Friday and Saturday 9 am until 4pm.

Manhattan

The school is located in the culturally rich neighborhood of the Manhattan Uptown full of shops and prewar buildings. Columbia University, Central Park and Riverside Park are a short walk away. There are many student residences nearby. The subway (local stop of # 1train) is on the corner. The space is 4,000 square feet with eight classrooms, number of workstations and offices. There is a large glass window in the front looking down on Broadway that faces the student lounge. The student lounge area is spacious with tables and chairs and a long bench. The faculty also have an ample work area. The location has four unisex restrooms, a water fountain, and a snack machine. The school has a microwave for student use. Faculty have access to three workstations, laptop computers, flat screen TVs in the classrooms, and other materials. Staff have eight workstations. The facility is open from 8 :30 am until 9 pm Monday to Thursday, and 9 am to 6pm on Friday.

The Bronx

The school is located on Grand Concourse between 188 Street and E Fordham Rd. in the heart of a central shopping district. Many buses and subways stop nearby. The school is on the 2nd floor and occupies approximately 3,500 square feet. It has 6 classrooms, each equipped with a television monitor. The facility is open from 8:30 am until 9 pm Monday – Thursday and 8:30 am – 3 pm on Fridays and Saturdays.

Staff

New York Language Center's staff is committed to providing a friendly, welcoming environment, quality education and student services. We are always available to answer your questions and help to make your experience at New York Language Center an enjoyable one. If you need to see a specific staff member and they are not available that day, please schedule an official appointment to see the staff member the next class day immediately before or after your classes.

Teaching Faculty

English as a Second Language teachers must have a baccalaureate degree in any discipline *AND*

1. Completion of a Teaching English as a Second Language training (e.g. CELTA) program, *OR*
2. A minimum of 6 graduate credits in TESOL or Linguistics

Many of our faculty members have experience living and teaching abroad.

Our faculty members are committed to ongoing professional development. Faculty members are monitored by our Academic Team to ensure the highest quality of instruction for all of our students. Additionally, students fill out student satisfaction surveys which evaluate faculty members' performance.

Teaching Method

New York Language Center uses a *practical* approach to teaching our students English. From the very first class at the lowest level, students will use English in a practical and realistic way. We encourage active student participation. Translation is not allowed. Many students who have studied English in their home countries know the language passively but cannot use it. We try to break that barrier. Our instructors have specific goals for each week. These goals are what students *will be able to do* at the end of the lesson. Oral and written assessments allow students to see their achievement.

Level Placement

New students are given a placement test which includes grammar, reading comprehension, writing and an oral interview. Based on the results of the placement test and oral interview, the student will be assigned to a level. There is no fee to take the placement test, and students are invited to try classes before deciding whether or not to enroll. If a student feels that the assigned level is too difficult or too easy within the first three days of class, a level change request can be made. The instructor can make the same request after careful observation of the student's performance during their first week of attendance.

Day Programs - Manhattan and Jackson Heights (Queens)

INTENSIVE LANGUAGE PROGRAM

Course Length: 8 weeks per level

Meetings: 12 Hours of Integrated Skills
4 Hours of Skills Focus
4 Hours of Workshop

Total: 20 hours per week

This program is mandatory for persons on an F-1 student visa.

SEMI INTENSIVE LANGUAGE PROGRAM

Course Length: 8 weeks per course

Meetings: 12 Hours of Integrated Skills
4 Hours of Skills Focus

Total: 16 hours per week

PART-TIME PROGRAM

Course Length: 8 weeks per level

Meetings: 12 hours of Integrated Skills

New students may join the class any Monday. Not all levels are available at all times and are subject to change.

Course	Level	Description: Integrated Skills
• Level 0		Absolute Beginner
• Level 1 • Level 2		Beginner
• Level 3 • Level 4		Intermediate
• Level 5 • Level 6		High Intermediate
• Level 7 • Level 8		Advanced
• TOEFL Preparation • Business English • Reading and Writing • Listening and Speaking		Post-Advanced

Programmatic Goals

Upon completion of the ESL Program, students will:

1. Demonstrate ability to comprehend, interpret and apply spoken and written forms of communication;
2. Demonstrate awareness of both explicit and implied meaning in extended spoken discourse;
3. Read with comprehension of both content and organization;
4. Recognize and utilize key vocabulary appropriate to a variety of situations;
5. Apply a range of language structures to interact effectively in a variety of situations;
6. Write about a variety of topics with a high degree of control of grammar, syntax, and cohesive devices.

Everyday English and Weekend English

EVERYDAY ENGLISH PROGRAM (Mornings or Evenings)

Course Length: 8 weeks per level

Meetings: 8 hours per week

WEEKEND ENGLISH PROGRAM (Saturday or during a week)

Course Length: 8 weeks per level

Meetings: 4 hours per week

The Everyday English/Weekend English program is specifically designed for students who live and work in New York but it is open to anyone needing English. The program concentrates on teaching and building English skills in order to gain confidence at work, at home, and in the community. The offering of courses depends upon sufficient enrollment.

Course	Level Description: Integrated Skills
Everyday English/Weekend English Level Basic	Basic/ Pre-beginner
Everyday English/Weekend English Level 1	Beginner 1
Everyday English/Weekend English Level 2	Beginner 2
Everyday English/Weekend English Level 3	Intermediate 1
Every day English/Weekend English Level 4	Intermediate 2
Every day English/Weekend English Fluency Development	High Intermediate –Offered in 5 different modules: <ol style="list-style-type: none">1. Integrated skills2. Grammar and conversation3. Listening and speaking4. Vocabulary and writing5. Building skills for TOEFL

Programmatic Goals (same for both programs)

Upon completion of the Everyday English and Weekend English ESL Programs, students will:

1. Participate appropriately in discussions on familiar topics;
2. Listen and respond appropriately to spoken English in a variety of workplace and social situations;
3. Comprehend and appropriately use basic grammatical structures in both written and spoken English;
4. Predict and identify main ideas in short passages;
5. Comprehend simple oral and written instructions;
6. Write simple messages, notes and paragraphs on familiar topics related to self, home, work and family.

Proficiency/Achievement Scale - Daytime Program

<p>Level 0 Pre-Beginner</p>	<p>SPEAKING: With help, students may be able to exchange greetings, give their identity, and name some familiar objects from their immediate environment. They cannot hold a conversation and their pronunciation may be unintelligible.</p>	<p>WRITING: Students are able to copy or transcribe familiar words or phrases, form letters in an alphabetic system. They can reproduce from memory a very limited number of isolated words or familiar phrases, but errors are to be expected.</p>	<p>LISTENING: Students are able to recognize isolated words or very high-frequency phrases when those are strongly supported by context.</p>	<p>READING: Students are able to recognize a limited number of letters, symbols or characters. They are occasionally able to identify high-frequency words and/or phrases when strongly supported by context.</p>
<p>Level 1 Beginner 1</p>	<p>SPEAKING: Students communicate minimally by using a number of isolated words and memorized phrases. When answering direct questions, they may respond two or three words at a time or give an occasional stock answer. They pause frequently. May be understood with difficulty.</p>	<p>WRITING: Students can reproduce a number of words and phrases in context. They can exhibit accuracy when writing on well-practiced, familiar topics using limited language. With less familiar topics, there is a decrease in accuracy. Errors in spelling or in the representation of symbols may be present.</p>	<p>LISTENING: Students can recognize and begin to understand a number of high-frequency words and phrases including aural cognates and borrowed words. Typically, they understand little more than one phrase at a time, but repetition may be required.</p>	<p>READING: Students can identify a number of highly contextualized words and phrases including cognates and borrowed words but rarely understand material that exceeds a single phrase. Rereading is often required.</p>
<p>Level 2 Beginner 2</p>	<p>SPEAKING: Conversation is restricted to a handful of predictable topics, such as basic personal information and immediate needs. Students can respond to simple, direct questions or requests for information. They are able to formulate simple questions. They speak in short, but often incomplete sentences in the present and in the past. Pronunciation, vocabulary, and syntax may be influenced by L1. Frequent misunderstandings may be present, but they can generally be understood.</p>	<p>WRITING: Students' writing is focused on common elements of daily life. Due to inadequate vocabulary and/or grammar, writing at this level may only partially communicate the intentions of the writer. Writing is mostly comprehensible, but gaps in comprehension may occur.</p>	<p>LISTENING: Students are often but not always able to understand information from sentence-length speech in basic personal and social contexts where there is contextual or extralinguistic support. They are able to understand speech relating to practical need such as highly standardized messages, phrases, or instructions containing familiar vocabulary.</p>	<p>READING: Students can understand key words and cognates of highly contextualized texts. They are able to identify main ideas in short, non-complex texts that convey basic information for which there is contextual or extralinguistic support.</p>

<p>Level 3 Intermediate 1</p>	<p>SPEAKING: Conversation is limited to predictable and concrete exchanges related to self, family, home, daily activities, interests and personal preferences, as well as expressing agreement and disagreement, and opinion. They can ask a variety of questions to obtain simple information to satisfy basic needs, such as directions, prices, and services. Their speech may contain pauses. Despite the limitations in their vocabulary and/or pronunciation and/or grammar and/or syntax, students are generally understood.</p>	<p>WRITING: Students can write short, simple communications, compositions, and requests for information in connected texts about personal opinions, reactions, and impressions. The writing style closely resembles oral discourse. Students show evidence of control of basic sentence structure and verb forms.</p>	<p>LISTENING: Students are able to understand main ideas and details in short dialogues in basic personal and social contexts.</p>	<p>READING: Students are able to understand details and main ideas from simple texts dealing with a limited number of personal and social needs.</p>
<p>Level 4 Intermediate 2</p>	<p>SPEAKING: Conversation is still limited to predictable and concrete exchanges, but with a wider scope, and are related to self, family, home, daily activities, interests and personal preferences, as well as expressing agreement and disagreement, and opinion. They can ask a variety of questions to obtain simple information to satisfy basic needs, such as directions, prices, and services. Their speech may still contain pauses. Despite the limitations in their vocabulary and/or pronunciation and/or grammar and/or syntax, students are generally understood.</p>	<p>WRITING: Students can write short compositions and requests for information in loosely connected texts about personal opinions, reactions, and impressions. The writing style closely resembles oral discourse. Students show evidence of more consistent control of basic sentence structure and verb forms.</p>	<p>LISTENING: Students are able to identify main ideas and details in simplified dialogues and short narratives in a variety of basic personal and social contexts. Comprehension is most often accurate with highly familiar and predictable topics although a few misunderstandings may occur.</p>	<p>READING: Students can identify main ideas and details in short, non-complex texts that convey basic information and deal with basic personal and social topics to which the reader brings personal interest or knowledge, although some misunderstandings may occur.</p>
<p>Level 5 High Intermediate 1</p>	<p>SPEAKING: Students are able to converse with ease and confidence when dealing with the routine tasks and social situations at level. They can utilize expressions to organize, clarify, and emphasize their views in all major time frames, but not with consistent accuracy. L1 interference may still be present.</p>	<p>WRITING: Students can narrate and describe in different time frames when writing about everyday events and situations. These narrations and descriptions are often, but not always, of paragraph length. Vocabulary, grammar and style correspond to those of the spoken language. Students can use a selection of conjunctions to give reasons.</p>	<p>LISTENING: Students can identify details and main ideas in semi-authentic, adapted conversations and short speeches on a variety of familiar and unfamiliar, relevant topics. Occasional gaps in comprehension are due to a limited knowledge of the vocabulary and structures of the spoken language.</p>	<p>READING: Students are able to identify details and main ideas in non-complex texts that convey basic information and deal with personal and social topics to which the reader brings personal interest or knowledge. Occasional gaps in comprehension are due to a limited knowledge of the vocabulary, structures, and writing conventions of the language.</p>

<p>Level 6 High Intermediate 2</p>	<p>SPEAKING: Students are able to participate in most informal and some formal conversations. They can narrate and describe in the major time frames of past, present, and future, as well as utilize a selection of expressions when a question is difficult to answer or use tag questions to soften advice. Use of false cognates, literal translations from L1, inconsistent control of verb endings, etc. may be present, while vocabulary lacks specificity. However, they converse with some accuracy, clarity, and precision.</p>	<p>WRITING: Students can combine and link sentences into texts of paragraph length and structure, such as a formal letter, as well as incorporate such cohesive devices as topic sentences and supporting details. They rely on patterns of oral discourse and the writing style of L1.</p>	<p>LISTENING: Students can identify details and main ideas in semi-authentic conversations and short speeches on a wider variety of familiar and unfamiliar topics. Comprehension may often stem out from situational and subject familiarity and relevance.</p>	<p>READING: Students are able to identify details and main ideas in semi-authentic texts with a clear structure, though their comprehension may be uneven. These texts predominantly contain high-frequency vocabulary and structures. Comprehension may often derive from situational and subject familiarity and relevance.</p>
<p>Level 7 Advanced 1</p>	<p>SPEAKING: Students are able to handle a large number of communicative tasks with ease and confidence. They participate actively in most informal and some formal exchanges on a variety of concrete topics relating to work, school, home, and leisure activities, as well as topics relating to events of current, public, and personal interest or individual relevance, as well as express wishes and regrets. Their vocabulary is more extensive, but mainly generic in nature. Discourse may still reflect the oral paragraph structure of L1. Students contribute to conversations with more accuracy, clarity and precision, and they convey their intended message without misrepresentation or confusion.</p>	<p>WRITING: Students exhibit a variety of cohesive devices in texts up to three paragraphs in length. There is good control of the most frequently used target-language syntactic structures and a range of general vocabulary. Ideas are often expressed clearly and supported by some elaboration. Writing may reflect organizational features of both, English and L1.</p>	<p>LISTENING: Students can identify details and main ideas in semi-authentic dialogues and narratives about past, present, and future events, as well as expanded descriptions of persons, places, and things. Comprehension stems out not only from situational and subject familiarity and relevance, but also from an increasing overall language competence.</p>	<p>READING: Students are able to identify details and main ideas in semi-authentic non-academic texts about past, present, and future events, as well as expanded descriptions of persons, places, and things. Comprehension stems out not only from situational and subject familiarity and relevance, but also from an increasing overall language competence.</p>
<p>Level 8 Advanced 2</p>	<p>SPEAKING: Students are able to explain in detail and narrate fully and accurately in all time frames with linguistic confidence, and competence, although patterns of errors may be present. They can organize events chronologically, discuss some topics abstractly, but in general, they are more comfortable discussing a variety of relevant topics, e.g. describe values and qualities of their role models. They use more precise vocabulary and intonation to express meaning and usually demonstrate greater fluency and ease of speech.</p>	<p>WRITING: Students can narrate and describe in the major time frames, with solid control of aspect. They have good control of a range of grammatical structures and a wider range of vocabulary.</p>	<p>LISTENING: Students are able to identify details and main ideas in semi-authentic dialogues and narratives of any length. They are often able to recognize speaker-intended inferences. Nevertheless, there are likely to be gaps in comprehension of complex texts dealing with issues treated abstractly.</p>	<p>READING: Students are able to identify details and main ideas in semi-authentic non-academic texts of any length. They can understand parts of texts that deal with unfamiliar topics or situations and to occasionally recognize author-intended inferences. Misunderstandings may take place when texts that are structurally and/or conceptually more complex.</p>

<p>Post-Advanced</p>	<p>SPEAKING: Students can communicate with accuracy and fluency in order to participate fully and effectively in conversations on a variety of topics in formal and informal settings from both concrete and abstract perspectives. They discuss their goals, life experiences, and social issues. Students apply rules of standard American pronunciation regarding stress, rhythm, intonation, and blending. They may make sporadic errors. However, such errors, if they do occur, do not distract or interfere with communication.</p>	<p>WRITING: Students are able to write paragraphs and 3-paragraph essays with a topic sentence (or thesis statement), supporting details and a conclusion. They use simple, compound and complex sentence structures to express their ideas accurately, as well as use essay writing related vocabulary. Students demonstrate a high degree of control of grammar, spelling, punctuation, as well as of cohesive devices and syntax. Their vocabulary is varied and mostly precise. Errors may occur when using low-frequency structures, but they typically do not interfere with comprehension.</p>	<p>LISTENING: Students can identify main ideas and details in conversations and lectures on a wide range of familiar and less familiar topics. They can also prepare and organize notes. Comprehension is no longer limited to the listener’s familiarity with subject matter and is supported by linguistic experience. They can make inferences.</p>	<p>READING: Students are able to identify main ideas and details, make predictions, inferences, and draw conclusions from texts in many genres of a professional, academic or literary nature, dealing with a wide range of subjects, both familiar and unfamiliar. Such texts may frequently contain cultural references. They recognize essay writing related vocabulary. Comprehension is no longer limited to the listener’s familiarity with subject matter and is supported by linguistic experience. However, they may not fully understand texts in which cultural references and assumptions are deeply embedded.</p>
-----------------------------	---	--	---	---

Proficiency/Achievement Scale - Everyday English (EE) Program

Everyday English (EE)

Course	Listening/Speaking	Reading	Writing
EE Level Basic	Learns to identify and produce English sounds and words. Gives single word answers. Able to answer yes/no questions. Able to answer questions related to self and present activities.	Can identify basic vocabulary words related to self and everyday situations. Can read short sentences and simple conversations related to self.	Can spell and write familiar words related to self.
EE Level 1	Identifies and produces English sounds and words. Can give short answers to yes/no and information questions. Able to have short conversations relating to self.	Reads sentences and basic texts with everyday vocabulary. Reads conversations on everyday topics.	Answers questions in written form on basic everyday topics, family, school, work. Writes simple sentences.
EE Level 2	Can answer questions on familiar topics. Can verbalize information about self, school, family, work and everyday activities in spoken English.	Reads simple, adapted texts on familiar topics.	Writes sentences and short paragraphs using the present and the past. Can answer questions with complete sentences in writing.
EE Level 3	Can respond appropriately in spoken English to questions on familiar topics. Can give advice. Can verbalize information using the present, past, and future.	Can read and comprehend non-complex, adapted texts.	Can write about present, past, and future events in simple sentences.
EE Level 4	Can respond to and understand sustained discourse related to self, family, home, daily activities, interests, and personal preferences. Can express preferences.	Can read and comprehend longer, adapted texts on familiar and unfamiliar topics.	Can write short paragraphs relating to self.
EE Fluency Development	Responds appropriately to questions on a variety of familiar and unfamiliar relevant topics using major time frames of past, present, and future.	Can understand the main idea and details in a longer, semi-authentic text.	Can write extended paragraphs.

Weekend English (WE)

Course	Listening/Speaking	Reading	Writing
WE Level Basic	Learns to identify and produce English sounds and words. Gives single word answers. Able to answer yes/no questions. Able to answer questions related to self.	Can identify basic vocabulary words related to self. Can read short sentences and simple conversations related to self.	Can spell and write familiar words related to self.
WE Level 1	Identifies and produces English sounds and words. Can give short answers to yes/no and information questions. Able to have short conversations relating to self.	Reads sentences with everyday vocabulary. Reads conversations on everyday topics.	Answers questions in written form on basic everyday topics, family, school, work. Writes simple sentences.
WE Level 2	Can answer questions on familiar topics. Can verbalize information about self, school, family, work and everyday activities in spoken English.	Reads simple, adapted texts on familiar topics.	Writes sentences using the present and the past. Can answer questions with complete sentences in writing.
WE Level 3	Can respond appropriately in spoken English to questions on familiar topics. Can verbalize information using the present, past, and future.	Can read and comprehend non-complex, short, adapted texts.	Can write about present, past, and future events in simple sentences.
WE Level 4	Can respond to and understand sustained discourse related to self, family, home, daily activities, interests, and personal preferences.	Can read and comprehend longer, adapted texts on familiar topics.	Can write short paragraphs relating to self.
WE Fluency Development	Responds appropriately to questions on a variety of familiar and unfamiliar relevant topics using major time frames of past, present, and future.	Can understand the main idea and details in a longer, semi-authentic text.	Can write extended paragraphs.

Integrated Skills – Levels 0-8: Our integrated skills program is designed to provide quality instruction and practice to improve students’ listening, speaking, reading and writing skills at every level. Students will learn how to use the vocabulary, pronunciation and grammar that is needed to become a more fluent speaker of English. Fun and creative learning activities will prepare students to use English in real-life situations such as work, socializing, academic studies and everyday interactions. Faculty will assess student progress and give helpful feedback.

Post-Advanced: TOEFL Preparation: This course develops students’ ability to improve their score on language associated with the TOEFL test. Using practice materials similar to those found on the exams, students will extensively practice language structures and functions needed for success on the TOEFL test.

Post Advanced: Business English: This advanced course develops students’ ability to identify, understand and utilize terminology, phrases and structures used in a professional setting. Students will engage in simulated meetings, negotiations, analysis of business problems and brainstorming of solutions.

Post-Advanced: Listening and Speaking: In this course, students will develop critical thinking skills and ability to identify main ideas and details in conversations and lectures on a wide range of topics. Students will engage in discussions and debates to promote spoken fluency. Students will learn how to clarify, interpret and evaluate ideas from the listening and reading activities in order to effectively participate in conversations.

Post-Advanced: Reading and Writing: This course features texts on high-interest topics, step-by-step writing instruction and practice, vocabulary expansion, tailored grammar review as well as critical thinking skills development and fluency building. Students will learn a variety of writing forms and styles.

Workshop: Workshops provide Intensive Language Program students (those taking 20 hours per week) with enhanced practice with adapted and authentic materials, such as newspaper articles, podcasts and videos. Students interact with real English through new themes each week to improve listening, speaking reading and writing skills in real-life settings.

Skills Focus: This course is part of Semi-Intensive and Intensive language programs. It concentrates on developing students’ listening/speaking and reading/writing skills by providing them with the opportunities to practice the skills they have learned in the main level of daytime program.

PRIVATE LESSONS

For students with specific needs private lessons can be arranged to complement a student's schedule, or these lessons may be taken on their own. An assessment to determine your English level will be given prior to the start of any private lessons. Private lessons must be purchased in five hour blocks.

Post Advanced (PA): TOFEL Prep, Business English, Listening/ Speaking and Reading/Writing

To enter these courses, students must:

1. Be placed into the post-advanced track upon arrival **OR**
2. Pass level 8 with 70% or more

For a description of the program offered in the Bronx whose hours and length differ, please refer to separate Bronx addendum.

Change of Level Procedure

Students are not permitted to choose their own level. However, they can appeal their initial placement or a level placement after returning from vacation.

Students requesting a level change will be reevaluated by the academic staff and/or teacher of the assigned level. Written and/or oral evaluations may be administered to determine whether a level change request will be granted or denied. Formal level change requests (which are granted or denied) are recorded.

If the instructor believes that a student is in the wrong level, they are advised to consult the Academic Coordinator regarding the options for that student. Written and/or oral evaluations may be administered to determine whether a level change is appropriate.

Students who wish to change levels, but have written in the book must buy a new book.

Change of Program Procedure

Students may wish to transfer between programs, branches and/or schedules (e.g. weekend to daytime, Queens to Manhattan, daytime to evening, etc.). Our programs have different goals at different times, and programs among branches can differ. For this reason, students requesting a change of session must meet with the ESL Academic Coordinator and may need to take a new placement test. The level the student is placed in can be different from the level or course they are currently in.

All levels in all programs at NYLC include periodical, graded in-class assessments.

Bi-weekly formative assessments are administered every two weeks (week 2, week 4, and week 6) and are scored on a scale 0-5 points, 3.5 being a “passing” score.

Bi-weekly formative assessments serve as progress feedback to students and instructors. They do not carry any weight towards a level final grade.

Summative assessments are administered during the last week of each level and are scored on a scale 0-100 points, 70 being a minimum passing score. Final assessment score serves as a final grade.

All students whose summative assessment score 70 or higher, pass the level and progress to the next level in sequence. Students whose summative assessment score is 69 or lower, fail the level and must remain in the same level in the subsequent session.

Students have the opportunity in the Intensive Language Program to repeat the course once except in extenuating circumstances. Sometimes, students for whom it is determined would benefit from going back to a level will be asked to do so.

In other non-intensive English programs students may repeat a level until they and the academic coordinator decide they can move on.

The maximum time allowed to complete the full course of study is 2 years for the Intensive Program. There is no time limit for the other programs.

Grading Scale

All assessments will be graded according to the scoring scale outlined below.

90-100 – Excellent. An outstanding performance in which the student demonstrates maximum understanding of the required skills for their level.

85-89 – Very Good. Exceeds more than average performance in language skills and has achieved an understanding of the required skills for their level.

79-84 – Good. A more than adequate performance in which the student demonstrates a basic understanding of the skills of the level.

70-78 – At level. An adequate performance in which the student demonstrates a general adequate understanding of the skills required in the level.

0-69 – Below level. An inadequate performance. Failed to demonstrate mastery of the skills necessary to be “at level”.

0- Incomplete. Student did not take an assessment. Student will be permitted to take the assessment on an alternate date.

Grade Reports on the NYLC App / NYLC Official Student Transcript

Students have access to their grades on the New York Language Center App. Instructions to download the app to an iPhone or Android devices along with a username and temporary password are sent via email or given in person. Once an account is created, we suggest creating a permanent password that is easy to remember. Students may then check their assessment scores, as well as attendance.

Students can also request NYLC Official Student Transcript which includes enrollment period, status (active or inactive), program and number of hours per week, levels taken, grades for each level and grading scale.

NYLC Policy & Procedure for Appealing Final Grade

Students **may** appeal their **final** grades for the following reasons:

- Grade miscalculation
- Errors in the final exam if a change in final exam grade would cause a change in the course grade

Students **may not** appeal final grades for disagreements with teaching methodologies or attendance policies.

Process for Final Grade Appeal

- a) The student obtains a Final Grade Appeal Form from Student Services or an academic coordinator.
- b) The instructor will complete his/her portion of the Form within 3 business days.
- c) If the instructor agrees with the student request for grade change, a Grade Change Form will be forwarded by the instructor to the Academic Coordinator.
- d) If the instructor does not agree with the student’s request for a grade change, the student may appeal to the Academic Coordinator directly.
- e) The Academic Coordinator will meet with the school Director and discuss and make a decision.
- f) Their decision for a grade change will be final.

Payments

All students are expected to make payments in a timely fashion. Payments are to be made to staff at the front desk. Students who have payments overdue may not be allowed to enter class, get their academic report or completion certificate until the balance due is paid.

RULES AND POLICIES AND OTHER IMPORTANT INFORMATION

Attendance

All students are expected to attend class every time the class meets. Regular attendance is necessary to avoid falling behind academically.

Instructors take daily attendance by calling students' names aloud and recording attendance in the attendance folder. Students need to indicate that they are present when their name is called. If a student does not hear their name called, they must inform the instructor that they are present and should be marked present.

Students are expected to be in class on time and return from the break on time. Arriving late is disruptive to the instructor and classmates. Instructors will not repeat material missed by late students. Students who arrive late to class will be marked *Late*. Students who leave before dismissal will be marked as *Early Departure*. Three latenesses and/or early departures in any combination equals an absence. If a student misses two or more weeks of class, the student can be terminated. In the case of illness or emergency, official documentation should be provided.

Attendance Policy

Students are required to attend at least 80 percent class hours per session. When a student attends class, they gain the full advantage of tuition. When classes are missed, students are unable to benefit from learning opportunities. For students on F1 status, the NYLC attendance policy and responsibilities form must be signed. The policy is provided to students at orientation.

Certificate Protocol

NYLC offers 3 documents: **Enrollment Certificate**, **Certificate of Completion**, and **Transcript**. Each is issued per student request only.

1. Students can request an **Enrollment Certificate** after completing their enrollment period. Students are eligible for an Enrollment Certificate after they have completed the time they have registered for AND made all payments for that time.
2. A **Certificate of Completion** is issued after a student has completed a program or a module: Level 8 or one Post-Advanced in our Daytime program course or two Fluency Development classes in our Weekend English or Everyday English programs. Completing a module (in Daytime Program only) is defined as completing Level 2, (Beginner Module) Level 4 (Intermediate Module), Level 6 (High Intermediate Module) or Level 8 (Advanced Module and Program).

If a student joins in the middle of the Level (for example a student joins Level 4 in the 3rd week of the course) the student is still eligible for a Completion Certificate once they have completed Level 4.

A Completion Certificate is only issued once the final exam has been taken and once all payments for the module or program in question have been made.

There are no Module Certificates issued for Everyday English and Weekend English programs.

3. A **Transcript** is the only document that includes students' grade(s).

Rules of Conduct

- *Attendance and Lateness:* Please be sure to arrive on time and prepared for classes every day. If your class has a break, you must return to class at the end of the break. Your teacher can't wait for late students to begin the lessons.
- *Cell Phones:* Please do not use cell phones in class. If you need to take an important phone call, you must exit the classroom to take the call. Please do not send text messages or use the internet for personal reasons during class time. It is very distracting and disrespectful to your teacher and classmates.
- *English Only:* Please speak English at all times during class. Of course, it is acceptable to translate one word every once in a while, or to use a dictionary, but if you depend on translation, your English won't advance. Most importantly, you must speak English with your classmates. If many students in the class speak the same native language, they often revert to using their language in class. This is very disrespectful to the other students in class who can't understand, and is counterproductive to everyone's goal of improving English skills.
- *Homework:* New York Language Center instructors give homework and we expect students to complete homework assignments. Homework is important to practice and reinforce what is learned in class.

Textbooks

Students must come to class with their textbooks. Textbooks are provided to students either on the first day of class or the first day of a new level. Fees for textbooks are part of a student school fees. Textbooks must not be left in the classroom overnight. Students must pay a fee for replacing lost books.

Copyright Policy

New York Language Center adheres to copyright laws. Our policy is posted next to our copy machines.

Termination by the School

The school may terminate a student for any of the following reasons:

- Non-payment of tuition.
- Failure to attend 2 consecutive weeks without notifying the school.
- Unsatisfactory conduct in school or in class. This includes, but not limited to: consumption of drugs or alcohol, harassment (sexual or otherwise), verbal abuse and any other activity deemed unlawful by current statutes.
- Violation of the attendance policy (F1 students).
- Soliciting or selling for personal gain on school premises without permission.
- Disrespectful behavior towards staff or fellow students. This includes, but is not limited to, verbal abuse, physical violence, threats, intimidation, and harassment.
- Academic dishonesty. This includes, but is not limited to, cheating, and unauthorized collaboration.
- Failure to meet academic standards. This includes, but is not limited to, failing to complete, failing to pass required exams, and failing to maintain satisfactory progress.
- Failure to comply with school policies. This includes, but is not limited to, violating the school's code of conduct, failing to pay tuition or fees, and failing to attend classes.

Students who are terminated from the school will not be eligible for a refund of tuition or fees.

Requesting a Refund

Students may find that they want to leave the school, shorten their program or for other reasons, may request a refund. Requesting a refund does not mean that a student is eligible for a refund. The refund policy is listed on the enrollment agreement. If payment was made to the school by an agent, the refund will be made to the agent. In order to request a refund, students must ask for a refund request form from the front desk or email info@nylanguagecenter.com and ask for it. After completing the form, students should send it back to their advisor or the same email and it will be forwarded to the accounting department. Note that refunds are made in the form of payment received: credit card payments will be refunded by credit card, etc. For overseas refunds by wire, a bank fee is charged. Refunds made by credit card are charged a fee of 3 percent. Refunds are always made to the person who paid. Refunds are made within 45 days provided the information has been received by the school. In lieu of a refund, or when the student is not eligible for a refund, they may request a credit to be used within six months.

STUDENT LIFE AND SERVICES

New Student Orientation and Office Hours

New York Language Center offers general student orientation and F1 student orientation. The orientation is announced and students are expected to attend. There is also in-class orientation at the start of a new session. Students who miss the orientation may schedule a one-on-one orientation with an NYLC International Student Advisor if they are on F1 status or with an Academic Coordinator if they are not on F1 status. NYLC is an open access school, and students may visit NYLC advisors every weekday before or after classes. Students may schedule an appointment to see a specific advisor for important issues. For questions about housing, activities, medical insurance, university applications, referral to a medical professional, or anything else you may also call (212) 678-5800 and ask for the Head of Student Life or for F1 status questions, the Principal Designated School Official.

Agent Referred Students

Students referred to New York Language Center by an overseas agent partner take our Agency Survey upon arrival at the school. This survey is also available at any time online at: <http://www.surveymonkey.com/s/NYLC-Agency-Survey> If a student believes that an agency has misrepresented the school they must immediately get in touch with the school's Executive Director.

Student Activities

New York Language Center offers a range of student activities which are always led by one or more of our faculty members. Depending on the season, we offer 1-2 chaperoned activities every week, which are free, low-cost, or discounted for our students. We also offer a calendar with suggestions of activities to do on your own. Participation in student activities is an important factor in making friends, getting to know New York and getting extra practice in using English. Some of our more popular activities include visits to the Empire State Building, guided tours of the United Nations, walks across the Brooklyn Bridge, Coney Island, the Bronx Zoo, a variety of museums, guided tours of Columbia University, professional and university sporting events, various cultural festivals, parades and celebrations. We also offer various workshop. To learn more about school activities, students may see the Head of Student Life or refer to posters, Facebook, Instagram for regular updates and announcements.

Help for Distressed Students

All students can request help from NYLC professional level staff or the Head of Student Life for references to professional help. Part-Time students attending classes in the evening or weekends are encouraged to schedule appointments at their branch.

Cultural Adjustment and Culture Shock

NYLC staff members are here to help students with their transition to a new country. Adjusting to a new culture is difficult and we encourage students to speak to us if they have any concerns. Students will receive some information about cultural adjustment at the orientation, and instructors and staff also can be a source of help. Participating in NYLC group activities help students adjust and make friends. We encourage students to join a group of people who share similar passions or hobbies. Students can also join our Facebook community (www.facebook.com/ilovenylc) or see the Student Life team for recommendations about how to get out and meet people who share your interests.

Professional Medical or Mental Health Referrals

If a New York Language Center staff member suspects that a student may need mental health assistance or medical assistance, the matter is treated as confidential and urgent and the staff member will offer to help the student get a referral to a trained medical professional or therapist, or go directly to an emergency room.

Health Insurance

It is highly recommended that NYLC students buy health insurance. The consequences and risks of not having adequate medical coverage are severe; for those without coverage a serious injury or illness can cost tens of thousands of dollars and there is a risk of inadequate or poor health care. Students can visit <http://www.internationalstudentinsurance.com/> to book medical insurance themselves before departure to the United States, they can visit an NYLC advisor immediately upon arrival for assistance, or they can buy insurance themselves from another company. The school also has contacts with insurance providers who visit the school regularly and provide assistance on site.

Safety

In the schools: Your safety is important to us whether you are in the building or outside. It is important that you take note of the following:

Please note where the emergency exits are located in your building. We will point them out to you. If there is an emergency, please exit the building in an orderly fashion using the stairs. Never use the elevator if there is an emergency or the fire alarm sounds, use the stairs to exit directly into the street.

Do not leave your personal belongings unattended during breaks or at any time as they can get stolen.

Remember that smoking is not allowed inside any building in New York City nor is it allowed in outdoor public spaces.

Outside of the schools: New York is relatively safe, but it's still a big city and you should always be on guard. Late at night, consider taking a taxi home or taking a taxi from the subway station nearest to your home. All registered public transportation vehicles in New York City (yellow taxi, green taxi, UBER, etc.) have a "T" in the license plate.

If you ride the subway late at night, wait in the late-night waiting area (you'll see a yellow line on the wall marking this area in the station or on the platforms where there are cameras). On buses late at night after 11 pm you have the right to ask the bus driver to drop you off right in front of your building (if your building is directly on the bus route). Do not wait by yourself on a deserted platform late at night, find the late-night waiting area marked in yellow that is under video surveillance or stay near other people if you cannot find the video surveillance area. Keep your back to the wall, face the platform and oncoming train, and do not lean over the tracks. On the subway trains keep your belongings on your lap or secure in your bag around your shoulder. On the streets late at night, avoid deserted streets and avenues, do not enter parks, and walk where there are more people. Know where you are going and keep your important documents and your money secure. Try to avoid pulling out your wallet.

It is very important to keep cell phones, tablets and computers out of sight in the subway. If you go out with friends to bars or clubs, be sure you all leave together. Never leave your friends behind.

To call the police, fire department, or ambulance in New York City, dial 911. For non-emergency questions or needs, dial 311.

Student Identification Cards

If you would like a New York Language Center Student identification card, please speak to one of the student services associates. Allow one week for processing. The NYLC ID is not a legal ID. Carry your legal ID with you at all times.

Housing Assistance

Finding affordable and comfortable housing in New York City can be a difficult task. New York Language Center does not offer its own housing, but to help our students find clean and safe accommodations, the school has partnered with SaraHomestay, a housing agency that provides homestay options to our registered students.

Their listings are bookable upon completion and payment of the NYLC housing application form. SaraHomestay listings are located in inspected and affordable stays in Brooklyn and Queens.

HOW DOES IT WORK?

Upon request, NYLC school advisors will provide students with a SaraHomestay housing application form that will be submitted by a NYLC staff member. Students are required to complete the form carefully, including their housing preferences and flight details, and return it at least 14 days prior to their arrival in New York City. Host families are thoroughly vetted by the SaraHomestay agency to ensure the highest quality standards and optimal matching for our students.

Once approved, students will receive full contact information of their host family.

It is the student's responsibility to contact the host family directly and follow up on any instructions provided regarding access to their housing.

College or University Placements

New York Language Center has relationships with several degree-granting institutes and universities, and NYLC staff members are familiar with the American community college and university system. Students can request letters of pre-admission from some of our partner schools, and may be granted a waiver of the TOEFL score requirement in certain cases. Please see Head of Student Life for further information. College partners make scheduled visits to the school where they present their offerings and requirements to interested students.

Banking

NYLC advisors can help you open a bank account at in New York City. International students usually need some combination of the following documents:

- Proof of local address
- Proof of the international address (the address as noted in the passport or a piece of mail from NYLC that was sent to the international address)
- 2 forms of ID (for example, passport and NYLC ID card)
- NYLC attendance verification letter listing your US address, and signed by an NYLC designated staff member
- I-20 (if you are an F1 student)

Student Complaints

Satisfied students are our goal. However, sometimes, a student may have a serious issue that involves the school, directly or indirectly. If a student has a complaint, they should speak to Academic Coordinator, Head of Student Life, Manager or to the front desk student services where they will be able to write a formal complaint. The complaint will be promptly investigated by the school management.

Student Complaint Procedure

Students should feel free speak to the front desk staff, Academic Coordinator, Manager, or Director to discuss any concerns. If after discussing their complaint with the appropriate staff member, the student still feels the complaint has not been resolved, they may follow the procedure listed below:

1. Complete a Student Complaint form which can be obtained from the front desk and include documentation, such as a written description of complaint, and present it to the Academic staff member in charge.
2. The Academic Staff Member will consult with the Director of Faculty or the Executive Director.
3. Upon receipt of the student complaint form and documentation, the aforementioned Management Team will investigate the complaint.
4. A complaint may also be emailed.
5. The Executive Director will confer with the key staff involved and provide the student with a resolution to the complaint.

Student Survey

New York Language Center continually seeks student feedback regarding its services. Therefore, throughout your time with us, you may be asked to complete any of the following surveys: Agent, Student Satisfaction , End of Session or different surveys where the administration may seek student input. Exit and alumni surveys, which we email once you leave our school, are very important to us as well. A link to the student satisfaction survey is on our website under **STUDENTS**.

Updates to Student Information

Students should inform the school of any changes of address or phone numbers.

Confidentiality of Information

New York Language Center student privacy policy is on our website. We would never share student information without their written consent. The exception to this would be a government employee who is authorized to obtain student information such as F-1 information, or by subpoena.

Weather Related Closings

Students are responsible for checking our website and/or Facebook/Instagram pages for any important announcements.

Recovery Hours

In the event of an unplanned school closure due to weather events or disaster, we will provide students with options for making up the time.

Responsibilities for F1 Students

Responsibilities are given to students at orientation. Maintaining F1 status is the student's responsibility.

Terminology Related to F1 Students

Term	Definition
Department of Homeland Security (DHS)	DHS makes the regulations governing F1 students
United States Citizenship and Immigration Services (USCIS)	USCIS is a unit within DHS that oversees many aspects of F1 students once they are in the U.S.
United States Immigration and Customs Enforcement (USICE)	USICE is a unit within DHS that oversees U.S. borders and immigration enforcement
I-20 Certificate of Eligibility (I-20)	The document issued to the F1 student by the school (it is not an F1 student visa but it is required before a student may request the student visa)
School and Exchange Visitor Information System (SEVIS)	SEVIS is the database for tracking F1 students, and where our DSOs and PDSOs log in to make I-20s
Designated School Officials (DSO) and Principal Designated School Official (PDSO)	These are the officials at NYLC authorized by DHS to make I-20s and make reports to DHS through SEVIS.

Passport and I-20

F1 (I-20) students must maintain a valid passport and I-20 at all times. If your passport will expire in the next six months, please contact your country's consulate to ask for a renewal. If the I-20 from NYLC will expire, it is your responsibility to get a new I-20 from us or to arrange your transfer to a new school before the I-20 expires. Keep a photocopy of all your important documents in a safe and separate place.

Change of Address / End of Program Reporting

Any change of address or end of your ESL program must be reported in writing to a DSO, or PDSO in writing within 10 days (for a change of address) or by the last day of your program. Students need to request the correct form to report such a change. The DSO or PDSO will inform DHS/USCIS using SEVIS.

Attendance / Medical Leave

F1 status students are required to be enrolled in 20 hours of class per week and are required to maintain a satisfactory 80% attendance rate at New York Language Center (NYLC). Students must arrive on time to classes or risk accumulated lateness consequences. It is the student's responsibility to attend 20 hours of class per week at NYLC. Failure to maintain adequate attendance may jeopardize a student's status and may also lead to dismissal from NYLC and termination in SEVIS. Sick leave or emergency leave must be documented and authorized when the incident occurs (not several weeks later). Students must contact a DSO/PDSO within 24 hours of an emergency or situation which prevents the student from attending class. The student or the student's representative must fill out a medical leave request form, vacation form, or leave of absence form as required by the DSO or PDSO and provide documentation. The request for medical leave, vacation, or leave of absence must be approved by a DSO or PDSO.

Travel for F1 Students

To travel outside the United States, even to Canada or the adjacent Caribbean Islands, students must schedule an appointment with DSO/PDSO to get the necessary signatures and approval.

NYLC Annual Vacation Policy for F1 Students

Annual vacation at New York Language Center is only for those F1 students who have completed at least twenty-six weeks of continuous study, and who intend to come back to New York Language Center. Under special circumstances, other vacation arrangements may be made. Students who have maintained a satisfactory attendance rate are eligible to receive an eight week annual vacation at the beginning of the next 8-week session. The Designated School Official (DSO) or Principal Designated School Official (PDSO) also has the discretion to grant the 8-week vacation starting at other times. It's the student's responsibility to catch up with the class once they return from their vacation if necessary. Upon return from vacation, students should see the Academic Coordinator. If a student is on attendance probation, a student cannot take vacation until completing the probation period and getting clearance from the DSO or PDSO.

To receive permission for vacation, an F-1 student must obtain written permission from the DSO or PDSO at least one week before the start of the vacation and payments must be up-to-date. Students must make a non-refundable deposit equal to 4 weeks of tuition, which will apply to the tuition payments upon the student's return. Students who intend to travel outside the United States must see the DSO/PDSO and bring their I-20 and passports. Upon returning from vacation, the student must report to the DSO.

Extensions

To apply for an extension of the I-20, students must see a DSO/PDSO at least 30 days prior to the completion date on the I-20. Students will be evaluated by the Academic Coordinator to determine if they can benefit from continuing studies at New York Language Center. The DSO/PDSO will determine if the student qualifies for an extension. Extensions cannot be granted after the I-20 expires.

Transfers

F-1 students at NYLC are required to study with us for at least 8 weeks and maintain 80% attendance to be eligible to transfer in good status to another school. Students on attendance probation, are recommended to complete the probation period with satisfactory attendance to get back in good standing before transferring out. To transfer to another school, students must notify us of the intent to transfer at least two weeks in advance, and must provide an acceptance letter from the new school. SEVIS internet records will be released to the new school only after students have registered at that school. **NO TRANSFER REQUEST WILL BE PROCESSED ON THE SAME DAY REQUESTED.** The new school will determine whether a student is eligible to transfer and when he or she must start.

Employment

Under F-1 status, students may not work legally except in special circumstances.

Duration of Status

An F-1 student is admitted to the United States for the duration of status (D/S). This is defined as the time in which the student pursues a full course of study plus a reasonable amount of time to transfer to another school or depart the United States.

GETTING TO NEW YORK LANGUAGE CENTER BRANCHES

NYLC – Manhattan

2710 Broadway, 2nd floor (between 103-104 Streets)

New York, NY 10025

Tel: (212) 678-5800

Subway: #2, or 3 to 96th Street or #1 to 103rd Street

NYLC – Jackson Heights, Queens

37-66 82nd Street, 2nd floor (near Roosevelt Avenue)

Jackson Heights, NY 11372

Tel: (718) 476-7600

Subway: #7 to 82nd Street, or E, F, M, R to 74th Street-Roosevelt Avenue

LIRR (Long Island Railroad) to Woodside Station and change for the #7 subway line (direction Flushing/Main Street)

NYLC – Bronx

2488 Grand Concourse, Suite 220 (between 188th St. and E. Fordham Rd.)

Bronx, NY 10458

Tel: (718) 561-6000

Metro North Train: to Fordham Station (then walk to school or take Bx 12 bus going west)

Subway: B, D, or #4 to Fordham Road; Bus: Bx 12 to Fordham Road.

Contact us:

Email: info@nylanguagecenter.com

Web: www.nylanguagecenter.com

Facebook: www.facebook.com/ilovenylc

Weekend trips

Activities are available through either of the following:

www.one-to-world.org One to World International

www.tourquest.com American International Tours

Unpaid Intern Information

www.internqueen.com

www.internshipprograms.com

www.linkedin.com

Social Life

Sign up for a free account and look for happy hours and meetings.

www.meetup.com

Find and meet up with like-minded people who like what you like. Try New York Public Libraries (main one at 40th St. / 5th Ave.). Try career centers at universities.

Food - Restaurants

There are thousands of inexpensive dining options in New York for all ethnic preferences and locations throughout the city. We recommend these neighborhoods for finding less expensive ethnic restaurants:

- Chinatown

N, R, Q, 6 subways to Canal Street, or B or D to Grand Street

- Spanish Harlem

6 to E. 116th Street

- Astoria, Queens

N or Q subway to Broadway or 30th Avenue stops in Queens

- Jackson Heights, Queens

E, F, R, M, or # 7 to 74th/Roosevelt Avenue in Queens

- Curry Hill

6 to 23rd Street/Lexington Avenue in Manhattan

- Koreatown

B, D, F, M, N, Q, R to 34th/Herald Sq or 2, 3 to 34th Street

Food Shopping

Ways to have a hardy meal without having to use a kitchen! (You may need access to a microwave):

Associated Supermarket - Locations throughout the 5 boroughs

Your classic one-stop grocery and meat store. They always have weekly sales and specials for you to stock up on the necessities.

Trader Joe's – Locations throughout the 5 boroughs

A specialty grocery store providing affordable organic products. They specialize in a wide variety of fresh and frozen microwaveable entrees. Very affordable.

Whole Foods - Locations throughout the 5 boroughs

A mega market that offers healthy & organic produce & buffet style meals to shampoo & other hygiene products. They have a huge salad bar, hot entrée food bar, and a dessert bar with picnic tables to eat in or you may take the food to go.

Duane Reade - Locations throughout the 5 boroughs

A convenience store open 24 hours, 7 days a week with dozens of locations throughout Manhattan, providing great options for fast and easy meals that only require a microwave.

Additional Sources of Dining Locations

[Time Out Magazine](#)

[New York Magazine](#)

Information is courtesy of New York Language Center. We try our best to update this and to make it as accurate as possible, but please note that all information in this Student Guide is subject to change at any time. We are also not responsible for incorrect information as this information is provided as a courtesy.

When visiting an unfamiliar neighborhood, ask a New Yorker about safety. If you have suggestions for inexpensive eats or for anything else we could add to this guide, please email them to info@nylanguagecenter.com. Thank you.



NEW YORK LANGUAGE CENTER'S

GUIDE TO NEW YORK

Important Phone Numbers

Emergencies - 911 General Emergencies	LIFENET Hotline 1-800-LIFENET For people experiencing a mental health crisis
General Information - 311 Government and non-emergency information; Street parking information; report potholes, noise or blocked driveways; to give the Mayor a message; and more. (24 hours/ 7 days a week)	NYC Tourist & Visitor Information 1-212-484-1222 Questions about attractions, tours or anything related to New York City tourism. Monday through Friday 8:30 a.m. - 6 p.m.; Saturday and Sunday 9 a.m. - 5 p.m.
Samaritans of New York Suicide Hotline 1-212-673-3000	Poison Control Center 1- 800-222-1222

Welcome to New York!

Do you have a smartphone? Download these FREE Apps.

NYLC APP- gives you the Student Guide, Grades and Attendance.

<http://web.mta.info> - subway and bus information.

NYC 311 - gives you City government-related info, like alternate-side parking updates.

Time Out New York – read about things to do in NY, reviews of art exhibitions, concerts, bars and restaurants.

YELP – search for nearby restaurants, bars, businesses and stores. Read user reviews to find the best places in NY.

NYC Tip - calculates the tip for meals or services with standard tipping percentages.

MenuPages - look up menus and restaurants by type, neighborhood and price range.

Groupon - offers daily discounts on restaurants, shopping, fitness and activities.

NYC-Arts - free museum days or “pay what you wish”



Our ***TOP PICKS*** For Things to Do in NYC

- Take English classes at **NYLC**.
- Go to the **9/11 Memorial**.
- Enjoy view from **Top of the Rock**.
- Stand in the middle of **Grand Central Station** and enjoy its beauty.
- Get lunch from **Chelsea Market** and walk **The High Line**.
- Take pictures in **Times Square**.
- Walk across the **Brooklyn Bridge** and eat pizza at **Grimaldi's**.
- Look at famous artwork at **the Met** and **the MOMA**.
- Relax in **Central Park**.
- Go shopping in **SOHO**.
- Visit the **Statue of Liberty & Ellis Island**.
- Go to a hidden *speakeasy* bar and order a whiskey cocktail. (If you're of age!)
- Take a walk in **Prospect Park**.
- Watch a baseball game and eat a hotdog
- Go to **Smorgasbord** on the weekend and try a new dish
- Visit the **Cloisters** and take a walk in Fort Tryon Park
- Take the ferry to **Governor's Island**.
- Go out for **Sunday Brunch**.
- Explore **Chinatown**.
- Meet a *New Yorker* and practice your English

“Excuse Me, Can You Help Me?”



Is New York safe?

Yes! The crime rate in NY is very low compared to other big cities. According to FBI data, **NYC is the safest big city in the U.S** with the lowest crime rate in 50 years. It is much safer than it used to be in the 1970s and 1980s. However, it is always important to be careful. Make sure to walk in well-lit areas with lots of people at night. Don't leave your bags or personal items unattended. Protect your money and phone on the subway and when walking in crowded areas. Every city can be dangerous, but it's best to use common sense and be aware of your surroundings. See the table of ***Important Phone Numbers*** to contact someone if you need help.

Where can I buy medicine and personal items?

Duane Reed, Walgreens, CVS, and Rite Aid are all common drugstores in New York. You can find things like medicine, soap, shampoo, make-up, and other personal items. Many streets also have small delis or convenience stores that sell snacks and other common items, like razors or toilet paper. These stores are often open very late or 24 hours.

Where can I shop for food?

New York has many types of supermarkets. These are popular supermarkets in NYC. You can find them around the city.

\$ - Key Foods, Trader Joe's, Associated Supermarket

\$\$ - Super Stop and Shop

\$\$\$ Gristedes, Food Emporium, Whole Foods

You can also find farmer's markets all over the city. They are usually two days a week in different neighborhoods around New York. (*Hell's Kitchen, Union Square, Astoria* and many neighborhoods in Brooklyn) You can buy fresh food at lower prices. Go to **Union Square Greenmarket** on the weekends for seasonal fresh fruits, vegetables, meat, cheese and more!

Where can I exercise?

New Yorkers like to exercise. You can see people running and biking all over the city. The parks are common areas for people to exercise, i.e. **Central Park, Prospect Park, and Riverside Park**. Sometimes there are free classes in the parks. You can join a gym too. **Planet Fitness \$, Crunch Fitness \$\$, and New York Sports Club \$\$\$** are popular gyms. You can also find many types of fitness classes all over the city like Yoga, Pilates, Cycling, and Kickboxing. Websites like groupon.com or livingsocial.com usually have discounted prices on fitness classes and more.

Where is a good place to go shopping?

There are many great places in New York to go shopping. You can go to the famous **Macy's** on 34th street. This giant department store has everything! **Manhattan Mall**, located close to Macy's, **Hudson Yards, Columbus Circle** and **5th**

Avenue are another great areas for shopping. **SOHO** is another popular shopping district. In *SOHO*, you can find a lot of name brand stores as well as many small boutiques. It's a great area to walk around and look. **Queens Mall** is a good example of a typical American mall with over 70 stores. Also, don't forget about the flea markets. **Artists and Fleas**, **Brooklyn Flea** are some of the best flea markets in NY. You can find antiques, clothing, jewelry, and crafts. It's great just to look even if you don't want to buy anything!

Where can I see live music and entertainment?

New York is home to many talented actors and musicians so finding entertainment is easy! If you have some money to spend, go to the **theatre district** in midtown Manhattan. You can see a **Broadway** or **Off-Broadway show**. **Lincoln Center**, **Radio City Music Hall**, **Madison Square Garden**, and **Carnegie Hall** are also famous venues for music and entertainment. There are many venues throughout the city. Go to downtown Manhattan and *Williamsburg, Brooklyn* to find smaller music venues and more local artists. **Rockwood Music Hall** is a great place in the *Lower East Side* where you can see free music on most nights. Or you can go to uptown. There are many places in *Harlem* where you can listen to jazz. And of course you can find live music and entertainment on the streets and subways of Manhattan. Street Entertainment is everywhere!

What neighborhoods are cool and trendy?

Head downtown to *Greenwich Village*. The *East Village* and the *Lower East Side* are young and eclectic. Take the "L" train over to Brooklyn and go to *Williamsburg*. This is one of the trendiest new neighborhoods in the city. If you are looking to go dancing, The *Meatpacking District* in *Chelsea* is where you can go out to feel like a celebrity. You may even see one or two!

How do I get a taxi to stop?

It's easy! Stand on a corner and wave your hand in the air. Taxis have numbers on the top of the car. If the numbers are lit up, the taxi is available. If the numbers are not lit, the taxi is not available. Don't worry if the taxis are not stopping for you. They are not ignoring you. They might just not be available.

Where can I go on a romantic date?

New York has many options when you want to take your special someone out for a romantic date. **Central Park** is a great date spot because it can be casual, fun, or romantic. You can have a picnic, rent a rowboat, or just find a place to relax. Another idea is to take a cooking or dance class together. **Self-Up New York** offers cooking classes for couples. Taking classes is fun and original.

You can also visit one of the many museums of New York. If you go to the **Metropolitan Museum of Art** ("the Met"), be sure to bring your date to the rooftop terrace for an amazing view of Central Park. If you want to go somewhere new and different, visit **the Cloisters** and take a walk in **Fort Tryon Park** after.

Taking a walk with your special someone is a great way to explore areas of the city while getting to know them. New York is a great walking city. Get lunch from **Chelsea Market** and walk along the **Highline**. Or walk along the **Brooklyn**

Heights Promenade for a great view of the Manhattan skyline. For a classic dinner date, go to [yelp.com](https://www.yelp.com) to look for romantic restaurants in the city. There are so many to choose!

What are some of the best things to do in New York in the summer?

Summer is a great time in NYC. You can do so many things. Look for **outdoor street fairs**. You can find one almost every weekend in different neighborhoods. Watch an outdoor movie in one of the public parks. **Bryant Park** and **McCarren Park** usually have free outdoor movies each week in the summer. There are often free concerts in the parks and other public places. You can also take the free ferry to **Governor's Island**. You can rent a bike, relax in a hammock, and enjoy the waterfront view. You must go to **Coney Island** in Brooklyn. After you go to the beach, visit the famous amusement park. There you can ride the historical rollercoaster, "The Cyclone" and try a Nathan's famous hot dog. If you like food, you need to go to **Smorgasbord** in *Brooklyn* on the weekends. This is your opportunity to try unique and delicious food. And you should definitely enjoy one of America's favorite sports. Go to **Citi Field** or **Yankee Stadium** for a baseball game. Will you be a *Mets* or *Yankees* fan? Choose wisely.

Where can I practice my English outside of class?

NYLC offers many activities and excursions around New York. This is a great way to meet new students and practice the English you learn in the class

We recommend going on these trips! Meet your classmates and explore the city together. **New York Public Library** also offers free English classes sometimes. Go to your local library. You can borrow books, movies, and music. Watching movies and listening to music is always a great way to practice. If you want to make some friends and practice your English, [meetup.com](https://www.meetup.com) is a website that connects people in New York with similar interests like sports, music, languages, etc. There are also many language learning apps that can help, too. Download **DuoLingo** and **Learn English Grammar** by The British Council. Remember to save these apps for outside of class, NOT in the classroom

