



Nile Language School

High Standards in
Language
Teaching

Student Handbook
2021-22 Academic Year

Table of Contents

INTRODUCTION & MISSION	4
1. ADMISSIONS	5
Admission Procedures:.....	5
Registration & Enrollment:	6
2. PAYMENTS & REFUNDS	7
Payment Policy:.....	7
Cancellation and Refund Policy:.....	7
3. ATTENDANCE	9
Vacation Policy (Non-F-1 Students):	10
4. ACADEMIC MATTERS	10
Advising:.....	11
Academic Progress:.....	11
Grading:.....	13
Classroom Policies:.....	13
5. GRADING	14
Grading Scale:	15
Learner Proficiency Scale:	15
6. CURRICULUM.....	19
Program Description:	20
MyEnglishLab	21
Program Schedule	37
NLS Intensive English program (IEP)	37
7. STUDENT RESOURCES.....	38
8. STUDENT SERVICES.....	38
Student Records and Privacy:	38
Health Insurance Policy:.....	38
Student Housing:.....	39
Advising:.....	40
9. CLOSURES & HOLIDAYS	40
10. STUDENT CONDUCT & POLICIES	41
11. STUDENT FEEDBACK AND DISPUTE RESOLUTION.....	43
12. F-1 MATTERS (VISA AND IMMIGRATION)	43
Maintaining F-1 Status:	44
Transfer Policy (F-1 Students):	45
Vacation and Maternity Leave Policy (F-1 Students):	46
Designated NLS Officials (DSO):	47

Nile Language School's Message:

Thank you for considering our English as a Second Language services. We would be happy to welcome you to Nile Language School (NLS) and have you learn English with us.

We can help you improve your English so that you can achieve your goals whether you plan to become part of the growing community of English speakers, enhance your language skills for social and travel purposes, or improve your academic reading, writing, listening, and speaking English skills. Our program will meet your needs.

You will find our program and classes challenging, enjoyable, and fun. Our teachers are well trained, highly experienced, and truly dedicated to their students' success. They can help you advance your skills, boost your confidence and succeed in English-speaking environments.

I invite you to read our student handbook and visit our website at www.nls.edu, and learn more about our program, curriculum, and admissions policies. We will be happy to help you with the application process and answer any questions you may have.

We look forward to hearing from you and welcoming you to NLS!

The NLS Team



INTRODUCTION

Mission Statement

Nile Language School's (hereinafter referred to as 'NLS') mission is to provide exceptional English language programs to speakers of other languages. NLS is dedicated to helping students in the process of achieving their goals and improving their social and academic abilities, and facilitating the acquisition of the English language in a friendly learning environment.

This mission is accomplished by:

- carrying out a comprehensive curriculum that supports the expansion and acquisition of the following language skills: reading, writing, listening, and speaking;
- assisting the students in the development of the aforementioned skills in a cross-cultural setting through the exploration of people, places and ideas in the American culture and other cultures;
- implementing assessment tools for placement accuracy, learning and progress verification;
- providing services and activities that help the students take full advantage of their stay in the United States;
- encouraging active faculty and staff participation in the development and evaluation of the program, as well as their own professional growth.

1. ADMISSIONS

A student applying to NLS must be at least 18 (eighteen) years old and have earned a high school diploma. NLS may admit students who are at least 16 (sixteen) years old with a parent's or a legal guardian's permission. The "Authorization Form for Minors" must be completed and submitted to the school upon registration.

Year-round Open Admissions: Prospective students may apply at any time of the year to enroll in any upcoming session(s). NLS's Intensive (IEP) and Semi Intensive (SI) English Program follow an academic calendar and specific schedules. Please refer to the academic calendar for further information.

Equal Opportunity: NLS does not discriminate on the basis of sex, race, ethnic origin, sexual orientation, religion, disability, or on any other basis outlined by applicable federal, state, and local laws.

Placement test: Prospective students must take the placement test to determine their proficiency level. Students who do not take the test will be placed in the Beginner Level. A maximum teacher-to-student ratio in a classroom environment is 1:12.

a. Admission Procedures

U.S. Residents must:

- Complete the application form.
- Provide a valid U.S. identification (U.S. Passport, government issued ID, Green Card, etc.).
- Provide proof of residency (mail, bank statement with address, or state driver's license, etc.).
- Pay the non-refundable application fee.

International Students (F-1 Visa) must:

- Complete the application form.
- Provide a copy of passport ID page (and photo page if separate).

- Provide proof of funds (bank statement or bank letter proving sufficient funds to cover all tuition and living expenses in the U.S.).
- Pay the non-refundable application fee of 100 USD and 75 USD International Express Courier Fee.
- Complete the Sponsor Form (Only if the Proof of Funds is provided by a sponsor).

International students in the United States with an active I-20 transferring to NLS must:

- Submit an online application.
- Pay \$100 application fee (non-refundable).
- Submit a copy of passport.
- Copy of Entry Visa.
- Copy of all previous I-20s.
- Provide proof of funds (bank statement or bank letter proving sufficient funds to cover all tuition and living expenses in the U.S.).
- Submit a Letter of Support from the sponsor (if bank statement is not in student's name). If the sponsor is in the U.S., the Sponsor Form must be notarized or Affidavit of Support form (I-134) may be filled instead.
- Sign and submit Transfer Verification Form to previous school's International Student Advisor;
- Pay \$25 express domestic mailing fee (optional).

b. Registration & Enrollment

Full payment of the registration fee and tuition are required upon enrollment. For payment schedules and payment plans, please see an administrator. New students are advised to register at least a week before the start of the new session. Current students must register before the last day of their current session in order to ensure placement in appropriate classes.

If a student returns to NLS after 4 (four) or more sessions of break, the student must register again. This includes filling out the application form, taking the placement exams and paying the registration fee.

c. Entering Existing Classes

Students are not permitted to enter existing classes after the first week of a session. If they register after the first week, they must wait until the next session to join a class. The payment for the first week will be adjusted as follows:

- If the student misses the complete whole week, the first week's payment will be deducted from the tuition;
- If the student joins the class at any day in the first week, the full week's tuition must be paid.

2. PAYMENTS & REFUNDS

a. Payment Policy

Full tuition per course must be paid prior to the start of the classes. All students must make the tuition payment and register for a class by or on the last day of the registration period. Please also note that prompt payment means guaranteed placement in class. New students must pay tuition on the day of registration. In the Intensive English Program, students will not be allowed to enter or continue attending classes until they have paid 100% of tuition before the end of the registration period.

NLS offers payment plans for registrations for at least 2 (two) consecutive sessions. Payment installments are due on the first Monday of every 4 (four) weeks. For students who are receiving a long-term discount, the payment installment will decrease gradually as shown on the payment plan.

b. Forms of Payment

NLS accepts payments by cash, money order, traveler's check, personal check, all major credit and debit cards (VISA, MasterCard, American Express, and Discover).

c. Cancellation and Refund Policy:

The one-time registration fee is non-refundable. No refund or credit is issued for transactions beyond 180 (one hundred and eighty) days. Funds/Credits are non-transferrable.

Refunds are applied according to the NEW JERSEY ADMINISTRATIVE CODE TITLE 12. LABOR AND WORKFORCE DEVELOPMENT CHAPTER 41. PRIVATE CAREER SCHOOLS SUBCHAPTER 4. SCHOOL OPERATIONS REQUIREMENTS [N.J.A.C. 12:41-4.1 (2017)].

For courses of 300 (three hundred) hours or less, NLS may retain the registration fee plus a pro-rated portion of the tuition calculated on a weekly basis. The school may require that the student

retain all books, equipment and tools purchased from the school and issued to the student. The school may refund a portion of the monies paid if the books, equipment and tools are in proper condition for resale. The school must be notified in writing within 5 (five) business days of the date of withdrawal. For full-time attendance in courses exceeding 300 (three hundred) hours in length, but not exceeding 1,200 (twelve hundred) hours, the school may retain the registration fee plus: i. 10% of the total tuition if withdrawal occurs in the first week; ii. 20% of the total tuition if withdrawal occurs in the second or third week; iii. 40% of the total tuition if withdrawal occurs after the third week, but prior to the completion of 25% of the course; and iv. 70% of the total tuition if withdrawal occurs after 25%, but not more than 50 % of the course.

Refunds are calculated based on the pro-rated rate of the tuition for the full course, not on the partial (discounted) tuition paid. All discounts and promotions offered and/or applied are subject to removal of the pro-rated tuition. The refund is calculated based on 1) the week that the student starts classes and 2) the day that the student informs NLS of his/her intent to cancel classes. Student's attendance for 1 (one) day or more in any given week represents 1 (one) full week in terms of tuition payment obligations. The refunds will be made by check and issued to the person, company, government or private organization that made the payment on the student's behalf. The check may be 1) picked up from the school or 2) mailed out on the second Friday following the date the refund was officially requested.

d. Refund for a Prospective F-1 Student

The registration fee and mailing fee are non-refundable. If a visa application is denied, the full tuition will be refunded provided any tuition deposit was made. Refunds will be issued only upon presentation of the following:

- proof of payment;
- Refund Request Form;
- the original I-20 (2 pages) and Letter of Rejection from the U.S. Consulate.

e. Course Cancellations

If a student's scheduled course gets cancelled by NLS subsequent to the student's enrollment, NLS will refund all tuition fees paid by the student for the cancelled class. All refunds due will be made within 30 (thirty) calendar days after the first day of the cancelled class.

f. Cancellations ("No-Shows")

When a student cancels a scheduled course, the student will receive a full tuition refund provided the student 1) has not entered classes and 2) cancels by the end of the registration period. Students who enter the U.S. on an NLS-issued I-20 and decide not to take any classes at NLS for any reason other than medical are subject to payment of 1) the early withdrawal fee equivalent to 1 (one) session's tuition or 2) the minimum required amount to study at NLS, whichever is greater. NLS will only issue refunds to the original payer on file. Payers who would like to designate another person to receive their refund must submit a written request to NLS upon applying for a refund. The request must be attached to the NLS Refund Request Form and submitted to the accounting department for processing. NLS reserves the right to change tuition and fees without notice. Please ask campus administrative staff about current prices and session program dates.

g. Fees:

Non-Refundable registration Fee: \$100

Change of Status/Reinstatement to F-1 Status Processing Fee: \$300.00

Lost/Duplicate/Damaged I-20: \$50.00

Lost/Duplicate NLS Certificate of Completion: \$20.00

Lost/Duplicate NLS Transcript or Letters: \$20.00

Lost/Duplicate NLS Transcript and Certificate: \$20.00

Test Rescheduling: \$20.00

Early Withdrawal, Minimum Study Requirement Fee: \$1,140

Returned check fee: \$50

The test rescheduling fee will be charged to all students requesting their final exam to be rescheduled. There is no additional charge for rescheduling midterm exams. The test rescheduling fee will be waived for students requesting a rescheduled test for sessions where end dates were modified by NLS due to inclement weather or other emergencies. Both oral and written sections of the test are included in the \$20.00 fee.

3. ATTENDANCE

a. Attendance and Academic Progress

School attendance is required as is vitally important to a student's academic progress. To pass a course within a program, students are required to attend at least 80% of the total class hours.



b. Make-up Policy

1) All students including local and F1 are expected to make up work missed while they were absent including homework and all assessments. Immediately upon returning to school, the student is required to contact the teacher, Program Coordinator or Student Services concerning arrangements for making up work. When an absence occurs, it is the student's responsibility to inquire about, complete, and return all assignments and assessments. All missed assignments and assessments must be completed and returned within a week since the day of return to school and/or before the end of the session, whichever comes first. A zero score will be given for all missed assessments until the student has met above guidelines for make-up work. The student will receive an "In-Progress" grade until all assessments have been completed and submitted. Missed assessments and absenteeism in excess of 25% of class hours might lower the student's final grade and/or impact their F1 Visa status.

2) NLS reserves the right to financially penalize all students including local and F1 who violate the attendance policy and miss more than 25% of the total class hours equivalent to 6 (six) absences per course. The student will be obligated to pay NLS \$50 for each make-up session equivalent to 1 (one) regular class session after they have missed 25% of the total class hours and in order to continue the course and/or the program. It is at NLS' sole discretion to waive this financial penalty and allow the student to continue the course and/or the program.

c. Tardiness

NLS requires that all students report to class on time. Students will be considered "late" should they arrive 10 (ten) minutes after the class starts unless there is inclement weather or the student has a personal emergency. Multiple lateness of 4 (four) is equivalent to 1 (one) absence.

d. Vacation Policy (Non-F-1 Students)

Students must inform the school of their intent to take a leave of absence. Students are advised to notify the school of the length of the leave. In case of 4 (four) or more sessions of non-attendance at NLS, the school's policy requires that a student submit registration fee payment and retake oral and written placement exams (see: Vacation Policy for F-1 students/F-1 Matters section).

4. ACADEMIC MATTERS

a. Director:

The school Director assists the students with any school-related concerns including payments, academic achievement, use of facilities, and general school issues. For other specific matters, the

Director may refer the students to the Program Coordinator, Admissions and/or Student Services Coordinator.

b. Advising:

Academic and personal advising is available to assist students with academic and personal matters including cultural adjustment to their new life in the U.S. This includes matters affecting students' learning experience and other educational needs relevant to the school's programs. Further, NLS provides assistance regarding schedule, general conduct, evaluation of academic progress as well as extracurricular resources. NLS advisors counsel students on other miscellaneous matters to ensure overall academic success and linguistic growth. Students can locate a list of advisors and their office hours at www.nls.edu and on the bulletin board on premises.

c. Teachers:

NLS instructors are always willing to offer assistance to the students with academic concerns. Instructors may counsel or advise the students on their classroom performance as well as commend them for exemplary achievements in class. At the end of each course, the students evaluate their instructor's performance by completing the end-of-course survey available at www.nls.edu (see: Home / Forms & Surveys / End-of-Course Survey). The survey forms are filled out anonymously and are strictly confidential. Only the summaries of the students' comments are presented to NLS without disclosing the identity of the students who completed in the survey.

d. Academic Progress:

Each student who would like to study English at NLS is required to take the written/oral placement tests in order to determine their individual linguistic proficiency level. When a student successfully maintains good standing and completes a course, he/she progresses to the next course in the program. Students are required to complete all course assessments and final exams and/or projects at the end of each course to ensure their ability to move on to the next course (reference: course syllabi). Students are expected to progress through the program sequentially. Students seeking to attend the Beginner Level (ECFR A1) are not required to take the placement exam. However, are highly recommended to do so.

e. Certificates:

A Certificate of Completion is issued to the students who successfully complete a level. The request should be made by the student, and the certificate will be available for a pick up no later

than after 5 (five) business days. One copy of the certificate the student receives is free of charge, while additional copies are \$20 each.

f. Changes to Initial Placement:

If a student believes he/she has been placed in the wrong level, they may request to take the final exam in their current course in order to determine whether they can move up to the next course and/or level. Likewise the student may request to be moved to a lower course and/or level without taking the final exam. The same procedure regarding student misplacement is followed as per the instructor's recommendation.

g. Course Repetition:

Repetition of a course for review purposes is possible only upon the approval of the Director and/or based on the teacher's recommendation. However, course repetition may also be the consequence of failing a course. Though students may repeat a course in order to progress academically during each session, F-1 students who show little or no academic progress may be put out of status in compliance with the USCIS regulations.

h. Assessments: Quizzes, Finals, Speaking Tests, Speaking Projects, Writing Projects

Students' progress is evaluated throughout each course using formal assessment instruments including Quizzes, Finals, Speaking Tests, Speaking Projects, and Writing Projects (reference: course syllabi). Students who fail formal assessment are counseled and assisted. If a student's "below average performance" is due to attendance (reference: nile.campusaxess.com), he/she may be referred to an advisor for further counseling.

At the end of the course, students are issued a Grade Report indicating whether they have passed or failed the course. At the end of each session, the teachers submit a complete list of students' final grades to the Director and via nile.campusaxess.com for encoding, filing, and reporting purposes.

After the instructor reviews the exams in class, all exams are turned in to the school staff in charge of student records. Students are not allowed to take home copies of their exams. Exams are secured in the office for 18 (eighteen) weeks while grades are recorded in each student's individual database account. If for any reason a student was not able to view his/her final grade

on the last day of the session, they can call the school 2 (two) business days after their final exam. As per privacy regulations, final scores are disclosed only to the student.

i. Grading and Passing Rate:

The overall passing rate at NLS is 70%. ESL students must also demonstrate proficiency in reading, writing, listening, and speaking at their current level.

j. Failure to Take Exam(s) and/or Submit Project(s):

If, by the end of the course, a student has failed to successfully complete a main assessment in his/her course (e.g. Final, Final Speaking / Writing Project), that student will be marked "I" for Incomplete grade.

k. Provision for Make-Up Exams:

To successfully pass a course, students are expected to take the exams and submit the projects on the dates scheduled by the teacher. If a student is unable to attend class on that particular day, a make-up date can be arranged with the teacher's approval. Students with an Incomplete (I) grade must submit all incomplete work before registration deadline for the next session, or no later than 1 week after the current session ends (whichever comes first).

l. Classroom Policies:

The following rules are strictly enforced in the classroom:

1. Food is not allowed in the classroom.
2. Class events such as parties are only allowed pending the Director's approval.
3. School events such holiday celebrations are only allowed pending the Director's approval.
4. Respecting the teachers, classmates, and school staff is at the core of NLS' values.

m. Academic Integrity:

Academic dishonesty during tests, exams, and/or when completing homework assignments is not tolerated. It includes a) the use of a translator/dictionary during tests and/or exams, b) asking someone else to do the homework, c) asking someone else to write an assignment, d) copying another student's answers during tests and/or exams, and e) plagiarism.

5. GRADING

a. Grading Calculations:

Beginner, Intermediate & High Intermediate English Levels:

Assessment:	%
Speaking Test 1	10%
Speaking Test 2	10%
Speaking Test 3	10%
Quiz 1	15%
Quiz 2	15%
Final Exam	40%

Advanced English Level (Listening and Speaking):

Assessment:	%
Speaking Project	30%
Quiz 1	10%
Quiz 2	10%
Quiz 3	10%
Quiz 4	10%
Final Project	30%

Advanced English Level (Reading and Writing):

Assessment:	%
Writing Project	30%
Quiz 1	10%
Quiz 2	10%
Quiz 3	10%
Quiz 4	10%
Final Project	30%

Test Preparation Level:

Assessment:	%
Independent Speaking Quiz 1	7.5%
Integrated Speaking Quiz 2	7.5%
Independent Writing Quiz 1	7.5%
Integrated Writing Quiz 2	7.5%
Listening Quiz 1	15%
Reading Quiz	15%
Complete Test (Final)	40%

b. Grading Scale:

Percentage (%)	Points	Letter Equivalence
95-100	4.0	A
90-94	3.7	A -
87 – 89	3.3	B +
84-86	3.0	B
80-83	2.7	B -
76-79	2.3	C
70-75	2.0	C -
Below 70	0.0	F

c. Learner Proficiency Scale:

On student report cards, teachers provide the student's proficiency level along with comments about his/her performance. NLS uses an adaptation of the Common European Framework (CEF) to determine each student's current English language proficiency level. When SLOs (Student Learning Outcomes) are met in each domain, i.e. speaking, writing, reading, and listening, students have successfully progressed to the higher level of the English language proficiency. This serves as a benchmark for both the student and the teacher in the process of determining a personalized learning plan ensuring student success while meeting the student's specific needs. Any student who does not meet the proficiency level in category *Basic: A1* is considered "limited English language proficient".

d. Adapted CEF English Language Proficiency and Achievement Scale

BASIC	A1-	Listening: Students can understand basic and concrete vocabulary structures when pronounced clearly in contextualized situations. Students can match the names of specific occupations, dates, and addresses with the names of specific people, and identify correct answers for statements.
		Speaking: Students can produce simple and basic repertoire of words and phrases in order to verbally communicate immediate needs. They can produce everyday set phrases for social functions. Students can introduce himself/herself and others, and answer basic personal detail questions. Students may mispronounce words and use incorrect word stress and intonation.
		Reading: Students can read and decode simple, phonetically unchallenging words in extremely short texts. They can find concrete vocabulary in texts and answer very basic concrete comprehension questions with some assistance. Students can also identify factual information after reading extremely short written texts about familiar topics.
		Writing: Students can use the basic alphabet and general sounds of each letter in order to write down personal details such as full names, phone numbers and addresses. They do not yet use grammatically complete sentences and often invent spelling of basic vocabulary items.
	A1/A1+	Listening: Students can match illustrations with correct answers based on simple descriptions of someone's home, locations of furniture and appliance, temperatures in a weather report, identify foods discussed in conversations, circle the correct year, and identify people from descriptions. They can answer yes/no to simple questions based on the contextualized information from brief listening excerpts. Students can identify true/false statements.
		Speaking: Students are starting to form basic sentences following the S-V-O order. They can employ basic vocabulary and expressions to describe their neighborhood, the weather, an appearance, identify and describe body parts, discuss a recipe, abilities, and plans. Students may mispronounce words and use incorrect word stress and intonation.
		Reading: Students can identify factual information after reading basic written materials about familiar topics including descriptions of homes/apartments, weather forecast, recipes, and brief descriptions of people including celebrities, infants, and a famous artist.
		Writing: Students can formulate basic sentences to make comparisons of homes/apartments using "and" and "but", describe plans using the Present Continuous, describe their typical day using basic frequency adverbs (e.g. sometimes,

		usually) and time expressions (e.g. every day, twice a week), describe a person's appearance, and abilities using modal verb "can" and/or "can't".
	A1+/A2-	Listening: Students can understand short listening passages with basic lexical clues to help them listen for details while matching a person's nationality with their occupation, and events and places. They can complete missing information including prices and times, infer personal details about people, and identify similarities and differences between people
		Speaking: Students can communicate using basic grammatical structures, learned vocabulary and basic language functions to extend/accept/decline an invitation, communicate in a restaurant, describe different food categories, discuss preferences, make plans to see an event, and make recommendations. Fluency is not very apparent and hesitation may occur in speech.
		Reading: Students can read very short passages and/or paragraphs and identify factual information about familiar topics including meeting people, going out, family relationships, restaurants, and technology.
		Writing: Students can construct short and simple sentences to describe their classmates utilizing proper capitalization, describe one's musical tastes, compare family members using "and" and "but", describe food for a travel blog using basic connectors (e.g. and / in addition), and review a product. Student writings will often lack cohesion of flow.
	A2-	Listening: Students can understand phrases and vocabulary related to areas of most immediate personal relevance including general health and eating habits, going on vacation, shopping, airport and pre-flight announcements, and spending money. They can match vocabulary with illustrations based on descriptions of activities
		Speaking: Students can communicate through simple sentences using set phrases and vocabulary to describe a terrible vacation, clothes, travelling by plane, and to offer advice on how to stay in shape. Even though students might still have difficulty producing the correct tense and morphology, they can build sentences with correct word order using learned grammatical points.
		Reading: Students can read very short paragraphs/passages about areas of most immediate personal relevance including general health and eating habits, going on vacation, shopping, airport and pre-flight announcements, and spending money. They can identify main ideas and supporting details, summarize main points, classify and infer information
		Writing: Students can produce simple sentences describing most immediate personal relevance experiences including exercise and health habits, vacations and trips employing learned vocabulary, phrases and applicable grammar structures including basic word order, basic irregular verbs in the simple past, simple present vs. present progressive, modals of necessity vs. ability (<i>have</i> vs. <i>can</i>).
	A2	Listening: Students can identify T (true)/ F (false) statements based on the information from brief listening excerpts/passages describing interesting experiences, movies, staying in a hotel, and renting a car. They can infer contextually appropriate and correct responses, and match vocabulary items with corresponding statements and concepts. Students can also classify speakers based on their statements, choose appropriate words/phrases to complete sentences for grammatically correct and meaningful language, and identify main ideas vs. details. Students are also able to recognize a person's point of view.
		Speaking: Students can employ learned vocabulary and expressions to discuss a variety of familiar topics including customary behaviors in different countries, describe movies, discuss preferences for movie genres, and personal appearance. They can check into a hotel, rent a car, and make an appointment at a beauty salon. They can build sentences with correct word order using grammatical points such as the present perfect, participial adjectives, object pronouns, real conditional statements, <i>would rather</i> for preferences, and the past continuous.
		Reading: Students can read very short paragraphs/passages about cultures and customs, movie reviews, hotel descriptions, car rentals, and cosmetic surgery. They can define specific vocabulary and phrases based on the presented context in a brief reading, draw conclusions based on the information from the reading, and express opinion.
		Writing: Students can produce simple sentences to form a paragraph describing an interesting experience, violence on TV, selecting a hotel, compare good and bad drivers, and a brief letter on how to improve appearance. They can use correct word order and grammatical points such as the present perfect, participial adjectives, object pronouns, and real conditional statements.
	A2+	Listening: Students can match people and food items with corresponding statements based on the information from brief listening excerpts, identify main ideas vs. details, identify T (true) / F (false) statements, infer people's point of view from context, and understand specific vocabulary from context.
		Speaking: Students can employ learned vocabulary and expressions to discuss a variety of familiar topics including food passions, a healthy diet, personalities, kinds of art and art pieces, internet communities, ethical choices, and personal values. They can build sentences with correct word order using grammatical points such as <i>use to</i> vs. <i>used to</i> , negative questions in the simple present, simple past and present perfect.
		Reading: Students can read short texts on a variety of topics including eating well, personality, the arts, cyberspace, and ethics and values. They can find specific and predictable information in materials including prospectuses, menus, and food guides. Students can also use the context to define specific vocabulary and phrases, match words and phrases with their definitions, recognize main ideas of articles, identify supporting details, and check T (true) or F (false) according to the information from the reading.
		Writing: Students can produce simple sentences to form a persuasive paragraph about diets using subordinating conjunctions to connect ideas. They can use examples to support an opinion, organize ideas, and introduce a conflicting idea with <i>on the</i>

		<i>other hand.</i> Students are able to write a description of a decorative object, produce a describe someone's personality following basic parallel structure, evaluate the benefits and problems of the internet, and write a three-paragraph essay about someone's dilemma.
--	--	---

INDEPENDENT	A2+/B1-	Listening: Students can comprehend more complex passages of clear standard speech on familiar matters such as small talk, health, reading for pleasure, and natural disasters. The delivery needs to be relatively slow and clear.
		Speaking: Students can employ learned vocabulary and expressions to discuss a variety of familiar topics or topics pertinent to everyday life including small talk, health, reading for pleasure, and natural disasters. They can express themselves more spontaneously and provide more details.
		Reading: Students can understand longer reading passages and/or texts on familiar topics including small talk, health, reading for pleasure, and natural disasters. They have a limited ability to gather inferences or understand implications.
		Writing: Students can produce limited written descriptions of familiar topics including health, reading for pleasure, and natural disasters using learned vocabulary terms and expressions to recommend services, discuss social etiquette, describe a past experience, (e.g. visiting a dentist), and complete writing activities with some errors.
	B1-/B1	Listening: Students can understand the main points of more complex listening passages of clear standard speech on familiar topics typically encountered at work, school, and/or leisure including, but not limited to, life plans, holidays and traditions, inventions and discoveries, controversial issues (e.g. politics), and world geography. Delivery needs to be still relatively slow for better comprehension.
		Speaking: Students can employ new vocabulary, expressions and modal verbs to discuss a variety of familiar topics or topics pertinent to everyday life, speculate about the past, discuss job qualifications and personal experiences, holidays, geography, and debate a controversial issue, such as capital punishment or politics. They can express themselves more spontaneously and provide additional details.
		Reading: Students can read longer texts including articles and brief reports on contemporary issues including global problems, energy and global warming, inventions, and medical discoveries, e.g. antibiotics. Students can also use the context to define specific vocabulary and phrases
		Writing: Students can write straightforward connected text on familiar topics including medical treatment, summary of something they have read, a detailed description of a holiday, an important invention or discovery, a geographic description of a country/state, or a controversial issue. The lack of cohesion and development of ideas does not prevent the students from creating grammatically correct sentences using learned grammar points.
	B1+	Listening: Students can understand the main points of more complex listening passages of clear standard speech on familiar matters typically encountered at work, school, and/or leisure. They can also understand main points of conversations about current affairs, systems of government (e.g. dictatorship, democracy, monarchy), and traditions.
		Speaking: Students can employ new vocabulary and expressions to discuss a variety of familiar topics pertinent to everyday life or current affairs including systems of government (e.g. dictatorship, democracy, monarchy), and traditions. They can express themselves more spontaneously and provide more details.
		Reading: Students can also use the context to define specific vocabulary and phrases, match words and phrases with their definitions, recognize main ideas, identify supporting details, and check T (true) or F (false) according to the information provided in the text.
		Writing: Students can write straightforward connected text on familiar topics and/or current affairs including customs and holidays, historical impact of an invention or discovery; They can also present the two sides of a controversial issue. Lacking of cohesion and development of ideas does not prevent the students from creating grammatically correct sentences using learned grammar points.
	B2-	Listening: Students can identify appropriate words and phrases to complete sentences for grammatically correct and meaningful language. They can make basic inferences to correctly answer questions based on the listening excerpts. If the material is less contextualized, students may require additional context clues and some repetition.
		Speaking: Students can express themselves more spontaneously while interacting with native speakers and without too much strain for either party. They can employ learned vocabulary and expressions to discuss a variety of familiar topics pertinent to everyday life, current affairs or subjects related to their field of interest.
		Reading: Students can understand the main ideas of more complex texts on concrete topics including contemporary problems, human behavior, arts, finances, and budgeting. They can correctly match situations with the corresponding problems utilizing context-specific phrases and language, match words and phrases with their definitions, recognize main ideas, and identify supporting details
		Writing: Students can write complete paragraphs utilizing specific vocabulary, phrases and targeted grammar points such as: gerunds, infinitives, the present perfect simple, the present perfect continuous, the future perfect simple, cleft sentences with <i>what</i> , and participial adjectives.

	B2	Listening: Students can identify appropriate words and phrases to complete sentences for grammatically correct and meaningful language. They can make inferences to correctly answer questions based on the listening excerpts, and can understand extended speech, various lectures and more complex language provided the topic is reasonably familiar.
		Speaking: Students can express themselves quite spontaneously without too much strain between interlocutors. They can provide more details and various viewpoints on topics pertinent to everyday life, current affairs, controversial issues, and subjects related to their field of interest. They can also effectively build sentences with correct word order using learned grammatical points, vocabulary and expressions.
		Reading: Students can understand the main ideas of more complex texts on a variety of familiar and/or abstract topics including job employment, values, hardships, heroism, friendship, humor, online safety, intelligence, environment, and globalization. They can correctly match situations with the corresponding problems utilizing context-specific phrases and language, match words and phrases with their definitions, recognize main ideas, and identify supporting details.
		Writing: Students can write a three-paragraph essay, a cover letter, and brief report utilizing specific vocabulary, phrases and targeted grammar points such as perfect active and passive modals to speculate about the past (levels of certainty). They can effectively make descriptions, express opinions, and compare and contrast situations and personal circumstances.
	B2+	Listening: Students can correctly interpret the denotation of listening passages as well as a speaker's attitude and point of view both by inferring meaning from context and by the speaker's expressive intonation and stress. Students can understand extended speech, various lectures and more complex language.
		Speaking: Students can demonstrate knowledge of various speaking skills such as expressing opinions, providing examples, making assumptions and suggestions, prioritizing ideas, asking for clarification, and expressing degrees of certainty while utilizing at-level grammar structures (e.g. the passive voice, gerunds and infinitives).
		Reading: Students can demonstrate comprehension of longer, authentic texts by identifying and categorizing main ideas and details and by inferring meaning from context. Students also have a deeper understanding of implications in the text.
		Writing: Students can construct a complete opinion essay with a thesis statement in the effective introduction, body paragraphs, and a conclusion. They can produce edited and revised writing projects that involve critical thinking and demonstrate knowledge of various writing skills.

PROFICIENT	B2+/C1-	Listening: Students can properly construe expressive intonation to deduce a speaker's degree of certainty, intentions, assumptions, and purpose as well as a speaker's attitude and point of view both by inferring meaning from context and by the speaker's expressive intonation and stress. They can accurately identify, distinguish between, and summarize main ideas and supporting details with the help of key words, context clues, and phrases taken from listening excerpts. Students can understand the overall meaning of lengthy listening passages on academic subjects requiring only occasional assistance provided the subjects are less contextualized.
		Speaking: Students can present research-based speaking projects that involve critical thinking and demonstrate knowledge of various speaking skills (e.g. agreeing and disagreeing with opinions, expressing and supporting opinions and preferences, correcting a myth or misconception, introducing and reflecting on multiple sides of an issue, presenting an argument, maintaining a conversation, emphasizing a point in conversation, applying a range of devices to demonstrate understanding, providing examples, making assumptions and suggestions)
		Reading: Students can demonstrate comprehension of a wide range of authentic, complex, and academic materials by identifying and categorizing main ideas and details, recognizing implicit meaning, and paraphrasing text.
		Writing: Students can produce edited and revised writing projects that involve critical thinking and demonstrate knowledge of various writing skills (e.g. effective introductions with strong thesis statements, paragraphs with topic sentences, illustrations, and conclusions, transitional sentences to connect ideas within and between paragraphs, varied sentence structures including parallel structure, appropriate use of quotes, and combining ideas and sentences to improve clarity and eliminate repetition).
	C1	Listening: Students can identify the main ideas of a conversation, academic discussion, or lecture. They can identify the major points and supporting details related to the main idea of a listening passage and correctly interpret the denotation of listening passages as well as the speaker's point of view, degree of certainty, attitudes, intentions, assumptions, and purpose using key words, context clues, and phrases as well as expressive intonation and stress presented in listening excerpts.
		Speaking: Students can verbally synthesize and summarize information and/or ideas presented in a written/spoken announcement, article, spoken conversation, academic discussion, or lecture using a full range of verb tenses, grammatical structures, academic vocabulary, and rhetorical functions.
		Reading: Students can demonstrate comprehension of a wide range of authentic, complex, and academic materials by identifying and categorizing main ideas and details, inferring meaning from context, and paraphrasing text. They can accurately identify main and supportive ideas, details, examples, a speaker's degree of certainty, and attitudes.
		Writing: Students can synthesize and summarize information and/or ideas presented in a written/spoken announcement, article, spoken conversation, academic discussion, or lecture using a full range of verb tenses, grammatical structures, academic vocabulary, and rhetorical devices. Students' writing displays effective cohesion, coherence, and development.

e. Correlation between NLS Courses and Proficiency Scale:

PROGRAM COURSE	Proficiency Level
ESL101: Beginner English I	A1-
ESL102: Beginner English II	A1/A1+
ESL103: beginner English III	A1+/A2
ESL104: Beginner English IV	A2
ESL201: Intermediate English I	A2
ESL202: Intermediate English II	A2+/B1-
ESL203: Intermediate English III	B1-/B1
ESL204: Intermediate English IV	B1+
ESL301: High Intermediate English I	B1+/B2-
ESL302: High Intermediate English II	B2-
ESL303: High Intermediate English III	B2
ESL303: High Intermediate English IV	B2
ESL401: Advanced Listening & Speaking I ESL402: Advanced Reading & Writing II	B2+
ESL403: Advanced Listening & Speaking III ESL404: Advanced Reading & Writing IV	B2+/C1-
ESL405: Advanced Listening & Speaking V ESL406: Advanced Reading & Writing VI	C1-
ESL407: Advanced Listening & Speaking VII ESL408: Advanced Reading & Writing VIII	C1
TFL501: Test Preparation I	C1
TFL502: Test Preparation II	C1

6. CURRICULUM

Definition and Goals: At Nile Language School, the curriculum is defined as a comprehensive structure which enables our **Intensive English Program** to accomplish the school's instructional mission and goals.

Nile Language School adheres to and promotes the following criteria:

- Consistency with the mission of the Intensive English Program in order to achieve academic and organizational goals;
- Alignment of course goals, course objectives, and SLOs (Student Learning Outcomes) with the NLS curriculum;
- Implementation of the instructional methods which are appropriate for the curriculum and promote course objectives.

Further, it is the NLS' philosophy to develop, improve, and expand our programs to meet and excel our students' linguistic needs. Upon completion of the program, students are expected to have gained the necessary listening, speaking, reading, and writing skills to confidently communicate in English in various types of environments and circumstances. In addition, NLS offers its students the opportunity to advance to TOEFL Preparation Courses offered at the Test Preparation Level and solidify their linguistic proficiency and skills required to pass the TOEFL Exam.

a. Methodology:

All levels offered at NLS including Beginner, Intermediate, High Intermediate and Advanced incorporate the **Communicative Approach** to language acquisition. The goal is to enable learners to communicate effectively and appropriately in various situational contexts and under different circumstances including daily life, professional settings, and academic environments. This approach is a direct reflection of NLS' mission statement. Likewise the textbooks and materials used in our program align with a) our mission statement and b) the practical applications of Communicative Approach to language acquisition processes.

As per our methodology, the students expand on their communicative competence and learn how to correctly apply different rhetorical functions in spoken vs. written communication, and adjust formality levels for different audiences, conversations, interviews, reports, narratives, essays, and presentations despite possible language-related challenges.

In addition, the advanced courses (400-level and 500-level) emphasize critical thinking and its application to text analysis, discussions, and debates. Students learn to be adept, independent, and critical thinkers with the ability to evaluate information based on evidence. They are asked to connect information in novel ways, challenge assumptions, make predictions, formulate a hypothesis, draw a conclusion, and solve problems.

Student centrality is at the core of our methodology and approach to teaching, and all lessons are designed to maximize cooperation and interaction among the students. Activities include pair work, group work, role plays, interactive games, oral presentations, open class discussions, writing practice, listening exercises, and interactive reading. Class parties and field trips organized by NLS provide an additional opportunity for the students to experience exposure to the authentic language in real life situations. During such events, students use miscellaneous materials not included in course books, and can interact naturally with native and non-native English speakers.

b. Program Description:

Nile Language School's Intensive English Program (IEP) offers intensive courses in 6-week sessions, Monday through Friday, in the morning, afternoon, or evening. The **Beginner** (100-level courses), **Intermediate** (200-level courses), and **High Intermediate** (300-level courses) consist of four courses per level. Per course, the students are provided with an average of **84** (eighty four) instructional hours and **24** (twenty four) hours of supplemental lab in the interactive component, a total of **108** (one hundred and eight) hours.

The **Advanced** (400-level) consists of eight courses with 42 (forty two) instructional hours and 12 (twelve) hours of supplemental lab in the interactive component. Advanced courses are taught concurrently in a 6-week session (**Listening & Speaking** and **Reading & Writing**) and provide the students with an average of **84** (eighty four) instructional hours and **24** (twenty four) interactive lab hours, a total of **108** (one hundred and eight) hours.

Each of the two **Test Preparation** courses (500-level) offers a total of **108** (one hundred and eight) instructional hours. However, since the two test preparation courses cover the same skills, TFL502 is intended for a) students who need an extra 6 (six) weeks of test preparation after completing TFL501 and/or b) students who wish to further review and practice the skills covered in TFL501.

c. MyEnglishLab

All the courses in the Intensive English Program (IEP) include an interactive learning component which consists of 24 (twenty four) interactive lab hours per session. Students utilize **MyEnglishlab**, an online tool that offers interactive and online activities, and further practice the content and material learned after in-class instruction.

The goal of the lab is to replicate the relevant content students acquire during formal instruction. This course enhancement helps them build the communication skills and self-confidence needed to navigate social, academic and business situations in English.

Research suggests that repeated exposure to the natural language in varied contexts supports learning and retention. Vocabulary and grammar are presented in meaningful contexts through a variety of reading and listening comprehension activities. In addition, audiovisual materials

have been linked to improved listening and pronunciation skills in education research. The lab or interactive component offers an audio program and pronunciation coach that have been designed to enhance both speech reception and listening abilities.

All students registered in the Intensive English Program are required to complete all assignments and activities. For each session, students are provided with laptop computers to have access to their weekly assignments. Students are expected to complete all work in class and meet their deadlines. **MyEnglishlab** assignments and activities include the following:

- Grammar Coach
- Grammar Practice
- Vocabulary Flashcards
- Vocabulary Practice
- Speaking Practice
- Pronunciation Coach
- Reading Practice
- Writing Practice
- Critical Thinking
- Paragraph and Essay Writing
- Listening Comprehension
- Reading Comprehension

d. Textbooks and Materials:

Level	Course(s)	Textbooks & Course Materials
Beginner	ESL101: Beginner English I ESL102: Beginner English II	Top Notch Fundamentals (Split: A & B) Student Book & Workbook 3 rd Edition, by J. Saslow and A. Ascher; Top Notch Fundamentals TV DVD and Active Teach; MyEnglishLab
	ESL103: Beginner English III ESL104: Beginner English IV	Top Notch 1 (Split: A & B) Student Book & Workbook 3 rd Edition, by Joan Saslow and Allen Ascher; Top Notch 1 TV and Active Teach; MyEnglishLab
Intermediate	ESL201: Intermediate English I ESL202: Intermediate English II	Top Notch 2 (Split: A & B) Student Book & Workbook 3 rd Edition, by Joan Saslow and Allen Ascher, Top Notch 2 TV and Active Teach CD; MyEnglishLab
	ESL203: Intermediate English III ESL204: Intermediate English IV	Top Notch 3 (Split: A & B) Student Book & Workbook 3 rd Edition, by Joan Saslow and Allen

		Ascher; Top Notch 3 TV and Active Teach CD; MyEnglishLab
High Intermediate	ESL301: High Intermediate English I ESL302: High Intermediate English II	Summit 1 (Split: A & B) Student Book 3 rd Edition, by Joan Saslow and Allen Ascher; Summit 1 Workbook, and Active Teach CD; MyEnglishLab
	ESL303: High Intermediate English III ESL304: High Intermediate English IV	Summit 2 (Split: A & B) Student Book 3 rd Edition, by Joan Saslow and Allen Ascher; Summit 2 Workbook and Active Teach CD; MyEnglishLab
Advanced	ESL401: Advanced Listening & Speaking I ESL403: Advanced Listening & Speaking II	NorthStar: Listening and Speaking 4, 4 th Edition, by Tess Ferree and Kim Sanabria; MyEnglishLab
	ESL402: Advanced Reading & Writing I ESL404: Advanced Reading & Writing II	NorthStar: Reading & Writing 4, 4 th Edition, by Andrew K. English and Laura Monahan English; MyEnglishLab
	ESL403: Advanced Listening & Speaking III ESL403: Advanced Listening & Speaking VI	NorthStar: Listening & Speaking 5, 4 th Edition, by Sherry Preiss; MyEnglishLab
	ESL404: Advanced Reading & Writing III ESL404: Advanced Reading & Writing VI	NorthStar: Reading & Writing 5, 4 th Edition, by Robert F. Cohen and Judy L. Miller; MyEnglishLab
Test Preparation	TFL501: Test preparation I	The Official Guide to the TOEFL Test, 5 th Edition (McGraw Hill), CD; Official TOEFL iBT Tests 2 nd Edition Volume 1&2, (McGraw Hill), CD; Perfect Phrases for the TOEFL Speaking and Writing Sections by Roberta G. Steinberg (McGraw Hill 2008);
	TFL502: Test Preparation II	

e. Program Content & Prerequisites

Beginner Level (100)

Course	Themes	Grammar	Communication Goals & Conversation Strategies	Prerequisites
ESL101: Beginner English I	Names and Occupations; About People; Places and How to Get There; Family; Events and Times; Clothes; Activities	Verb Be; Subject pronouns; Articles; Possessive nouns and adjectives; Imperatives; Adverbs: very and so; Verb “have”; Prepositions for dates and times; Demonstratives; Simple present tense; Frequency adverbs	<p>Introduce yourself and greet people; Tell a classmate your occupation; Identify people; Spell names; Tell your contact information; Talk about locations; Discuss transportation; Identify and describe family members; Talk about time and events; Give and accept a compliment; Ask for colors and sizes; Talk about morning and evening activities; Discuss household chores.</p> <p>Use the following expressions: <i>And you?, Excuse me, Thanks!, You’re welcome, What about you?, Well, Tell me about..., Uh-oh, Great!, I’m sorry, That’s too bad, So, Sure!</i></p>	Interview

Course	Themes	Grammar	Communication Goals & Conversation Strategies	Prerequisite
ESL102: Beginner English II	Home and Neighborhood; Activities and Plans; Food; Past Events; Appearance and Health; Abilities and Requests; Life Events and Plans	Simple present tense; Prepositions of place; There is/ There are; Present Continuous; Present Participle; Count and non-count nouns; Past tense of Be; Should; Can and can't; Too + Adjective; Be going to; Could you...?	Describe your home and neighborhood; talk about furniture and appliances; Describe the weather; Ask about people's activities; Offer and ask for food; Discuss recipes and ingredients; Describe appearance; Suggest a remedy; Discuss abilities; Decline an invitation; Discuss plans; Share your dreams for the future. Use the following expressions: <i>Really?</i> , <i>Sounds nice!</i> , <i>Actually</i> , <i>No kidding!</i> , <i>This is...</i> , <i>Talk to you later</i> , <i>I'm sorry to hear that</i> , <i>That's too bad</i> , <i>What's wrong?</i> , <i>I hope you feel better</i> , <i>Not really</i> , <i>Maybe some other time</i>	ESL101 or Placement Test

Course	Themes	Grammar	Communication Goals & Conversation Strategies	Prerequisite
ESL103: Beginner English III	Getting Acquainted; Going Out; The Extended Family; Food and Restaurants; Technology and You	Information questions; Yes/No questions; Positive Adjectives; Prepositions of time and place; The simple present tense: information questions; Some and any; Anything and nothing; How much and how many; Plural count nouns; The present continuous	Meet someone new; identify and describe people; express locations and give directions; make plans to see an event; talk about music; Compare people; Discuss family traditions; Ask for a restaurant recommendation; Order from a menu; Discuss food and health; recommend a brand; Express sympathy, Complain; Describe features of products. Use the following expressions: <i>Let's</i> , <i>Would you like to go?</i> , <i>Too bad</i> , <i>Thanks</i> , <i>anyway</i> , <i>Congratulations</i> , <i>Thanks for asking</i> , <i>Could you...?</i> , <i>How's it going?</i> , <i>You know</i> , <i>What about...?</i>	ESL102 or Placement Test

Course	Themes	Grammar	Communication Goals & Conversation Strategies	Prerequisites
ESL104: Beginner English IV	Staying in Shape; On Vacation; Shopping for Clothes; Taking Transportation; Spending Money	Can and Have to; Be able to; Time expressions, Past tense of Be, Simple past tense, Regular and irregular verbs, Subject and object pronouns, Comparative adjectives, Modals: should and could, be going to, Superlative adjectives, Intensifiers: very, really and too	<p>Plan an activity with someone; Talk about habitual activities and future plans; Greet someone arriving from a trip; Discuss vacation preferences and experiences; Shop and pay for clothes; Navigate a mall or store; Discuss schedules and buy tickets; Book travel services; Describe transportation problems; Ask for recommendations; Bargain for a lower price; Show appreciation for service.</p> <p>Use the following expressions: <i>Why don't we...? Sorry, I can't, How come? Welcome back! Are you sure? Absolutely, Excuse me, Thanks for your help, My pleasure, I hope so, Let me check</i></p>	ESL103 or Placement Test

Intermediate Level (200)

Course	Themes	Grammar	Communication Goals & Conversation Strategies	Prerequisites
ESL201: Intermediate English I	Getting Acquainted; Going to the Movies; Staying in Hotels; Cars and Driving; Personal Care and Appearance	Present perfect; Past participles; would like and would rather; Future with will; Real conditional; Past continuous; Can, should and have to; Too many, too much and enough; Direct objects with phrasal verbs	<p>Greet a visitor to your country; Discuss gestures and customs; Apologize for being late; Describe and recommend movies; Check into a hotel; Request housekeeping services; Describe a car problem; Rent a car; Discuss good and bad driving; ask for something in a store; Discuss ways to improve appearance; Define beauty.</p> <p>Use the following expressions: <i>I don't think so, I know!, That's great!, What would you rather do...?, May I..?, By the way..., Actually, Let me check, I'm sorry to hear that</i></p>	ESL104 or Placement Test

Course	Themes	Grammar	Communication Goals & Conversation Strategies	Prerequisite
ESL202: Intermediate English II	Eating Well; About Personality; The Arts; Living in Cyberspace; Ethics and Values	Use to/ Used to; Be used to/ get used to; Gerunds and infinitives; Objects of prepositions; The passive voice; Infinitive of purpose; as...as; in order to and for; Unreal conditional; Possessive pronouns/ Whose; Have to, must and be supposed to	<p>Talk about food passions; Discuss lifestyle changes; Get to know a new friend; Cheer someone up; Discuss personality; Recommend a museum; ask about and describe objects; talk about artistic talent; Discuss favorite artists; Compare product features; discuss the impact of the internet; Discuss ethical choices; Express personal values; Discuss acts of kindness and honesty.</p> <p>Use the following expressions: <i>I don't think so, I know!, That's great!, What would you rather do...?, May I..?, By the way..., Actually, Let me check, I'm sorry to hear that</i></p>	ESL201 or Placement Test

Course	Themes	Grammar	Communication Goals & Conversation Strategies	Prerequisite
ESL203: Intermediate English III	Make Small Talk; Health Matters; Getting Things Done; Reading for Pleasure; Natural Disasters	Tag questions; Past perfect; must; Will be able to; Modals: May and might; The causative; The passive causative; Nouns clauses; Embedded questions; Indirect speech	<p>Describe a busy schedule; Develop cultural awareness; Discuss culture over time; Show concern and offer help; Make a dental o medical appointment; Discuss treatments and medications; offer a solution; Evaluate the quality of service; Plan an event; Recommend a book; Describe your reading habits and online reading; Convey a message; Tell someone about the news; Describe natural disasters; Prepare for an emergency.</p> <p>Use the following expressions: <i>Do you mind...?, Absolutely not, That was nothing!, Wow!, I'm sorry, but..., I wonder if..., I really appreciate it, Maybe you could..., Could you tell me...?, I'm dying to..., I would, but..., What a shame, Thank goodness for that</i></p>	ESL103 or Placement Test

Course	Themes	Grammar	Communication Goals & Conversation Strategies	Prerequisites
ESL204: Intermediate English IV	Life Plans; Holidays and Traditions; Inventions and Discoveries; Controversial Issues; Beautiful World	Was/ were going to and would; Perfect modals; Adjectives clauses; Object relative pronouns; The unreal conditional; The past unreal conditional; Non-count nouns; Verbs followed by objects and infinitives; prepositional phrases; Too + adjective and infinitive	<p>Explain a change of plans; Express regrets; Discuss skills, abilities and qualifications; Wish someone a good holiday; Exchange information about holidays; Explain wedding traditions; Describe technology; Take responsibility for a mistake; Describe new inventions; Talk about politics; Discuss controversial topics politely; Discuss global problems; Debate pros and cons; Warn about risks; Describe a natural setting; Discuss solutions to global warning.</p> <p>Use the following expressions: <i>No kidding!, How come?, I should have..., Do you mind if I ask you...?, Thanks that's really helpful, I'm ashamed to say..., That can happen to anyone, No offense but..., How do you feel about...?, I've been thinking about it, Sure, but...</i></p>	ESL203 or Placement Test

High Intermediate Level (300)

Course	Themes	Grammar	Communication Goals & Conversation Strategies	Prerequisites
ESL301: High Intermediate English I	Outlook and Behavior; Music and Other Arts; Money, Finance and You; Clothing and Appearance; Communities	Gerunds and infinitives; The present perfect continuous; Cleft sentences; Wish + past perfect; Should have/ ought to have + past participle; If only + past perfect; The future perfect; Quantifiers; Possessive gerunds; Conjunctions with: so, too, neither, or not either	<p>Describe your personality; Discuss behavior; Compare perspectives on world problems; Describe the arts; Express negative opinion politely; Describe a creative personality; Express buyer's remorse; Talk about financial goals; Discuss good and bad money management; Describe clothing details and formality; Examine questionable cosmetic procedures; Discuss appearance and self-esteem; Ask someone not to do something; Complain about public conduct; Discuss the meaning of community.</p> <p>Use the following expressions: <i>I'd say, I don't see myself that way, to tell the truth, To be honest, I hate to say it, but..., You know..., what do you mean?, I'll think about that, I think that might be, Do you mind...?, Not at all, That's very considerate of you</i></p>	ESL204 or Placement Test

	<p>Reading Skills: Determine main ideas; Summarize; Understand meaning from context; Infer information; Identify supporting details; Draw conclusion; Classify; Understand idioms and expressions</p> <p>Writing Skills: Parallel structure; Organize information by degrees of importance; Review compare and contrast; Review formal letters</p>	
--	--	--

Course	Themes	Grammar	Communication Goals & Conversation Strategies	Prerequisites
ESL302: High Intermediate English II	Animals; Advertising and Consumers; Family Trends; Facts, Theories and Hoaxes; Your Free Time	Passive modals; Passive forms of gerunds and infinitives; Repeated comparatives and double comparatives; Perfect modals: active and passive voice; Be supposed to; Would and the past continuous with always	<p>Exchange opinions about the treatment of animals; Discuss the pros and cons of pets; Compare animal and human behavior; Evaluate ways and places to shop; Discuss reactions to ads; Persuade someone to buy a product; Describe family trends; Discuss parent-teens issues; Compare generations; Discuss caring for the elderly; present a theory; Discuss how believable a story is; Evaluate news sources; Suggest ways to reduce stress; Discuss how mobile devices affect us; Compare attitudes about taking risks.</p> <p>Use the following expressions: <i>I've heard, In what way?, For one thing, But what if, Quick question, That's good to know, I find..., Why don't you...?, Why's that?, I suppose, but, I wonder, There must be a good explanation, I just realized, You know what?</i></p>	ESL301 or Placement Test
	<p>Reading Skills: Determine main ideas; Summarize; Understand meaning from context; Infer information; Identify supporting details; Draw conclusion; Classify; Understand idioms and expressions; Critical thinking; Confirm point of view</p> <p>Writing Skills: Support a point of view; Summarize and paraphrase someone's point of view; Avoid sentence fragments; Present and support opinion clearly</p>			

Course	Themes	Grammar	Communication Goals & Conversation Strategies	Prerequisites
ESL303: High Intermediate English III	Dreams and Goals; Character and Responsibility; Fears, Hardships and Heroism; Getting Along with Others; Humor	Adjective clauses; Reduced adjective clauses; Clauses with no matter, Non-count nouns made countable, Adverb clauses of condition; Cleft sentences; Indirect speech; Questions in indirect speech	<p>Ask about someone's background; Discuss career and study plans; Compare your dreams and goals in life; Describe job qualifications; express regret; Explore where values come from; Discuss how best to help others; Express frustration, empathy and encouragement; Describe fear; Examine the nature of heroism; Discuss how to overcome shortcomings; acknowledge inconsiderate behavior; Explain how to handle anger; Discuss the health benefits of laughter; Respond to something funny; Explore the limits of humor</p> <p>Use the following expressions: <i>Thanks for asking, Correct me if I'm wrong, As a matter of fact, I'd be more than happy to, That's really not necessary, Please accept my apology, What's going on?, hang in there, I didn't realize that, I didn't mean to..., On the contrary, I can see your point, seriously, That's priceless, Totally</i></p>	ESL302 or Placement Test

	<p>Reading Skills: Understand idioms and expressions; Confirm information; Apply ideas; Classify vocabulary using context; Summarize</p> <p>Writing Skills: Restrictive and non-restrictive adjective clauses; Reduce adverbial clauses</p>	
--	---	--

Course	Themes	Grammar	Communication Goals & Conversation Strategies	Prerequisites
ESL304: High Intermediate English IV	Troubles While Traveling; Mind Over Matter; Performing at Your Best; What Lies ahead;	Unreal conditional with if it weren't for/ if it hadn't been for; Indefinite and definite nouns; indirect speech: if+ a passive reporting verb; The subjunctive; The future passive voice; The passive voice in unreal conditional sentences; transitive phrasal verbs	<p>Describe causes of travel hassles; Express gratitude; Discuss staying safe on the internet; talk about lost, stolen or damaged property; Examine superstitions; talk about the power of suggestion; Discuss phobias; Discuss your talents and strengths; Explain how you produce your best work; Describe what makes someone a genius; Discuss technology; Evaluate innovative technologies; Discuss how to protect the environment; Examine future social trends; React to news about social issues; Discuss the pros and cons of globalization; Suggest ways to avoid culture shock.</p> <p>Use the following expressions: <i>I wonder if you could do me a favor, It's a good thing, Can you believe this?, That's got to be, You can say that again, I can't make up my mind between..., I wouldn't say..., I've been told that, I don't think you can go wrong, For one thing I see your point, But on the bright side, Well that's another story</i></p>	ESL301 or Placement Test
	<p>Reading Skills: Understand meaning from context; Find supporting detail; Infer meaning; Draw conclusions; Apply ideas; Interpret information in a graph; Paraphrase</p> <p>Writing Skills: Write a comparison and contrast essay; Subject/ verb agreement: expansion; Explaining cause and result; The thesis statement in a formal essay; Rebutting an opposing point of view</p>			

Advanced Level (400)

Course	Themes	Grammar	Skills	Prerequisites
ESL401: Advanced Listening & Speaking I	Prodigies: Exploring Genius; Overcoming Obstacles: The Achilles Heel; Medicine: Early to Bed, Early to Rise; Animal Intelligence	Passive voice in the present, past, and future; Gerunds and infinitives after a range of verbs and prepositions; Present unreal conditionals, reported speech and reporting verbs	<p>Listening: Make and confirm predictions; Identify and distinguish between main ideas and supportive details; Summarize key information; Recognize emphasis through intonation and stress; Summarize key information; Analyze similarities and differences; Analyze problems and solutions; Infer speaker's attitude from intonation and stress.</p> <p>Speaking: Express opinions; State and report opinions and support them with relevant explanations and arguments; State others' opinions, Express similarities and differences; Use specific examples to support main ideas and opinions; Use strategies to interrupt and ask for clarification; Propose solutions to problems; Ask for and give examples.</p>	ESL304 or Placement Test
ESL402: Advanced Reading & Writing II	Prodigies: Genius – Nature or Nurture?; Overcoming Obstacles: Facing Life's Obstacles; Medicine: Making Medical Decisions; Animal Intelligence: Instinct or Intellect?	Modal and semi-modal verbs; Gerunds and infinitives; Past unreal conditionals; Identifying adjective clauses	<p>Reading: Make and confirm predictions; Identify the main idea of each paragraph in a reading; Identify and categorize details, examples, and reasons; Scan a text to locate specific information; Distinguish voice in quotations; Identify and categorize the main ideas in a reading; Construct chronology from a reading; Identify different types of supporting details; Recognize the use of synonyms and antonyms to reinforce word meaning.</p> <p>Writing: Identify and write topic sentences, supporting sentences, controlling ideas, and concluding sentences in a paragraph; Distinguish between sentence fragments and complete sentences; Use strategies to correct sentence fragments; Edit and revise work for content, language, and conventions; Write a comparison paragraph; Organize ideas using a tree map and other organizers; Write a comparison and contrast paragraph; Organize ideas using Wh-questions; Summarize sources and data.</p>	ESL304 or Placement Test

Course	Themes	Grammar	Skills	Prerequisites
ESL403: Advanced Listening & Speaking III	Longevity: The Golden Years; Philanthropy: Giving to Others; Education: Do Your Homework!; Computers: Pros and Cons of Gaming	Simple, progressive, and perfect verbs; Relative pronouns in adjective clauses; Verbs <i>make, have, let, help, get</i> + object + base form/infinitive; Tag questions	<p>Listening: Make and confirm predictions; Identify main ideas and details; Summarize key information; Evaluate a speaker's degree of certainty; Identify the purpose of examples; Recognize phrases that signal clarification; Recognize and use strategies to introduce a counterargument; Analyze pros and cons</p> <p>Speaking: Express opinions; Make suggestions, Prioritize ideas, Ask for and offer clarification, Discuss pros and cons, Express concessions and present counterarguments</p>	ESL401 or Placement Test
ESL404: Advanced Reading & Writing IV	Longevity: Too Much of a Good Thing?; Generosity: Making a Difference; Education: The Empty Classroom; Technology: Managing Your Smartphone	Simple past, present perfect, present perfect continuous verb tenses; Concessions to support an opinion while recognizing counterarguments; Direct and indirect speech; Common phrasal verbs	<p>Reading: Make and confirm predictions; Identify main ideas; Scan a text to locate specific information; Analyze titles and headings; Recognize persuasive language; Use a timeline to sequence events, recognize the speaker in direct speech; Identify referents to the pronoun "it"; Identify and categorize problems and solutions from a text</p> <p>Writing: Organize ideas using a cause-and-effect diagram; Use an idea web to relate different topics to a central theme; Recognize and use figurative language; write an opinion paragraph; Organize ideas for an argument; Edit and revise writing for content, language and conventions; Recognize organization in a comparison-and-contrast essay; Identify and use subordinators and transitions; Write a cause-and-effect essay</p>	ESL402 or Placement Test

Course	Themes	Grammar	Skills	Prerequisites
ESL405: Advanced Listening & Speaking V	The Brain: The Fantastic Plastic Brain; Lying: Is Honesty the Best Policy; Personality: Revolution of the 50%; Cross-Cultural Insights: Ancient Wisdom Travels West	Verbs and gerund or infinitive with a change of meaning; Modals to express degrees of certainty; Identifying and non-identifying adjective clauses; Discourse connectors	<p>Listening: Make and confirm predictions; identify and take notes on main ideas; identify speaker's point of view; Summarize main ideas and details; Support ideas from one listening with reasons from a second listening; Identify a speaker's attitude; Connect problems and solutions; identify creative and effective examples; organize information using a bagua chart; Identify subtle ways to ask for and give advice</p> <p>Speaking: Express and support opinions; paraphrase a speaker's idea; Interpret graphs; Use expressions to correct a myth; interpret cartoons; Describe personality; Express and defend preferences; initiate and maintain a conversation; Emphasize a point in a conversation</p>	ESL403 or Placement Test
ESL406: Advanced Reading & Writing VI	The Brain: Neuroscience and Empathy; Lying: Lies and Truth; Personality: The Road to Success; Cross-Cultural Insights: What is Lost in Translation	Past unreal conditionals; Double comparatives for emphasis and to focus readers' attention; Identifying and non-identifying adjective clauses; Adverb clauses of comparison and contrast	<p>Reading: Make and confirm predictions; Identify the main ideas in a reading; scan a text to locate specific information; Create timelines to enhance note-taking skills; Recognize irony in a text; Identify connecting themes between two texts; Compare contrast and categorize information in two readings; Create an outline to take effective notes while reading</p> <p>Writing: Organize events using a life map; Understand the elements of a clear narrative; Use quotes appropriately for interest and authenticity; Edit and revise writing for content, language, and conventions; Organize ideas using a chart; Recognize a good thesis statement; Identify paragraph structure including a strong topic sentence, illustration and conclusion</p>	ESL404 or Placement Test

Course	Themes	Grammar	Skills	Prerequisites
ESL407: Advanced Listening & Speaking VII	Business: Business Not as Usual; Social Media: Together Alone; The Arts: Learning Through the Arts; Poverty: Changing Lives for \$50	Direct and indirect speech; Wish statements expressing unreality; The passive voice and the passive causative; Present, past, and mixed unreal conditionals	<p>Listening: Make and confirm predictions; Summarize main ideas; Identify supporting details; Recognize language to concede a point and present a counterargument; recognize language that signals opposing perspectives of an issue; Recognize persuasion with parallel structure; Identify examples from listening.</p> <p>Speaking: Agree and disagree with opinions; Make concessions to introduce counterarguments; Interpret cartoons; Prepare for and engage in a debate; Recognize and use language that builds and expands on others' ideas; Express and support opinions; Incorporate parallel structure to speak persuasively; Paraphrase a speaker's key points; Use summary statements to demonstrate understanding</p>	ESL405 or Placement Test
ESL408: Advanced Reading & Writing VIII	Business: Size Matters in Business; Social Media: Staying Connected; The Arts: The Cellist of Sarajevo; Poverty: The End of Poverty	Infinitives and gerunds; Adverb clauses and discourse connectors to express cause and effect; The passive voice; Noun clauses in apposition	<p>Reading: Make and confirm predictions; Identify main ideas and different types of supporting details; Scan a text to locate specific information; Categorize information from texts; Create subheadings for note-taking and summarizing; Identify and analyze figurative language; Summarize problems and solutions using information from two texts</p> <p>Writing: Organize information into categories; Use transitional sentences to connect ideas within and between paragraphs; edit and revise writing for content, language and conventions; Organize ideas using a list; Support a main idea with reasons, facts, examples and explanations; Identify organizational structures and elements of cause-and-effect essays; Develop an outline to organize ideas and structure for an essay; Use descriptive language to add depth to writing; Analyze the structure of an argumentative essay</p>	ESL406 or Placement Test

Test Preparation Level (500)

Level	Courses	Summary of skills and Strategies	Prereq.
Test Preparation	TFL501: Test Preparation I & TFL502: Test Preparation II	<p>Reading</p> <ul style="list-style-type: none"> - Skimming, note-taking and paraphrasing - Identifying main ideas and summarizing - Understanding the importance of details and transitions - Finding the relationship between details and main ideas - Strategies for multiple choice - Understanding transitions and coherence - Understanding question types: sentence insertion, reference, inference, definition, vocabulary in context - Reading for rhetorical functions - Understanding context clues - Understanding synonyms and antonyms - Combined skills: inferring a word meaning from context, defining key terms and locating a referent <p>Writing</p> <ul style="list-style-type: none"> - Identifying prompts and planning an essay - Understanding Rhetorical functions - Focus on the descriptive essay - Planning strategies: clustering, free-writing, brainstorming, outlining - Writing a thesis and stating an opinion - Writing topic sentences and giving supporting details - Note-taking, summarizing and planning - Developing body paragraphs - Stating conclusions - Focus on the definition essay - The elements of an argument: choosing a point of view and expressing support; - Focus on the persuasive essay - Focus on compare/contrast essays: <ul style="list-style-type: none"> o Structure: block format vs. point-by-point method o Making comparisons, highlighting differences and discussing causal relationships - Presenting, citing and comparing information - Definition, explanation and exemplification - Writing conclusions, effective summary - Clarity and transitions <p>Listening</p> <ul style="list-style-type: none"> - Note-taking and key words - Outlining while listening - Understanding rhetorical functions - Understanding idiomatic expressions in context - Identifying context and tone - Understanding rhetorical and interrogative questions - Understanding transitions - Identifying the main idea - Understanding details - Drawing an inference and understanding a speaker's implication - Making predictions <p>Speaking</p> <ul style="list-style-type: none"> - Content and function words - Describing something from your own experience - Summarizing a lecture and accentuating important points - Paraphrasing, synthesizing and summarizing information - Expressing and supporting an opinion based on personal experience - Summarizing a conversation and expressing an opinion - Understanding formal vs. informal speech - Note-taking from conversations - Defining, describing and exemplifying - Discussion and debate 	

d. Program Schedule

The Intensive English Program (IEP) is designed for full-time students at Nile Language School. Intensive classes meet 20 (twenty) hours a week.

Schedule	Time	Duration	Number of Weeks per Course
Morning	9:00am-1:00pm	Mon – Fri	6
Afternoon	1:30pm-5:30pm	Mon – Fri	6
Evening	6:00 pm-10:00pm	Mon – Fri	6

e. NLS Intensive English program (IEP)

Level	Level Courses	# of hours (Instruction + lab)	# of weeks	Total weeks and hours
Beginner English	ESL101: Beginner English I	108	6	24 weeks 432 hours
	ESL102: Beginner English II	108	6	
	ESL103: Beginner English III	108	6	
	ESL104: Beginner English IV	108	6	
Intermediate English	ESL201: Intermediate English I	108	6	24 weeks 432 hours
	ESL202: Intermediate English II	108	6	
	ESL203: Intermediate English III	108	6	
	ESL204: Intermediate English IV	108	6	
High Intermediate English	ESL301: High Intermediate English I	108	6	24 weeks 432 hours
	ESL302: High Intermediate English II	108	6	
	ESL303: High Intermediate English III	108	6	
	ESL304: High Intermediate English IV	108	6	
Advanced English	ESL401: Advanced Listening & Speaking I	54	6	24 weeks 432 hours
	ESL402: Advanced Reading & Writing I	54		
	ESL403: Advanced Listening & Speaking II	54	6	
	ESL404: Advanced Reading & Writing II	54		
	ESL405: Advanced Listening & Speaking III	54	6	
	ESL406: Advanced Reading & Writing III	54		
	ESL407: Advanced Listening & Speaking IV	54	6	
	ESL408: Advanced Reading & Writing IV	54		
Test Preparation	TFL501: Test Preparation I	108	6	12 weeks
	TFL502: Test Preparation II	108	6	216 hours

7. STUDENT RESOURCES

a. Practice Supplements:

After-class resources and facilities are available to the students who wish to practice outside of the classroom. NLS's common study area can be used by the students to review lessons, form study groups, reinforce skills, or do their homework. In addition, NLS has made the following available to all registered students:

b. Listening Supplements: Each level has supplementary audio sets for listening practice. Most listening activities can be done in the classroom, but students may choose to practice on their own after class. A supplementary CD comes with the student book, and students may also borrow the listening CD used in class.

c. Computers: NLS computers are available to the students during regular operation hours. NLS also makes online supplemental activities available to the students. NLS offers the option of borrowing computers after hours to study or perform other miscellaneous work.

8. STUDENT SERVICES

a. Student Records and Privacy:

Each registered student's file is secured and confidential at NLS. Upon request, students may review their files. A student file includes an application form, a copy of official identification, placement test results, F-1 documentation (for F-1 students), and all other pertinent information including registration/application, transfer forms, documented feedback, and warning/probation letters if applicable. For F-1 students, copies of a passport, visa, I-20, I-94, sponsor documents, and financial statements are also kept on file.

Access to student files is granted only to selected administrative staff for administrative purposes only. No one can access student records or allow others to access student records without permission from a supervisor or a student. Teachers who have a legitimate academic interest in the records must obtain permission from the Director, but cannot access students' personal information.

Department of Homeland Security (DHS) or other governmental law enforcement agencies may review student files. However, for students' protection, such access can only be granted if the school is shown proper identification and proof that the request for access is in accordance with the law.

Student consent is required before any individuals and/or organizations can gain access to any records. Consent must indicate reasons for release of records and to whom the information may be released. If a student is a minor, parental or sponsor's consent for records release is required. Student records may be disclosed in an emergency where health or safety of the student or others is concerned, and only with the permission of the Director.

b. Official Letters:

Students may request official letters such as documentation confirming a current/previous student status at NLS, student identification card, letters for the Department of Motor Vehicles (DMV), and transfer letters. Requested official letters are processed within 5 (five) to 7 (seven) business days. If a student needs proof of payment letter, a \$10 fee will be applied.

c. Parties, Celebrations, and Other Extracurricular Events:

NLS occasionally organizes celebrations and outdoor activities such as picnics, field trips, and other cultural events. Students will be encouraged to attend these events and/or activities. All participating students must sign a liability waiver form and a sign-up sheet. Minors must obtain their parent's or legal guardian's consent to participate in any extracurricular activity.

d. Health Insurance Policy:

Although not required, NLS advises and encourages the students to acquire a Health Insurance plan that can be used while in the United States. Health Insurance coverage is necessary to avoid costly medical expenses in case of health-related needs or medical attention including an illness and/or injury. Since medical care can be extremely expensive in the United States, students without Health Insurance are vulnerable to financial loss and the loss of student status should an unforeseen illness or injury occur. If a student does not have his/her own health insurance coverage, they are advised to contact the Student Services Coordinator for assistance and guidance.

e. Field Trips:

NLS requires that for every 15 (fifteen) students, 1 (one) field trip leader accompanies the group during the trip. A field trip leader may be a faculty member or an administrator. All participating students must sign a liability waiver form before departure. Minors must obtain their parent's or legal guardian's consent to participate in any extracurricular activity.

f. Health and Safety Guidelines:

The guidelines outlined below must be followed by all students participating in a field trip. Students are required to:

- Bring enough cash and/or credit cards for the trip and leave extra cash and valuables at home.
- Keep wallets and purses close and stay aware of the surroundings.
- Keep a small amount of cash in a pocket to avoid opening wallets and/or purses in busy public areas.
- Know travel plans in case of separation from the group.

-Obtain the group leader's cell phone number prior to the trip. -If separated from the group, call NLS or your leader's cell phone. Do not accept rides from strangers.

-If in a suspicious situation, locate your group leader and/or a police officer immediately, or dial 9-1-1.

g. Student Housing:

NLS does not claim responsibility for student housing. Recommendations can be made about nearby hotels and apartment complexes and/or verified 3rd party partner housing companies. Students in need of housing assistance can contact the Student Services Coordinator. However, it is the student's responsibility to arrange their own accommodation.

h. Advising:

NLS has administrators who also serve as advisors. Students may request appointments with the Director, Program Coordinator, Student Services Coordinator or any administrator to seek academic and/or personal advising. Students can refer to the office hours schedule displayed on the bulletin board. If administrators feel that a student requires additional assistance and/or resources beyond those offered by NLS, referrals to external professional services and/or programs will be provided to the student. NLS assumes no responsibility for the services provided by 3rd party service providers.

i. Academic Advising:

Academic advising is available to the students whose needs are academic in nature. This includes the students who struggle during a course, do not pass a course, are interested in attending a U.S. college or university, are currently taking the TOEFL course, or have general questions regarding their studies.

j. Personal Advising:

Personal advising is available to the students whose needs are personal in nature. This includes homesickness, difficulty understanding or adjusting to the American culture, emergencies, health problems, assistance obtaining a driver's license, or other personal problems and/or needs.

k. Referral Procedure:

Students whose immigration, personal, or academic advising needs exceed the scope of student advisors capabilities will be referred to an outside professional, service or program. When a student demonstrates the need for external assistance, an advisor will first attempt to recommend a resource that they or another staff member are familiar with. If this is not sufficient, the advisor will then conduct a thorough online search for a resource that would best matches the student's needs. Advisors do their utmost to ensure students receive assistance in a timely manner, and the Director is kept informed throughout the process. After the student utilizes the outside professional, service, or program, the advisor schedules a follow-up

appointment with the student to check on the student's satisfaction and/or progress. NLS and/or advisors assume no responsibility for the services provided by 3rd parties.

9. CLOSURES & HOLIDAYS

a. Scheduled Closures/Holidays:

NLS observes the following U.S. federal holidays: Memorial Day, Independence Day, Labor Day, Columbus Day, Thanksgiving Day, and Christmas Day. Students will be reminded of each upcoming scheduled holiday.

b. Unscheduled Closures

In case of inclement weather events, announcements are posted on the school's website at www.nls.edu and/or are forwarded to the students email address provided to NLS. NLS does its utmost to notify the students of any unexpected closures.

c. Unannounced Closures

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 90 (ninety) calendar days since the closure. Failure to do so within 90 (ninety) days since the closure may exclude the student from any available form of assistance. Please contact the Training Evaluation Unit via email at trainingevaluationunit@dol.nj.gov.

10. STUDENT CONDUCT & POLICIES

a. Drugs:

NLS complies with federal laws governing the use and abuse of drugs in schools. Therefore, the school prohibits the possession, distribution, sale, or use of illegal drugs or narcotics.

b. Alcohol:

Endangering of others and inappropriate or disruptive behavior due to alcohol consumption will not be tolerated at NLS. The use and possession of alcohol is strictly prohibited on school premises.

c. Smoking:

Smoking is not permitted on school premises. NLS is committed to a healthy and safe teaching and learning environment. The first violation will result in issuing a warning letter by the Director leading to a dismissal if such violations persist and/or become frequent.

d. Email:

All students must periodically check their email for information sent from NLS about school-related matters or announcements. Students without a computer/email address/internet access must notify NLS in order to receive notifications.

e. Dissemination of Information:

NLS uses several means of communication with the students. Information shared with the students relates to updates and/or changes made to academic and non-academic policies, and/or memoranda distributed internally by NLS. The above updates and/or changes are delivered via announcements at www.nls.edu, email, faculty/staff meetings, and bulletin boards. Each student is responsible to inform the school of any changes made to their personal information including home address, email, and home/cell phone number.

f. Copyright Policy:

NLS students, staff and faculty must obey copyrights laws while using and/or referring to resources including those accessible via computers connected to the NLS network.

Federal copyright law prohibits the reproduction, distribution, public display or public performance of copyrighted materials without permission of the copyright owner, unless fair use or another exemption under copyright law applies.

The use of graphics, texts, or other materials in a way that violates any copyright law is strictly prohibited. All materials utilized in NLS's courses are copyrighted and for the use of enrolled students exclusively. Enrolled students may print or photocopy material from NLS's website for their own use. Use by or distribution to others is prohibited unless expressly noted.

Unauthorized copying or distribution may result in revoked access to course(s) and/or disciplinary action. Users shall not upload, download, transmit, or post copyrighted software or copyrighted materials, materials protected by trade secrets or other protections using NLS's computer resources. This includes copyrighted graphics of cartoon characters or other materials that may appear to be non-copyright protected.

Students with questions regarding copyright or the above policy are invited to contact NLS's administrative staff for further information.

11. STUDENT FEEDBACK AND DISPUTE RESOLUTION

a) Student Feedback

NLS prides itself in providing the highest quality education. Respecting opinions and concerns and welcoming feedback allows NLS to maintain the highest standards in language teaching and promote student satisfaction and growth.

All complaints and/or concerns must be submitted to the school Director in writing and should include the student's full name, ID number, address, a detailed account of the concern/complaint including dates, times, the parties involved, and the student's signature. Upon receipt and review of the documented feedback, the school Director will schedule an appointment with the student to address the concerns. Every effort will be made to reach an amicable resolution. The decision of the Director and/or the appeal panel is final. If contract cancellation occurs as a result of the decision, any refund will be calculated in accordance with the school's refund policy and based on the date on the complaint letter.

b) Record Keeping

A copy of the complaint and the resolution are kept in both the student's and the school's feedback files for future reference.

c) Confidentiality

Records of feedback/complaints and resolutions can only be accessed by the Director and those involved in the matter.

d) Honesty

Students and administrators are expected to be truthful in their reporting of concerns and/or complaints and consider providing feedback as a serious matter.

e) Fairness

NLS administrators always do their utmost to reach a fair and satisfactory resolution.

f) Conflict Resolution

NLS addresses any issue to resolve human conflicts with no intention to punish or blame any party involved. It will always be the policy of NLS to try its best to resolve conflicts.

12. F-1 MATTERS (VISA AND IMMIGRATION)

International Student Advisor/Designated School Officials (DSOs)

A Student Advisor (DSO) is available to answer students' questions regarding attendance, vacation, change of status, transfer, SEVIS system, and other matters pertaining to the student's status. The Student Advisor updates F-1 students on DHS policies affecting them. The Student Advisor works closely with F-1 students to help them maintain their status by following procedures in order to extend program of study, transfer and/or change academic programs.

The Student Advisor is available to assist the students with their academic issues including issues affecting their learning experience and/or other educational needs relevant to the school's program. Students can approach the Student Advisor regarding their schedule, evaluation of their academic progress, and external resources assistance. The Student Advisor provides advice that will benefit the students academically as well as counsels the students on conduct-related issues. At all times, F-1 students must stay informed of all legal issues regarding status. It is imperative that the students speak with the Student Advisor in case of questions about visa-related matters.

Valid Documents and Identification

Passport: F-1 students must maintain a valid (not expired) passport at all times.

I-20: F-1 students must maintain a valid I-20. If more time is needed to complete their studies at NLS, the student can apply for an I-20 extension before the expiration date on current I-20.

Student Visa (F-1): An F-1 student visa is stamped outside of the United States. If a student's status changes after they arrive to the United States, they can have a valid F-1 student visa in their passport when traveling to their country of origin and have a visa stamped as an F-1 student.

Maintaining F-1 Status

To successfully maintain status, F-1 students are expected to adhere to the following student visa rules:

- Study on a full-time basis (18 hours per week or more).
- Attend at least 80% of all classes.
- Complete all required coursework and progress academically in the program.
- Notify the Student Advisor or the Director of the reasons for absences with supporting documentation, e.g. doctor's note.

Warning Memos

Warning Memos are issued to students who incur 4 (four) unexcused absences and/or excessive tardiness in class and those who fail to make reasonable academic progress. Once a student receives a Warning Memo, the student is expected to improve in the area indicated in the warning to avoid being placed on probation. An F-1 student with 6 (six) unexcused absences will receive a Warning Letter from the Student Advisor and/or the Director. Non-compliance and/or inability to improve could cause the student to be placed on Probation or Out-of-F1-Status. Attendance is monitored at NLS on a daily basis.

Probation

F-1 students unable to improve by a specific deadline and in the area indicated in the written Warning are placed on Probation. Students on Probation are not permitted to take a vacation or transfer to another school, and must attend all classes during the probationary period. If the student violates the terms of Probation, the USCIS will be notified and the student will be considered Out-of-Status. Out-of-Status students must leave the U.S. immediately or apply for a re-instatement.

Change of Address

If a student changes a place of residence, the School must be immediately notified of the student's new address, and Form AR-11 must be submitted to the DHS (Department of Homeland Security) within 10 (ten) business days since the change occurred. Failure to notify of address change may lead to the termination of student status.

Working in the United States

Since an F-1 student's primary reason for being in the United States is to study, F-1 students are not permitted to work without specific employment authorization from the USCIS (United States Citizenship and Immigration Services).

Transfer Policy (F-1 Students)

F-1 students who are in good academic and financial standing and have not violated their status in any way may request a transfer to another institution. In order to transfer, the students must:

1. Contact the Student Advisor at NLS to inform of the student's intent to transfer. NLS will verify the current status in 5 (five) business days.
2. Obtain a complete transfer recommendation form from the new school for NLS to complete in 5 (five) business days.
3. A Letter of Admission from the new school is necessary for NLS to process the transfer. The letter from the new school must indicate the program start date.

Vacation Policy (F-1 Students):

If an F-1 student has good attendance and academic progress, he/she can apply for a 1 (one) session of vacation after completing 3 (three) sessions. 2 (two) sessions of vacation may be requested after studying at NLS for 4 (four) consecutive sessions. F-1 students must consult with the Student Advisor before taking a vacation. F-1 students leaving the U.S. must obtain their I-20s signed by a DSO/Student Advisor to be eligible to enter the U.S. Emergency leave of absence may also be applied for after submitting necessary documentation.

Maternity Leave for F1 Students

This policy is courtesy of NLS and not an official federal policy. In order to maintain the F1 status, students who need to take a maternity leave must obtain a **Maternity Leave Authorization** from the DSO. Students must provide the DSO with a letter from a licensed Medical Doctor before dropping classes. Failure to provide authorization from the DSO may result in jeopardizing the F1 visa status.

While F1 students are required to maintain a full course of study (18 hours a week), pregnant F1 students who are in their third trimester (from week 27 to the end of pregnancy) may:

- a) request a 6-week maternity leave in the third trimester (from week 27 to the end of pregnancy) and/or
- b) request an additional 6 (six) weeks of maternity leave post-delivery and/or
- c) reduce their full-time course load from 18 (eighteen) to 8 (eight) hours of study per week equivalent to 2 (two) days.

F1 students must resume a full course load (18 hours a week) after the additional 6 (six) weeks of maternity leave post-delivery has been exhausted. At all times, F1 students must be compliant with course requirements including assessments, course projects, etc. in order to earn a passing grade, continue onto the next level, and maintain the F1 status.

Minimum Study Requirement:

F-1 students applying for the initial I-20 must study at NLS for a minimum of 2 (two) consecutive sessions equivalent to 12 (twelve) weeks. This rule is waived for students attending Summer Sessions (June-August) and incoming transfer students. Students who fail to meet this requirement will be charged an early withdrawal fee (see: Fees). F-1 Students who enter the U.S. on the NLS-issued I-20 and decide not to take any classes at NLS for any reason other than medical are subject to pay the Early Withdrawal Fee. Students who come to NLS to take 1 (one) or 2 (two) sessions and then leave the U.S. in compliance with federal immigration law and without transferring to any other school are not subject to this requirement.

Course Requirements:

Students must complete all current course requirements to register for the next session. If for any reason the student cannot take oral and/or written exams on the scheduled dates, they are required to pay \$20.00 per exam in order to take exams on a different day, subject to prior approval from the teacher and/or the Director.

I. Confidentiality of Student Records

Student records are considered confidential. Access to these files is granted only to select administrative staff for internal use and/or as a part of their job duties. No party can access student records or allow other parties to access student records without permission from a supervisor or the student. Teachers with a legitimate academic interest in the records must seek permission from the Director, but cannot access students' personal information.

Department of Homeland Security (DHS) or governmental law enforcement agencies may review student files. For students' protection, however, such access can only be granted if the School is provided with proper identification and proof that the request for access is consistent with the applicable laws.

Student consent is required prior to any individuals and/or organizations obtaining access to their records. Consent must indicate reasons for release of records and clearly state to whom the information must be released. If the student is a minor, the consent of his/her parent or sponsor is required. Student records may be disclosed with the Director's permission in an emergency where the health and/or safety of the student and/or others are concerned.

m. Designated NLS Officials (DSOs):

Administrator	Position
Levent Koch Email: director@nls.edu Ext: 4	Executive Director
Levent Koch Email: admissions@nls.edu Ext: 1	Primary Designated School Official (PDSO) International Student Advisor Director of Admissions, Marketing and Student Services
Anna Capell Email: capell@nls.edu Ext: 2	Program Coordinator/Instructor Academic Advisor
Levent Ulker Email: business@nls.edu Ext. N/A	Finance Officer

Nile Language School
17 Chestnut Street
Ridgewood, NJ 07450

+1.201.438.4824 | info@nls.edu | www.nls.edu

