

GRAB YOUR FUTURE AT COLUMBIA COLLEGE

Columbia College provides high-quality, relevant, and varied educational programs and opportunities for the intellectual, cultural, and personal growth of all members of its community. The College values its role as an educational institution, embracing change and responding to the complex needs of those services.



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Welcome letter from the President



Dear Columbia College Students,

On behalf of the Columbia College family, I am pleased to welcome you into the exciting, challenging, and rewarding educational journey that you have chosen to pursue.

Columbia College offers a variety of programs ranging from English as a Second Language (ESL) to certificate and degree programs. Through a variety of programs, every member of our faculty and staff are dedicated to your success. From your first moment at the College, to the day you go out into the world, we will be with you every step of the way.

Since 1999, Columbia College has served the Washington D.C. metropolitan area by providing our students with innovative, high-demand workforce training options to include industry recognized certificates and degrees. It is with great honor that we continue this vital effort by ensuring our students thrive in a varied and dynamic environment in support of their success.

All programs at the College are designed to promote community economic development by meeting employer-driven demands for a qualified workforce. All faculty and staff assist and support our students in acquiring the knowledge, skills and abilities to secure employment or professional development. We are committed to job readiness and life enhancement opportunities for our students.

In the fall of 2016, the College's main campus relocated to its new location, Tysons Corner in Vienna, Virginia, which is one of the most energetic and fast-growing cities in the D.C. metropolitan area. I am confident this is a new era for the College and for our students, who have committed the future of their success to the College.

At Columbia College, our motto states, "We would like to Challenge you to Succeed." The entire faculty and staff will work closely and productively with you because you are so much more than a student to us; you are a member of our family. Together we will excel in the years to come. We look forward to having you and serving you along the way.

Sincerely,

A handwritten signature in black ink that reads "Richard K. Kim". The signature is written in a cursive, flowing style.

Richard K. Kim
President

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2022 – 2023 SCHOOL YEAR CALENDAR

SESSION	PERIOD	WEEK	HOLIDAYS
2022 Spring I		10	
2022 Spring I A	01/18/2022 – 02/19/2022	5	MLK Jr. Day (01/17)
2022 Spring I B	02/22/2022 – 03/26/2022	5	Presidents Day (02/21)
2022 Spring II		10	
2022 Spring II A	03/28/2022 – 04/30/2022	5	Spring Break (04/13 – 04/15)
2022 Spring II B	05/02/2022 – 06/04/2022	5	Memorial Day (05/30)
2022 Summer		10 (11)	
2022 Summer A	06/06/2022 – 07/09/2022	5	Juneteenth Day (6/20) Independence Day (07/04)
2022 Summer B	07/11/2022 – 08/13/2022	5 (6)	Summer Vacation (08/15 – 08/20)
2022 Fall		10	
2022 Fall A	08/22/2022 – 09/24/2022	5	Labor Day (09/05)
2022 Fall B	09/26/2022 – 10/29/2022	5	Columbus Day (10/10) School's 23 rd Birthday (10/17)
2022 Winter		10 (11)	
2022 Winter A	10/31/2022 – 12/03/2022	5	Veterans Day (11/11) Thanksgiving Break (11/23 – 11/25)
2022 Winter B	12/05/2022 – 01/14/2023	5 (6)	Christmas (12/26 - Observed) Winter Break (12/26 – 12/30)
2023 Spring I		10	
2023 Spring I A	01/17/2023 – 02/18/2023	5	MLK Jr. Day (01/16)
2023 Spring I B	02/20/2023 – 03/25/2023	5	Presidents Day (02/20)
2023 Spring II		10	
2023 Spring II A	03/27/2023 – 04/29/2023	5	Spring Break (04/05 – 04/07)
2023 Spring II B	05/01/2023 – 06/03/2023	5	Memorial Day (05/29)
2023 Summer		10 (11)	
2023 Summer A	06/05/2023 – 07/08/2023	5	Juneteenth Day (6/19) Independence Day (07/04)
2023 Summer B	07/10/2023 – 08/12/2023	5 (6)	Summer Vacation (08/14 – 08/18)
2023 Fall		10	
2023 Fall A	08/21/2023 – 09/23/2023	5	Labor Day (09/04)
2023 Fall B	09/25/2023 – 10/28/2023	5	Columbus Day (10/09) School's 24 th Birthday (10/17)
2023 Winter		10 (11)	
2023 Winter A	10/30/2023 – 12/02/2023	5	Veterans Day (11/10 - Observed) Thanksgiving Break (11/22 – 11/24)
2023 Winter B	12/04/2023 – 01/13/2024	5 (6)	Christmas (12/25) Winter Break (12/26 – 12/29)

WEATHER CLOSING AND MAKE-UP POLICIES

Classes canceled more than four days per session will be made up and the make-up schedule will be announced by assigned department.

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GENERAL INFORMATION

Mission Statement

Columbia College provides high-quality, relevant, and varied educational programs and opportunities for the intellectual, cultural, and personal growth of all members of its community. The College values its role as an educational institution, embracing change and responding to the complex needs of those it serves.

Vision of the College

Columbia College strives to provide competitive and responsive professional training programs. It cultivates a student-centered culture that challenges and supports student learning outcomes and offers exceptional hands-on professional enhancement programs. The College focuses on excellence in adult educational curricula and delivery which utilize creative approaches to teaching and learning while incorporating the rich cultural diversity of the D.C. Metropolitan area.

Educational Goals

The curriculum of each college program is guided by the following goals and objectives:

1. To provide professional training opportunities that support economic independence in the community.
2. To provide academic studies that assist students in developing self-confidence and success in their chosen occupational field of study.
3. To provide career training opportunities for students who wish to enter rapidly growing service industries.
4. To constantly innovate instruction and improve delivery of academic material for our students.
5. environment that promotes equity, opportunities for individual growth, and educational achievement.
6. Excellence in both Teaching and Learning: Columbia College provides professional development opportunities for faculty and administrators benefitting both teachers and students.

Strategic Objectives

1. Student Support: Columbia College creates a campus
2. Staff Development: Columbia College provides staff development programs that foster individual and team professional growth thus leading to a cohesive educational organization.
3. Partnerships: Columbia College has secured partnerships

with key community agencies and organizations including those working with immigrant communities.

Control and Governance

The Columbia College Incorporation, which is located at 8620 Westwood Center Drive, Vienna, Virginia, holds 100% ownership of Columbia College. The exclusive stockholder is Richard Kim, the school president, and he is responsible for managerial decision as a Chief Executive Officer. The overall control of the College operations rests with the College Governing Board, which is composed of the following members:

Mr. Richard Kim, President

Mrs. Joanne Kim, Executive Vice President

The Governing Board has the responsibility to ensure that all the institutional programs are in compliance with budgets of the corporation, policies, procedures, and regulations of all accrediting bodies. The Governing Board meets twice per year to discuss all aspects of school's programs including facilities.

Academic Governance Policy

Effective academic governance is a hallmark of a mature educational institution. Therefore, all participants have the duty to strive to make academic governance:

1. A cooperative process that demands a joint effort between the Vice President/ Academic Dean and the faculty of Columbia College with appropriate participation by students, alumni, and staff;
2. An open process that is characterized by a courteous, free-flowing exchange of information and opinions between all interested parties;
3. A respectful process that gives increased weight to the opinions of participants who are accountable for the matters under consideration;
4. A comprehensive process that assumes that any issue may be relevant to the academic enterprise;
5. A bilateral process that produces policies that apply to Columbia College as a whole, and policies that apply only to one college or non-collegiate academic unit; and
6. A responsible process that is subordinate to governmental authority, the final institutional authority of the Board and the delegated authority of the President. The level of participation by the faculty in the academic governance process varies. It includes but is not limited to:

- A. Participation in the development of the educational program of the institution
- B. Participation in the selection of course materials
- C. Participation in the selection of instructional equipment and other educational resources
- D. Systematic evaluation and revision of the Institutional curriculum
- E. Assessment of student learning-outcomes
- F. Assist with the planning for Institutional effectiveness
- G. Consultation – A body of faculty members who discuss with and inform the administrator with authority and responsibility for the decision. Such a committee is not a deliberative body; there is no vote. Rather the members express their views to inform an administrator's decision.
- H. Advice or Recommendation – A deliberative body of faculty members who recommend policies or actions to an administrator who is authorized to make decisions. There is a vote. The administrator is not bound by the recommendation and accepts responsibility for the decision.
- I. Shared Responsibility – A deliberative body of faculty members who make recommendations concerning policies or actions to an administrator who is authorized to make decisions. There is a vote. If the administrative and the deliberative body cannot agree and a decision is needed, the recommendation of the administrator and the deliberative body will be submitted in writing to the next higher administrative level for resolution.
- J. Delegated Authority – A deliberative body of faculty is authorized to make decisions on specified matters. There is a vote. Such decisions are subject to administrative review but will be altered only in rare circumstances.

History

Columbia College was established in Manassas, Virginia October 17, 1999, to meet the growing needs of industry and businesses locally, nationally and internationally. The College was approved by the State Council of Higher Education for Virginia (SCHEV) to offer certificates in Computer Basic, Culinary Arts, Dental Laboratory Technology, and English as a Second Language (ESL), and Massage Therapy programs.

The Institution moved to Fairfax, Virginia in 2004 and was approved to offer associate degree programs in Business Administration, Computer Science, Cosmetology, Dental Laboratory Technology, Teaching English for Early Childhood, and Technical and Business English in 2005 by SCHEV.

Columbia College received its national accreditation from the

Council on Occupational Education (COE) for the Certificate programs in February 2007 and Associate degree programs in September 2008, with the addition of Cosmetology and Teaching English to Speakers of Other Languages (TESOL). This enhances the abilities of the College to meet the ever-changing needs of a diverse global population.

Additional Extension Sites were opened, one in Silver Spring, Maryland in February 2006 and the other in Centreville, Virginia April 2008 to accommodate individuals who resided in those areas. ESL and Massage Therapy certificate programs at these Extensions were certified to operate by the Maryland Higher Education Commission (MHEC) and SCHEV, respectively and later accredited by COE as well.

In May 2009, the College was approved to participate in the Federal Student Financial Aid Programs (Title IV), which aimed to assist students with financing their education.

The College was also approved for the training of Veterans by the State Department of Veterans Affairs in 2010. This provides members who served in our armed forces access to a quality education and resources to assist with their transition into the global marketplace.

In 2010, J-1 Visa program for visiting international students and scholars was approved by U.S. Department of State.

Columbia College moved to its current location in Vienna, Virginia in September 2016, near the Spring Hill Metro station. This enhanced accessibility to the main campus and convenience for current and prospective students.

Over the years, Columbia College has developed and expanded its program offering to a diverse population of students and curriculum revisions along with, the addition of new facilities and equipment to better serve our students.

Currently, the College offers seven Associate degrees, 5 certificates including Vocational ESL and ESL courses to students from over 30 countries globally.

Statement of Accreditation

Columbia College is accredited by the Council on Occupational Education (COE) to award certificates and associate degrees.

Columbia College has been certified to operate by State Council of Higher Education for Virginia (SCHEV) to operate in Virginia.

The Columbia College English as a Second Language Program is accredited by the Commission on English Language Program Accreditation (CEA) for the period August 2022 through August 2023 and agrees to uphold the CEA Standards for English Language Programs and Institutions. CEA is recognized by the U.S. Secretary of Education as a nationally recognized accrediting agency for English language programs and institutions in the U.S.

Memberships and Affiliations

Columbia College has expanded its educational and professional boundaries by establishing solid relationships with a variety of affiliations:

- U.S. Department of Education
- U.S. Department of State
- U.S. Citizenship and Immigration Services (USCIS)
- Student and Exchange Visitor Information System (SEVIS)
- State Council of Higher Education for Virginia (SCHEV)
- U.S. Department of Veterans Affairs
- NC SARA
- VA SARA
- Virginia State Corporation Commission
- Virginia Department of Health Professions
- Department of Professional and Occupational Regulation (DPOR)
- Virginia Health Care Association (VHCA)
- Authorized to enroll nonimmigrant (F-1/M-1) students by the U.S. Citizenship and Immigration Services (USCIS)
- American Massage Therapy Association (AMTA)
- National Association of Dental Laboratories (NADL)
- National Certification Board for Therapeutic Massage and Bodywork (NCBTMB)
- National Cosmetology Association (NCA)
- Professional Beauty Association (PBA)
- College Board Membership
- Microsoft IT Academy Membership
- American Culinary Federation Membership
- TESOL Membership

Faculty and Staff

Name, Title

Richard K. Kim, President
Joanne Kim, Executive Vice President/Business
Junwhan Kim, Vice President
Rani Park, Academic Dean
Raphael Lee, Strategic Planning Director
John Kim, Operation Director/PDSO
Sung Kim, Compliance Director
Beau Yoon, International Student Advisor/Registrar
Sarah Kim, Student Service Director
Joey Moon, Exchange Program Director
Bom Hoe Huh, Accountant
Aran Kim, Business Officer
Justin Seo, Dental Laboratory Technology Director
Jennifer Song, Massage Therapy coordinator

Alba M. Manzanares, Academic Team Leader/Director
Mili Ahn, Culinary Arts Coordinator
Rommel Locsin, Dental Lab. Tech Coordinator
Sarangerel Purevdorj, Academic Assistant
Hanna Kang, Online course development coordinator
Michele Cardino, Online course development specialist
Amy Billerbeck, Librarian
Grace Lee, Admission Director
Ashley Park, Admission Assistant Director
Sophie Lee, Senior Admissions
Xiuzhi(Sophia) Chang, Admission Representative
Jun Song, Outreach Specialist
Laila Ebadi, Admission Representative
Maide Kutluca, Admission Representative
Megi Sejko, Senior Admissions
Lima Naimi, Admission representative
Hashmat Ahmadzai, Admission representative
Nargis Azizi, Admission representative
Sung Ho Kim, Admission Representative
Naw W. H. Ah, Admissions Representative
Hoyeon (Heather) Lee, Admissions Representative
Grace Yang, Exchange Program Coordinator
Taeri Kim, VESL Coordinator
Mia Richardson, VESL Staff
Rabia Rashid, VESL Staff
Subin (Zoey) Kim, VESL Staff
Jenn Lee, Financial Aid Director
Dasha A. Draa, Financial Aid Officer
Chloe An, Financial Aid Officer
Terry Shin, Bursar/Bookstore
Joseph Son, IT Staff
YoungJoon Seo, Strategic Planning Staff
MunSeon Kang, Media Staff/Designer
Nedia Makhoulf, Media Staff
Jennifer Kim, Distance Education Director
Bruno Antunes, Distance Education Staff
ChoWen Tsai, Distance Education Staff
David Hoang, Distance Education Staff
Eriona Presnar, Distance Education Staff
Jina Jung, Distance Education Staff
Khatera Fnu, Distance Education Staff
Minhee Yoo, Distance Education Staff
Yeeun Song, Distance Education Staff
Yeeun (Stella) Seo, Associate Registrar
Jenny Le, Assistant Registrar
Jamie Lee, Web-Designer

Facilities and Directions

Columbia College has been planned and built with the convenience of its students in mind. The college, Tysons campus, is on 8620 Westwood Center Drive, Vienna, Virginia. Classrooms, media resources, and laboratory equipment remain available for use even when classes are not in session.

1. Directions to Tysons Campus:

From Washington D.C.

Take US-50 W/Constitution Avenue NW and continue onto I-66W; Follow I-66W to VA-7 W/Leesburg Pike in Pimmit Hills; Take exit 66B and continue on VA-7W/Leesburg Pike; Turn left onto Westwood Center Drive and go 0.4 miles; the school is located on the right side of the road.

From Maryland

Take I-495N and exit at 47A-B to merge onto VA-7W/Leesburg Pike toward Tysons Corner; continue on VA-7W/Leesburg Pike; Turn left onto Westwood Center Drive and go 0.4 miles; the school is located on the right side of the road.

From Centreville

Take I-66E towards Washington D.C and exit 64B for I-495 N toward Tysons Corner/Baltimore; Merge onto I-495N; Take exit at 47A-B to merge onto VA-7W/Leesburg Pike toward Tysons Corner; continue on VA-7W/Leesburg Pike; Turn left onto Westwood Center Drive and go 0.4 miles; the school is located on the right side of the road.

From Southern Virginia

Take I-495N towards Rockville/Tysons Corner and exit at 47A-B to merge onto VA-7W/Leesburg Pike toward Tysons Corner; continue on VA-7W/Leesburg Pike; Turn left onto Westwood Center Drive and go 0.4 miles; the school is located on the right side of the road.

By Metro/Bus

Take the Silver Line towards Wiehle Reston East; get off at Spring Hill Metro Station; head northwest on Leesburg Pike and turn left toward Westwood Center Drive; turn right toward Westwood Center Drive walk 0.5 miles; the school is located on the right side of the road. (It is about 8-10 minutes walk from the station.)

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ADMISSION INFORMATION

Columbia College is committed to equal opportunity in student admissions. Students who are high school graduates or the equivalent qualify for admission and can benefit from the College's programs and services. Columbia College offers associate degree programs, certificate programs, and non-degree programs to accommodate a variety of students with different educational objectives and backgrounds. Some students may not qualify for programs with more stringent requirements. For more information, students should contact the appropriate department and/or the admissions office.

Non-Discrimination Policy

Columbia College does not discriminate based on race, color, religion, national origin, sex, age, or disability. The College complies with the Civil Rights Act of 1964, related executive orders 11246 and 11375, Title IX of the Education Amendments Act of 1972, Sections 503 and 504 of the Rehabilitation Act of 1973, Section 402 of the Vietnam Era Veteran's Readjustment Assistance Act of 1974, and all Civil Rights Laws of the state of Virginia.

Criteria for Admission

To qualify for enrollment in Columbia College, the applicant must meet the following conditions:

1. A graduate of an accredited high school or has satisfactorily completed the General Educational Development (GED) test.
2. A home-schooled student who is in compliance with state and county education guidelines. The compliance form must be submitted with the admissions application.
3. If an applicant graduated the high school on foreign countries and cannot provide the diploma, he/she must complete waivers of diploma forms as a proof of graduation.
4. An official college/university transcript is an acceptable document to prove high school graduation if applicant is currently attending or previously attended. For the foreign institution, the transcript must be evaluated by an organization recognized by the National Association of Credential Evaluation Services (NACES) or the Association of International Credential Evaluators (AICE).
5. Associate degree and English as a Second Language (ESL) applicants are administered a nationally recognized exam for the purpose of evaluating language proficiency and academic propensity. Please note, ESL students are also required to complete a nationally recognized exam upon completion of their program for the purpose of evaluating learning outcomes and language proficiency.

Admission Requirements for Vocational ESL

Admission standards for Vocational English as a Second Language (VESL) students are the same as the traditional residential program, but the students must also possess job skills or have previous

employment. Students are expected to submit documents as evidence, such as credentials, test scores, job experience, or verification of skill competencies by a third party (e.g., Letter of Employment Verification).

Admission Requirement for Distance Education

Admission standards are the same as the traditional residential program except technical specifications. Newly admitted student must take a nationally recognized exam, the same as students in the traditional residential programs.

Students are expected to have at least the following skills prior to taking distance education courses:

1. Basic keyboarding competence
2. Elementary knowledge of their computer operating system
3. Basic knowledge of software and tools such as word processor, e-mail, Internet browser, and search engine.

A personal computer which has access to a common internet network (using typical DSL speed 10M down/2M up) is required and headphones and/or headsets are preferred for privacy.

Any student may enroll in distance education courses. However, distance education courses may not be appropriate for everyone.

These courses are independent study and require additional self-discipline and motivation.

Required Materials

1. A completed application form.
2. Non-refundable application fee
3. Academic diploma/school transcript (at least high school), DD-214 form or General Equivalency Diploma (GED).
4. A copy of a photo ID (passport, driver's license, state-issued ID)
5. Student enrollment agreement form

Required Materials for International Students

1. A completed application forms
2. Non-refundable application fee
3. Academic diploma/school transcript (at least high school) or International High School Equivalency certificate
4. A copy of a photo ID (passport, driver's license, state-issued ID)
5. Student enrollment agreement form

6. I-20 request form
7. Financial document (bank statement)
8. I-901 SEVIS student exchange/visitor processing fee receipt
9. Language proficiency test score should meet to the minimum required score range if applying for an Associate Degree Program

Admission Procedures

1. A completed application for admission with the non-refundable application fee (\$100.00).
2. A proof of graduation from a high school or equivalent certified by the State Department of Education. Under certain or special circumstances where is, the applicant's high school diploma is not available prospective student will be required to complete the high school diploma waiver form for verification of graduation.
3. Students must complete an enrollment agreement, which defines all tuition and fees along with the method of payment, in order to secure a position in their desired classes. The enrollment agreement is usually completed during the interview. Out-of-town students can submit a completed agreement by mail.

Admission Procedures for International Students

1. Admission requirements and acceptance procedures are the same as U.S. citizen students.
2. For international students to obtain a Certificate of Eligibility (Form I-20), he or she must provide the financial document and/or an Affidavit of Support Form (I-134) to the admissions office. I-134 form verifies that all funds will be available for educational and living expenses while a student is studying in the United States. Once accepted, prospective students in foreign countries must apply to the American Consulate in their country for a special student non-quota F-1 or M-1 visa.
3. International students are required to deposit the first session's tuition at a minimum (non-refundable).
4. For associate degree applications: If students' native language is not English, students need to provide evaluation of language proficiency by submitting a test score. (College's minimum score to be eligible to enroll the program is 500 in TOEFL PBT, 173 in TOEFL CBT, 61 in TOEFL IBT, 261 in ACCUPLACER, 6 in IELTS, or 62 in CaMLA)
5. Students who do not meet the English proficiency requirement are assigned to the English as a Second Language (ESL) class based on the test score until they achieve the appropriate proficiency to be admitted to their desired program. The admission to the associate degree program is granted if the student can provide the updated test score to meet the minimum admission

requirement or satisfactory completion of the Advanced, II level of the College's ESL program.

** Columbia College will not issue an I-20 form or an acceptance letter if an applicant fails to submit the required documentation and to pay the appropriate fees.*

Transfer Information

1. Transfer In

The College welcomes transfer students from other institutions. If the student meets our Admission Requirements, he/she may be admitted with no restrictions.

A. International Students

- 1) Request a school transfer form and an acceptance letter from the international student's office.
- 2) Fill out a school application form and submit all required documents such as former school transcripts, a high school diploma, and an I-20 from another school, financial documents, and a copy of passport, visa/I-94, and a family registration form.
- 3) Once a student is eligible to transfer to Columbia College, the school registrar will issue a school acceptance letter to the transfer student within one week of submission.

B. U.S. Citizens and Permanent Resident Students

- 1) Fill out a school application form and submit all required documents including former school transcripts, high school diploma, and a copy of a photo ID to the admissions office.
- 2) Once the student is eligible for transfer into Columbia College, the registrar will issue an acceptance letter to the transfer student within one week of acceptance.

2. Transfer Out

A student who wants to transfer out from Columbia College must come to the registrar or international student office to get information and review the transferring procedures.

A. Transfer Out Requirements for International Students

- 1) A student must come to the registrar/international student office and inform a school official of their intention to transfer from Columbia College. The student must be in compliance with current school policies. (Refer to the Policy on Satisfactory Academic Progress.)
- 2) The student must obtain an approval from the International Student Advisor prior to initiating action on

their transfer. The approval process usually takes approximately one to two business days.

- 3) Once the student is approved for transfer, he/she must submit the registrar/international student office their acceptance letter and transfer application from the institution they wish to attend.

Orientation

All new students are required to attend new student orientation. The purpose of the new student orientation at Columbia College is to provide new students with a blueprint of all available resources the school has to offer.

Columbia College provides a comprehensive orientation that fully prepares students, thereby providing an orderly and smooth transition into the school. During the orientation, new students will meet the school staff. It also includes library orientation about the on-site and online library which is available for all Columbia College students. Its goal is to facilitate a smooth transition into the College.

After the orientation, new students will be given assistance with the registration process, receive an overview of each program which may be helpful in the transition process. An introduction to learning resources and student services available and provided with information on how to access and receive assistance from the school.

The orientation date will be given to students prior to the start of their initial term.

Registration

All Columbia College students must register for classes for each session. Students are required to register for classes at least on the last Tuesday prior to the new session start. Once the student is registered for the class, he/she can drop or withdraw from the class using the class drop/withdraw form within the class drop/withdraw period and get a partial tuition refund.

Course Drop/Add

The course drop/add period is the first day of the second week of each 10-week session. During the drop/add period, a student may either add or drop a class and get a refund based on the refund policy.

** Newly admitted or transferred-in international students CANNOT drop classes for the first two sessions.*

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FINANCIAL INFORMATION

Tuition and Fees

Students registered at Columbia College pay tuition according to the tuition cost outlined in Appendix. All fees are **non-refundable**.

** Columbia College reserves the right to change tuition and fees at any time. Refer to the appendices for current tuition and fees.*

Cancellation and Refund Policy

Columbia College financially obligates students by 10- or 5-week academic term.

1. The entire amount except the application fee paid by the student will be fully refunded if the student chooses not to enroll before the first day of instruction or withdraws during add/drop period.
2. If a student decides to withdraw or drop out after the add/drop period, refunds will be made according to the following schedule:

Proportion of Total Course Taught by Withdrawal Date	Tuition refund
Through 25%	50% of course cost
After 25% through 50%	25% of course cost
After 50%	No Refund

3. If the school closes, cancels, or discontinues a course or program, the full amount of tuition and fees will be refunded to all enrolled students.
4. Refunds will be determined based on the last attendance date.
5. If a student fails to return to the program by the end of a temporary leave of absence, the refund amount will be determined based on the date of withdrawal or termination and will be paid within 30 days from the last day of leave of absence.
6. All refunds due will be paid within 30 days of the student's last day of attendance.
7. Purchased books are students' property and they are not refundable unless they are returned before classes begin.

Student Financial Aid Services

The Federal Student Aid (Title IV) program is available for students who are U.S. citizens or eligible permanent residents and will be working towards a certificate or a diploma in an eligible program. The purpose of the Federal Student Aid is to provide monetary assistance to students who can benefit from education beyond high school. It is issued in the form of a grant, low interest loans, and scholarships. Columbia College has six associate degrees and five certificate

programs that are eligible for Title IV assistance. Students must be enrolled at least half-time to be eligible for assistance. Contact the financial aid department for more specific information regarding eligibility.

Federal Financial Aid (Title IV)

1. Federal Pell Grant

The Federal Pell Grant Program provides need-based grants to low-income students to promote access to postsecondary education. Grant amounts vary from \$672 to \$6,495 per year and are dependent on the student's financial need.

2. Federal Supplemental Educational Opportunity Grant (FSEOG)

FSEOGs are awarded to undergraduate students with exceptional financial need. It depends not only on the financial need but also on the amount of other aid received and the amount of available funds at the time of application. FSEOG awards range from \$100 to \$4,000 for the first academic year.

3. Federal Direct Subsidized Loan

A subsidized loan is awarded based on financial need. If the student is eligible for a subsidized loan, the government will pay the (subsidized) interest on the student's loan while he/she is in school and for the first six months after he/she leaves school. The loan can be repaid in the minimum payment of \$50 per month during a period of 10 years.

4. Federal Direct Unsubsidized Loan

The student may be able to borrow loan funds beyond his/her subsidized loan amount even if he/she has not demonstrated financial need. In that case, the student would receive an unsubsidized loan.

Unlike a subsidized loan, the student is responsible for the interest from the time the unsubsidized loan is disbursed until it is paid in full. Student can choose to pay the interest or allow it to accrue and be capitalized (that is, added to the principal amount of the loan).

**Other student financial assistance is available from several external and internal sources such as private financing, the Columbia College Scholarship, and the Columbia College Installment Payment Plan.*

Private Financing

Private financing is available from recommended local banks. Since it is financing from an outside agency, it is not affiliated with the Federal Financial Aid Program. See the financial aid officer in the business office for more information/assistance.

Columbia College Scholarship

Columbia College has a scholarship for the students who meet the criteria as follows:

1. Columbia College Academic Scholarship

Students with excellent academic records are considered for the College Academic Scholarship. This program is for current students who enroll in an associate degree or certificate program with 600 or longer clock hours (except ESL) fulfilling the following criterion Student with a cumulative GPA (CGPA) of 3.8 or higher at the most recent completed session

Students who meet this criterion can apply for the scholarship for the upcoming session. The application form is available in the Financial Aid Office and the deadline is 30 calendar days prior to the starting date of the upcoming session. Recipients are awarded a maximum of \$1,000 which is disbursed in equal portions of \$200 per session, for five sessions. To remain eligible for this scholarship, students must take at least 8 quarter credits with a minimum of a 3.5 GPA for each session.

2. Presidential Need-Based Grant

The Presidential Award is a need-based grant and is awarded to ESL students who have a financial hardship. The Application deadline is 30 calendar days prior to the starting date of the intended session. New students can apply for the award while applying for admissions. To apply, the applicant must complete and submit the scholarship application and personal statement to describe the purposes and goals of the ESL program enrollment, and present a financial hardship statement. The Award offers a maximum of \$2,526 which is disbursed in equal amount each session (\$341 per session).

Columbia College Installment Payment Plans

This plan is designed to offer students a flexible schedule of tuition payment. A monthly payment plan is available for those who cannot afford to pay the whole amount of the tuition payment in one installment. Contact the financial aid officer in the business office

for more information.

Veterans Education Benefits

This institution is approved to offer GI Bill®* educational benefits by the Virginia State Approving Agency.

1. Montgomery GI Bill® (Ch.30)

The MGIB program provides up to 36 months of education benefits. This benefit may be used for degree and certificate programs, flight training, apprenticeship/on-the-job training, and correspondence courses. Remedial, deficiency, and refresher courses may be approved under certain circumstances. Generally, benefits are payable for 10 years following your release from active duty. This program is also commonly known as Chapter 30.

2. Vocational Rehabilitation (Ch. 31)

The Vocational Rehabilitation and Employment (VR&E) VetSuccess Program is authorized by Congress under Title 38, Code of Federal Regulations, Chapter 31. It is sometimes referred to as the Chapter 31 program. The VetSuccess program assists Veterans with service-connected disabilities to prepare for, find, and keep suitable jobs. For Veterans with service-connected disabilities so severe that they cannot immediately consider work, VetSuccess offers services to improve their ability to live as independently as possible.

3. The Post 9/11 GI Bill® (Ch. 33)

The Post-9/11 GI Bill® provides financial support for education and housing to individuals with at least 90 days of aggregate service after September 10, 2001, or individuals discharged with a service-connected disability after 30 days. You must have received an honorable discharge to be eligible for the post-9/11 GI Bill®.

4. Survivors and Dependents Education Assistance (DEA) (Ch. 35)

Dependents' Educational Assistance provides education and training opportunities to eligible dependents of certain veterans. The program offers up to 45 months of education benefits. These benefits may be used for degree and certificate programs, apprenticeship, and on-the-job training. If you are a spouse, you may take a correspondence course. Remedial, deficiency, and refresher courses may be approved under certain circumstances.

*GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about education benefits offered by VA is available at the official U.S. government website at <http://www.benefits.va.gov/gibill>

5. Columbia College (CCDC) will/should permit any covered individual to attend or participate in the course of education during the period beginning on the date on which the individual provides to CCDC a certificate of eligibility for entitlement to educational assistance under chapter 31 or 33 (a "certificate of eligibility" can also include a "Statement of Benefits" obtained from the Department of Veterans Affairs' (VA) website- eBenefits, or a VAF 28- 1905 form for chapter 31 authorization purposes) and ending on the earlier of the following dates:

- 1) The date on which payment from VA is made to the institution.
- 2) 90 days after the date the institution certified tuition and fees following the receipt of the certificate of eligibility.

6. Columbia College (CCDC) will not impose any penalty, including the assessment of late fees, the denial of access to classes, libraries, or other CCDC facilities, or requirement that a covered individual borrow additional funds, on any covered individual because of the individual's inability to meet his or her financial obligations to CCDC due to the delayed disbursement funding from VA under chapter 31 or 33.

authority of education and training programs for Virginia. Our office investigates complaints of GI Bill® beneficiaries. While most complaints should initially follow the school grievance policy, if the situation cannot be resolved at the school, the beneficiary should contact our office via email saa@dvs.virginia.gov

5. Veterans:

Columbia College will require all covered students to take the following additional actions:

- Submit a certificate of eligibility for entitlement to educational assistance no later than the first day of the course.
- Submit a written request to use such entitlement.

Reinstatement Policy

General Provision

1. A student shall be entitled to reinstatement in the institution following the student's release or return from military service without having to requalify for admission provided the following criteria are met:

- The student returns to Columbia College after a cumulative absence of no more than five years, and
- The student provides notice of intent to return to Columbia College no later than three years after the completion of the period of service.

2. Reinstatement into Specific Program of Study:
A Student shall be entitled to reinstatement in the same program of study in which he/she had been enrolled prior to withdrawal provided the following criteria are met:

- The student meets with a counselor to determine the impact absence from the program has had on the ability to resume study and to advise the student of his/her options when a program is no longer available or suitable.

3. Deferral of Enrollment:

A Student shall be entitled to defer his/her enrollment in the program if the student who was admitted to a program did not begin attendance due to military service requirements.

4. Grievance Policy:

The Virginia State Approving Agency (SAA), is the approving

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STUDENT SERVICES

RIGHTS, RESPONSIBILITIES, CAREER, AND SAFETY

Code of Conduct

A student who engages or assists in misconduct shall be subject to disciplinary measures, including reprimands, suspensions, or dismissal, when justified, to violations remedy of this policy.

1. Academic Dishonesty/Misconduct

- A. Students shall not cheat during exams or quizzes.
- B. Students shall not plagiarize; plagiarism is defined as a student presenting the work or ideas of another as his/her own in a paper, exam, or other assignment.
- C. Students shall not sell or purchase previous examinations or other assignments.

2. Non-Academic Dishonesty/Misconduct

- A. Physical and/or psychological abuse, threat, or harassment.
- B. Initiating any false report, warning, threat of fire, explosion, or other emergency.
- C. Unauthorized use, possession, storage of any weapon, dangerous chemical, or explosive element.
- D. Disrupting, obstructing, or interfering with the college-sponsored events.
- E. Theft of the college equipment, products, or materials.
- F. Unauthorized possession, use, sale, or distribution of alcoholic beverages or any illegal or controlled substances.
- G. Gambling or holding lotteries/raffles on the college campus without proper approval.
- H. Disorderly, lewd, or obscene conduct.
- I. Making illegal copies of college software – The college software is protected by copyright. Students must not copy the institution's software without permission of the copyright holder. Additionally, students must not install personal software on the college computers or damage/destroy the software/computers.

3. Prohibition of Sexual Harassment of Students

- A. Sexual harassment is defined as unwelcome acts of a sexual nature including sexual advances, requests for sexual favors and/or other verbal or physical conduct including written communication of an intimidating, hostile or offensive nature, or action taken in retaliation for the reporting of such behavior. Sexual harassment can be verbal, written, or physical and ranges from subtle innuendos of a sexual nature to derogatory gender-specific comments about physical exposure, assault,

to coerced sexual relationships.

- B. Sexual harassment is a serious offense. Therefore, any faculty or staff member who engages in such conduct or encourages such behavior shall be subject to disciplinary action that may include dismissal from the College. Students accused of sexual harassment will have the right to due process.

Student Life

Columbia College is located in the Fairfax County, Tysons, Virginia. The Fairfax County is ranked 3rd on Forbes Top 25 Places to Live in the United States. Fairfax is a suburb just west of Washington D.C. The campus is conveniently located in walking distance from the Spring Hill metro stop making the nation's capital easily accessible to our students.

Additionally, Fairfax is in the top one percentile for most sole proprietors per capita, meaning there is a demand for skilled labor even during a recession. This means that Columbia College graduates are more likely to find employment right here in the D.C. metropolitan area than the vast majority of the U.S. cities.

Columbia College Library

Columbia College Library Center serves students and faculty of main campus and two extensions. Our teaching, learning and research objectives are supported by the on/ offline library system and as a subscribed member of LIRN consortium, "The LIRN® collection is provided to students with millions of peer-reviewed and full-text journal, magazine, and newspaper articles, e-books, podcasts, audio, and video resources to support their academic studies from Gale Cengage, ProQuest, EBSCO, eLibrary, Books24x7, and more, covering topics for General and Vocational Education, Business, and Medical programs". Students can gain 24/7 access via web. Columbia College strives to provide competitive and responsive professional training programs.

Career and Student Services

Student Services provides an academic support system for students at Columbia College. This support system is designed to ensure that Columbia College students have the opportunity to succeed through academic guidance and support.

Student Services provides comprehensive support through a

variety of services and programs. At a student's request, the school can provide services such as assistance for disabled students, study skills instruction, academic advising, tutoring, faculty mentoring, and learning enhancement strategies.

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

Students who complete programs successfully are well prepared to find jobs related to their respective fields of study. While it is impossible to guarantee that each student will find employment in his/her chosen field at any given time, Columbia College will work with the student to support him/her find satisfactory employment. Program coordinators are also available to provide academic and career advisement to students.

Academic Advising

Students receive academic advising during the registration process as well as at least once per term. Columbia College academic advisors are credentialed and course qualified for their program of study. Academic advisors assist students in scheduling and appropriate course selection. At any time during the term, students may request an appointment with their academic advisor, department representative, or instructor for assistance. Academic advisors must schedule to meet the student within ten business days of initial request. Contact information for academic advisors can be found in the section about faculty.

Faculty Accessibility Policy

Instructional faculty will be accessible to students for academic and course advising during stated office hours outside of regularly scheduled class hours. Specific office hours are determined by individual faculty; however, all faculty members shall hold a minimum of one office hour per week for each class section taught. Faculty may supplement traditional office hours with virtual office hours and/or by appointment options given to students with flexible options. All office hour options will be listed in course syllabi.

Columbia College believes the essence of quality education depends on clear communication between the faculty and students. As such, Columbia College courses are designed with that goal in mind. Columbia College ensures quality interaction between students and faculty by fostering a communicative and collaborative atmosphere through the use of smaller class sizes and small group work. Students are further encouraged to interact among themselves through various school celebrations and

engagement with the community.

1. Placement Support Services

The purpose of the Placement Support Services is to provide current students and graduated alumni of Columbia College with guidance via policies and procedures for handling student placement and follow-up. The College maintains adequate policies and procedures about student placement services and resources in order to support our students in preserving satisfactory progress and achieving successful outcomes after graduation. To fulfill our goal, the Student Service Department offers a full range of programs designed to:

- A. Foster student interest and early career awareness and goals, and planning.
- B. Analyze students' knowledge, skills, and previous work experience.
- C. Encourage student awareness through the program(s) of the study.
- D. Provide job possibilities to our students and enhance their ability to achieve relevant employment.
- E. Help our students to be competitive in knowledge and skills to be prepared in the employment market or higher education.
- F. Provide opportunities for our students to reach the communities and determine recent demand of the employment market.

Also, the Student Service Department provides personalized career advising services to learn more about student needs, goals, and interests, and provide adequate placement information the student is looking for. The administrator(s) discuss personal and career issues, answer questions, review plans, and assist the student to achieve their career goals. Columbia College's job placement assistance is provided to our current students and graduates at no charge. The college actively pursues student placement; however, employment is not guaranteed. Appointments are needed if the student needs personal meetings with the administrator. The Student Service Department assists graduates with preparing and disseminating resumes, notifies students of available position(s), and provides and arranges letters of recommendation/reference when needed.

2. Plan for Student Job Placement

- A. Description The continuous placement demanded by the current and graduated student needs systematic procedures for job placement by the Student Service Department. The

Student Service Administrator periodically contacts current and possible employers in the DC Metro area by phone, email, or visiting, and maintains the records in a database. The database record system, with cooperation from each academic department, will provide opportunities to address student needs. Some job placement opportunities become available by posting the employer's hiring advertisement/brochure on the student bulletin board. More work needs to be done to further expand and build the systematic process of the posting services. Faculty members must be involved in the process by maintaining liaison with the employers in the field through periodic visitations, invitation to school seminars or workshops, and hosting job fairs, etc.

B. Employer Data Systematic placement procedures will allow the school Columbia College | 19 to run job placement service more efficiently. The Student Service Director updates job track data on a weekly basis and contacts employers periodically to check their availability. Providing data of the possible employment gives students greater access to employers. The employer data system provides an effective way of collecting and posting of jobs.

C. Collaboration The student placement service requires a consistent collaboration with the Student Service Department and faculty in the academic program(s). The student placement and follow-up information are made by the Student Service Department and reported to the Campus Effectiveness Planning (CEP) meeting participated by school instructional and administrative members.

The faculty and related staff members need to frequently access the placement and follow-up data to measure the effectiveness of the student placement system. They also need to have a periodic meeting to discuss future graduate needs and current demand from employers.

3. Placement Determination

Administrators in the Student Service Department have the primary responsibility of determining student placement after their graduation. The placement data is collected by completing the Graduate Placement Form. The form requires basic student information, placement information including the program's CIP Code and SOC Code of related position(s), employment information (such as company name, address, website, phone number, and contact person), and student's working position and hiring date. The Student Service Administrator will contact the students upon their graduation to determine the placement and can collect the information by mailing, email, and in person

Student Housing

Any students who enroll during the academic term are eligible to apply for school housing. Students who would like to get housing 1) can bring his/her family, 2) can make a group with other students, or 3) will be grouped with other students who will share the apartment unit. The group will be same gender unless they are family members. Students will be assigned in one-bedroom, two-bedroom, or three- bedroom apartment units, depending on the number of people and availability. The maximum number of people is two per one-bedroom, four per two-bedroom, and six per three-bedroom apartments.

Preferences such as the number of bedrooms or sharing bedrooms with others will be considered but not guaranteed.

The minimum length for a housing contract is 3 sessions (30 weeks). The student cannot terminate the contract within this period. If a student needs to move out, he/she must find another student who can fill the remaining period of the contract. If a student wants to move out after 30 weeks, he/she must notify the school office of his/her intention to move out at least 5 weeks prior to the last date of the contract. A security deposit will be forfeited if a student does not meet the school housing regulations. Students can stay in the school housing units during vacation periods if a tuition deposit for the session (10 weeks) is paid before the vacation.

Before filling out the school housing application, student needs to bring 1) I.D. (driver's license, passport) and 2) income statement. If the student does not have an income in the U.S., he/she can bring a bank statement indicating sufficient funds.

Columbia College housing is affiliated with several apartment complexes which are located in the local area.

Policy on Satisfactory Academic Progress

All Columbia College students must comply with the Satisfactory Academic Progress (SAP) standards toward earning diploma or certificate in order to maintain their status and/or to be eligible for federally supported financial aid programs. "Satisfactory Academic Progress" is a measurement of a student's successful progress in his/her studies to fulfill the requirements expressed by the Higher Education Act (HEA) of U.S. Department of Education. All students are measured in two categories of standards: Qualitative and Quantitative. The academic office and financial aid office carry out the monitoring process of SAP to determine whether the students are making satisfactory academic progress. If the student fails to fulfill the minimum requirement of the SAP, the notification – warning letter, probation notice, dismissal notice, is issued from the academic office and the information is forwarded to financial office and each department director. Incremental evaluation time for SAP is at the end of each

10-week session, meaning satisfactory progress of a student is evaluated every ten weeks.

1. Student SAP Status

Students must meet the minimum SAP standard to remain in good standing toward their completion of the program. If a student does not meet the standard, he/she will be placed on the status which needs special advice and/or restrictions. Students who fail to attain the SAP still can enroll the program and receive the federal financial aid unless his/her status at Columbia College is terminated.

2. Good Standing

Students are in good standing if his/her cumulative grade point average (CGPA) and completion percentage meet or exceed the minimum SAP requirement.

3. Warning

Students are placed in warning status in the first term the CGPA or completion percentage does not meet the minimum SAP requirement. The student in the warning status must meet the program director for his/her course schedule and registration for the following session. If the student successfully achieves a satisfactory CGPA and completion percentage in the warning session, his/her status is restored to good academic standing and is allowed to continue the program toward a degree or certificate.

4. Probation

Students are placed on probation status in the second consecutive term the CGPA or completion percentage does not meet the minimum SAP requirement. The student in the probation status must meet the program director for his/her course schedule and registration for the following session and have a follow-up meeting in every three weeks. If the student successfully achieves a satisfactory CGPA and completion percentage in the provisional session, his/her status is restored to good academic standing and is allowed to continue the program toward a degree or certificate.

5. Dismissal

Students are placed on dismissal status in the third consecutive term the CGPA or completion percentage does not meet the minimum SAP requirement. The student in the dismissal status can no longer enroll at the College or receive the federal financial aid. Students who do not complete the program within maximum time frame are also placed on dismissal status regardless of his/her CGPA.

6. Qualitative Standard

The Qualitative standard is the level of academic performance and is a requirement to maintain his/her student status at Columbia College. The minimum required level of academic performance is a cumulative grade point average (CGPA) of 2.0 (C) on total enrolled clock hours or credit hours. Letter grades of A, B, C, D, F, and grades on repeated courses are counted in the CGPA calculation as a qualitative standard. Failed courses (F), Withdrawals (W), Incompletes (I), audited course (AU), and courses transferred from another institution prior to the student's attendance at Columbia College (T), are not counted in the CGPA. However the grade "I" can be changed to A, B, C, or D if the student makes up the deficiency in the course upon the instructor's permission, and the converted grade will be counted in CGPA.

7. Quantitative Standard

The Quantitative standard is the total clock hours or credit hours earned and time allotments for completion. In order to meet the quantitative standard, students must complete at least 67% of assessed course work at each session. To ensure every student completes within timely manner, the College defines a maximum time frame, which is 150% of normal program length for all programs. It means the students must progress through the program at a pace that will ensure successful completion within 1.5 times the program length as measured in session. Student vacation is not counted in program length or maximum time frame. The additional period can be used to make-up non-completed hours and credits or other required academic work for graduation. Students cannot get a federal financial aid support for the extended enrollment period.

Letter grades of A, B, C, D, and T are counted in the earned clock hours/credits as a quantitative standard. The letter grades F, W, I, and AU and repeated courses are not counted in the earned clock hours/credits. The grade "I" can be changed to A, B, C, or D if the student makes up the deficiency in the course upon the instructor's permission, and the converted grade will be counted in earned clock/credit hours.

8. Maximum Time Frame

Students must progress through the program at a pace that will ensure successful completion within 1.5 times the program length as measured in the session clock hour system.

Associate Degree Program	Completion Requirement	Maximum Time Frame
Business Administration	70 weeks	105 weeks
Computer Science	70 weeks	105 weeks
Culinary Arts	70 weeks	105 weeks
Dental Lab Technology	70 weeks	105 weeks
Massage Therapy	70 weeks	105 weeks
Teaching English for Early Childhood	70 weeks	105 weeks
Technical and Business English	70 weeks	105 weeks

Certificate Program	Completion Requirement	Maximum Time Frame
VESL	60 weeks	90 weeks
Culinary Arts	60 weeks	90 weeks
Dental Laboratory Technology	60 weeks	90 weeks
Massage Therapy	30 weeks	45 weeks

* Coursework only. Student vacation period is not included.

** Student is charged for the exceeded clock hours or credits based on the regular tuition rate.

9. Review of Eligibility for Financial Aid

The financial aid office determines a student's financial aid eligibility at the end of each session (10 weeks) based on satisfactory academic progress status. Students who fail to attain either the qualitative or quantitative standards will be subject to warning, probation, and loss of financial aid eligibility with dismissal. This decision is notified within a week by the Financial Aid office. During warning or provisional period, student still can receive the federal

financial aid for incumbent payment period. They must meet the qualitative and quantitative standards by the next evaluation period to be placed in good standing to maintain the eligibility.

If a student who receives a federal financial aid does not meet the either qualitative or quantitative standard at the end of the second academic year, he/she will lose the eligibility for the financial aid.

The student can't enroll at the school unless he/she wishes to

study without federal financial aid support.

Unsatisfactory Academic Progress Appeal

A student may submit an appeal for an Unsatisfactory Academic Progress status in writing to the school's Academic Office. A copy of the request is forwarded to Financial Aid Office if the student is under the federal financial aid program. A meeting with the Academic Dean and the Financial Aid Officer to discuss this appeal will be held within 5 business days after receipt of the appeal. The student's grade reports, and attendance records will be examined at the meeting. If the school made an error for any reason, the student's satisfactory academic progress evaluation will be corrected.

Columbia College may consider a student with special circumstances as making satisfactory progress even though he/she fails to meet the requirements due to:

- The death of a family;
- An injury or illness of the student, or
- Other special circumstances.

In the written document, the student needs to explain the reason why he/she could not make the required standard to continue the status at the College and maintain the eligibility of financial aid. It is required for the student to submit the documented evidence to prove he/she is under mitigating circumstances. They include:

- Copy of death certificate
- Medical certificate from a physician
- Bank statement or financial documents (not for international student)
- Supporting statement from faculty, program director, and school official
- Other supporting documents

The Academic Dean will make the following decisions on each appeal in timely fashion:

1. The student's appeal may be fully accepted and financial aid eligibility fully reinstated. This is the case that the student's appealing for his/her circumstance was granted, or it is the result of an administrative or recording error made on the student's academic record. If the case is appeal for dismissal by mitigating circumstances, the student will be placed on probation and the financial aid eligibility is restored. Under the probation, the student needs to meet the program director for counseling and approval for registration for the following session. The student also must meet the SAP requirement to be in good standing.
2. The student's appeal may be denied thus making him/her ineligible for federal financial aid. In this case, the student must be readmitted without financial aid after one session. Student

can try a second appeal process, but the student must enroll without financial aid before decision of the second appeal is made.

3. **IMPORTANT:** Generally, student cannot use the same reason for the appeal process for the dismissal status.

Extended Enrollment Status

If a student fails to make the academic satisfactory progress within the normal length of the program, the student may be placed on extended enrollment status. The financial aid is not provided for the student in this status and the tuition will be charged at the regular published rate. If student retakes the course to raise the CGPA, the final grade will be based only on the most recent course grade, meaning all previous grades will be excluded.

Transfer Credits

1. Within the College

If a student changes the program or seeks additional degree/certificate after completion of one program, the attempted credits and CGPA will be counted from the beginning of his/her enrollment at the College toward new program. The credits from the identical course in previous program can be fully credited toward the completion of a program so the student will have adjusted amount of financial aid for new program support.

2. From Other Institutions

Transfer credits may be awarded for courses taken from previous institutions which are nationally or regionally accredited or equivalent. College transfer credits are recognized up to 50% of each category (major and general) of the graduation requirement, all of which completed with a grade of C or better and must coincide with the College's course description and outline.

With the credits earned in the domestic institutions, student or student prospect can apply the credit transfer by submitting sealed official transcript(s). The student who earned the credits from the international institution, he/she must get a course evaluation from the agencies recognized by the National Association of Credential Evaluation Services (www.naces.org) or the Association of International Credential Evaluators (www.aice-eval.org) to prove the credits from the previous institutions are equivalent to U.S. nationally or regionally accredited ones. Additional documentation such as course descriptions might be requested for recognition process.

Students or student prospects in massage therapy programs with official transcript from the previous domestic institution and license in other states may transfer up to a maximum 50 percent of the clock hours required for graduation.

Once the credits from other institutions are transferred, the normal length and maximum time frame might be diminished based on amount of the credit transfer so the student will receive adjusted amount of federal financial aid. The grade 'T' is

awarded to all transferred courses and is not counted toward qualitative standard measured by CGPA but is counted as earned credits/hours.

Graduation Requirements

To earn a diploma/certificate upon successful completion of the course at Columbia College:

1. Student must complete all the required courses and credits/hours within maximum time frame.
2. Student must finish the entire program of study with a minimum cumulative grade point average of 2.0, C, regulated by satisfactory academic progress.
3. Student must be in good financial standing with the school (pay full tuition and other required fees)
4. Student in federal financial aid program must have exit counseling.
5. Graduation exam may be assessed in the programs which require licensure examination for job placement – Massage Therapy.

Grade Appeal

A grade appeal must be initiated by the student within three weeks of receiving a grade. A written request must be first submitted to the instructor of the class. If the issues are not resolved, a written request must be submitted to the appropriate program director/coordinator. A school committee, consisting of faculty and staff, will request a hearing in which the student and the faculty member will present their cases. All decisions made by this committee are final and the same issue cannot be appealed.

Dismissal

1. Students will be dismissed from Columbia College in the following cases:
 - A. Three academic warnings
 - B. Failure or refusal of registration
 - C. Serious misbehavior in the classroom such as threatening, physical abuse, sexual harassment, refusal to follow instruction, or continuous disturbances
 - D. Proven theft
 - E. Any serious violation of the school's regulations
2. When a student is academically dismissed:
 - A. He/she is not eligible to enroll in Columbia College's day or evening classes for a minimum of one session
 - B. International students must request for reinstatement by submitting a reinstatement form to a designated school official (DSO) at the International Students Office

3. Unsatisfactory Academic Progress Appeal

A student may request to appeal an Unsatisfactory Academic Progress evaluation by writing to the academic dean. The request must be submitted to the business office and a meeting will be scheduled within 5 days after the request submission. The student's grade reports and attendance records will be examined at the meeting. If the school made an error for any reason, the student's Unsatisfactory Academic Progress evaluation will be revoked

Permanent Withdrawal from the College

If a student wants to withdraw entirely from the College, it is strongly recommended that the student notify the Registrar's office in writing as soon as possible to begin the process. If the student does not notify the College (in writing as recommended or by contacting the office orally) of the intent to withdraw, it is likely that the student will receive a W (withdrawal) or a failing grade in all registered classes. When the student withdraws, the College will determine if any tuition must be refunded based on the refund policy.

Students who fail to register for an upcoming session are considered withdrawn from the College.

Leave of Absence

An approved leave of absence allows a student to be absent from the College for one session, while authorizing the student to return and continue to study under catalog requirements applied prior to their absence. Students must be in good academic standing in order to qualify for a leave of absence.

The following are valid reasons to request a leave of absence while students can maintain his/her F-1/M-1 nonimmigrant student status:

1. Medical leave – A medical leave must be accompanied by a physician's letter that supports the request for a leave of absence from the College.
2. Going back to a home country due to personal reasons or a family emergency – A copy of a plane ticket must be submitted.

** The students who request for leave of absence must submit his/her required document before the leave of absence.*

*** In order to maintain F-1/M-1 status, students must provide a valid reason for a leave of absence. For example, if a student requests a leave of absence due to a family emergency in his/her home country, the student must be physically in his/her home country during the session for which the leave of absence has been granted. Staying in the U.S. without attending the College violates F-1/M-1 status.*

1. Procedures for Requesting a Leave of Absence

- A. Step 1: If you are currently enrolled in the session, but you intend to take a leave of absence, you must withdraw from all classes using a program drop form and a refund request form. Both forms must be approved and stamped by a school official, and a refund amount will be determined based upon the refund policy.
- B. Step 2: Fill out a leave of absence request form, giving information on the reason for the leave and the duration. Forms are available at the admissions office. A leave of absence is usually granted for one session. The maximum duration for a leave of absence is one session.
- C. Step 3: Make an appointment with the student services. Present the completed leave of absence request form along with any supporting letters or documents. The director will review a request, write a recommendation, and deliver the form to the appropriate person at the registrar and/or the international student office for final approval. This process may take up to one week.

Retention of School Records

All employees are responsible and accountable for the records in their possession and those records for which they have control.

All local and federal laws will be followed by every Columbia College employee during the creation, retention, and disposition of school records.

Columbia College management is responsible and accountable for managing and implementing the legal requirements for record-keeping in the school facilities.

All records created or received in the ordinary course of administrative and academic activities are the property of Columbia College and are subject to this guideline. This pertains to all forms and all media including:

- Handwritten, typed, or printed documents on paper
- Electronic documents (e.g., e-mails, Websites, CDs, USBs)
- Video
- Audio
- Graphic representations
- Network servers and document management systems

Record Retention Schedule

There are two types of records - "General Records" and "Special Records." The retention schedule provides guidance for categorizing and describing all records and assigning a retention period for each.

- A. General Records: General school operation records may be kept for a period not to exceed five years (max. 5 years) after

the record creation date. All Columbia College records are in this category unless identified as a Special Record.

- B. Special Records:** Special Records have a business, tax, or legal requirement, and academic records. These records are in the Special Records Retention Regulation and maintained for an indefinite period.

Release of Student Records

The Family Educational Rights and Privacy Act (FERPA) offers students certain rights regarding their educational records such as:

1. The right to inspect and review their education records. The student may request to review his/her records by submitting a written request to the college business office.
2. The right to correct the records that the student believes to be inaccurate or misleading. Requests for amendment of records must be made in writing and should describe the specific portions or specific record(s) the student wishes to have amended, text or instructions of the desired change, and reasons why the change is justified.
3. The right to consent to the disclosure of personal identification information contained in the student's educational records, except for when consent is not required by FERPA. FERPA does not require a student's consent when disclosure is to other school officials with legitimate educational interests. A school official is a person employed by the school in an administrative, academic, research, supervisory, or support staff position; a person or company with whom the college has contracted or appointed as its agent; or a student serving on an official committee or assisting another school official in performing the official's tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his/her professional responsibilities. FERPA also allows schools to disclose a student's directory information without consent, but the student can request that his/her directory information not be released. If the student wishes to make such a request, he/she must do so in writing.

Student Complaint and Grievance Policy

Columbia College always strives to provide an environment for the growth and development of all students where disagreements can be discussed and resolved in a manner befitting the institution.

Therefore, Columbia College has established a specific policy to resolve student complaints and grievances.

A student who has a complaint is responsible for following the procedures described below. Complaints may concern inappropriate faculty conduct (including inappropriate course materials), incompetence in oral communication, inequities in

assignments, scheduling of examinations at other than authorized and published times, or grading grievances.

1. Student Complaint Procedures

A. Contact the school official directly:

1. If this concerns a grade received, the student must contact the instructor on or before the last day of the following session.
2. If this concerns an administrative matter, contact the school business manager.
3. If this concerns a matter not covered in the previous two instances, contact the student services.

B. Appeal to the school official's supervisor:

1. If this must be done within 10 calendar days of the process outlined in 1) above.
2. It is the responsibility of the appropriate administrator to hear the student's complaint within 10 calendar days of his/her appeal.
3. The administrator must notify the student in writing of the condition of the appeal within 10 calendar days of the hearing.
4. If the matter is not resolved to the mutual satisfaction of both parties, it may be elevated to the next level. At this point, it becomes a "grievance," as the complaint resolution process has not engendered a mutually satisfactory end to the complaint.

2. Student Grievance Procedures

- A.** Obtain a student grievance form from the student services director. Fill it out completely, stating your case in full detail, and return it to the student services director.

- B.** The student has the right to make his/her case to the college council. All evidence of unfair treatment must be presented as well as whether the student has suffered any damage or injury as a result of such treatment. If satisfaction is not obtained, the student may further elevate his/her case to the president of the college.

- C.** If it is determined that the student has a valid grievance, the college council will be convened. Seated at the head will be a member of the college's administrative staff. The council will also consist of one faculty member and one student selected at the beginning of the academic year for this task. If this grievance concerns a grade, then the faculty member must be an actual instructor at the college.

- D.** The college council will notify the student in writing within 10 calendar days of the time and place of the hearing. The

hearing will be held within 14 days of the designation of the college council. The college council will reach its decision by a simple majority vote and pass its recommendation to the college within 10 calendar days of the hearing.

- E. The student will be notified in writing within 10 calendar days of the college council's recommendation, based on the post-marked date of the envelope in which it was submitted. Either party can appeal the decision by a written appeal to the president of the college within 10 days of the post-marked date of the envelope in which it was submitted, to reach his/her decision.
- F. The student may address his/her concerns in writing to the following:

The State Council of Higher Education for Virginia (SCHEV)

James Monroe Building 10th Floor 101 N. 14th Street

Richmond, VA 23219

Tel: (804) 225-2600 Fax: (804) 225-2604

Website: www.schev.edu/

The Council on Occupational Education (COE)

7840 Roswell Road Building 300, Suite 325

Atlanta, GA 30350

Tel: (770) 396-3898 Fax: (770) 396-3790

Website: www.council.org/

**Students who initiate a complaint will not be subject to unfair actions by the school.*

Campus Safety and Security Plan

Columbia College ensures safety and security on the campus on a daily basis. In light of recent events, Columbia College has increased security measures for students and staff safety. In addition, in preparation for emergencies and disasters that may occur on campus, the school has in place a Campus Emergency Plan. Under this plan, personnel are assigned particular responsibilities and will respond when needed.

1. Treat Code Explanation:

RED – Severe Risk of Terrorist Attack

ORANGE – High Risk of Terrorist Attack

YELLOW – Significant Risk of Terrorist Attack

BLUE – General Risk of Terrorist Attack

GREEN – Low Risk of Terrorist Attack

- A. Be aware of your surroundings. Report any suspicious

activity or person to the school office.

B. If an evacuation alarm (fire alarm) goes off or if the condition in the building appears to warrant it, leave the building, and proceed to a safe location.

C. If you feel that you or others are in danger, immediately report the situation to the school office.

2. Current School Policy Concerning Security Procedures and Practices

A. Only students, school employees, and authorized personnel are permitted on Columbia College premises during stipulated hours.

B. All guests must check in at the reception desk.

C. All students of Columbia College will be informed about crime prevention measures during orientation.

D. All employees of Columbia College are to be acquainted with the proper security procedures of the school.

E. Criminal actions or other emergencies occurring at the school must be first reported to the instructor and second to the school president. If a perpetrator is suspected, the police will be notified.

F. The school will take appropriate measures to maintain the safety and security of all individuals. The school may suspend or dismiss a student in violation of the policies stipulated in the catalog. If deemed appropriate, a report will be made to the local police.

G. All employees and staff are encouraged to report all crimes accurately and promptly to the local police.

H. The school will make timely reports to students and employees on crimes considered to be a threat to other students and employees after reporting to the authorities.

I. The school will distribute an annual security report to current students and employees containing relevant statistics, policies, and a description of programs that promote campus safety.

J. The accident and fire evacuation plans/policies will be strictly followed and evaluated annually.

K. The campus accident report is available in the admissions office or school business office.

Lost and Found

The lost and found department is located in admissions and ESL office. Between the hours of 9:00 a.m. to 5:00 p.m. Monday through Friday, students, faculty, staff, and visitors are encouraged to inquire about lost or misplaced items. You may inquire in person or call the office at (703) 206-0508.

Drug and Alcohol-Free Policy

This policy statement of Columbia College is in compliance with the
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U.S. Department of Education and the Drug Free Schools and Communities Act Amendment of 1989, PL 101-226 20 USC's 1145g and Higher Education Act of 1965, Section 1213.

1. Policy

It is the policy of Columbia College that the unlawful manufacture, distribution, possession, use or abuse of alcohol and illicit drugs on the Columbia College campus, any off-campus site, and at any school functions at off-campus locations are strictly prohibited.

All employees and students are subject to applicable federal, state, and local laws related to this matter. Additionally, any violation of this policy will result in disciplinary action as set forth in Columbia College regulations.

Under school regulations, students, faculty, and staff are required to abide by state laws concerning alcoholic beverages. Virginia laws state that, if one is under the age of 21, it is unlawful to:

- A. Possess or consume alcoholic beverages,
- B. Misrepresent one's age for the purpose of purchasing alcoholic beverages,
- C. Use a fake ID in an attempt to purchase alcoholic beverages,
- D. Drink or be drunk on campus and in the classroom.

2. Policy Review

This policy statement and any revisions hereto shall be distributed annually to students and employees. Distribution shall be the responsibility of the school president. Serious misbehavior in the classroom such as threatening, physical abuse, sexual harassment, refusal to follow instruction, or continuous disturbances

- A. Proven theft
- B. Any serious violation of the school's regulations

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ACADEMIC INFORMATION

Academic Freedom

In order to create an atmosphere most conducive to excellent teaching, Columbia College has adopted the following policy for academic freedom.

Academic freedom encourages the flow of ideas with the recognition that the freedom to teach and the freedom to learn carry both rights and responsibilities within the framework of the law and Columbia College's curricular objectives.

The instructors, staff, and students of Columbia College shall be free from censorship and interference when speaking or writing. However, the authoritative position of instructors entails particular obligations. Instructors and staff, as representatives of Columbia College, are expected to be accurate, objective, and to exercise appropriate judgment and restraint, to encourage a spirit of respect for the opinion of others and ensure the relevancy of subject matter in their respective subjects.

Faculty Responsibility

Columbia College requires faculty participation in curriculum development, academic planning, and the enforcement of academic quality.

The faculty has the responsibility to set, supervise, and enforce standards of academic quality that are necessary for maintaining the integrity of a Columbia College academic programs.

The faculty and the administration shall have collective responsibility for academic planning and for carrying out the mission of the institution.

Faculty/Staff Grievance Policy

Grievance procedures are available to all employees of Columbia College. The following plan has been implemented to keep employees' morale high and keep the customers satisfied. The following steps will be followed when filing a grievance.

Immediate Supervisor: The employee that has a grievance, complaint or concern should bring the complaint to the attention of their immediate supervisor first. The supervisor should respond to the complaint within 48 hours or at a time that is appropriate or convenient or feasible. This is contingent upon the nature and/or circumstances of the complaint or concern.

Written Grievance: If the grievance or complaint cannot be resolved by notifying the immediate supervisor, the employee will present a written letter with an explanation of the grievance to the Vice President. The Vice President should respond to the concern within 48 hours or earlier.

Presidential Appointment: If the grievance is not resolved to the satisfaction of all parties involved, an appointment with the President of the College will be scheduled. During this appointment, the grievance will be resolved to the satisfaction of all parties. The grievance will be resolved at this level with no further appeal.

Review: The procedure will be reviewed and will be analyzed once per year at the executive committee or governing board meeting.

Academic Term and Programs

Columbia College operates on a session system. The academic year is divided into five 10-week sessions. Each 10-week session has an A and B schedule. Schedule "A" meets for the first five weeks and Schedule "B" meets for the second five weeks of the session.

Columbia College's certificate programs operate on a clock hour system. Students must complete the full clock hours assigned for each program.

Federal Definition of the Credit Hour

For purposes in accordance with federal regulations, a credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement. Columbia College follows quarter credit hours defined as follows: (a) Credit in traditionally delivered programs measured in credit hours must be calculated based on one of the following attribution formulas:

(i) One quarter credit hour equals, at a minimum, 10 classroom hours of lecture, 20 hours of laboratory, and 30 hours of practicum. The formula for calculating the number of quarter credit hours for each course is: $(\text{hours of lecture}/10) + (\text{hours of lab}/20) + (\text{hours of practicum}/30)$; or

(ii) One semester credit hour equals, at a minimum, 15 classroom hours of lecture, 30 hours of laboratory, and 45 hours of practicum. The formula for calculating the number of semester credit hours for each course is: $(\text{hours of lecture}/15) + (\text{hours of lab}/30) + (\text{hours of practicum}/45)$.

Grading System

The formal grading system utilized by Columbia College conforms to recognized educational standards as follows:

Grade	Grade Points	Description
A	4.0	Excellent
B	3.0	Very Good
C	2.0	Average
D	1.0	Poor

F	0.0	Failing
I	0.0	Incomplete
W	0.0	Withdrawal
AU	0.0	Audited Course
T	0.0	Transferred Credit

Columbia College's grades are based on quizzes, homework, participation, and etc. Instructors are responsible for clearly presenting their expectations for the quality of work as well as their course objectives and goals.

Attendance Policy

Students are required to attend all classes regularly, with a minimum of 80% attendance for each session of enrollment. Attendance will be recorded by the instructor and maintained at the school. In the event of inclement weather, students will be notified by telephone in writing of required attendance or scheduled make up class.

If a student's attendance falls below the 80% required, they will be placed on attendance probation and will need to show an 80% or better attendance rate by the end of the next course. Failure to do so will result in dismissal.

If a student is late or leaves early, partial attendance is documented. If a student is late, or leaves early 15 minutes or more, it will be counted as a tardy or an early departure. Three tardiness or early departures will be counted as one absence.

A student's attendance will be evaluated and reported in writing to the student at the end of each course.

Incomplete Course

A student is required to make up any incomplete course work within the session. If the work is not completed and approved by the instructor within the five-week period, the grade converts from an I (Incomplete) to an F (Failure).

Make-up Work

Students who miss classes need to meet with their instructors regarding make-up work and hours missed. The program director/coordinator will assign an oral, written, or practical assignment for missed work based on what he/she considers appropriate.

Course Repetition

A student who is required to repeat a course must complete it within the maximum time frame and will be charged tuition at the regular published rate. The final grade will be based only on the most recent course grade, meaning all previous attempts will be excluded.

Course Audit

All students in Columbia College may register for an "audit class." An audit student is not required to take an active part in the class or to take examinations. Audit courses are subject to all regular tuition and fees. Audited classes are not graded and have no effect on a student's report.

Once the credits from other institutions are transferred, the normal length and maximum time frame might be diminished based on amount of the credit transfer so the student will receive adjusted amount of federal financial aid. The grade 'T' is awarded to all transferred courses and is not counted toward qualitative standard measured by CGPA but is counted as earned credits/hours.

Transfer Credits

1. Within the College

If a student changes the program or seeks additional degree/certificate after completion of one program, the attempted credits and CGPA will be counted from the beginning of his/her enrollment at the College toward new program. The credits from the identical course in previous program can be fully credited toward the completion of a program so the student will have adjusted amount of financial aid for new program support.

2. From Other Institutions

Transfer credits may be awarded for courses taken from previous institutions which are nationally or regionally accredited or equivalent. College transfer credits are recognized up to 50% of each category (major and general) of the graduation requirement, all of which completed with a grade of C or better, and must coincide with the College's course description and outline.

With the credits earned in the domestic institutions, student or student prospect can apply the credit transfer by submitting sealed official transcript(s). The student who earned the credits from the international institution, he/she must get a course evaluation from the agencies recognized by the National Association of Credential Evaluation Services (www.naces.org) or the Association of International Credential Evaluators (www.aice-eval.org) to prove the credits from the previous institutions are equivalent to U.S. nationally or regionally accredited ones. Additional documentation such as course descriptions might be requested for recognition process.

Students or student prospects in massage therapy program with official transcript from the previous domestic institution and license in other states may transfer up to a maximum 50 percent of the clock hours required for graduation.

Once the credits from other institutions are transferred, the normal length and maximum time frame might be diminished based on amount of the credit transfer so the student will receive adjusted amount of federal financial aid. The grade 'T' is awarded to all transferred courses and is not counted toward qualitative standard measured by CGPA but is counted as earned credits/hours.

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ACADEMIC PROGRAMS

Associate Degree Programs

1. Degree Requirements

To pass relevant coursework with a successful grade, students are recommended to: A. maintain satisfactory attendance/participation (80%); B. participate in the class work including presentations and assignment; 3) obtain a passing grade (C or better).

2. Admission Requirements

Associate degree programs at Columbia College offer educational opportunities for all people who want to enroll in our programs. The school is opened to everyone who possesses a diploma from a secondary school or a state-certified equivalent education certificate such as a General Equivalency Diploma (GED). Prospective students can get information about the programs from the administration or academic director prior to registration and enrollment.

If the student's native language is not English, he/she must submit his/her TOEFL score or take a nationally recognized exam to prove his/her English proficiency prior to enrollment. This indicates that the student has the fundamental English language skills to understand and follow classes/programs. Students who do not meet the English proficiency requirement are assigned to the English as a Second Language (ESL) class based on the test score until they achieve the appropriate proficiency to be admitted to their desired program.

Students assigned to the ESL can be admitted to the associate degree program by submitting test score to meet the minimum admission requirement or satisfactory completion of the Advanced I level of the College's ESL program.

3. General Education Requirements

For successful completion of the Associate degree programs, a student must complete the range from 24 credit hours to 32 credit hours depending on his/her field of study. The student must select at least one course from each discipline required:

Humanities

BPS102 Business and Professional Speech
ENG101 English Composition
HIST203 U.S. History
SPN101 Introduction to Spanish I
SPN102 Introduction to Spanish II

Natural/Applied Sciences

BIO102 Introduction to Biology
CPS101 Introduction to Computer Science

Mathematics

MAT101 Algebra
MAT201 Pre-Calculus

Behavioral Sciences

CRT101 Critical Thinking
PSY101 Introduction to Psychology
SOC101 Introduction to Sociology
SOC201 Society and Human Behavior

4. Associate Degrees Offered at Columbia College

- Associate of Applied Science (A.A.S.) and Associate of Occupational Studies (AOS) degrees are considered terminal degrees: therefore, earned credits do not generally apply to other degrees.
- Earned credits from Columbia College are transferrable to other institutions at the discretion of the accrediting institution.

5. Work-based activity course policy

Student(s) selecting work-based activity courses, such as BUA270/BUA271 Career Development I & II, CPS270/CPS271 Career Development I & II, CUA270/CUA271 Career Development I & II, DLT270/DLTC271 Career Development I & II, EDU270/EDU271 Field Experience in Early Childhood Education I & II, and TBE270/271 Career Development I & II as their choice of elective(s) will be required to research a relevant organization that coincides with the course of study and receive approval from the Program or Academic/Dean/ Director prior to confirmation of their registration. The Professional Experience Agreement Plan must be submitted and approved not later than 2 weeks prior to beginning of the requested term.

Associate of Applied Science in Business Administration

1. Mission

The Associate of Applied Science in Business Administration is designed to enable students to acquire the knowledge and necessary skills for business career fields. To accomplish this mission the program offers numerous core courses that teaches and trains students the business-related disciplines and necessary skills for success in the global work forces.

2. Description

The A.A.S. Degree Program in Business Administration offers 64 credit core courses including theories of Business Management and Accounting along with fundamental computer skills such as, Spreadsheets and computer applications.

3. Core Requirements

Number	Course	Credits
BUA101	Introduction to Business.....	4
BUA103	Business Mathematics.....	4
BUA104	Principles of Marketing.....	4
BUA107	Computer Application	4
BUA121	Office Administration and Procedures	4
BUA131	Principles of Economics	4
BUA151	Principles of Accounting	4
BUA152	Organization Behavior.....	4
BUA154	Business and Commercial Writing	4

Electives (choose 7 courses out of below list)

BUA124	Creative Problem-Solving	4
BUA161	Business Statistics.....	4
BUA201	Managerial Financial Accounting.....	4
BUA203	Business Strategy and Planning	4
BUA207	Business Finance	4
BUA220	Tourism Management	4
BUA222	Hospitality and Tourism Marketing.....	4
BUA225	Tourism Development	4
BUA227	Tourism Geography.....	4
BUA231	Introduction to Hospitality Management.....	4
BUA232	Managing Hotel Operations	4
BUA235	Quality Service Management in the Hospitality Industry	4
BUA238	Organization Behavior for the Hospitality Industry	4
BUA253	Management Theory and Practice	4
BUA254	Business Communication	4
BUA259	Business Law.....	4
BUA263	International Economics	4
BUA270	Career Development I	4
BUA271	Career Development II.....	4

Total Required Credits..... 64

General Education Requirements

Number	Course	Credits
BPS102	Business and Professional Speech	4
ENG101	English Composition	4
HIST203	U.S. History	4
SPN101	Introduction to Spanish I.....	4
SPN102	Introduction to Spanish II	4
BIO102	Introduction to Biology	4
CPS101	Introduction to Computer Science.....	4
MAT101	Algebra.....	4
MAT201	Pre-Calculus	4
CRT101	Critical Thinking	4
PSY101	Introduction to Psychology.....	4
SOC101	Introduction to Sociology.....	4
SOC201	Society and Human Behavior	4

Required 7 courses 28

(Select from at least one of each section)

Associate of Applied Science in Computer Science

1. Mission

This Associate of Applied Science in Computer Science program gives students comprehensive computer instruction. Successful associate degree graduates are qualified for entry-level positions as computer technicians, programmers, and other information technology positions.

2. Description

Students enrolled in this program will be exposed to many facets of the computer information technology industry which includes programming, web development, databases, hardware, networking, and operating systems. Students will develop software using the latest programming languages and web development tools, create and develop databases, troubleshoot software issues, configure, and set up local area networks and work with the latest client and server operating systems.

Core Requirements

Number	Course	Credits
CPS149	Windows Operating System Fundamentals	4
CPS150	Fundamentals of Information Technology	4
CPS161	Software Development Fundamentals	4
CPS163	Web Development Fundamentals.....	4
CPS164	Database Administration Fundamentals.....	4
CPS165	Windows Server Administration Fundamentals	4
CPS166	Networking Fundamentals	4
CPS167	Security Fundamentals.....	4
CPS170	Hardware, Software, and Troubleshooting Computers.....	4
CPS172	Microsoft.NET Fundamentals	4
CPS173	Mobile Development Fundamentals.....	4
CPS174	Gaming Development Fundamentals.....	4
CPS175	HTML5 Application Development Fundamentals	4
CPS181	IT Infrastructure I(CompTIA A+)	4
CPS182	IT Infrastructure II(CompTIA A+)	4
CPS190	Introduction to Information Systems	4
CPS200	Business Computer Applications	4
CPS222	Introduction to IT Infrastructure Management	4
CPS261	Querying SQL Server	4
CPS270	Career Development I	4
CPS271	Career Development II	4
CPS280	Advanced Web Development	4
CPS283	Object – Oriented Programming	4

CPS290	Programming Language Concepts	4
CPS292	Introduction to Unix.....	4
Required 16 courses (Select from above)		64

General Education Requirements

Number	Course	Credits
BPS102	Business and Professional Speech	4
ENG101	English Composition	4
HIST203	U.S. History	4
SPN101	Introduction to Spanish I	4
SPN102	Introduction to Spanish II	4
BIO102	Introduction to Biology	4
CPS101	Introduction to Computer Science	4
MAT101	Algebra	4
MAT201	Pre-Calculus.....	4
CRT101	Critical Thinking.....	4
PSY101	Introduction to Psychology	4
SOC101	Introduction to Sociology	4
SOC201	Society and Human Behavior	4
Required 7 courses		28
<i>(Select from at least one of each section)</i>		

Associate of Applied Science in Culinary Arts

1. Mission

The Associate of Applied Science in Culinary Arts program consists of 64 credits of specific training required to prepare students for a variety of positions in the culinary industry. Students will learn the theoretical /practical knowledge that provides critical competencies to meet industry demands. Courses include sanitation/safety, baking, culinary fundamentals/production skills, nutrition, customer service, and management. Graduates should qualify for entry level opportunities.

2. Description

A.A.S. Degree Program in Culinary Arts offers 64 core and 28 general education credits for completion. The program consists of basic, intermediate, and advanced instruction in the Culinary Arts industry.

Core Requirements

Number	Course	Credits
CUA101	Fundamentals of Cooking.....	4
CUA153	Sanitation & Safety.....	4
CUA160	Basic Cooking Theory and Practice.....	4
CUA165	Cooking Theory and Practice – Sauces, Soups, and Stocks	4
CUA171	Meat, Seafood, and Poultry Preparation.....	4
CUA172	Fruit, Vegetable, and Starch Preparation	4
CUA185	Fundamentals of Baking	4
CUA188	Pastry Arts	4
CUA204	Nutrition	4
CUA216	Western Cuisine	4
CUA218	Asian Cuisine.....	4
CUA228	World Cuisine	4
CUA253	Recipe and Menu Management.....	4
CUA256	Food Service system Management	4
CUA261	Garde Manger	4
CUA262	Advanced Cooking Theory and Practice	4
CUA270	Career Development I.....	4
CUA271	Career Development II.....	4
Total Required Credits (Select from above).....		64

General Education Requirements

Number	Course	Credits
BPS102	Business and Professional Speech	4
ENG101	English Composition	4
HIST203	U.S. History	4
SPN101	Introduction to Spanish I	4
SPN102	Introduction to Spanish II.....	4
BIO102	Introduction to Biology.....	4
CPS101	Introduction to Computer Science	4
MAT101	Algebra	4

MAT201	Pre-Calculus	4
CRT101	Critical Thinking	4
PSY101	Introduction to Psychology	4
SOC101	Introduction to Sociology	4
SOC201	Society and Human Behavior	4
Required 7 courses.....		28

Associate of Applied Science in Dental Laboratory Technology

PSY101	Introduction to Psychology	4
SOC101	Introduction to Sociology	4
SOC201	Society and Human Behavior.....	4
Required 7 courses		28

1. Mission

Associate of Applied Science in Dental Laboratory Technology program provides for a flexible career which offers several opportunities for advancement. After completing the program, students can be experienced and skilled technicians who own their own laboratories or become department heads where they have supervisory responsibilities.

2. Description

Dental Laboratory Technology program consist of 71 credits. Students learn advanced skills and techniques in designing and constructing dental replacements such as crowns, bridges, dentures, and orthodontic appliances.

Core Requirements

Number	Course	Credits
DLT101	Dental Morphology	6
DLT102	Dental Morphology Lab	6
DLT151	Crowns and Bridges I	6
DLT152	Crowns and Bridges Lab I	6
DLT153	Crowns and Bridges II	6
DLT154	Crowns and Bridges Lab II.....	6
DLT201	Dental Ceramics I	6
DLT202	Dental Ceramics Lab I.....	6
DLT203	Dental Ceramics II	2
DLT204	Dental Ceramics Lab II	6
DLT251	Complete Denture	2
DLT252	Complete Denture Lab	6
DLT253	Partial Denture.....	2
Electives (Choose 1 out of below list)		
DLT254	Partial Denture Lab.....	5
DLT270	Career Development.....	5
Total Required Credits		71

General Education Requirements

Number	Course	Credits
BPS102	Business and Professional Speech	4
ENG101	English Composition	4
HIST203	U.S. History	4
SPN101	Introduction to Spanish I.....	4
SPN102	Introduction to Spanish II	4
BIO102	Introduction to Biology.....	4
CPS101	Introduction to Computer Science.....	4
MAT101	Algebra.....	4
MAT201	Pre-Calculus	4
CRT101	Critical Thinking	4

Associate of Applied Science in Massage Therapy

1. Mission

The Associate of Applied Science in Massage Therapy is designed to prepare students for employment as professional massage practitioners and provide a thorough knowledge of the structure and function of the human body along with theory and applications of therapeutic massage. Through this program, students will be confident and capable in becoming successful massage practitioners in a variety of professional settings.

2. Description

This program offers theoretical, practical hands-on experience, and enables graduates to pass the Massage & Bodywork Licensing Examination (MBLEx) by Federation of State Massage Therapy Boards (FSMTB).

Core Requirements

Number	Course	Credits
CMT101	Introduction to Therapeutic Massage.....	2
CMT102	Medical Terminology.....	2
CMT103	Anatomy, Physiology, and Kinesiology I.....	4
CMT104	Anatomy, Physiology, and Kinesiology II.....	4
CMT105	Massage Therapy I.....	4
CMT106	Anatomy, Physiology, and Kinesiology III.....	4
CMT107	Anatomy, Physiology, and Kinesiology IV.....	4
CMT108	Pathology.....	4
CMT109	Massage Therapy II.....	5
CMT111	Business and Ethics.....	3
CMT113	Clinical Pathology.....	3
CMT114	Energetic Foundations.....	2
CMT115	Clinical Practicum	4
CMT220	Pregnancy/Special Populations Massage.....	5
CMT230	Myofascial Release.....	5
CMT240	Sports Massage.....	5
CMT250	Lymph Drainage Massage.....	5
Electives (Choose 1 out of below list)		
CMT270	Career Development.....	2
CMT310	Advanced Clinical Practicum.....	2
Total Required Credits.....		67

General Education Requirements

Number	Course	Credits
BPS102	Business and Professional Speech	4
ENG101	English Composition	4
HIST203	U.S. History	4
SPN101	Introduction to Spanish I.....	4

SPN102	Introduction to Spanish II.....	4
BIO102	Introduction to Biology	4
CPS101	Introduction to Computer Science	4
MAT101	Algebra	4
MAT201	Pre-Calculus.....	4
CRT101	Critical Thinking.....	4
PSY101	Introduction to Psychology	4
SOC101	Introduction to Sociology	4
SOC201	Society and Human Behavior	4
Required 7 courses		24

Associate of Occupational Science in Teaching English for Early Childhood

1. Mission

This program is designed to prepare students by studying current research and theories in the area of second language acquisition. The students will learn strategies and techniques to be able to teach the English language to limited English speaking early childhood and elementary age children. Based on current research, teaching listening and speaking skills are emphasized, along with reading and writing.

2. Description

The Associate of Occupational Science in Teaching English for Early Childhood offers 64 credit core courses. Each course begins with the initial EDU and has a three-digit number that identifies the general order of courses that recommended to students to take throughout their program. A total of 92 credits are required for completion.

Core Requirements

Number	Course	Credits
EDU101	Introduction of Early Childhood Education	4
EDU102	Early Childhood Development	4
EDU106	Oral Language Development	4
EDU109	Class Management	4
EDU111	Teaching with Technology	4
EDU116	Educational Psychology	4
EDU119	Emergent Literacy: English Learners Beginning to Write and Read	4
EDU203	English Learners and Process Writing.....	4
EDU204	Literature of Children and Young Adolescents.....	4
EDU205	Reading Instruction and Assessment for Early Childhood	4
EDU210	Planning and Administration of Early Childhood Programs.....	4
EDU211	Introduction to Education of Exceptional Children	4
EDU212	Teaching Music, Art, and Movement to Children.....	4
EDU215	Teaching Math and Science to Children	4
EDU218	Teaching Language Arts and Social Studies to Children	4
EDU270	Field Experience in Early Childhood Education I.....	4

Electives (choose 1 course out of below three)

EDU104	History and Philosophy of Early Childhood Education	4
EDU114	Teaching Grammar for Children.....	4
EDU207	Planning and Administration of Infant and Toddler Programs	4
EDU271	Field Experience in Early Childhood Education II.....	4
Total Required Credits		64

General Education Requirements

Number	Course	Credits
BPS102	Business and Professional Speech.....	4
ENG101	English Composition.....	4
HIST203	U.S. History.....	4
SPN101	Introduction to Spanish I	4
SPN102	Introduction to Spanish II.....	4
BIO102	Introduction to Biology	4
CPS101	Introduction to Computer Science	4
MAT101	Algebra	4
MAT201	Pre-Calculus.....	4
CRT101	Critical Thinking.....	4
PSY101	Introduction to Psychology	4
SOC101	Introduction to Sociology	4
SOC201	Society and Human Behavior	4
Required 7 courses		28

Associate of Occupational Science in Technical and Business English

1. Mission

Associate of Occupational Science in Technical and Business English program is dedicated to offering effective communicative knowledge and skills that prepare students as business administrative professionals with integration of writing, oral presentation, and interpersonal skills.

2. Description

This program offers effective communication skills that prepare students as business administrative professionals with writing, oral presentation, and interpersonal skills. With the strong communication and analytical skills developed completing the program, graduates may pursue a wide variety of careers in media organizations, trade and professional associations, non-profit organizations related to the arts, schools, social change, and a variety of businesses.

Core Requirements

Number	Course	Credits
TBE101	Basic Occupational Communication	4
TBE103	Computer Technology and Applications.....	4
TBE107	Critical Reading and Study Skills.....	4
TBE108	Legal Terminology.....	4
TBE109	Conference Papers and Presentations	4
TBE110	Document Designs.....	4
TBE113	Foundations of Technical Communications	4
TBE114	Descriptive Grammar.....	4
TBE115	Banking	4
TBE117	Communications and Documentation	4
TBE149	Business Enterprises and Corporation.....	4
TBE154	Business Writing	4
TBE156	Web Based Literature	4
TBE201	Professional Letters and Proposals	4
TBE204	Practical Reading and Writing.....	4
TBE208	Technical Reports	4
TBE210	Advanced Composition.....	4
TBE211	Real Estate Specialization	4
TBE214	Fundamentals of Editing.....	4
TBE215	Principles of Public Speaking	4
TBE250	Small Group Communication I	4
TBE251	Small Group Communication II	4
TBE270	Career Development I.....	4
TBE271	Career Development II.....	4
Required 16 courses (Select from above).....		64

General Education Requirements

Number	Course	Credits
BPS102	Business and Professional Speech.....	4
ENG101	English Composition.....	4
HIST203	U.S. History	4
SPN101	Introduction to Spanish I.....	4
SPN102	Introduction to Spanish II	4
BIO102	Introduction to Biology	4
CPS101	Introduction to Computer Science.....	4
MAT101	Algebra	4
MAT201	Pre-Calculus	4
CRT101	Critical Thinking	4
PSY101	Introduction to Psychology	4
SOC101	Introduction to Sociology	4
SOC201	Society and Human Behavior	4
Required 7 courses.....		28

Associate Course Prefix Designation

BUA – Business Administration
CPS – Computer Science
CUA – Culinary Arts
DLT – Dental Laboratory Technology
EDU – Early Childhood Education
TBE – Technical and Business English

General Education Courses Prefix Designation

BIO – Biology
BPS – Business and Professional Speech
CPS – Computer Science
CRT – Critical Thinking
ENG – English Composition HIST - History
MAT – Mathematics
PSY – Psychology
SOC – Sociology
SPN – Spanish

Associate Course Descriptions

▪ **BIO102 Introduction to Biology (4 credits)**

This course introduces major concepts of cell biology, including cell physiology and structure, molecular biology, genetics, and evolution. Course is a prerequisite for professional health-science programs. Prerequisite: None.

▪ **BPS102 Business and Professional Speech (4 credits)**

This course focuses on student's awareness, knowledge and recall, comprehension and understanding, and information used in new and different situations. During the course, student will learn; Analysis – examination and categorization of pieces of information, Synthesis – combination of information to create something new, Evaluation – value judgment supported by reasoning.
Prerequisite: None.

▪ **BUA101 Introduction to Business (4 credits)**

This course provides a background on business and management. Students will discuss human relations, organizational structure, communications, and technology in business, and strategic planning.
Prerequisite: None.

▪ **BUA103 Business Mathematics (4 credits)**

The purpose of this course is to provide students with basic math

skills useful in solving issues and situations in business. Student will learn the topics like decimals, percentages, interest, trade, bank and cash discounts, payroll, time value of money, and business loans
Prerequisite: MAT101.

▪ **BUA104 Principles of Marketing (4 credits)**

This course introduces students to effective methods for marketing products and services. Direct mail, print time, and other advertising techniques are discussed. Problem solving relative to customer relations is addressed. Consumer profiles, organizational personalities, and demographics are presented as components of market research and analysis. Prerequisite: None.

▪ **BUA107 Computer Application (4 credits)**

This course provides fundamental knowledge of Windows operation, data handling, and sharing online. It emphasizes transferring files and settings, setting up a stand-alone computer for multiple users, opening and switching between windows, asking for help using remote assistance, and getting help online.
Prerequisite: None.

▪ **BUA121 Office Administration and Procedures (4 credits)** This course introduces skills essential to build successful career in the field of office administration. Students in this course will cover materials such as time management, communications, customer service skills and reception. Students will be introduced to various functions of Microsoft Office software to produce a variety of office documents. During this course, students will also be encouraged to build their professional portfolio to show their skills and abilities for future employment and educational opportunities.
Prerequisite: None.

▪ **BUA124 Creative Problem Solving (4 credits)**

This course covers creative problem solving and thinking, steps in the creative problem-solving process, obscurity, and imagination, overcoming barriers to creative thinking, synthesis, and applying creative problem-solving to the organization. Student will learn the concepts and practices, analogies, overcoming barriers, applying creative problem-solving techniques to complex problems.
Prerequisite: BUA101.

▪ **BUA131 Principles of Economics (4 credits)**

This course leads the students to understand the theoretical concepts underpinning economic performance and decision-making. It also enables the students to develop an analytical awareness of organizational performance within an economy.
Prerequisite: BUA101.

▪ **BUA151 Principles of Accounting (4 credits)**

This course provides the basics of accounting procedures and emphasizes its techniques as a management tool. Students explore the accounting information needed by management for planning and controlling using practical examples in business and industry. Prerequisite: BUA101.

▪ **BUA152 Organizational Behavior (4 credits)**

This course is designed to provide the student with the basis for understanding how organizations operate effectively and efficiently through its various structures and theories. This course will enable the student to explore the various functions and activities of business organizations both in the public and private sectors. Prerequisite: BUA101.

- **BUA154 Business and Commercial Writing (4 credits)** This course is designed to guide students through the writing required of them as students and professionals. This course emphasizes business writing categories, such as specified letters and memoranda, resumes, proposals, analytical and fact-finding reports, and other essential forms of professional communication and research. Prerequisite: None.

▪ **BUA161 Business Statistics (4 credits)**

This course is an introduction to the relationship of business and statistics. Statistical methods and hypothesis will be discussed. Major topics include mean – median - mode, random variables, binomial probabilities and confidence limits. Prerequisite: None.

▪ **BUA201 Managerial Financial Accounting (4 credits)**

This course expands the students' knowledge of preparing balance sheets and financial statements. The student will prepare general ledger entries, prepare payroll, and discuss budget control. Prerequisite: BUA151.

▪ **BUA203 Business Strategy and Planning (4 credits)**

The aim of this course is to develop knowledge and understanding of the key principles in business strategy and how to apply them. Business strategy is concerned with the organization's purpose, major goals and objectives and its corresponding actions. This course looks at how various types of organizations set objectives and introduces a range of strategy models and the key principles behind them. Prerequisite: BUA152.

▪ **BUA207 Business Finance (4 credits)**

The course covers the theory and practice of corporate financial

management, including decisions company managers make in relation to sources and uses of funds, disclosure and the valuation implications arising.

Prerequisite: BUA151.

▪ **BUA220 Tourism Management (4 credits)**

This course looks at the characteristics of tourism and demand side first, then, organizing tourism, followed opening sectors. It takes students into the world of tourism and the opportunities it holds for both consumers and professionals. And it provides multiple views of the tourism industry through the eyes of experienced professional. Prerequisite: None.

▪ **BUA222 Hospitality and Tourism Marketing (4 credits)**

In today's highly-competitive hospitality market, it is essential to have an understanding of sales and marketing. This course goes beyond theory to focus on a customer-oriented and practical approach for effectively marketing hotels and tourism. This course explores the "four Ps" as they relate to specific market segments, providing students with a customer focused perspective. Prerequisite: BUA104.

▪ **BUA225 Tourism Development (4 credits)**

This course brings into focus the growing importance of tourism in developing economies of the world, for social change, alleviating poverty, and achieving sustained growth. It offers a complete, organized, and quantifiable methodology for tourism development planning that reflects economics, marketing, and crucial issues such as conservation, capacity constraints, and social acceptability. It covers all steps used for analyzing and planning tourism development in free market, mixed, and centrally-planned economies. This course is replete with historical explorations and examples, including several real-life case studies illuminating both successes and failures in tourism planning and development. Prerequisite: None.

▪ **BUA227 Tourism Geography (4 credits)**

This course is a primarily for Travel & Tourism majors in a Geography course. Also may be useful for non-majors seeking familiarity with geography. This course stresses places and activities that will interest potential visitors. It presents the physical and cultural attributes of the various countries and summarizes the psychological and sociological factors affecting that country's tourism.

Prerequisite: None.

- **BUA231 Introduction to Hospitality Management (4 credits)**
The hospitality and tourism industry is the largest and fastest growing industry in the world. An exciting aspect is that the industry comprises so many different professions. Common dynamics in this diverse industry include the delivery of services and products and the customer-guest impressions of them. This course provides a background on hospitality segments. Students will find out the difference of each segment and the opportunity on their interests.
Prerequisite: BUA101.
- **BUA232 Managing Hotel Operations (4 credits)**
This Course is to reflect the industry's rapid change; it presents rich detail about best practices and future directions, while offering the widest coverage of any book in the field. Students gain an intuitive understanding based on the flow of the guest's experience: through reservation, arrival, registration, service purchasing, departure, billing, and recordkeeping. The entire rooms division is covered thoroughly, and linked to other hospitality functions, related industries, and the broader economy. And it includes increased internationalization, green operations, new financing sources, boutique and urban collections, new reservations strategies, and much more.
Prerequisite: BUA101.
- **BUA235 Quality Service Management in the Hospitality Industry (4 credits)**
This course focuses on meeting the expectations of internal customers, external customers, and owner/investors – the backbones of any organization and its culture. Integrating theories and real-life examples to illustrate how to achieve high quality, the theory adds credibility to the process by sharing their successful quality management experience in a contemporary case history - while simplifying the most important elements in managing quality in the hospitality industry.
Prerequisite: None.
- **BUA238 Organization Behavior for the Hospitality Industry (4 credits)**
This course focuses on the hospitality industry, delving into the concepts that are relevant to students who plan to enter the hospitality industry. Hospitality organizations today must achieve excellence in human relations, and that success starts with quality organizational behavior. The course is organized into three sections: organizational behavioral essentials, the individual and the organization, and key management tasks
Prerequisite: None.
- **BUA253 Management Theory and Practice (4 credits)**
This course explores financial management of a business venture. It involves the acquisition and use of financial resources with the intent of protecting the resources against excessive risk and evaluates potential investments, financial planning, and liquidity management.
Prerequisite: BUA152.
- **BUA254 Business Communication (4 credits)**
This course prepares students for communication in the workplace. Students prepare memorandums, letters, proposals, presentations, newsletters, and flyers. Discussions focus on information exchange in and outside of the organization. Students' presentations are critiqued on message intended and message received.
Prerequisite: BUA154.
- **BUA259 Business Law (4 credits)**
This course introduces a basic overview of the general terminologies used in legal document preparations. Student will learn the law and legal organizations in the public, highlighting areas of law relevant to business operations, general legal and social environment with importance on business ethics; role of agreements in business; and employment requirement and their impact in the United States.
Prerequisite: None.
- **BUA263 International Economics (4 credits)**
This course outlines different source of global economy linking the issues of resources, development, international business and trade. Student will discover such topics as political economic theories and models, historical context, supply and demand, flows of money across countries and resulting effects on the world's economy, role of telecommunications, and other topics in international economics will be discussed.
Prerequisite: BUA131.
- **BUA270 Career Development I (4 credits)¹**
This course provides the opportunity for documenting career skills and articulating career plans. Students also analyze trends and opportunities in their targeted careers and reflect on learning experiences in their field of study. Prerequisite: 2nd year undergraduate students.
- **BUA271 Career Development II (4 credits)¹**
This extensive internship/externship course provides the opportunity to build tangible connections between knowledge and

skills learned through the lecture and lab with the real experience gained from the relevant field. Through the course, students acquire atmospheres, cultures, and interactions in the work field while enhancing their competences to be prepared for the future employment. Prerequisite: BUA270.

▪ **CMT101 Introduction to Therapeutic Massage (2 credits)**

The objective of this course is to help students understand the history, benefits, legalities, and contraindications of massage as their fundamental knowledge.

Prerequisite: None.

▪ **CMT102 Medical Terminology (2 credits)**

The goal of this course is an introduction to word parts used in constructing medical terms, spelling, and correct usage of medical terminology.

Prerequisite: None.

▪ **CMT103 Anatomy, Physiology, and Kinesiology I (4 credits)**

This introductory course enables students to identify cells, tissue, and organs of human body. Prerequisite: CMT101, CMT102.

▪ **CMT104 Anatomy, Physiology, and Kinesiology II (4 credits)**

Students can categorize the body systems from the integumentary system, skeletal, muscular, nervous, endocrine to the circulatory system.

Prerequisite: CMT101, CMT102.

▪ **CMT105 Massage Therapy I (4 credits)**

This is the foundations of therapeutic applications of touch to the students with identifying personal interpretation of touch and their influence on professional interactions.

Prerequisite: None.

▪ **CMT106 Anatomy, Physiology and Kinesiology III (4 credits)**

The objective of this course is to give students a thorough understanding of the structure and function of respiratory system.

Prerequisite: CMT101, CMT102.

▪ **CMT107 Anatomy, Physiology and Kinesiology IV (4 credits)**

This course focuses on human body's digestive and urinary systems.

Prerequisite: CMT101, CMT102.

▪ **CMT108 Pathology (4 credits)**

This course is a study of the anatomical and physiological functions of the organs and systems of the body and their related illness and diseases.

Prerequisite: None.

▪ **CMT109 Massage Therapy II (5 credits)**

Intermediate and advanced massage therapy skills build on the basis of Massage Therapy I.

Prerequisite: CMT105.

▪ **CMT111 Business and Ethics (3 credits)**

An introduction to professional practice of health care including the role of the massage practitioner, relationships with other health care providers, privacy and confidentiality, the concepts of liability, malpractice and negligence (20 hours of business and 10 hours of ethics).

Prerequisite: None.

▪ **CMT113 Clinical Pathology (3 credits)**

This course is a specific examination of the theories, mechanisms of disease and pharmaceutical care with emphasis on the conditions most likely to be encountered in massage therapy practice.

Prerequisite: CMT108.

▪ **CMT114 Energetic Foundations (2 credits)**

This course is an introduction to the theory and practice of energy balancing as an integral component of bodywork.

Prerequisite: None.

▪ **CMT115 Clinical Practicum (4 credits)**

In this course, students will review and practice techniques learned in the Massage Therapy course with clients of student clinic.

Prerequisite: CMT109.

▪ **CMT220 Pregnancy/Special Populations Massage (5 credits)**

Students learn strategies for clients in special populations and receive hands-on training in skills to perform special massage. Students are also introduced to massage techniques commonly performed in prenatal, infant, pediatric, geriatric and hospice settings. Each student performs hands-on applications of pregnancy and special population.

Prerequisite: CMT103, CMT104, CMT106, CMT107, CMT108.

▪ **CMT230 Myofascial Release (5 credits)**

Myofascial release is a highly effective form that addresses soft-tissue dysfunction due to myofascial trigger points and fascial constriction. Students learn the basic theory behind myofascial release and specific techniques including connective tissue evaluation, assessment and release for application, enabling them to assist people who suffer from chronic muscular holding patterns with resulting pain and dysfunction.

Prerequisite: CMT103, CMT104, CMT106, CMT107, CMT108.

▪ **CMT240 Sports Massage (5 credits)**

This course offers exploration of strategies for developing and maintaining a physical therapy service in sports-related field.

Prerequisite: CMT103, CMT104, CMT106, CMT107, CMT108.

▪ **CMT250 Lymph Drainage Massage (5 credits)**

This course provides the methodology known as Vodder technique Manual lymphatic drainage (MLD) courses are employed by manual therapists such as medically-oriented massage therapists, who maintain clinical practices that tailor to patients in need of edema management or general health-level support. It combines a comfortable balance of didactic and practical lessons with the aim of providing general theoretical support as well as manual skill mastery.

Prerequisite: CMT107, CMT108.

▪ **CMT 270 Career Development (4 credits)**

This course provides the opportunity for documenting career skill and articulating career plans. Students also analyze trends and opportunities in their targeted careers, and reflect on learning experiences in their field of study. Prerequisite: 2nd year undergraduate students and permission of Dept. Director or Academic Dean.

▪ **CMT310 Advanced Clinical Practicum (2 credits)**

Students are assigned to clinic sites for clinical practice under the supervision of a licensed massage therapist or physical therapist. This includes discussion of patient problems, learning experience and a review of the clinical objectives.

Prerequisite: CMT115.

▪ **CPS101 Introduction to Computer Science (4 credits)**

This course is intended to help students learn to think in the manner necessary to fully grasp the nature and power of the digital world around us. The early era of the Internet and the personal computer led to the need for "computer literacy." Now, the changing nature of our global society requires that students learn new ways to think about problems and how to solve them, regardless of students' specific fields of endeavor. Through this course, students will explore major issues related to the "big ideas" of computational thinking (namely, (i) Creativity, (ii) Abstraction, Data, (iv) Algorithms, (v) Programming, (vi) Internet, and (vii) Societal Impact), as well as how these issues will impact their future lives.

Prerequisite: None.

▪ **CPS149 Windows Operating System Fundamentals (4 credits)**

This course helps students prepare for Microsoft Technology Associate Exam 98-349 and build an understanding of these topics: Operating System Configurations, Installing and Upgrading Client Systems, Managing Applications, Managing Files and Folders, Managing Devices, and Operating System Maintenance. This course leverages the same content as found in the Microsoft Official Academic Course (MOAC) for this exam.

Prerequisite: None.

▪ **CPS150 Fundamentals of Information Technology (4 credits)** This course offers a broad introduction to the tools and applications

students will need to become successful professionals in the IT environment. Students will examine the core information technologies of human-computer interaction, information management, programming, networking, web systems and technologies, as well as information assurance and security. Prerequisite: None.

▪ **CPS161 Software Development Fundamentals (4 credits)**

This course helps students prepare for Microsoft Technology Associate Exam 98-361 and build an understanding of these topics: Core Programming, Object-Oriented Programming, General Software Development, Web Applications, Desktop Applications, and Databases. This course leverages the same content as found in the Microsoft Official Academic Course (MOAC) for this exam. Prerequisite: None.

▪ **CPS163 Web Development Fundamentals (4 credits)**

This course covers the basics of mastering Hypertext Markup Language (HTML), Extensible Hypertext Markup Language (XHTML), CSS (Cascading Style Sheets), JavaScript Topics include creating a web page, use of links, tables, scripting for HTML, adding graphics, multimedia, enriching with CSS and JavaScript. Upon successful completion of this course, the student will be able to design, create, and maintain pages on the World Wide Web. Prerequisite: None.

▪ **CPS164 Database Administration Fundamentals (4 credits)**

This course helps students prepare for Microsoft Technology Associate Exam 98-364 and build an understanding of these topics: Core Database Concepts, Creating Database Objects, Manipulating Data, Data Storage, and Administering a Database. This course leverages the same content as found in the Microsoft Official Academic Course (MOAC) for this exam. Prerequisite: None.

▪ **CPS165 Windows Server Administration Fundamentals (4 credits)**

This course helps students prepare for Microsoft Technology Associate Exam 98-36 and build an understanding of these topics: Server Installation, Server Roles, Active Directory, Storage, Server Performance Management, and Server Maintenance. This course leverages the same content as found in the Microsoft Official Academic Course (MOAC) for this exam. Prerequisite: None.

▪ **CPS166 Networking Fundamentals (4 credits)**

This course provides an introduction to computer networks, with a special focus on the Internet architecture and protocols. Topics

include layered network architectures, addressing, naming, forwarding, routing, communication reliability, the client-server model, and web and email protocols. Besides the theoretical foundations, students acquire practical experience by programming reduced versions of real Internet protocols.

Prerequisite: None.

▪ **CPS167 Security Fundamentals (4 credits)**

This is the study of security and vulnerabilities in computer and network systems. Common attacking techniques such as buffer overflow, viruses, worms, etc. Students learn security in existing systems such as UNIX, Windows, and JVM. Fundamental access control and information flow concepts. This course also covers symmetric Ciphers such as DES and AES and teaches public-key encryption techniques and related number theory. Message authentication, hash functions, and digital signatures. Topics in authentication applications, IP security and Web security are included.

Prerequisite: None.

▪ **CPS170 Hardware, Software, and Troubleshooting Computers (4 credits)**

This course covers the basic hardware of a personal computer, including installation, operations and interactions with software. Topics include component identification, memory-system, peripheral installation and configuration, preventive maintenance, hardware diagnostics/repair, installation and optimization of system software, commercial programs, system configuration, and device-drivers. Upon completion, students should be able to select appropriate computer equipment and software, upgrade/maintain existing equipment and software, and troubleshoot/repair non- functioning personal computers.

Prerequisite: None.

▪ **CPS172 Microsoft.NET Fundamentals (4 credits)**

This course helps students prepare for Microsoft Technology Associate Exam 98-372 and build an understanding of these topics: .NET Framework Concepts, Namespaces and Classes in the .NET Framework, .NET Code Compilation, I/O Classes in the .NET Framework, Security, .NET Languages, and Memory Management. This course leverages the same content as found in the Microsoft Official Academic Course (MOAC) for this exam. Prerequisite: CPS161.

▪ **CPS173 Mobile Development Fundamentals (4 credits)**

This 10-week course helps students prepare for Microsoft Technology Associate Exam 98-373 and build an understanding of

these topics: Work with Physical Devices, Use Data with Mobile Services, use a Mobile Application Development Environment, Develop Mobile Applications. This course leverages the same content as found in the Microsoft Official Academic Course (MOAC) for this exam Prerequisite: CPS161.

▪ **CPS174 Gaming Development Fundamentals (4 credits)**

This course helps students prepare for Microsoft Technology Associate Exam 98-374 and build an understanding of these topics: Game Design, Hardware, Graphics, and Animation. This course leverages the same content as found in the Microsoft Official Academic Course (MOAC) for this exam.

Prerequisite: CPS161.

▪ **CPS175 HTML5 Application Development Fundamentals (4 credits)**

This course helps students prepare for Microsoft Technology Associate Exam 98-375 and build an understanding of these topics: Manage the Application Life Cycle, Build the User Interface by Using HTML5, Format the User Interface by Using CSS, Code by Using JavaScript. This course leverages the same content as found in the Microsoft Official Academic Course (MOAC) for this exam.

Prerequisite: CPS163.

▪ **CPS181 IT Infrastructure I (CompTIA A+) (4 credits)**

This course covers the objects of the CompTIA A+ certification exam and concentrates primarily, but not exclusively, on the Essentials exam requirements including personal computer components, laptop and portable devices, operating systems, printers and scanners, networks, security, safety and environmental issues, communication, and professionalism.

Prerequisite: CPS170.

▪ **CPS182 IT Infrastructure II (CompTIA A+ Licensure) (4 credits)**

This course, in conjunction with CompTIA A+ I, covers the objectives of the CompTIA A+ certification exam and concentrates primarily, but not exclusively, on the practical application exam requirements, including personal computer components, laptop and portable devices, operating systems, printers and scanners, networks, security, safety and environmental issues, communication and professionalism.

Prerequisite: CPS181.

▪ **CPS190 Introduction to Information Systems (4 credits)**

This course provides a detailed survey of information systems. It also introduces information systems and dominant supportive technologies. Applications to information systems administration,

technical services, reference services, document delivery systems. It presents conceptual, theoretical, historical, social, economic, and ethical issues surrounding the development, deployment, and management of dominant information systems technologies. Topics covered include information systems architectures, database management systems, transaction processing, ecommerce, telecommunications, software and hardware standards, Internet/Web-based systems, data warehousing, data mining, agent-based systems, and social impacts of information systems.

Prerequisite: None.

▪ **CPS200 Business Computer Applications (4 credits)**

This course will cover computer terminology, hardware, software, operating systems, and information systems relating to the business environment. The course will also explore business applications of software, including spreadsheets, databases, presentation graphics, word processing and business-oriented utilization of the internet.

Prerequisite: CPS101.

▪ **CPS222 Introduction to IT Infrastructure Management (4 credits)**

This course investigates the primary infrastructure components of modern information systems. In particular the course focuses on the main components of an information technology infrastructure: hardware systems, network, and storage structures. Students will recommend tools and technologies for managing IT infrastructures. Students will recommend solutions for enhancing information technology infrastructures to solve business problems resulting from process change or growth to an enterprise.

Prerequisite: CPS150.

▪ **CPS261 Querying SQL Server (4 credits)**

This 10-week course provides students with the technical skills required to write basic Transact-SQL queries for Microsoft SQL Server 2012. This course is the foundation for all SQL Server-related disciplines; namely, Database Administration, Database Development and Business Intelligence. This course helps people prepare for exam 70-461.

Prerequisites: CPS149, and CPS164.

▪ **CPS270 Career Development I (5 credits)¹**

This course provides the opportunity for documenting career skills and articulating career plans. Students also analyze trends and opportunities in their targeted careers and reflect on learning experiences in their field of study.

Prerequisite: 2nd year undergraduate students and permission of Dept. Director or Academic Dean.

▪ **CPS271 Career Development II (4 credits)¹**

This extensive internship/externship course provides the opportunity to build tangible connections between knowledge and skills learned through the lecture and lab with the real experience gained from the relevant field. Through the course, students acquire atmospheres, cultures, and interactions in the work field while enhancing their competences to be prepared for the future employment.

Prerequisite: CPS270.

▪ **CPS280 Advanced Web Development (4 credits)**

This course introduces HTML5, CSS3, and JavaScript. This course helps students gain basic HTML5/CSS3/JavaScript programming skills. This course is an entry point into both the Web application and Windows Store apps training paths. The course focuses on using HTML5/CSS3/JavaScript to implement programming logic, define and use variables, perform looping and branching, develop user interfaces, capture, and validate user input, store data, and create well-structured application. This course helps people prepare for exam 70-480.

Prerequisite: CPS175.

▪ **CPS283 Object-Oriented Programming (4 credits)**

This course teaches thorough treatment of programming according to object-oriented principles. The topic introduces classes, interfaces, inheritance, polymorphism, and single dispatch as means to decompose problems. Covers intermediate programming techniques including error handling through exceptions, arrangement of source code into packages, and simple data structures. Intermediate debugging techniques and unit testing are covered.

Prerequisite: CPS172.

▪ **CPS290 Programming Language Concepts (4 credits)**

Introduction to the design and implementation of programming languages: linguistic features for expressing algorithms; formal syntax specification; introduction to language semantics and parsing; declarative programming (functional and goal-driven); scripting languages; imperative programming (procedural and object-oriented); comparative design and implementation issues across languages and paradigms. Assignments emphasize languages such as Python. CPS172.

▪ **CPS292 Introduction to Unix (4 credits)**

This course is a practical introduction to using the Unix operating

system with a focus on Linux command line skills. Topics include Grep and regular expressions, ZSH, Vim and Emacs, basic and advanced GDB features, permissions, working with the file system, revision control, Unix utilities, environment customization, and using Python for shell scripts. Topics may be added, given sufficient interest.

Prerequisite: CPS149.

▪ **CRT101 Critical Thinking (4 credits)**

This course enables the student to identify logical fallacies in selected readings including things written by their classmates and by themselves, demonstrate the capacity for self-critique through the writing of a paper in which they identify alternative assumptions that would lead to different conclusions, and assess the advantages and disadvantages of alternative formulations of any argument. It also teaches to identify and analyze a recent ethical lapse that occurred in a business organization, the nature of the lapse, and provide a possible explanation for the lapse and alternative solutions to prevent similar lapses.

Prerequisite: None.

▪ **CUA101 Fundamentals of Cooking (4 credits)**

This course introduces an orientation to the resources and necessary skills. Emphasis is placed on the fundamental principles of food preparation and basic culinary techniques. Throughout the course, students learn the proper use of culinary procedures, standards of quality, proper care of kitchen equipment, and proper sanitation. Ethics, professionalism, and time management as they relate to culinary arts field will be addressed.

Prerequisite: None. Corequisite: CUA153

▪ **CUA153 Sanitation & Safety (4 credits)**

This course introduces basic sanitation and safety issues related in culinary practices. We share current research-based information on hazards, regulations, and processing methods in both commercial and non-commercial settings. Prevention of all types of food contamination and the Hazard Analysis Critical Control Point (HACCP) food safety system is emphasized. This course is a prerequisite for all culinary food production classes. Upon completion of this course, students will be ready to take ServSafe certification exam.

Prerequisite: None. Corequisite: CUA101.

▪ **CUA160 Basic Cooking Theory and Practice (4 credits)**

This course introduces an application and development of fundamental cooking theories and techniques. The study includes

from fundamentals of flavoring ingredients, and techniques to time management and station organization. Students will be able to understand the basic principles of various cooking methods.

Prerequisite: CUA101 and CUA153 (or ServSafe certification)

▪ **CUA165 Cooking Theory and Practice – Sauces, Soups, and Stocks (4 credits)**

This course explores various fundamental preparation methods of dish. The study will be focused on sauces, soups, stocks, and thickening agents, and promotes knowledge and skills for preparation in commercial kitchen(s) incorporating practice in the use of tools and equipment. Emphasis is placed upon the study of ingredients to be used and classic and modern styles of cooking methods.

Prerequisite: CUA101, CUA153 (or ServSafe certification), and CUA160.

▪ **CUA171 Meat, Seafood, Poultry Preparation (4 credits)**

The student will learn through lecture, demonstration, and hands-on experiences how to butcher meat to portion control cuts. The student will understand how meat is graded, inspected, and aged and will be able to identify the bone and muscle structure of beef, lamb, pork and poultry. Proper handling of these items will be stressed. The student will perform yield test analysis as a part of the learning experience. The student will also learn identification, handling and butchering techniques for finfish, shellfish, and a variety of fish. There will be lecture, demonstration and hands-on application of fish cookery principles and techniques. Techniques of brining, curing, and smoking will be discussed. The student will learn through lecture, demonstration, and hands-on application preparation techniques. The student will perform sensory evaluation of the finished product.

Prerequisite: CUA101 and CUA153 (or ServSafe certification)

▪ **CUA172 Fruit, Vegetable, and Starch Preparation (4 credits)**

This course instructs the students in the preparation of fruits, vegetables, grains, cereals, legumes, and farinaceous products. It promotes the knowledge/skills necessary to prepare menu items from fruits, vegetables, and their byproducts, and to select appropriate uses as meal components. Students will get knowledge of cultivating, handling, and storage of vegetables so that fresh as well as fermented foods with an optimal quality.

Prerequisite: CUA101 and CUA153 (or ServSafe certification)

▪ **CUA185 Fundamentals of Baking (4 credits)**

This course introduces the preparation baked goods and proper mixing and baking techniques. Baking equipment and ingredient, weights and measures, recipe conversion, terminology, function of ingredients, and baking science are also addressed. It includes

yeast breads, quick breads, cookies, and other baked goods. The class covers lecture, demonstration, and laboratory insuring that a strong base in both theory and practice of the baking arts is achieved. Student will be able to demonstrate basic baking techniques using flour and other materials and apply theoretical knowledge in baking to practice.

Prerequisite: CUA101 and CUA153 (or ServSafe certification)

▪ **CUA188 Pastry Arts (4 credits)**

This course provides students the basic skills on baking classic cakes and cookies. These skills include reading and accurately following a recipe; proper mixing, make-up and baking of various types of cakes, cookies, pies and tarts; cake icing; basic decorating techniques using a pastry bag; plating techniques. Students will understand and explain steps of baking cakes and cookies and using various mixing techniques.

Prerequisite: CUA101, CUA153 (or ServSafe certification), and CUA185

▪ **CUA204 Nutrition (4 credits)**

This course introduces the principles of nutrition and its relationship to the culinary arts industry. Topics include functions of essential nutrients, food composition, nutritional needs, and application of nutrition principles. Upon completion, students should be able to apply basic nutritional concepts to food preparation and selection.

Prerequisite: CUA101 and CUA153 (or ServSafe certification).

▪ **CUA216 Western Cuisine (4 credits)**

This course studies the distinct regional cooking styles of European and its neighbor cuisines. It provides thorough knowledge of kitchen practices and cultural aspects of each region in the Western cuisine incorporating basic western principles.

Prerequisite: CUA101 and CUA153 (or ServSafe certification)

▪ **CUA218 Asian Cuisine (4 credits)**

This course introduces basic knowledge on kitchen practices of Central, Western and South Asia. The study focuses on ingredients, cooking techniques, and flavors. It also introduces internationally acclaimed Asian culinary trends as well as regional and traditional and modern Asian dishes.

Prerequisite: CUA101 and CUA153 (or ServSafe certification)

▪ **CUA228 World Cuisine (4 credits)**

This course introduces the most influential cultures and flavor profiles from all around the world. Its focus is placed on combining elements of different culinary traditions to find perfect balance in

flavoring based on full understanding of complex ingredients. It includes identifying the distinctly different and common ingredients that represent each major cuisine, while practicing traditional and modern techniques to produce contemporary restaurant quality menu items.

Prerequisite: CUA101 and CUA153 (or ServSafe certification)

▪ **CUA253 Recipe and Menu Management (4 credits)**

The course introduces to students' opportunities of how a commercial kitchen operates. It presents a comprehensive framework for creating and evaluating recipes and menus for commercial and non-commercial food industry. Students learn essential skills in the kitchen operations management from food sanitation and cost control including menu development, descriptions, layout, design, pricing, inventory control, and staff management for a successful kitchen and menu management.

Prerequisite: CUA101 and CUA153 (or ServSafe certification)

▪ **CUA256 Food Service System Management (4 credits)**

The course focuses on critical food service management issues: menu planning, purchasing, receiving, storage, production, service and delivery, revenue management, market research, marketing, and merchandising. The class also addresses theoretical and practical approaches to supervision and management in any commercial industry including catering organizations and other large-scale dining establishments such as jails, schools, hospitals, resorts, nursing homes or casinos. Students will be able to understand issues involved in food service management systems.

Prerequisite: CUA101 and CUA153 (or ServSafe certification)

▪ **CUA261 Garde Manger (4 credits)**

The course introduces main areas of the cold kitchen including reception foods, plated appetizers, and buffet arrangements. Students learn the art of cold food presentation, production of pates, galantines, and mousselines with emphasis on buffets and platters. This course also includes an introduction of party planning, preparing, and operating a successful catering service.

Prerequisite: CUA101 and CUA153 (or ServSafe certification)

▪ **CUA262 Advanced Cooking Theory and Practice (4 credits)**

The course examines advanced application of principles and practical techniques of cooking theories and practices. It introduces opportunities to create and plan menus, research, and develop prep formulas, and explore a la carte, ethnic food, Garde manger, and specialty baking. Students will be able to understand highly customized service guidelines in themed banquet in various

occasions and apply various cooking methods to meat, fish, and other ingredients.

Prerequisite: CUA101, CUA153 (or ServSafe certification), CUA160, and CUA165

▪ **CUA270 Career Development (4 credits)¹**

This course introduces students to career planning/management practices that serve as a foundation for success in the culinary arts industry. It is also placed on self-assessment, goal/career pathway development and employment strategies such as résumé preparation, interviewing techniques, and developing/utilizing the portfolio as a credential. Upon completion, students should be able to develop a career path leading to an effective job search.

Prerequisite: CUA101 and CUA153, 2nd year undergraduate student.

▪ **CUA271 Career Development II (4 credits)¹**

This extensive internship/externship course provides the opportunity to build tangible connections between knowledge and skills learned through the lecture and lab with the real experience gained from the relevant field. Through the course, students acquire atmospheres, cultures, and interactions in the work field while enhancing their competences to be prepared for the future employment.

Prerequisite: CUA270.

▪ **DLT101 Dental Morphology (6 credits)**

This course introduces the oral anatomy, dental anatomy, and occlusion with the emphasis on dental morphology. Laboratory exercises incorporate waxing procedures. Topics include: dental terminology, tooth morphology and carving procedures, and primary and mixed dentition.

Prerequisite: None.

▪ **DLT102 Dental Morphology Lab (6 credits)**

This course helps students to learn the understanding of concepts and structures of teeth and kinds and names of parts of teeth. Topics include carving procedures and method of each tooth, emphasizes the development, eruption, individual characteristics of each tooth and surrounding structures.

Prerequisite: None.

▪ **DLT151 Crowns and Bridges I (6 credits)**

This course introduces the materials and techniques used in the fabrication of fixed crown and bridge restorations. Topics include: materials used in crown and bridge fabrication, preparatory procedures, fixed fabrication procedures, and post-fabrication procedures.

Prerequisite: DLT101.

▪ **DLT152 Crowns and Bridges Lab I (6 credits)**

Students learn how to fabricate fixed crown and bridges restorations. Topics include: impression, model work, wax-up technique.

Prerequisite: DLT102.

▪ **DLT153 Crowns and Bridges II (6 credits)**

This course focuses on skills in advanced concepts in crown and bridge. Topics include: research in crown and bridge, advanced concepts in crown and bridge.

Prerequisite: DLT151.

▪ **DLT154 Crowns and Bridges Lab II (6 credits)**

In this course, students learn skills in advanced concepts in crown and bridge. Topics include: multi-unit bridges wax-up, post, core, Inlay & onlay.

Prerequisite: DLT152.

▪ **DLT201 Dental Ceramics I (6 credits)**

This course introduces the materials and techniques used in the fabrication of dental ceramic restorations. Topics include materials used in dental ceramics, preparatory procedures, ceramic fabrication procedures, and post-fabrication procedures.

Prerequisite: DLT151.

▪ **DLT202 Dental Ceramics Lab I (6 credits)**

This course introduces how to construct dental ceramic restorations for single crown and 3-unit bridge. Topics include: metal frame design, opaque, build-up, contouring & glazing of dental ceramic.

Prerequisite: DLT152.

▪ **DLT203 Dental Ceramics II (2 credits)**

This course focuses on skills in advanced concepts in dental ceramics. Topics include: dental materials, composite resin, Cad/Cam system.

Prerequisite: DLT201.

▪ **DLT204 Dental Ceramics Lab II (6 credits)**

In this course, students learn how to construct metal ceramic restorations for multi-unit crowns. Topics include: multi-unit, clinical case, composite resin.

Prerequisite: DLT202.

▪ **DLT251 Complete Denture (2 credits)**

This course focuses on complete denture fabrication from the preliminary impression to the finished denture. Topics include: materials used in complete dentures, preparatory procedures for complete dentures, complete denture fabrication procedures, post-fabrication procedures, and advanced concepts in complete dentures.

Prerequisite: DLT151.

▪ **DLT252 Complete Denture Lab (6 credits)**

This course introduces the fabrication of complete dentures. Topics include edentulous arch anatomical landmarks, edentulous cast preparation, impressions, trays, baseplates, occlusal rims, and artificial tooth arrangement.

Prerequisite: DLT152.

▪ **DLT253 Partial Denture (2 credits)**

This course introduces the materials and techniques used in the fabrication of partial dentures. Topics include: materials used in partial dentures, preparatory procedures, partial denture fabrication procedures, post-fabrication procedures, and advanced concepts in partial dentures.

Prerequisite: DLT151.

▪ **DLT254 Partial Denture Lab (5 credits)**

This course introduces the components and fabrication of removable partial dentures. Topics include: methods of surveying and designing and fabricating, temporary partials and treatment partials with wrought clasps.

Prerequisite: DLT152.

▪ **DLT270 Career Development (5 credits)¹**

This course provides the opportunity for documenting career skills and articulating career plans. Students also analyze trends and opportunities in their targeted careers and reflect on learning experiences in their field of study.

Prerequisite: 2nd year undergraduate students and permission of Dept. Director or Academic Dean.

- **EDU101 Introduction of Early Childhood Education (4 credits)** This course introduces general information of early childhood education and the young children birth to eight years of age. It includes overview of its history, variety perspectives and programs of Early Childhood Education, and current issues in the field. Students also learn the professional roles and responsibilities as early childhood educators.

Prerequisite: None.

▪ **EDU102 Early Childhood Development (4 credits)**

The objective of this course is to overview emotional, cognition, motor and language development of early childhood children. It also gives knowledge about developmentally appropriate practice of early childhood as well as their capabilities which will be the foundation of all future development builds.

Prerequisite: None.

▪ **EDU104 History and Philosophy of Early Childhood Education (4 credits)**

This course provides a variety of philosophies in early childhood education and its significant historical perceptions and events. Distinguished scholars and their theories and theoretical models will be explored.

Prerequisite: EDU101.

▪ **EDU106 Oral Language Development (4 credits)**

The objective of this course is to understand the integral relationship between listening, speaking, reading, and writing to the Early Childhood Children including English language learners. Oral language development is a vital foundation of literacy, so this course covers the beginning and intermediate English speakers' oral language development. Strategies to develop oral language proficiency, such as stories, games, songs, dramatizations, and more, will be demonstrated and practiced.

Prerequisite: None.

▪ **EDU109 Class Management (4 credits)**

The objective of this course is to educate qualities of effective teachers and provide appropriate management techniques which are required in the classroom. It gives ideas of setting up a successful and enjoyable classroom environment, planning and managing techniques to educate children in the classroom as well as administering all in the class.

Prerequisite: None.

▪ **EDU111 Teaching with Technology (4 credits)**

In this course students will examine ways in which newer electronic technologies/media can be integrated effectively in educational settings. The class meets in a technology rich classroom environment to maximize the opportunity for hands-on learning for children.

Prerequisite: None.

▪ **EDU114 Teaching Grammar for Children (4 credits)**

Students will learn to teach grammar which refers to the formal analysis and description of the rules of the language. In general, it is very important to have ideas of correct use of a language which may be prescribed for children. Grammar teaching for second language children will be discovered.

Prerequisite: EDU101, EDU102, EDU106.

▪ **EDU116 Educational Psychology (4 credits)**

This course introduces psychology bases of developmental process in children and their education. It is focused on the psychological perspectives of individual's behavior and other applications which are related to the learning process. The course will study theories that explain how individual grows and develops physically, cognitively, socially, morally, and emotionally.

Prerequisite: PSY 101.

▪ **EDU119 Emergent Literacy: English Learners Beginning to Write and Read (4 credits)**

The objective of this course is to understand and apply research about early literacy development and the Early Childhood Children including English Language Learners. Reading readiness, alphabet print concepts, emergent literacy, and more will be discussed. The students will practice strategies to promote early literacy and create a literature rich environment.

Prerequisite: None.

▪ **EDU203 English Learners and Process Writing (4 credits)**

The objective of this course is to understand and apply research about second language writing and the English language learner. Language experience writing and the writing process will be discussed. The students will practice strategies to promote writing and assessment techniques.

Prerequisite: EDU101 and EDU119.

▪ **EDU204 Literature of Children and Young Adolescents (4 credits)**

The objective of this course is to recognize how to choose, utilize, and evaluate of children's literature appropriately to the early childhood children and young adolescents by their needs and interests. Students will learn how to research varied kinds of children's and young adolescents' literature. Besides, they require studying instructional methods and assessment related to the literature education.

Prerequisite: EDU101 and EDU119.

▪ **EDU205 Reading Instruction and Assessment for Early Childhood (4 credits)**

The objective of this course is to understand a theoretical approach to reading instruction and assessment. The English reading process will be studied and procedures for evaluation and helping readers will be examined. Various reading instruction techniques will be applied and practiced.

Prerequisite: None.

▪ **EDU207 Planning and Administration Infant and Toddler Programs (4 credits)**

Students will learn general administration regarding various infant and toddler programs. It covers planning, scheduling, evaluation the program settings as well as management parts such as students' enrolment and its process. Students will search federal and state legislation, policies, and regulations. For success of the course, field experience is recommended.

Prerequisite: EDU101, EDU102, and EDU109.

▪ **EDU210 Planning and Administration Early Childhood Programs (4 credits)**

Students will learn general administration regarding diverse Early Childhood Programs. There are a lot of different kinds of programs, for example preschool programs, kindergarten, and Head Start programs. It covers planning, scheduling, evaluation each program setting as well as management ways such as students' enrolment and its process. Students will search federal and state legislation, policies, and regulations. For success of the course, field experience is recommended.

Prerequisite: EDU101, EDU102, and EDU109.

▪ **EDU211 Introduction to Education of Exceptional Children (4 credits)**

This course introduces general information of Exceptional children and their education. It includes overview of its history, variety perspectives and programs, and current issues in the field. Students also learn the professional roles and responsibilities as early childhood educators. It provides students with skills to include children of all abilities through appropriate arrangement of the environment. In addition, students will learn strategies for developing strong relationships with families and other community agencies.

Prerequisite: EDU101, EDU102, and EDU116.

▪ **EDU212 Teaching Music, Art, and Movement to Children (4 credits)**

The objective of this course is to introduce, examine, and apply

developmentally appropriate music, art, and movement teaching methods to the early childhood learner. Students will plan, organize, and employ music, art, and movement activities for young children. This course deals with the techniques including how to introduce songs, finger plays, instruments, movement activities, and art tools and techniques.

Prerequisite: EDU101.

- **EDU215 Teaching Math and Science to Children (4 credits)** This course is focused on the teaching strategies and methods for integration of math and science in early childhood education programs. It provides the students to research valuable resource, teaching methods of math and science related subjects, even evaluation of the methods and programs. Relevant current topic will be discussed.

Prerequisite: EDU101.

- **EDU218 Teaching Language Arts and Social Studies to Children (4 credits)**

This course introduces how to teach the children as a citizen of a culturally diverse and independent world. Reading and writing skills are required for understanding, reporting, and persuading. In addition, decision-making and critical thinking skills are necessary for children's essential development as a valued member of society. Collaboration of Language Arts and Social Studies is the foundation of significant development.

Prerequisite: EDU101.

- **EDU270 Field Experience in Early Childhood Education I (4 credits)¹**

This course provides students with practical experiences in early childhood educational settings. Students will participate in overall responsibilities as an educator including planning and conducting lesson as well as evaluating children. They also undertake to administer the programs like as a professional by supervision of a licensed cooperating teacher.

Prerequisite: 2nd year undergraduate students and permission of Dept. Director or Academic Dean.

- **EDU271 Field Experience in Early Childhood Education II (4 credits)¹**

This extensive internship/externship course provides the opportunity to build tangible connections between knowledge and skills learned through the lecture and lab with the real experience gained from the relevant field. Through the course, students acquire atmospheres, cultures, and interactions in the work field while enhancing their competences to be prepared for the future

employment.

Prerequisite: EDU270.

- **ENG101 English Composition (4 credits)**

Writing of the multi-paragraph composition is taught, with concentration on the elements of theme, structure, and style. Principles of rhetoric are recognized and discussed through logical analysis of expository and argumentative essays. The course will culminate in the composition of a documented paper. Students will be introduced to library skills and be able to access and process information using a range of media. In each unit, students will go through the following stages to ensure satisfactory completion of all assignments: planning, forming the rough draft, editing, revising, and rewriting.

Prerequisite: None.

- **HIST203 U.S. History (4 credits)**

This course teaches how the United States emerged to become the dominant power and economic engine in the world. It addresses how the changes transformed the United States politically, socially, and militarily. This course examines the major historical events and turning points through the American Revolution, Manifest Destiny, the Civil War and Reconstruction, World War I, the Great Depression, and World War II. The course also covers the political, social, and diplomatic issues in political reform, ethnic and gender equality, and globalization. Students can understand the sequence of events in the historical events in chronological aspects.

Prerequisite: None.

- **MAT101 Algebra (4 credits)**

This course concentrates on making students understand the study skills for success in mathematics and using a calculator, able to set and other basic concepts, and understand the properties of and operations with real numbers.

Prerequisite: None.

- **MAT201 Pre-Calculus (4 credits)**

This course introduces students to graphing and analyzing the multi-degree functions, exponents, and logarithms, and practical applications of 6 basic trigonometric functions.

Prerequisite: MAT101.

- **PSY101 Introduction to Psychology (4 credits)**

This course summarizes accountable terminal objectives, explain, and give names associated with the major psychology theories, and biological and environmental factors play a role in shaping behavior and development. Students will learn to distinguish between and apply principles of classical conditioning, operant conditioning, and cognitive learning, name and describe stage

theories of development relative to physical, cognitive, and psychosocial issues and correctly identify the theorist associated with each, and define abnormal behavior and support the definition, provide examples of situations where counseling or treatment could be advised or necessary.

Prerequisite: None.

▪ **SOC101 Introduction to Sociology (4 credits)**

The course will introduce students to the fields of the fundamental principles of human behavior, study of mental and emotional process from psychological perspectives. Biological, environmental, and spiritual elements which play a role in shaping human behavior and development will be explored. The course is designed to help students understand of how people think, feel and behave by studying neurological functioning, personality, psychological disorders and its related counseling/therapies.

Students are encouraged to develop critical thinking of various fields of psychology and to apply psychology to everyday experiences, recognizing diversity and unity of people.

Prerequisite: None.

▪ **SOC201 Society and Human Behavior (4 credits)**

In this course, students explore the concepts and theories necessary to systematic understanding of our social worlds. Topics may include considering sociology as science, the nature of large- and small-scale groups, social stratification, historical eras and social change, and race, ethnic and gender relations.

Prerequisite: SOC101.

▪ **SPN101 Introduction to Spanish I (4 credits)**

This is an introductory course to achieve basic proficiency in Spanish language in areas of reading, writing, speaking, and listening. The focus is placed on developing basic functional and communicative proficiency. Course topics include alphabet, personal pronouns, definite and indefinite articles, nouns, adjective agreement, and other grammatical concepts such as present and simple past of regular and irregular verbs and an introduction to commands.

Prerequisite: None.

▪ **SPN102 Introduction to Spanish II (4 credits)**

This course is the second semester of an introductory course to the Spanish language. Students continue to learn the basics of Spanish with a goal of comfortably forming simple and basic phrases and sentences with verbs in simple tense and expanding lexicon of vocabulary.

Prerequisite: SPN101.

▪ **TBE101 Basic Occupational Communication (4 credits)**

This course provides a description of the main topic and purpose as

well as an overview of its contents. Students learn a very short, brief one- or two-sentence paragraph. Students also learn different types of paragraphs appearing at the beginning of journal articles.

Prerequisite: None.

- **TBE103 Computer Technology and Applications (4 credits)** This course provides fundamental knowledge of Windows operation, data handling, and sharing online. It emphasizes transferring files and settings, setting up a stand-alone computer for multiple users, opening and switching between windows, asking for help using remote assistance, and handling tasks through the online.

Prerequisite: None.

- **TBE107 Critical Reading and Study Skills (4 credits)** This course helps students gain practice in applying effective strategies for understanding college material by relating generalization to supporting ideas and identifying the patterns into which ideas are structured.

Prerequisite: None.

- **TBE108 Legal Terminology (4 credits)**

This is an introductory course in legal terminology designed to acquaint the legal secretarial student with the law office. The major focus is on legal terminology that is relevant to a law office. Students will learn terms used in law of contracts, torts, corporation, and bankruptcy.

Prerequisite: None.

- **TBE109 Conference Papers and Presentations (4 credits)** Students learn how to prepare and deliver an oral presentation. Employers look for coursework and experience in preparing written documents, but they also look for experience in oral presentation as well.

Prerequisite: None.

- **TBE110 Document Designs (4 credits)**

Focusing on graphics commonly required of technical writers, this course begins with rhetorical principles relating to graphic design. It challenges students to envision graphics for plain text and introduces software such as Photoshop for editing graphics, including techniques for importing and positioning graphics into desktop publishing software such as Microsoft Word.

Prerequisite: None.

- **TBE113 Foundations of Technical Communications (4 credits)** This course introduces students to the profession of technical communication. It is designed to make students more aware of

their own writing process and enhances their planning and revision strategies. They work with different types of documents and audiences to increase their awareness of the diverse nature of technical communication.

Prerequisite: TBE101.

▪ **TBE114 Descriptive Grammar (4 credits)**

Students learn the traditionally based grammar as modified by the insights of descriptive grammar includes parts of speech, grammatical categories, sentence forms, punctuation conventions, usage, and usage forms.

Prerequisite: None.

▪ **TBE115 Banking (4 credits)**

This course is an introduction to the broad area of banking and finance. Topics include the evolution of banking, Federal Reserve System, negotiable instruments, rudimentary laws and regulations, as well as a study of banking and finance terminology. Upon completion of this course, the student will be able to perform basic banking functions. Prerequisite: None.

▪ **TBE117 Communications and Documentation (4 credits)**

This course covers the writing and organizing documentation for technical, business, and legal purpose, emphasizing development of verbal and written communication skills.

Prerequisite: TBE101.

▪ **TBE149 Business Enterprises and Corporation (4 credits)**

This course is an introduction to the business organization and corporation basic law. Students will learn the difference of sole proprietorships, partnerships, corporations, and unincorporated associations, as well as the basic corporation law.

Prerequisite: None.

▪ **TBE154 Business Writing (4 credits)**

This course offers how to prepare a business plan, a document used to start a new business or get funding for a business that is changing in some significant way. Business plans are important documents for business partners who need to agree upon and document their plans, government officials who may need to approve aspects of the plan, and potential investors such as banks or private individuals who may decide to fund the business or its expansion.

Prerequisite: None.

▪ **TBE156 Web Based Literature (4 credits)**

This course brings together all the elements of web site design: graphics, animation, data storage in the construction of fully

functional commercial web site applications. The use of industry standard software products and end to end construction will be emphasized.

Prerequisite: TBE103.

▪ **TBE201 Professional Letters and Proposals (4 credits)**

Students learn how to write a documentation proposal, a proposal whose primary objective is getting a contract or getting approval to do a documentation project.

Prerequisite: TBE113.

▪ **TBE204 Practical Reading and Writing (4 credits)**

This course is designed to teach students fundamental skills in communication focusing on reading and writing letters and memos in the work field. This course also teaches basic patterns of the most used business communication and how to write clear, concise business messages.

Prerequisite: TBE113.

▪ **TBE208 Technical Reports (4 credits)**

The assignment in this unit is to learn about technical reports, their different types, their typical audiences, and situations, and then to plan one of your own (due toward the end of the semester). Specifically, your task in this unit is to pick a report topic, report audience and situation, report purpose, and report type. The planning you do in this unit leads directly into the proposals chapter. There, you write a proposal that proposes to write the report you planned in this unit. Prerequisite: TBE114.

▪ **TBE210 Advanced Composition (4 credits)**

This course introduces students to advanced literature and to develop varied literary forms. Students learn reading comprehension and sharpening their interpretive and critical abilities.

Prerequisite: ENG101.

▪ **TBE211 Real Estate Specialization (4 credits)**

The objective of the real estate program is to prepare students for careers in areas such as commercial real estate finance, asset management, investment analysis, property management, corporate real estate management, brokerage, appraisal, and land development, as well as other real estate-related careers in the public and private sectors.

Prerequisite: None.

- **TBE214 Fundamentals of Editing (4 credits)**

Students learn editorial responsibilities and practice in the communication of scientific and technical information; the editor's role both as editor and as supervisor of publication groups.

Prerequisite: TBE114.

- **TBE215 Principles of Public Speaking (4 credits)**

This course prepares students to develop an effective personal style and repertoire of communication abilities that apply to the variety of public speaking situations that they anticipate participating in throughout their life.

Prerequisite: TBE101.

- **TBE250 Small Group Communication I (4 credits)**

This course helps students increase their awareness of what happens in groups and provides some relatively simple tools for optimizing small group communication.

Prerequisite: TBE113, 2nd year undergraduate student.

- **TBE251 Small Group Communication II (4 credits)**

The focus is on five issues that need to be dealt with in group settings: how people talk in groups, decision-making, conflict, leadership, and ground rules.

Prerequisite: TBE250, 2nd year undergraduate student.

- **TBE270 Career Development (4 credits)¹**

The ability to write well is essential to getting a job, performing well on the job, and advancing in a career area. To prepare students for the working world, this course provides practical experience in writing letters, memos, reports, technical instructions in their job field.

Prerequisite: 2nd year undergraduate student.

- **TBE271 Career Development II (4 credits)¹**

This extensive internship/externship course provides the opportunity to build tangible connections between knowledge and skills learned through the lecture and lab with the real experience gained from the relevant field. Through the course, students acquire atmospheres, cultures, and interactions in the work field while enhancing their competences to be prepared for the future employment.

¹ Please refer to "Work-based activity course policy" on Page 35.

Certificate Programs

Vocational English as a Second Language (VESL)

This program is designed to provide job related communication skill courses and comprehensive English language skill classes for job readiness and job advancement for students who have previous job experience and/or skills. There are basic business English skill courses such as 'Job success' series and practical language courses such as listening, speaking, reading, writing and sentence structure. The goal is for students to acquire fluency in English so that they can obtain better jobs opportunities in the United States without communication difficulties.

*****This program is both available on residential and distance education.*****

Number	Course	Hour
ESL101-1	Sentence Structure for Beginners I	50
ESL101-3	Reading for Beginners I	50
ESL101-4	Listening for Beginners I.....	50
ESL111	Job Success 1	50
ESL102-1	Sentence Structure for Beginners II.....	50
ESL102-3	Reading for Beginners II	50
ESL102-4	Listening for Beginners II.....	50
ESL161	Job Success 2	50
ESL201-1	Sentence Structure for Intermediate I.....	50
ESL201-3	Reading for Intermediate I	50
ESL201-4	Writing for Intermediate I	50
ESL211	Job Success 3	50
ESL202-1	Sentence Structure for Intermediate II	50
ESL202-3	Reading for Intermediate II	50
ESL202-4	Writing for Intermediate II	50
ESL261	Job Success 4	50
ESL301-1	Sentence Structure for Advanced I	50
ESL301-2	Listening/Speaking for Advanced I	50
ESL301-3	Reading/Writing for Advanced I	50
ESL302-1	Sentence Structure for Advanced II	50
ESL302-2	Listening/Speaking for Advanced II	50
ESL302-3	Reading/writing for Advanced II	50
ESL302-4	Discussion for Advanced II.....	50
ESL311	Job Success 5	50
Total Hours.....		1,200

Electives

Number	Course	Hour
ESL081	Introduction to ESL: Functional English.....	50
ESL082	Introduction to ESL: Holidays and Events in America.....	50
ESL091	Current Events in the News Media.....	35

ESL092	Pronunciation	35
ESL093	English through American Culture	35
ESL094	Idioms in American English	35
ESL101-2	Speaking for Beginners I.....	50
ESL102-2	Speaking for Beginners II	50
ESL201-2	Speaking for Intermediate I	50
ESL202-2	Speaking for Intermediate II	50
ESL301-4	Discussion for Advanced I.....	50
ESL301-5	Academic Writing for Advanced I.....	50
ESL302-5	Academic Writing for Advanced II.....	50
ESL302-7	TOEFL Preparation	100
ESL401-2	Listening/Speaking for High Advanced I	100
ESL401-3	Reading/Writing for High Advanced I	100
ESL402-2	Listening/Speaking for High Advanced II.....	100
ESL402-3	Reading/writing for High Advanced II.....	100

Culinary Arts

This program prepares students for entry level employment in a variety of culinary venues. Students learn knowledge, skills, and techniques demanded by the culinary industry through classroom instruction and laboratory classes for 1,022 hours in total.

Number	Course	Hours
CUS101	Fundamentals of Cooking	60
CUS153	Sanitation & Safety	60
CUS160	Basic Cooking Theory and Practice	60
CUS165	Cooking Theory and Practice— Sauces, Soups, and Stocks	60
CUS171	Meat, Seafood, and Poultry Preparation	60
CUS185	Fundamentals of Baking	60
CUS188	Pastry Arts	60
CUS204	Nutrition	40
CUS216	Western Cuisine	60
CUS218	Asian Cuisine	60
CUS228	World Cuisine	60
CUS253	Recipe and Menu Management	40
CUS256	Food Service system Management	40
CUS270	Career Development	302
Total Hours		1,022

Electives

Number	Course	Hours
CUS172	Fruit, Vegetable, and Starch Preparation	60
CUS261	Garde Manger	60
CUS262	Advanced Cooking Theory and Practice	60

Dental Laboratory Technology

This program prepares students for employment as dental laboratory technicians whose major job includes construction and repair of all types of dental prosthetic appliances.

Number	Course	Hours
DLTC101	Dental Morphology	60
DLTC102	Dental Morphology Lab	140
DLTC151	Crowns & Bridges I	60
DLTC152	Crowns & Bridges Lab I	140
DLTC153	Crowns & Bridges II	60
DLTC154	Crowns & Bridges Lab II	140
DLTC201	Dental Ceramics I	60
DLTC202	Dental Ceramics Lab I	140

Electives

(Choose 2 out of DLTC203/204, DLTC251/252, and DLTC253/254 or DLTC270)

DLTC203	Dental Ceramics II	40
DLTC204	Dental Ceramics Lab II	160
DLTC251	Complete Denture	40
DLTC252	Complete Denture Lab	160
DLTC253	Partial Denture	40
DLTC254	Partial Denture Lab	160
DLTC270	Career Development	160
Total Hours		1,200

Massage Therapy

This is a program of theory and practice classes consisting of a total of 600 hours. This course provides hands-on training to unskilled and inexperienced students seeking a career related to massage therapy.

The Massage Therapy Program is designed to prepare students for employment as massage practitioners and provide a thorough knowledge of the structure and function of human body, and theory and applications of therapeutic massage. This program offers the theoretical, practical, and hands-on experience, and enables the graduates of this program to pass the certification exam, the Massage & Bodywork Licensing Examination (MBLEx) that is offered by Federation of State Massage Therapy Boards (FSMTB). Through this program, students will be confident and capable of becoming successful massage practitioners in a variety of proficient settings.

Number	Course	Hours
CMTC101	Introduction to Therapeutic Massage.....	20
CMTC102	Medical Terminology.....	20
CMTC103	Anatomy, Physiology, and Kinesiology I	40
CMTC104	Anatomy, Physiology, and Kinesiology II.....	40
CMTC105	Massage Therapy I	80
CMTC106	Anatomy, Physiology, and Kinesiology III.....	40
CMTC107	Anatomy, Physiology, and Kinesiology IV.....	40
CMTC108	Pathology	40
CMTC109	Massage Therapy II	100
CMTC111	Business and Ethics	30
CMTC113	Clinical Pathology	30
CMTC114	Energetic Foundations	20
CMTC115	Clinical Practicum	100
Total Hours.....		600

Certificate Course Prefix Designation

CMTC – Massage Therapy

CUS – Culinary Arts

DLTC – Dental Laboratory Technology

ESL – Vocational English as a Second Language

MCE – Massage Therapy Continuing Education

Certificate Course Descriptions

▪ **CMTC101 Introduction to Therapeutic Massage (20 hrs.)**

The objective of this course is to help students understand the history, benefits, legalities, and contraindications of massage as their fundamental knowledge.

Prerequisite: None.

▪ **CMTC102 Medical Terminology (20 hrs.)**

The goal of this course is an introduction to word parts used in constructing medical terms, spelling, and correct usage of medical terminology.

Prerequisite: None.

▪ **CMTC103 Anatomy, Physiology, and Kinesiology I (40hrs.)**

This introductory course enables students to identify cells, tissues, organs of human body, and skeletal system of the human body.

Prerequisite: CMTC101, CMTC102.

▪ **CMTC104 Anatomy, Physiology, and Kinesiology II (40 hrs.)**

Students can categorize connective tissue components of the muscular system and understand that how skeletal muscles act together to coordinate movement.

Prerequisite: CMTC101, CMTC102.

▪ **CMTC105 Massage Therapy I (80 hrs.)**

This is the foundations of therapeutic applications of touch to the students with identifying personal interpretation of touch and their influence on professional interactions.

Prerequisite: None.

▪ **CMTC106 Anatomy, Physiology and Kinesiology III (40 hrs.)**

The objective of this course is to give students a thorough understanding of the structure and function of integumentary, nervous, endocrine, and reproductive system.

Prerequisite: CMTC101, CMTC102.

▪ **CMTC107 Anatomy, Physiology and Kinesiology IV (40hrs.)**

The objective of this course is to give students a thorough understanding of the structure and function of cardiovascular,

lymphatic, respiratory, digestive, and urinary system.

Prerequisite: CMTC101, CMTC102.

▪ **CMTC108 Pathology (40hrs.)**

This course is a study of basic general concepts of pathology associated with cellular damage, bodily responses to injury, acute and chronic inflammation, hemodynamic dysfunction, genetic disorders.

Prerequisite: None.

▪ **CMTC109 Massage Therapy II (100hrs.)**

Intermediate and advanced massage therapy skills build based on Massage Therapy I.

Prerequisite: CMTC105.

▪ **CMTC111 Business and Ethics (30hrs.)**

An introduction to professional practice of health care including the role of the massage practitioner, relationships with other health care providers, privacy and confidentiality, the concepts of liability, malpractice, and negligence.

Prerequisite: None.

▪ **CMTC113 Clinical Pathology (30hrs.)**

This course is a specific examination of the theories, mechanisms of disease and pharmaceutical care with emphasis on the conditions most likely to be encountered in massage therapy practice.

Prerequisite: CMTC108.

▪ **CMTC114 Energetic Foundations (20hrs.)**

This course is an introduction to the theory and practice of energy balancing as an integral component of bodywork.

Prerequisite: None.

▪ **CMTC115 Clinical Practicum (100hrs.)**

In this course, students will review, and practice techniques learned in the Massage Therapy course with clients of student clinic.

Prerequisite: CMTC109.

▪ **CUS101 Fundamentals of Cooking (60hrs.)**

This course introduces an orientation to the resources and necessary skills. Emphasis is placed on the fundamental principles of food preparation and basic culinary techniques. Throughout the course, students learn the proper use of culinary procedures, standards of quality, proper care of kitchen equipment, and proper sanitation. Ethics, professionalism, and time management as they relate to culinary arts field will be addressed.

Prerequisite: None. Corequisite: CUS153

▪ **CUS153 Sanitation & Safety (60hrs.)**

This course introduces basic sanitation and safety issues related in culinary practices. We share current research-based information on hazards, regulations, and processing methods in both commercial and non-commercial settings. Prevention of all types of food contamination and the Hazard Analysis Critical Control Point (HACCP) food safety system is emphasized. This course is a prerequisite for all culinary food production classes. Upon completion of this course, students will be ready to take ServSafe certification exam.

Prerequisite: None. Corequisite: CUS101.

▪ **CUS160 Basic Cooking Theory and Practice (60hrs.)**

This course introduces an application and development of fundamental cooking theories and techniques. The study includes from fundamentals of flavoring ingredients, and techniques to time management and station organization. Students will be able to understand the basic principles of various cooking methods.

Prerequisite: CUS101 and CUS153 (or ServSafe certification)

▪ **CUS165 Cooking Theory and Practice – Sauces, Soups, and Stocks (60hrs.)**

This course explores various fundamental preparation methods of dish. the study will be focused on sauces, soups, stocks, and thickening agents, and promotes knowledge and skills for preparation in commercial kitchen(s) incorporating practice in the use of tools and equipment. Emphasis is placed upon the study of ingredients to be used and classic and modern styles of cooking methods.

Prerequisite: CUS101, CUS153 (or ServSafe certification), and CUS160.

▪ **CUS171 Meat, Seafood, Poultry Preparation (60hrs.)**

The student will learn through lecture, demonstration, and hands-on experiences how to butcher meat to portion control cuts. The student will understand how meat is graded, inspected, and aged and will be able to identify the bone and muscle structure of beef, lamb, pork and poultry. Proper handling of these items will be stressed. The student will perform yield test analysis as a part of the learning experience. The student will also learn identification, handling and butchering techniques for finfish, shellfish, and a variety of fish. There will be lecture, demonstration and hands-on application of fish cookery principles and techniques. Techniques of brining, curing, and smoking will be discussed. The student will learn through lecture, demonstration, and hands-on application

preparation techniques. The student will perform sensory evaluation of the finished product.

Prerequisite: CUS101 and CUS153 (or ServSafe certification)

▪ **CUS172 Fruit, Vegetable, and Starch Preparation (60hrs.)**

This course instructs the students in the preparation of fruits, vegetables, grains, cereals, legumes, and farinaceous products. It promotes the knowledge/skills necessary to prepare menu items from fruits, vegetables, and their byproducts, and to select appropriate uses as meal components. Students will get knowledge of cultivating, handling, and storage of vegetables so that fresh as well as fermented foods with an optimal quality.

Prerequisite: CUS101 and CUS153 (or ServSafe certification)

▪ **CUS185 Fundamentals of Baking (60hrs.)**

This course introduces the preparation baked goods and proper mixing and baking techniques. Baking equipment and ingredient, weights and measures, recipe conversion, terminology, function of ingredients, and baking science are also addressed. It includes yeast breads, quick breads, cookies, and other baked goods. The class covers lecture, demonstration, and laboratory to ensure that a strong base in both theory and practice of the baking arts is achieved. Student will be able to demonstrate basic baking techniques using flour and other materials and apply theoretical knowledge in baking to practice.

Prerequisite: CUS101 and CUS153 (or ServSafe certification)

▪ **CUS188 Pastry Arts (60hrs.)**

This course provides students the basic skills on baking classic cakes and cookies. These skills include reading and accurately following a recipe; proper mixing, make-up, and baking of various types of cakes, cookies, pies, and tarts; cake icing; basic decorating techniques using a pastry bag; plating techniques. Students will understand and explain steps of baking cakes and cookies and using various mixing techniques.

Prerequisite: CUS101, CUS153 (or ServSafe certification), and CUS185

▪ **CUS204 Nutrition (40hrs.)**

This course introduces the principles of nutrition and its relationship to the culinary arts industry. Topics include functions of essential nutrients, food composition, nutritional needs, and application of nutrition principles. Upon completion, students should be able to apply basic nutritional concepts to food preparation and selection.

Prerequisite: CUS101 and CUS153 (or ServSafe certification)

- **CUS216 Western Cuisine (60hrs.)**

This course studies the distinct regional cooking styles of European and its neighbor cuisines. It provides thorough knowledge of kitchen practices and cultural aspects of each region in the Western cuisine incorporating basic western principles.

Prerequisite: CUS101 and CUS153 (or ServSafe certification)

- **CUS218 Asian Cuisine (60hrs.)**

This course introduces basic knowledge on kitchen practices of Central, Western and South Asia. The study focuses on ingredients, cooking techniques, and flavors. It also introduces internationally acclaimed Asian culinary trends as well as regional and traditional and modern Asian dishes.

Prerequisite: CUS101 and CUS153 (or ServSafe certification)

- **CUS228 World Cuisine (60hrs.)**

This course introduces the most influential cultures and flavor profiles from all around the world. Its focus is placed on combining elements of different culinary traditions to find perfect balance in flavoring based on full understanding of complex ingredients. It includes identifying the distinctly different and common ingredients that represent each major cuisine, while practicing traditional and modern techniques to produce contemporary restaurant quality menu items.

Prerequisite: CUS101 and CUS153 (or ServSafe certification)

- **CUS253 Recipe and Menu Management (40hrs.)**

The course introduces to students' opportunities of how a commercial kitchen operates. It presents a comprehensive framework for creating and evaluating recipes and menus for commercial and non-commercial food industry. Students learn essential skills in the kitchen operations management from food sanitation and cost control including menu development, descriptions, layout, design, pricing, inventory control, and staff management for a successful kitchen and menu management.

Prerequisite: CUS101 and CUS153 (or ServSafe certification)

- **CUS256 Food Service System Management (40hrs.)**

The course focuses on critical food service management issues: menu planning, purchasing, receiving, storage, production, service and delivery, revenue management, market research, marketing, and merchandising. The class also addresses theoretical and practical approaches to supervision and management in any commercial industry including catering organizations and other large-scale dining establishments such as jails, schools, hospitals, resorts, nursing homes or casinos. Students will be able to understand issues involved in foodservice management systems.

Prerequisite: CUS101 and CUS153 (or ServSafe certification)

- **CUS261 Garde Manger (60hrs.)**

The course introduces main areas of the cold kitchen including reception foods, plated appetizers, and buffet arrangements. Students learn the art of cold food presentation, production of pates, galantines, and mousselines with emphasis on buffets and platters. This course also includes an introduction of party planning, preparing, and operating a successful catering service.

Prerequisite: CUS101 and CUS153 (or ServSafe certification)

- **CUS262 Advanced Cooking Theory and Practice (60hrs.)**

The course examines advanced application of principles and practical techniques of cooking theories and practices. It introduces opportunities to create and plan menus, research and develop prep formulas, and explore a la carte, ethnic food, Garde manger, and specialty baking. Students will be able to understand highly customized service guidelines in themed banquet in various occasions and apply various cooking methods to meat, fish, and other ingredients.

Prerequisite: CUS101, CUS153 (or ServSafe certification), CUS160, and CUS165

- **CUS270 Career Development (302hrs.)**

This course introduces students to career planning/management practices that serve as a foundation for success in the culinary arts industry. It is also placed on self-assessment, goal/career pathway development and employment strategies such as résumé preparation, interviewing techniques, and developing/utilizing the portfolio as a credential. Upon completion, students should be able to develop a career path leading to an effective job search.

Prerequisite: CUS101 and CUS153, 2nd year undergraduate student.

- **DLTC101 Dental Morphology (60hrs.)**

This course introduces the oral anatomy, dental anatomy, and occlusion with the emphasis on dental morphology. Laboratory exercises incorporate waxing procedures. Topics include: dental terminology, tooth morphology and carving procedures, and primary and mixed dentition. Prerequisite: None.

- **DLTC102 Dental Morphology Lab (140hrs.)**

This course helps students to learn the understanding of concepts and structures of teeth and kinds and names of parts of teeth. Topics include: carving procedures and method of each tooth, emphasizes the development, eruption, individual characteristics of each tooth and surrounding structures.

Prerequisite: None.

▪ **DLTC151 Crowns and Bridges I (60hrs.)**

This course introduces the materials and techniques used in the fabrication of fixed crown and bridge restorations. Topics include: materials used in crown and bridge fabrication, preparatory procedures, fixed fabrication procedures, and post-fabrication procedures.

Prerequisite: DLTC101.

▪ **DLTC152 Crowns and Bridges Lab I (140hrs.)**

Students learn how to fabricate fixed crown and bridges restorations. Topics include: impression, model work, wax-up technique.

Prerequisite: DLTC102.

▪ **DLTC153 Crowns and Bridges II (60hrs.)**

This course focuses on skills in advanced concepts in crown and bridge. Topics include: research in crown and bridge, advanced concepts in crown and bridge.

Prerequisite: DLTC151.

▪ **DLTC154 Crowns and Bridges Lab II (140hrs.)**

In this course, students learn skills in advanced concepts in crown and bridge. Topics include: multi-unit bridges wax-up, post, core, Inlay & onlay.

Prerequisite: DLTC152.

▪ **DLTC201 Dental Ceramics I (60hrs.)**

This course introduces the materials and techniques used in the fabrication of dental ceramic restoration. Topics include: materials used in dental ceramics, preparatory procedures, ceramic fabrication procedures, and post-fabrication procedures.

Prerequisite: DLTC151.

▪ **DLTC202 Dental Ceramics Lab I (140hrs.)**

This course introduces how to construct dental ceramic restorations for single crown and 3-unit bridge. Topics include: metal frame design, opaque, build-up, contouring & glazing of dental ceramic.

Prerequisite: DLTC152.

▪ **DLTC203 Dental Ceramics II (40hrs.)**

This course focuses on skills in advanced concepts in dental ceramics. Topics include: dental materials, composite resin, Cad/Cam system.

Prerequisite: DLTC201.

▪ **DLTC204 Dental Ceramics II (160hrs.)**

In this course, students learn how to construct metal ceramic restorations for multi-unit crowns. Topics include: multi-unit, clinical case, composite resin.

Prerequisite: DLTC202.

▪ **DLTC251 Complete Denture (40hrs.)**

This course focuses on complete denture fabrication from the preliminary impression to the finished denture. Topics include: materials used in complete dentures, preparatory procedures for complete dentures, complete denture fabrication procedures, post fabrication procedures, and advanced concepts in complete dentures.

Prerequisite: DLTC151.

▪ **DLTC252 Complete Denture Lab (160hrs.)**

This course introduces the fabrication of complete dentures. Topics include: edentulous arch anatomical landmarks, edentulous cast preparation, impression trays, baseplates, occlusal rims, and artificial tooth arrangement.

Prerequisite: DLTC152.

▪ **DLTC253 Partial Denture (40hrs.)**

This course introduces the materials and techniques used in the fabrication of partial dentures. Topics include: materials used in partial dentures, preparatory procedures, partial denture fabrication procedure, post-fabrication procedures, and advanced concepts in partial dentures. Prerequisite: DLTC151.

▪ **DLTC254 Partial Denture Lab (160hrs.)**

This course introduces the components and fabrication of removable partial dentures. Topics include: methods of surveying and designing and fabricating, temporary partials and treatment partials with wrought clasps.

Prerequisite: DLTC152.

▪ **DLTC270 Career Development (5 credits)¹**

This course provides the opportunity for documenting career skills and articulating career plans. Students also analyze trends and opportunities in their targeted careers and reflect on learning experiences in their field of study.

Prerequisite: 2nd year undergraduate students and permission of Dept. Director or Academic Dean.

▪ **ESL081 Introduction to ESL: Functional English (50hrs.)** Students will be able to understand what English expressions are necessary to

survive in America. They will practice the use expressions in class and also utilize them in their real life.

Prerequisite: None.

▪ **ESL082 Introduction to ESL: Holidays and Events in America (50hrs.)**

Students will be able to understand universal and unique characteristics of holidays. Through diverse activities, students will develop their four language skills such as listening, speaking, reading and writing skills while doing activities. In addition, they will be able to compare and contrast their own holiday cultures at the end.

Prerequisite: None.

▪ **ESL091 Current Events in the News Media (35hrs.)**

This course is designed to give students the opportunity to enhance their knowledge of current issues and to boost the habit of using their English skills to practice reading and understanding outside the demands of the ESL classroom. This class also offers numerous opportunities for students to improve their critical thinking skills.

Prerequisite: None.

▪ **ESL092 Pronunciation (35hrs.)**

This class is designed to help students improve their pronunciation. It gives intermediate students the tools, tips, and techniques they need to speak clearly, accurately, and fluently. All aspects of pronunciation are included—consonants, vowels, stress, rhythm, and intonation. Students are also involved in the variety of activities and flexible, fun learning. Using a voice recorder, students become aware of their speaking habits and have a chance to listen to their pronunciation improvement.

Prerequisite: None.

▪ **ESL093 English through American Culture (35hrs.)**

This course is designed to help students learn a variety of expressions used during daily activities and routines through American manners and customs related stories, which could be accomplished through reading the textbook and the sub materials. This class introduces various authentic contexts for students and provides greater chances to expose to the authentic use of English language. Students will improve their English skills by reading stories and solving comprehension questions.

Prerequisite: None.

▪ **ESL094 Idioms in American English (35hrs.)**

This class is designed to have students practice daily, practical idiom and vocabulary expressions by practicing original American English expressions. Students may watch a related video, read an article, practice a role play through conversation script and discuss what they found in their daily life. At the end of this course, they will be

able to better understand colloquial expressions and express more fluently and authentically with more advanced vocabulary and idiom expressions.

Prerequisite: None.

▪ **ESL101-1 Sentence Structure for Beginners I (50hrs.)**

Session A: This course is to give learners basic phrases for exchanging information with other speakers of English. Thus, they begin by getting acquainted with each other. Students will learn basic forms of grammar including simple present and progressive tenses, parts of speech, prepositions, and questioning. Students will practice these structures through communicative and functional activities.

Prerequisite: None.

▪ **ESL101-2 Speaking for Beginners I (50hrs.)**

This course targets students who can barely communicate in English. The primary goal is to assist students in developing the ability to communicate with other English speakers around their neighborhood and community. This will enhance the confidence of students and enable them relax and enjoy the new experience. The real-life subject matter provides practical information about American life and custom.

Prerequisite: None.

▪ **ESL101-3 Reading for Beginners I (50hrs.)**

The primary goal of low beginning level is to promote beginning learners to enjoy short true stories and build up their reading skills. The purpose of this first reading is to enable students to read not a word-for-word but a global understanding of the story. This practice will build up their vocabulary and ability to comprehend main idea. In the end students will find out that reading is a pleasure.

Prerequisite: None.

▪ **ESL101-4 Listening for Beginners I (50hrs.)**

This course is designed to help beginning students for listening skills. They will listen to conversational phrases and vocabulary for common scenarios and situations. Pair work and pronunciation practice as well as group methods are facilitated.

Prerequisite: None.

▪ **ESL102-1 Sentence Structure for Beginners II (50hrs.)**

This course provides the most important vocabulary, grammar, and functional expressions needed to communicate at a basic level in a full range of situations and contexts. Students who complete this course successfully will acquire the correct use of language in a

variety of relevant contexts, a strategy to initiate conversation, a use of indirect conversation, how to ask for clarification, an ability to comprehend and follow instructions in English, and other conversational skills.

Prerequisite: ESL101 or equivalent.

▪ **ESL102-2 Speaking for Beginners II (50hrs.)**

This course is designed to develop basic English conversational skills in American cultural and day-to-day situations for the beginning students. The focus of the course is on improving listening comprehension and increasing conversational fluency. Through a broad range of student-centered activities, students are given the opportunities to practice and reinforce important grammatical structures and patterns.

Prerequisite: ESL101 or equivalent.

▪ **ESL102-3 Reading for Beginners II (50hrs.)**

This course focuses on improving students' abilities in reading comprehension and building spelling and vocabulary skills. Attention is paid to reading skills such as identifying the main idea, supporting ideas, and using context clues for vocabulary.

Prerequisite: ESL101 or equivalent.

▪ **ESL102-4 Listening for Beginners II (50hrs.)**

This course is designed to have students practice listening for main ideas and important details. They will also practice making inferences using given details. As taking this course, students will be able to formulate appropriate questions to use when they meet someone for the first time. They will learn the names of different countries and their languages and recognize body language and gestures commonly used in many countries. In addition, they will practice reading numbers in English and learn useful adjectives to describe people and events.

Prerequisite: ESL101 or equivalent.

▪ **ESL111 Job Success 1 (50hrs.)**

This course is to introduce job related English expressions for the students who can barely communicate in English. The primary goal is to assist students in developing the elementary skills to communicate in order to survive in work situations through videos and practical skill-based materials. This will enhance the students' confidence in their work and life and eventually enable them converse in basic English conversation expressions. The real-life subject matter provides and introduces authentic and practical information on American life and customs.

Prerequisite: None

▪ **ESL161 Job Success 2 (50hrs.)**

This course is designed to develop basic job related English conversational skills in day-to-day work situations for high beginners. The focus of the course is on improving work related expressions with more comprehension and increasing conversational fluency for their job application and interview. Through a broad range of student-centered activities via videos and emails, students are given the opportunities to practice and reinforce basic sentence structures and patterns in speech and writing.

Prerequisite: ESL102 or equivalent.

▪ **ESL201-1 Sentence Structure for Intermediate I (50hrs.)**

This course provides opportunities to develop existing knowledge of grammar structure and acquire new ones with the emphasis on the use of present, past, and future tense, pronouns and phrasal verbs, and modals and similar expressions. Some writing activities are included in the class to provide opportunities to practice grammatical structures that students acquire in class.

Prerequisite: ESL102 or equivalent.

▪ **ESL201-2 Speaking for Intermediate I (50hrs.)**

This course provides students with the listening and speaking skills necessary to be able to communicate effectively in a range of everyday social and travel, work, and study situations. Students will review the grammar and vocabulary that they have acquired from previous learning, learn useful phrases and expressions for a variety of situations, and improve their pronunciations. Some listening and speaking tasks will be supported and complemented by short reading and writing tasks.

Prerequisite: ESL102 or equivalent.

▪ **ESL201-3 Reading for Intermediate I (50hrs.)**

The goal of this course is to equip students with strong reading skills through exercises including vocabulary, comprehension, understanding details, discussion, and writing. In addition to various reading strategies, students will learn and improve forming mental images, making inferences, analyzing the structures, personalizing the ideas and themes, and exchanging information. Productive activities will give students further training to become independent and confident readers.

Prerequisite: ESL102 or equivalent.

▪ **ESL201-4 Writing for Intermediate I (50hrs.)**

This course is designed to acquaint students with the basic skills required for good writing and help them become confident and independent writers in English. As students learn the fundamental

principles of writing process: prewriting, planning, drafting, revising, and editing and frequently practice writing on a broad range of topics and in various forms, they will acquire basic skills in writing and learn to express themselves in English appropriately in various forms of writing.

Prerequisite: ESL102 or equivalent.

▪ **ESL202-1 Sentence Structure for Intermediate II (50hrs.)**

This course, as a continuation of ESL 201A/201B, provides opportunities to develop existing knowledge of grammar structure and acquire new ones with the emphasis on the use of present, past, and future tense, pronouns and phrasal verbs, and modals and similar expressions. Some writing activities are included in the class to provide opportunities to practice grammatical structures that students acquire in class.

Prerequisite: ESL201 or equivalent.

▪ **ESL202-2 Speaking for Intermediate II (50hrs.)**

This course is designed to develop intermediate conversation, pronunciation, idiomatic, and aural comprehension skills.

Conversational and idiomatic skills focus on fluent and appropriate use of oral communication skills in a variety of social, business and/or academic situations. Listening comprehension stresses understanding verbal instructions on campus and in the workplace. Students also learn appropriate verbal and non-verbal behavior as well as conversation management techniques to exchange ideas in small and large group communication.

Prerequisite: ESL201 or equivalent.

▪ **ESL202-3 Reading for Intermediate II (50hrs.)**

This course emphasizes acquisition of reading skills, expansion of receptive and productive vocabulary, and comprehension of medium-length adapted reading selections. Reading skills practice includes identifying main ideas/ supporting ideas, paraphrasing, scanning/skimming, making inferences, and distinguishing fact vs. opinion. In addition, vocabulary building focuses on acquiring academic vocabulary and slang expressions, and some vocabulary guessing strategies such as using context clues.

Prerequisite: ESL201 or equivalent.

▪ **ESL202-4 Writing for Intermediate II (50hrs.)**

This course emphasizes competency in standard written English with a focus on high-intermediate grammar and writing skills based on the functions of an utterance such as introducing people, listing-order paragraphs, giving instructions, describing a place, stating reasons and using examples, and expressing your opinion. Instructions on punctuations such as capitalization, comma, period, etc. and grammar for writing are also provided in class.

Prerequisite: ESL201 or equivalent.

▪ **ESL211 Job Success 3 (50hrs.)**

This course provides students with the listening, speaking, reading, writing skills necessary to be able to communicate effectively in a range of everyday social and work situations. Students will think about job needs, assess job skills and look for jobs with application skills. Through this course, students will preview what probable interview situations exist and prepare for the job acceptance.

Prerequisite: ESL201 or equivalent.

▪ **ESL261 Job Success 4 (50hrs.)**

This course is designed to develop high intermediate level students' interpersonal skills and build interpersonal relationships throughout job related conversation skills and idiomatic collocational expressions. Conversational and idiomatic skills focus on fluent and appropriate use of oral communication skills in a variety of social and business situations. Students also learn appropriate verbal and non-verbal manners at work situations as well as conversation management techniques to exchange ideas in small and large group communications. Eventually, students will be able to discuss long term plans and goals for their job career.

Prerequisite: ESL201 or equivalent.

▪ **ESL301-1 Sentence Structure for Advanced I (50hrs.)**

The focus of advanced grammar is to develop integrating skills providing students plenty of practice to bridge the gap between knowing and using grammatical structures in speaking and writing. Students will practice new structures in a variety of contexts in order to internalize and master them.

Prerequisite: ESL202 or equivalent.

▪ **ESL301-2 Listening/Speaking for Advanced I (50hrs.)**

This course focuses on listening and understanding other people's ideas, communicating students' ideas, and exchanging them with fellow classmates. This course provides students with a unique collection of fluency practice activities designed to improve listening and speaking abilities. Students who complete this course successfully will be able to express their ideas in English, understand a wide range of advertisements, maps, pictures, and recordings, solve problems, exchange information, and describe experiences in class.

Prerequisite: ESL202 or equivalent.

▪ **ESL301-3 Reading/Writing for Advanced I (50hrs.)**

The aim of this course is to serve students who wish to gain entry to

higher education institutions as well for career advancement or function in English speaking environment. Topics are chosen to develop critical thinking skill and language usage in students' reading and writing. Prerequisite: ESL202 or equivalent.

▪ **ESL301-4 Discussion for Advanced I (50hrs.)**

The focus of the course is to assist learners in attaining communicative competence on a variety of issues and topics. Students should be stimulated to communicate their opinions on discussion topics to promote critical thinking. At the same time, the student should be challenged to speak English naturally and develop accuracy as well as fluency.

Prerequisite: ESL202 or equivalent.

▪ **ESL301-5 Academic Writing for Advanced I (50hrs.)**

The aim of this course is to serve students who wish to gain entry to higher education institutions as well for career advancement or function in English writing environment. Students will be able to practice paragraph-based writing on many topics with focuses. They will also learn and review some essential grammatical knowledge from this course to apply it on their actual writing as well.

Prerequisite: ESL202 or equivalent.

▪ **ESL302-1 Sentence Structure for Advanced II (50hrs.)**

This is an advanced grammar course and emphasizes usage of formal English grammar in written work and in speech. Students will develop skills for complex and compound sentence formation, parallelism, and complementation in the context of effective writing and speaking.

Prerequisite: ESL301 or equivalent.

▪ **ESL302-2 Listening/Speaking for Advanced II (50hrs.)**

The primary focuses of this course is to promote conversational fluency and to facilitate language acquisition through the understanding of American culture. This course is also designed to help strengthen and expand students' academic vocabulary. Words introduced are essential for a higher educational program. Students who complete this course successfully will be able to increase their cultural awareness and social skills, demonstrate accuracy in their spoken English, and express their thoughts and feelings through a diverse range of vocabulary.

Prerequisite: ESL301 or equivalent.

▪ **ESL302-3 Reading/Writing for Advanced II (50hrs.)**

This course is designed to improve writing effectiveness. Students will be required to expand their reading and writing skills learned in ESL 301 and apply these skills to selected writing assignments. They

will continue to study various rhetorical patterns and use their writing skills to develop essays in these patterns. The rhetorical patterns studied in this course are process analysis, cause and effect, and argument/persuasion. Students will also learn the process and skills needed to write a clear, precise, and accurate term paper.

Prerequisite: ESL301 or equivalent.

▪ **ESL302-4 Discussion for Advanced II (50hrs.)**

This course explores provocative scenarios and questions as means of practicing the skills necessary to achieve success in dialogue. The course consists mainly of classroom discussion. In addition to daily text discussion, students review common dialogue scenarios, American idioms/ slang, newspaper articles, and current events. Students are encouraged to pose new situations and ask questions with an emphasis on analyzing and communicating points of view.

Prerequisite: ESL301 or equivalent.

▪ **ESL302-5 Academic Writing for Advanced II (50hrs.)**

This course is designed to improve writing effectiveness. Students will be required to expand their writing skills learned in ESL 301 and apply these skills to selected writing assignments. They will continue to study various rhetorical patterns and use their writing skills to develop essays in these patterns. The rhetorical patterns studied in this course are process analysis, cause and effect, and argument/persuasion. Students will also learn the process and skills needed to write a clear, precise, and accurate term paper.

Prerequisite: ESL301 or equivalent.

▪ **ESL302-7 TOEFL Preparation (100hrs.)**

TOEFL preparation course is designed to obtain the planned TOEFL score within 10 weeks. This course is designed with three important elements for the success in TOEFL: problem solving principle, practice and review, and necessary resources. Through this course, students will be able to experience college preparatory contents while improving their English proficiency by practicing actual TOEFL questionnaires in Listening, Speaking, Reading and Writing language skill tests.

Prerequisite: ESL301 or equivalent.

▪ **ESL401-2 Listening/Speaking for High Advanced I (100hrs.)**

This course is designed to improve listening, note taking, and pronunciation skills for students. Advanced English language learners will discover how to use and extend their vocabulary, grammar, and communication skills more consciously and effectively for academic purposes.

Prerequisite: ESL302 or equivalent.

▪ **ESL401-3 Reading/Writing for High Advanced I (100hrs.)**

This course prepares students for college level reading and writing. Students practice reading more quickly with greater comprehension while adapting their reading style to different types of text. Reading and vocabulary go hand and hand, and vocabulary work focuses on words in context. Time is spent developing academic skills such as writing summaries and taking essay exams.

Prerequisite: ESL302 or equivalent.

▪ **ESL402-2 Listening/Speaking for High Advanced II (100hrs.)**

The goal of the course is to help students develop and perfect the English listening and speaking skills needed for active participation in the wider academic community and in professional life. Students write, discuss, and present on topics in their individual disciplines. Focus is on helping students identify their own errors and weaknesses and on developing strategies for correcting them and being more accurate and fluent in English.

Prerequisite: ESL401 or equivalent.

▪ **ESL402-3 Reading/Writing for High Advanced II (100hrs.)** This course prepares students for early-to-advanced college reading and writing. Students read a wide variety of types of texts, practicing skills such as prereading/surveying texts, adjusting speed and reading style to different genres and tasks, improving comprehension, and reviewing and retaining material. Students practice vocabulary skills such as using roots and affixes and using context to understand a word and when it is necessary to consult a dictionary.

Prerequisite: ESL401 or equivalent.

Distance Education

Columbia College offers online ESL courses as Distance Education in order to meet the diverse needs of the student population.

The Distance Education program at the College utilizes asynchronously via Moodle as a major delivery platform of the lecture in an online format. The lecture is pre-recorded which affords student(s) the opportunity to attend at their convenience. The lectures are recorded by the instructor and uploaded to the College's website. Students taking online courses complete weekly assignments at their own computers and communicate with their homeroom teacher/assigned instructor by email/instant chatting. Students' complete assignments, take quizzes or tests, and complete all other coursework just as they would in an in-resident class. All courses require textbooks. Some online courses may require students to meet on campus for orientations, labs and/or exams. The hours/credits are equivalent to in-resident courses.

Columbia College allows its students to take their courses exclusively at an online. However, it is recommended students contact the administrative staff for any further assistance.

1. Admission Requirement/Eligibility

Admission standards are same as the traditional residential program except technical specifications. Newly admitted student must take a nationally recognized exam, College's current placement test, the same as students in the traditional residential programs.

Students are expected to have at least the following skills prior to taking distance education courses:

- A. Basic keyboarding competence
- B. Elementary knowledge of their computer operating system
- C. Basic knowledge of software and tools such as word processor, e-mail, Internet browser, and search engine

A personal computer which has access to a common internet network (using typical DSL speed 10M down/2M up) is required and headphones and/or headsets are preferred for privacy.

Any student may enroll in distance education courses. However, distance education courses may not be appropriate for everyone.

These courses are independent study and require additional self-discipline and motivation.

2. Placement Test

Columbia College students who enroll in distance education program should take a nationally recognized exam as their placement test. The student can take the exam at Columbia College testing center or nearest testing center from his/her residence.

Students who are not able to physically come to the College due to his/her residence, the College introduces a nationally recognized exam, Remote Proctoring test is available. This will enable students to take a nationally recognized exam at any location and proctor the test from identity verification on through verification of the test result.

3. Hardware/Software Requirements

Component	Minimum Requirements
Operating System (Windows)	Windows XP (Windows 7 recommended)
Operating System (Macintosh)	Mac OS X 10.6 or higher
Internet	Internet connection 56K, DSL or Cable modem High Speed connection recommended

Browser	Chrome (latest version) Firefox 26 or higher Safari 6.1 or higher
Browser Plug-ins	JAVA (latest version) required some courses Adobe Acrobat Reader 10 or higher Adobe Flash Player 10 (ActiveX) or higher
E-mail	You must have the ability to check e-mail from your computer
Office Suites (Windows)	Microsoft Office 2007 At least Word, Power Point, and Excel.
Office Suites (Macintosh)	Microsoft Office: 2011 At least Word, Power Point, and Excel.
Multimedia	Monitor capable of 1024x768 resolution Some courses may require a headset with an attached microphone. Sound card and speakers/headphones

4. Professors/Homeroom Teachers

A professor is assigned to each course and students may contact the professor when they turn in assignments, need assistance, have questions, or for any other course-related information/interaction. However, each student has a Homeroom teacher who can support and supervise the student encompassing all areas as well. Information on how to contact the professor/ Homeroom teacher is provided through your course/orientation at the beginning of the session.

5. Orientations

All distance education students, both new and returning are required to attend an orientation session for each course taken as a requirement. Orientation is provided on the website so you can take the orientation any time anywhere you desire. During orientation, the student receives general information about the school and distance education. More information such as course information and other information on procedures are provided at the beginning of each course. However, some instructors/homeroom teacher(s) may prefer offering student orientations on campus as well.

6. Verification of identity protection and students' privacy

All programs and courses offered through distance learning methods must verify that the student who registers for a certain program/course is the same person who participates in and completes the program to earn credit. In meeting the program requirement(s), each registered student has his/her own secure user ID and password to log into the College's learning

management system. Once student registers for a course, he/she is notified in writing to verify their student identity.

All students who register for Columbia College's Distance Education program are responsible for maintaining the security of their user ID, password, and any other information related to access. The information may not be shared or given to anyone other than the assigned user. Users are fully responsible for their user ID and password when using the account. When the student resets the password for identity protection, the College may question personally identifiable information registered in the College's learning management system to verify the identity or he/she can walk into the Distance Learning department with valid photo ID.

7. Counseling and Advising

Distance Education Administrative staff are located at Tysons main campus, 8620 Westwood Center Drive, Vienna VA 22182. Please contact them with questions regarding your program.

8. Tuition and Fees

For current tuition, see the Tuition and Fees of the Columbia College Catalog. Tuition and fees are the same of both Distance Education and in-resident programs. There are no additional charges or requirements for enrolling in the Distance Education curriculum.

9. Textbooks

On-Line textbook information will be available on your syllabus. Purchasing textbook is required for taking your course.

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APPENDIX

ASSOCIATE DEGREE PROGRAMS (General)

- Application Fee: \$100.00 (non-refundable)
- All Associate level programs: \$ 216.00 per credit.
- Some programs have Lab fees which need to be paid along with the tuition per each session.
- One time charge for Student Kits (tools and supplies)

Other Fee Schedule

Services	Fee	Note
Application Fee	\$100	Including first placement test fee
Placement Test Fee	\$25	
Late Registration Fee	\$50	After the last day of registration
Returned Check Fee	\$35	
Student ID card Fee	\$15	One-time purchasing fee
Parking Permit Fee	\$20	One-time purchasing fee
Document Request Fee	\$15	Three business day service
Transcript Request Fee	\$15	Three business day service
Document Request Fee (Express service)	Additional \$10	Next business day service
Cap & Gown	\$50	for the commencement ceremony

* Columbia College reserves the right to change tuition and fees at any time.



COLUMBIA COLLEGE

TUITION AND FEES

PROGRAM	TUITION PER SESSION	TOTAL SESSIONS	TOTAL TUITION
Intensive VESL	\$1,720	6	\$10,320
Part-time VESL	\$930	6	\$5,580

VOCATIONAL DEGREE & CERTIFICATE PROGRAMS

PROGRAM	TUITION PER SESSION	TOTAL SESSIONS	TOTAL TUITION
Culinary Arts			
Certificate	\$2,320	6	\$13,900
Associate Degree	\$3,004	7	\$23,168
* Additional \$400 for student kit and sanitation manual are required.			
Dental Laboratory Technology			
Certificate	\$2,860	6	\$17,160
Associate Degree	\$3,724	7	\$26,068
* Additional \$1,500 for student kit and textbooks are required			
Massage Therapy			
Certificate	\$2,940	3	\$8,820
Associate Degree	\$4,363	7	\$24,544
* The Last Session of Associate Degree: \$2,635 only			
** Prerequisite: Certificate program			
*** Additional \$330 for student kit and textbooks are required			

ACADEMIC DEGREE PROGRAMS

PROGRAM	PER CREDIT	PER SESSION (12 CREDITS)	TOTAL TUITION (92 CREDITS)
Business Administration	\$216	\$2,592	\$19,320
Computer Science	\$216	\$2,592	\$19,320
Teaching English for Early Childhood	\$216	\$2,592	\$19,320
Technical & Business English	\$216	\$2,592	\$19,320

OTHER FEES

SERVICES	FEE	NOTE
Application Fee	\$100	Including first placement test fee
International Student fee	\$200	
Financial Aid Student Fee	\$100	
Placement Test Fee	\$25	
Late Registration Fee	\$50	After the last day of registration
Returned Check Fee	\$35	
Student ID card Fee	\$15	
Parking Permit Fee	\$20	For one session
Document Request Fee	\$15	Transcript/ Letter of Enrollment/Tuition Statement Certificate/ Verification Letter
Mailing Fee (Domestic)	\$15/\$20	Envelope / Documents Envelope
Mailing Fee (Overseas)	\$90	
Express Service Fee	additional \$10	Next business day service
I-20 Extension Fee	\$50	
Supporting Letter	\$50	
Graduation Fee	\$50	Including Diploma processing fee, Cap & Gown
Card Transaction Fee	3% Of Tuition	Effective 01/01/2020

CATALOG ADDENDUM

FACULTY LISTING

Amblessed Ehiemere, Business Administration

Ph.D., Strategic Leadership & Foresight Regent University,
Virginia Beach, VA, 2012

MBA., St. Xavier University, Chicago, IL, 2008

M.A., Public Health St. Xavier University, Chicago, IL, 2008

B.S., Kinesiology University of Toronto, Toronto, 2005

Antonio Honorio Lima, English as a Second Language

MA, TESOL, Midwest University, Wentzville, MO, 2015

Christina D. Sapp, Vocational English as a Second Language

M.S., Early Childhood Ed., Herbert H. Lehman College, Bronx, NY,
2000

+10 years of Teaching Experience at Columbia College

Christine Patterson, English as a Second Language

TESOL Certificate, Maximo Nivel S.A., Cusco, Peru, 2010

B.A., International Languages and Cultures, St. Mary's College of
Maryland, St. Mary's city, MD, 2010

Chris Pepin, Culinary Arts

ServeSafe Certification, VA 2022-2023

A.A. Culinary, New England Culinary Institute, Montpelier, VT.
1997.

A.A. in Communication, Golden West College, Huntington beach,
CA, 1993

Craig C. Markley, Vocational English as a Second Language

TESOL Certificate, The school of TEFL, Washington, DC, 2014

B.A., Journalism, University of Wisconsin-Madison, Madison, WI,
1998

Dex Curi, English as a Second Language

TEFL & TESOL Certificate, International TEFL Academy, Chicago,
IL. 2013.

B.A., Psychology, George Mason University, Fairfax, VA.

Jasmine Khurana, Vocational English as a Second Language/ Teaching English for Early Childhood

M.S., Human Development, Wheelock College, Boston, MA, 2004

B.A., Sociology with Minor in Education, Clark University,
Worcester, MA, 2011

TESOL Certificate, International Open Academy, 2019

Dr. Jason Lody, Teaching English for Early Childhood

EdD. Organizational Development, Graduate Theological
Foundation, Mishawaka, IN. 2017.

M.A. Education Administration, The Catholic University of
America, Washington D.C, 2002

Jimmy Chang-Lung Tsai, Computer Science

Ph.D., Electrical Engineering, National Central University, Taiwan,
2006

M.S., Electrical Engineering, University of Southern California, Los
Angeles, CA, 1994

B.A., Electrical Engineering, Chung Cheng Inst. of
Technology, Taiwan, 1988

Joshua Allen, Massage Therapy

Licensed Massage Therapist, State of Maryland & Washington
DC, 2014

Certificate of completion, Baltimore School of Massage,
Linthicum, MD, 2014.

Corrective Exercise Specialist, National Academy Sports
Medicine, 2012

B.S., Kinesiology, University of Maryland, College Park, MD, 2006

Hyun Mee (Susan) Lee, English as a Second Language

M.A., TESOL, University of San Francisco, San Francisco, CA, 2001

Laszlo Balazs, Massage Therapy

R.N., Nursing, Germanna Community College Locust Grove, VA.
2016.

Nurse Aid Certificate, Germanna Community College, Locust
Grove, VA. 2012

Certificate in Massage Therapy, Northern Virginia Community
College, Annandale, VA. 2008

Mahnoosh Abbasnezhad, English as a Second Language

TESOL Certificate, Sussex Downs College, East Bourne, UK, 2011

B.A., English Literature, Sheikh Bahae University, Isfahan, Iran
2004

Manohari Rasagam, Vocational English as a Second Language

Ph.D., Postcolonial Literature in English, National University
Malaysia, Bangi, Malaysia, 2015

TESOL Certificate, International Language Institute, Washington,
DC, 2014

M.A., Postcolonial Literature in English, National University
Malaysia, Bangi, Malaysia, 2010

Dr. Ok Cha Soh, General Education

Ph.D., Social Psychology, Union Inst. & University, Cincinnati, OH,
2000 M.A., Theology of Missions, Capital Bible Seminary,
Lanham, MD, 1994

M.A. Counseling Psychology, Bowie State University, Bowie, MD,
1993

Richard McCreadie, Culinary Arts

ServeSafe Certification, MD, USA, 2022-2023

B.A. in Culinary, Glasgow University, Glasgow, Scotland. 1976

Shamima Nasreen, English as a Second Language

TESOL Certificate, LinguaEdge, Beverly Hills, CA, 2015

M.Ed., Professional Study, Marymount University, Arlington, VA,

2015 B.S., Biology, Virginia Commonwealth University,

Richmond, VA, 2011

Dr. Shawn Ratliff, Business Administration/Teaching English for Early Childhood

EdD Organizational Leadership, Argosy Univ., Chicago IL, 2015

M.A. Economic Development, North Park Univ., Chicago IL, 2006

B.S Business Management, Ferris State Univ., Big Rapids, MI,

1990

Sherry Hughes, Technical & Business English/Teaching English for Early Childhood

M.Ed., Early Childhood Education, Curriculum and Instruction,

George Mason University Fairfax, VA, 2006

Sophia Christian-Holliday, Culinary Arts/Business Administration

M.S., International Hospitality Management, Stratford

University, Falls Church, VA, 2016

B.S., Hospitality Management, Johnson & Wales University,

Miami, FL, 2006

A.S., Culinary Arts, Johnson & Wales University, Miami, FL, 2006

Wisam Mustafa, Vocational English as a Second Language

M.A., Curriculum & Instructions, University of Virginia,

Charlottesville VA, 2022

M.A., English-Linguistics, George Mason University, Fairfax, VA,

2012

B.A., Psychology, George Mason University, Fairfax, VA, 2010

+10 years of Teaching Experience at Columbia College

Yana Pomerants, Vocational English as a Second Language

TESOL Certificate, LinguaEdge LLC., Beverly Hills, CA

B.A., Global Affairs, George Mason University, Fairfax, VA

Yasaman Ghazanfari, Vocational English as a Second Language

Ph.D., General Linguistics, Azad University, Tehran, Iran, 2015

M.A., General Linguistics, Azad University, Tehran, Iran, 2000 B.A.,

English Translation, Azad University, Tehran, Iran, 1995

