



**COLUMBIA COLLEGE
ENGLISH AS A SECOND LANGUAGE PROGRAM
STUDENT HANDBOOK**

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8620 Westwood Center Drive
Vienna, Virginia 22182

Official Columbia College Document

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COLUMBIA COLLEGE'S 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.

COLUMBIA COLLEGE'S ESL PROGRAM MISSION STATEMENT

Columbia College English as a Second Language Program (CCESLP)'s mission is to prepare the students to function effectively in academic classes where English is the language of instruction. In doing so, we aim to inspire students to actively engage with the subject matter, fostering a meaningful and enriching educational experience.

COLUMBIA COLLEGE'S COMMITMENT TO ACADEMIC FREEDOM

The core reason that any university exists is for the exchange of ideas. Columbia College is committed to academic freedom for its Faculty/Staff and students and strives to affirm this commitment through its policies and procedures. The policies and procedures are intended to create a learning environment that encourages the respectful exchange of ideas and opinions.

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 in order 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.

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 follows state and county education guidelines. The compliance form must be submitted with the admissions application.
3. If an applicant graduated from high school in a foreign country and cannot provide the diploma, he/she must complete waivers of diploma forms as proof of graduation.
4. An official college/university transcript is an acceptable document to prove high school graduation if the applicant is currently attending or previously attended. For foreign institutions, 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. 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.

PLACEMENT AND EXIT TEST

After completing the admissions process, students take the CaMLA English placement test and CCESLP speaking/writing tests in order to determine their placement level. The ESL Director will notify the student of his/her level.

Students may request a review about his/her placement if the student and his/her instructor feel that they have been misplaced. Their placement is reviewed considering the advice of the student's instructor and in consultation with the ESL Director. It is important to note that while students have input in this process, the decision ultimately rests with the instructor and ESL Director.

Upon completion of the program, students are required to take the CaMLA and CCESLP speaking/writing exit test. The reason CCESLP utilizes the same test is to make an accurate measurement of student progress. Exit test results are provided to students and these records are kept in student files. CCESLP does not believe in a certain score to be set as a requirement for completion – when the ESL staff compare the student's placement score and exit score as long as improvement is shown that will suffice.

ACADEMIC EXPECTATIONS / RESPONSIBILITIES

- **Students are expected to take ownership of their own learning:** Students have a responsibility for their learning. They are expected to outline their goals, make a plan for their learning.
- **Students are expected to read and understand the syllabus for each course they are enrolled in:** The syllabus is a document that shows important information about the class. It outlines information on the instructor, course description, learning goals, grading policies.
- **Students have a responsibility to come to class prepared:** They must be prepared for every class and arrive on time. Their responsibilities also include having a prepared mind for class, being awake and attentive, and taking insightful notes.
- **Students must attend at least 80% of each session's scheduled class hours:** Columbia College requires a minimum attendance of 80% for students. Consistent attendance provides opportunities for students to interact with their classmates, participate in class discussions, and receive feedback from their instructors.
- **Students should adhere to CCESLP Student Code of Conduct:** Students are expected to learn and familiarize themselves with Student Code of Conduct.

INSTRUCTIONAL STYLES

Delivery Mode

- **In-person classes** will take place in ESL classrooms on the 1st floor. Please refer to the ESL schedule, provided before each session starts, for your classes.
- Students are required to show up for the class they are enrolled in.

Teaching Approaches

- Columbia College ESL program is designed to help students function effectively in academic classes. Interactive, student-centered classes are provided in classroom settings.
- CCESLP intends to enhance students' language proficiency through student-centered approach in which includes various English language teaching method emphasizing active participation of students in the learning process. The teacher's role is to facilitate

communication and provide feedback on language use. Furthermore, the CCESLP promotes applying language skills to authentic contexts, allowing learners to practice using the language in real-life situations.

- Instructors use practical materials that help students gain the vocabulary they need for college level courses. All classes help students practice writing, reading, and oral presentation.
- CCESLP helps students develop language skills while learning about a specific topic. The teacher selects materials and designs activities that support language learning and content understanding. This task-based method requires learners to use higher-order thinking skills such as analysis, synthesis, and evaluation.

Level Advancement

Advancement to the next level is based on a passing final grade of C or higher and the student's achievement of SLOs recorded throughout the 10-week session. The final grade is calculated as follows:

| Criteria | Percentage |
|---------------|------------|
| Mid-term Exam | 25% |
| Final Exam | 25% |
| Assignment | 50% |

The formal grading system utilizes a letter grading policy and conforms to recognized education standards.

| Grade | Percent | Standing |
|-------|------------|----------------|
| A | 90-100 | Excellent |
| B | 80-89 | Very Good |
| C | 70-79 | Satisfactory |
| D | 60-69 | Poor |
| F | 0-59 | Failing |
| I | Incomplete | Not-applicable |

It is expected that some students will have to repeat a class to learn and gain sufficient skills for that level. F-1 students who show little or no academic progress will be asked to meet with Columbia College's Designated School Official (DSO). Further lack of academic progress may result in termination of F-1 status – this is in alignment with the College's SAP policy in which the student receives a warning, probation, and termination status.

Completion

A student must have completed all required courses, passed each level, attended at least eighty percent (80%) of class hours offered, and satisfied all financial obligations before they are eligible to graduate. Completion is decided by passing 302 level or any level that satisfies the student's needs. CCESLP understands that students come with different needs and goals and react accordingly.

SATISFACTORY ACADEMIC PROGRESS

All Columbia College students must comply with the Satisfactory Academic Progress (SAP) standards toward earning a diploma or certificate to maintain their status and/or to be eligible for federally supported financial aid programs. This is applicable to resident ESL students who are not earning a diploma nor using federal student aid. "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 the U.S. Department of Education. All students are measured in two categories of standards: Qualitative and Quantitative. 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.

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 in a 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 of 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 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.

Attendance Policy, Maximum Time Frame and Course Repetition

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.

For the ESL program, please refer to the following Attendance Policies:

1. A student is late if he/she arrives unexcused to class up to 15 minutes after the start time of class. The ESL teacher and staff will record each time a student is late.
2. 3 unexcused lates are equivalent to 1 unexcused absence
3. 3 unexcused absences are equivalent to failing your class, which means you are not allowed to move up to the next level and must repeat the same regardless of your final grades.

We understand that there are times when you are sick or there are family emergencies that cause you to be absent or late. In this case, please contact us to explain the reasons for lateness or absence.

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.

The academic office and business 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, a notification (warning letter, probation notice, dismissal notice) is issued from the academic office and the information is forwarded to the 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. Meetings with advisors will be scheduled within five business days of receiving a notification of failing to meet SAP.

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 the 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 member
- An injury or illness of the student or
- Other special circumstances

In the written document, the student needs to explain the reason he/she could not meet the required standard to maintain their 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 a timely fashion:

1. The student's appeal may be fully accepted and financial aid eligibility fully reinstated. This is the case when the student's appeal 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 an 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. Students can try a second appeal process, but the student must enroll without financial aid before the decision of the second appeal is made.

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

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

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.

Academic Dishonesty/Misconduct

- Students shall not cheat during exams or quizzes.
- 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.
- Students shall not sell or purchase previous examinations or other assignments.

Non-Academic Dishonesty/Misconduct

- Physical and/or psychological abuse, threat, or harassment
- Initiating any false report, warning, threat of fire, explosion, or other emergency
- Unauthorized use, possession, storage of any weapon, dangerous chemical, or explosive element
- Disrupting, obstructing, or interfering with the college-sponsored events
- Theft of the college equipment, products, or materials
- Unauthorized possession, use, sale, or distribution of alcoholic beverages or any illegal or controlled substances
- Gambling or holding lotteries/raffles on the college campus without proper approval

- Disorderly, lewd, or obscene conduct
- 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.

Prohibition of Sexual Harassment of Students

- 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.
- Sexual harassment is a serious offense. As a consequence, 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.

COURSE DESCRIPTIONS

- Program Length: 60 weeks (10 weeks per each level) approximately
Every 10 weeks (per session), students will be able to take Final exam to move up to the next level. After completing 302 Advanced II level, students will be able to complete the ESL courses and will receive ESL certificates issued in Columbia College ESL Department.
- Class Size: 5-20 people
- Class Hour: 20 hours per week
- ESL Level Description

| Level | Description |
|---|--|
| 101 Beginner I 102 Beginner II | Columbia College's ESL classes at the beginner level introduce students to both the spoken and written forms of the English language using today's most modern methods. Students are given opportunities to practice listening, speaking, reading, and writing with basic grammar through interactive activities in the classroom. |
| 201 Intermediate I 202 Intermediate II | Columbia College's ESL classes at the Intermediate level continue to give students ample opportunities to improve their English abilities in listening and speaking in English and introduce students to the basics of academic reading and writing with grammar. Students will be given instruction on the basics of reading such as how to find main ideas, skimming and finding |

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| | <p>context clues. Writing at this level focuses on developing paragraphs with appropriate topic sentences and following the academic writing process such as introduction, body, and conclusion</p> |
| <p>301 Advanced I 302 Advanced II</p> | <p>Columbia College's ESL classes at the Advanced level strive to enhance students' English abilities in listening, speaking, reading, and writing. Students are exposed to common idiomatic expressions both in spoken and written forms. Students are also introduced to reading academic research and writing. Students will have the opportunity to research a topic and write about the topic. Students at this level learn how to find and cite sources for their research papers. This level appropriately prepares students for entry into any college in the United States.</p> |

STUDENT LEARNING OUTCOMES

| Course Name | Course Goal | Course Objectives | Student Learning Outcomes |
|--------------------------|--|--|--|
| 101-1 Grammar | For low beginning level students to master the basic sentence structures and parts of speech of the English Language. | <ul style="list-style-type: none"> Understand basic sentence structure including nouns, verbs, determiners, prepositions, pronouns, adjectives, and adverbs. Use the verb be in affirmative and negative sentences Form yes/no questions and information questions and answers with the verb be Use the verb to have possession, relationships, and experience in affirmative, negative, and interrogative sentences. Use a/an before appropriate nouns Identify prepositions of place and time and adjectives before nouns Make sentences using the simple present tense Recognize adverbs of frequency to express habits and routines Use conjunctions to connect words, phrases, and clauses Make sentences using the simple past form of regular and irregular verbs | <p>Students will be able to:</p> <ul style="list-style-type: none"> construct sentences using <i>is</i> for singular nouns and <i>are</i> for plural nouns write and use simple present tense sentences using <i>be</i> and <i>have</i> differentiate the simple present and present progressive tense use nouns and pronouns for singular/plural, count/non-count form questions in the simple present and past tenses demonstrate through speaking in groups, utilizing grammar as part of a paragraph identify through multiple choice questions |
| | <p>For students with a low level of English proficiency to develop a basic level of conversation skills.</p> <p>The course will allow them to feel comfortable</p> | <ul style="list-style-type: none"> Answer questions on conversations about greetings, introductions and countries Understand questions and statements about time and everyday life Develop vocabulary related to house and family Refer to the days of the week and the months of the year | <p>Students will be able to:</p> <ul style="list-style-type: none"> introduce themselves and greet others speak using simple phrases and short sentences about personal information and information about basic everyday activities related to daily life (examples may include school, leisure activities, transportation) |

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| <p>101-2 Speaking</p> | <p>participating in conversations about a range of common activities.</p> | <ul style="list-style-type: none"> • Recognize the present/past /future tenses in contextualized speech • Spells out words (ex. give spelling of name, home country...) • Uses basic vocabulary such as days of the week, months of the year and dates (ordinals), as well as vocabulary for performing basic tasks such as shopping, riding the bus, going to a doctor, and eating in a restaurant | <ul style="list-style-type: none"> • use basic grammar such as simple present, present progressive and past simple • correctly answer questions about the main idea of listening samples at a slow speed about personal information and everyday topics • make transformations from statements to questions |
| <p>101-3 Reading</p> | <p>For students with a low level of English proficiency to improve their reading skills to a level which allows them to read and understand short stories.</p> | <ul style="list-style-type: none"> • Understand the differences between words and sentences • Recognize and make complete sentences • Identify main ideas and supporting details • Summarize story events and make a sequence. • Make connections between real life and stories • Recognize the days of the week and the months of the year • Read the time and write numbers in English • Use proper spacing and punctuations | <p>Students will be able to:</p> <ul style="list-style-type: none"> • read and find the main ideas and details of short, simple readings • read short stories and retell these stories • recall keywords from the story • discuss how short stories connect to their lives |
| | <p>To develop a basic level of listening comprehension. This course will enable them to understand basic conversations about everyday activities.</p> | <ul style="list-style-type: none"> • Make inferences based on text and prior knowledge • Associate what is being said with personal experience and make connections. • Distinguish can from can't by listening to the pronunciation | <p>Students will be able to:</p> <ul style="list-style-type: none"> • listen for the main idea or general message in short monologues or conversations • correctly answer questions about the main idea of listening samples at a slow speed about personal information and everyday topics • interview others using simple wh- questions |

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| <p>101-4 Listening</p> | | <ul style="list-style-type: none"> • Use sentence and syllable stress to understand what is heard • Recognize the intonation of Wh-questions • Listen to and understand basic conversations • Understand simple yes/no and wh-questions • Give their names, addresses, telephone numbers, nationalities, and majors/professions • Understand and use ordinal and cardinal numbers up to 1000 • Understand and use the letters of the alphabet correctly in speaking • Refer to the days of the week and the months of the year • Recognize the present/past/future tenses in contextualized speech • Recognize the singular/plural in contextualized speech • Recognize basic prepositions in contextualized speech | |
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| Course Name | Course Goal | Course Objective | Student Learning Outcome |
|-------------|---|---|---|
| | <p>To develop the students' ability to express their individual thoughts using new grammatical forms including regular and irregular verbs, conjunctions, and</p> | <ul style="list-style-type: none"> • Develop speaking, reading, and writing abilities with simple grammar rules such as regular and irregular verbs, conjunctions, combining sentences with two or more time clauses | <p>Students will be able to utilize the:</p> <ul style="list-style-type: none"> • simple past • past progressive • future • nouns and pronouns-irregular, possessive • comparatives/superlatives • various “modal” verbs for, requests, and suggestions |

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| <p>102-1 Grammar</p> | <p>compound and complex sentence structures.</p> | <ul style="list-style-type: none"> • Utilize time words for future and past time in statements, questions, and negatives • Use modals to show ability • Give advice, show necessity, and make requests and suggestions • Have a better understanding of tenses: simple present, present progressive, and simple past • Distinguish nouns with definite articles from nouns with indefinite articles • Make yes/no questions with appropriate order of words • Use There + be in a sentence • Make wh- questions with appropriate order of words • Understand common prepositions of place and use them in a sentence appropriately | <ul style="list-style-type: none"> • <i>will/be going to</i> for future time • demonstrate through speaking in groups, utilizing grammar as part of a paragraph • identify through multiple choice questions |
| <p>102-2 Speaking</p> | <p>To allow students to gain a functional ability to speak in simple sentences and apply them to real world situations.</p> <p>Students will focus more on pronunciation and understand how the alphabet relates to the sounds used in English.</p> | <ul style="list-style-type: none"> • Express their ideas, opinions, and experiences actively. • Discuss and promote fluency by using a wide range of high-interest topics. • Converse about day-to-day situations • Use common prepositions of place correctly • Use ordinal and cardinal numbers up to one million • Understand short, informal presentations • Take notes on a short, informal presentation on a familiar topic or on a biographical or experiential topic | <p>Students will be able to:</p> <ul style="list-style-type: none"> • speak for a minimum of two minutes responding to questions, giving factual or personal information • speak in simple conversations in social situations and talk about things not in the immediate context • use the basic grammar of levels 101/102 especially the simple present verb tense |

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| | | <ul style="list-style-type: none"> • Give a short, informal presentation in class on a biographical topic using the past and present tenses • Understand the pronunciation rules for past tense form, final –ed, and plural and third person final –s | |
| 102-3 Reading | <p>To develop the student's reading skills by building on what they learned in 101 to a level where they can participate in comprehension exercises and discussions about short texts.</p> | <ul style="list-style-type: none"> • Participate in comprehension exercises and discussion without fear of saying the wrong answer • Create and share his/her idea and opinion as he/she explores amazing true stories • Use reading skills to recognize the main idea and supporting ideas of stories • Understand/learn vocabulary using context clues • Make a sequence of story events • Identify main ideas and supporting details • Distinguish relevant information from irrelevant information • Understand cause-and-effect relationships in stories • Make inferences using the information presented in stories | <p>Students will be able to:</p> <ul style="list-style-type: none"> • read texts (200-300 words) • apply vocabulary and structures used in the stories • paraphrase the outline of story • develop reading skills such as scanning, summarizing, and identifying the main idea |
| 102-4 Listening | <p>To build on the basic level of listening comprehension and ability students developed in 101.</p> <p>Students will develop active listening skills which will allow them to</p> | <ul style="list-style-type: none"> • Watch TV channels and practice their listening skills • Read and write numbers in English • Formulate questions to use when they meet someone for the first time. • Recognize the names of countries and their languages. | <p>Students will be able to:</p> <ul style="list-style-type: none"> • decipher main ideas or outline • listen for details and make inferences about where the meeting or conversation is taking place based on context • expand their vocabulary and make use of it related to real life subjects |

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| | listen to main ideas and details in a variety of situations. This will allow students to extract the purpose of a conversation without having to know all the vocabulary and grammar being used. | <ul style="list-style-type: none"> Identify common body language and gestures in conversation. Use adjectives to describe people's physical appearance. Learn vocabulary related to shopping and food. Use adjectives to describe vacations. Discuss about health habits and technique. | <ul style="list-style-type: none"> communicate their ideas and opinion on a variety of topics pertaining to everyday life and familiar situations |
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| Course Name | Course Goal | Course Objective | Student Learning Outcome |
|--------------------------|--|--|---|
| 201-1 Grammar | To build on the existing basic grammar skills of the student and enable them to use more complex grammatical structures. | <ul style="list-style-type: none"> Recognize new grammar points and practice new structures in a variety of contexts to internalize them. Integrate grammatical knowledge to immediate use in their speech and writing. Properly use and write present, past, and future tense; pronouns and phrasal verbs in sentences. Explain the difference between the past progressive and simple past, as well as explain when and why each are used Form sentences with reflexive or reciprocal pronouns using various verbs Distinguish the different usage of "is going to" and "will" and use them in complete sentences properly Form questions that ask for permission in various situations Explain the differences between intransitive and transitive phrasal verbs in phrasal verbs | <p>Students will be able to utilize:</p> <ul style="list-style-type: none"> simple past past progressive/future nouns and pronouns-irregular, possessive comparatives/superlatives present / past perfect future perfect modals-ability, possibility, advice, necessity <ul style="list-style-type: none"> demonstrate through Writing and Speaking in groups. Utilizing grammar as part of a paragraph write in a complete sentence and identify through multiple choice questions |

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| | | <ul style="list-style-type: none"> Understand the usage of “already” and “yet” and use them in various situations | |
| <p>201-2</p> <p>Listening/</p> <p>Speaking</p> | <p>To improve the student’s fluency in using English beyond simple transactional dialogues.</p> <p>The course builds on the skills the students already possess, so that students can take part in interpersonal dialogues with friends and co-workers in a variety of common situations.</p> | <ul style="list-style-type: none"> Learn about weather and season words and use them. Compare and contrast the city and country life and identify their characteristics Watch TV channels every day and listen carefully to find out main ideas Recall and summarize main points and supporting detail Relate what was heard to personal experience or needs Analyze and evaluate what was heard Draw conclusions about speaker's stance and values following a listening activity Consider and respect ideas from speaker's point of view Express their ideas, opinions, and experiences actively. Develop a tolerance for ambiguity so that they don’t focus on unfamiliar words related to topics. Be independent learners by doing self-study exercises and activities which provide valuable additional practice in grammar, listening, and vocabulary. Communicate effectively, using phrases and expressions, for a variety of situations. | <p>Students will be able to:</p> <ul style="list-style-type: none"> speak and express simple ideas and opinions on a variety of topics, including unfamiliar ones and use the basic grammar (102 level) correctly answer questions about the main idea of listening samples of informal conversation and short talks that contain some unfamiliar vocabulary and are spoken with repetition and/or slow speech |
| | To equip students with additional reading skills | <ul style="list-style-type: none"> Expand their knowledge as they improve their vocabulary and reading skills | |

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| <p>201-3 Reading</p> | <p>such as predicting content, scanning, making inferences, and interpreting the meaning of texts, which will allow them to draw more understanding and meaning from the text.</p> | <ul style="list-style-type: none"> • Discover more about American culture through composite stories based on the experiences of ESL students from a variety of countries • Read with speed but at the same time to retain detail information during reading • Form mental images and make inferences for stories. • Personalize ideas/themes of stories. | <p>Students will be able to:</p> <ul style="list-style-type: none"> • read texts of 400-500 words, and • decipher the meaning of unfamiliar words using context clues • distinguish the main idea from detailed information without understanding every word |
| <p>201-4 Writing</p> | <p>To build on the basic grammar and vocabulary skills of the student to develop the writing skills they need to function successfully in everyday situations.</p> | <ul style="list-style-type: none"> • Write sentences starting with simple sentences through compound and complex sentences. • Organize paragraphs with correct grammar, capitalization, and punctuation. • Use clustering webs to organize ideas for pre-writing. • Write sentence structures having coordinating conjunctions and adverb subordinators. • Practice the writing process: pre-writing, editing, and final draft. • Write about a wide range of topics using different forms. • Write descriptive and narrative paragraphs. • Use a timeline to write a biography. • Expand vocabulary to make writing more elaborate and detailed. • Practice real-life writing such as filling out an application form, writing messages on a special day card, sending informal and formal emails | <p>Students will be able to:</p> <ul style="list-style-type: none"> • write simple sentences and combine sentences using <i>and, but, or, and so</i> • write a paragraph including a topic sentence • construct paragraphs using ordinals and transitions; <i>first, first of all, next, then, after that, finally, before and etc.</i> • construct complex sentences combining independent clauses and dependent clauses • write a short paragraph (100 words) on a single topic |

| Course Name | Course Goal | Course Objective | Student Learning Outcome |
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| 202-1 Grammar | To equip students with the ability to integrate all four language skills: reading, writing, speaking, and listening with strong grammatical competence. | <ul style="list-style-type: none"> • Integrate all four language skills: reading, writing, speaking, and listening with strong grammatical competence • Express their thoughts and opinions using complex grammatical structures • Use the grammar points in more communicative ways • Use definite and indefinite articles properly. • Make sentences with comparisons and superlatives • Form sentences and questions using the present perfect form of the verbs • Distinguish the differences between the present perfect progressive and present perfect • Complete sentences with gerunds, as well as choosing between the affirmative and negative • Complete sentences with the infinitive form of verbs and with “too,” or “enough” | <p>Students will be able to:</p> <ul style="list-style-type: none"> • construct sentence with gerund as subject or object. • adverb clauses of time • passive voice • modals-past, progressive and future • subject-verb agreement • use of infinitives for certain verbs and to express purpose of an action <ul style="list-style-type: none"> • demonstrate through writing and speaking in groups, utilizing grammar as part of a paragraph • write in a complete sentence and identify through multiple choice questions |
| 202-2 Listening/ Speaking | <p>To expand conversation skills beyond simple sentences about basic topics.</p> <p>Through in depth discussions about current events and common controversies, students will learn how to better express their</p> | <ul style="list-style-type: none"> • Use language on a variety of issues and topics • Use the knowledge of grammatical structures, vocabulary, and pronunciation • Use their imagination and creativity to achieve this level of competence • Give advice to friends or family member using expressions that they learned in class | <p>Students will be able to:</p> <ul style="list-style-type: none"> • produce and participate in extended discussions on somewhat complex issues; use the grammatical structures of grammar level 201 effectively but with limited control of complex grammar • correctly answer questions about the main idea of listening samples of conversation on both familiar and unfamiliar topics, including short academic lectures, when spoken at near-normal |

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| | <p>opinions and engage with the English speaking world.</p> | <ul style="list-style-type: none"> • Describe gesture meanings related to feelings • Learn vocabulary related to crime and punishments • Understand and use a larger number of idiomatic expressions • Understand and use common phrasal verbs • Communicate with native English speakers in a reasonably appropriate register, particularly in regard to asking questions and making requests politely • Understand a telephone message | <p>conversational rate and with occasional repetition</p> <ul style="list-style-type: none"> • demonstrate some conversation-management techniques; turn-taking, interrupting speech, asking targeted question |
| <p>202-3 Reading</p> | <p>To develop students' reading skill to the point that they do not have to rely on aids, such as dictionaries or instructors, to express their thoughts and opinions about a variety of intermediate reading materials.</p> | <ul style="list-style-type: none"> • Read and understand simple texts on familiar topics or amusing stories • Use contextual clues to determine the meaning of words and phrases • Interpret signal words as clues to the organization and content of a text • Expand their knowledge as they improve their vocabulary and reading skills • Discover more about American culture • Read with speed but at the same time to retain detail information during reading • Identify main ideas and supporting details • Understand chronological order and sequence events • Distinguish relevant information from irrelevant information • Organize story elements in a story map. • Analyze charts and graphs to obtain specific information | <p>Students will be able to:</p> <ul style="list-style-type: none"> • read texts of 500-800 words, and • find main ideas and specific information without direct knowledge of all the words • infer the meaning of new vocabulary by context • infer the meaning of sentences |

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| | | <ul style="list-style-type: none"> • Make inference and paraphrasing main ideas | |
| 202-4 Writing | <p>To provide students with more opportunities to improve their ability to write more complex sentences and longer passages.</p> <p>They will need to be able to use prepositional phrases and more complex adjectives, adverbs, and sentence structures in order to express their opinions and ideas in a more critical setting.</p> | <ul style="list-style-type: none"> • Write several paragraphs which express a personal viewpoint and which use narration and/or, description and/or exposition and/or example and/or argumentation and/or citation of an external source to explain or support it • State reasons using examples in writing. • Write sentences containing conjunctive adverbs (consequently, furthermore, however, in fact, indeed, moreover, then, and therefore) • Express opinions in writing. • Write sentences starting with simple sentences through compound and complex sentences. • Write using the listing-order pattern of organization. • Use prepositional phrases to vary sentence openings | <p>Students will be able to:</p> <ul style="list-style-type: none"> • write a paragraph (140-190 words) with descriptive details • use adjectives to make a description vivid and interesting • use transitional signals for opinion paragraphs • construct sentences with adjective clauses which modify nouns by <i>who</i>, <i>which</i>, and <i>that</i> • utilize language functions such as evaluating, expressing opinions, hypothesizing, justifying, persuading |

| Course Name | Course Goal | Course Objective | Student Learning Outcome |
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| 301-1 Grammar | <p>To integrate skills in order to bridge the gap between knowing grammatical structures and using them in speaking and writing</p> <p>Students are expected to develop accuracy in their grammar, along with fluency in their speaking and writing by</p> | <ul style="list-style-type: none"> • Develop integrating skills providing students plenty of practice to bridge the gap between knowing and using grammatical structures in speaking and writing. • Practice new structures in a variety of contexts to internalize and master them. • Be more confident in their ability to speak and write English accurately and fluently. | <p>Students will be able to utilize:</p> <ul style="list-style-type: none"> • Causative sentences using <i>make</i>, <i>have</i>, <i>help</i> and <i>get</i> + <i>object</i> + <i>base form of the verb</i> to talk about things that someone can require, cause, or permit another person to do. • All conditionals (zero to four) • Active voice to passive and vice versa • Noun clauses, defining and non-defining and adjective clauses and phrases • Gerunds and infinitives |

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| | using appropriate grammar for each situation. | <ul style="list-style-type: none"> • Bridge the gap between knowing grammatical structures and using them. • Make conversations with ease on various everyday issues. • Complete sentences using the simple, progressive or perfect tense forms of verbs. • Write questions and answers using the future perfect and future perfect progressive. • Make accurate sentences with Subject-Verb agreement. • Distinguish and use nouns and pronouns in everyday conversations and sentences. • Complete sentences and make expressions with modals fluently. • Identify modals and incorrect phrasal verbs and will be able to correct them. | <ul style="list-style-type: none"> • demonstrate through writing and speaking in groups, utilizing grammar as part of a paragraph • write in a complete sentence and identify through multiple choice questions |
| 301-2 Listening/ Speaking | To develop students' ability to integrate all of their language skills allowing them to listen critically and converse knowledgeably about what they have heard. | <ul style="list-style-type: none"> • Integrate two or more language skills • Listen critically and develop arguments on issues they hear • Communicate and understand different ideas effectively. • Speak about ideas and thoughts more fluently. • Use critical thinking skills and make inferences to understand the English language more clearly. • Make conversation more fluently and clearly through understanding the American culture. • Express ideas and thoughts using a wide range of vocabulary. | <p>Students will be able to:</p> <ul style="list-style-type: none"> • determine the speaker's point of view and develop arguments for and against it • speak and express ideas in extended formal and informal conversation on complex issues • correctly answer questions about the main idea of listening samples on both familiar and unfamiliar topics face-to-face and adapted conversation at a near-normal to normal rate of speech with some but not too much repetition |

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| | | <ul style="list-style-type: none"> • Recognize the main ideas and supporting details • Recognize the presenter's organizational structure and follow the sequence of ideas expressed • Note how examples, illustrations, and visual aids support or take away key message • Determine literal and implied meaning of message • Make jot notes to assist recall of the main idea(s) expressed by the speaker | |
| 301-3 Academic Reading/ Writing | <p>To assist students to achieve an advanced level of academic reading and writing skills.</p> <p>Furthermore develop the ability to write at a proficiency level that will help them achieve academic success.</p> | <ul style="list-style-type: none"> • Develop their competence in constructing meaning from reading passages of various topics • Use scanning and skimming reading skills fluently with many kinds of reading passages, employing various tenses and vocabulary • Obtain ideas from active reading for essay writing • Use critical thinking skills in reading and writing • Use context clues to find meaning of vocabulary when reading • Write about ideas and opinions more clearly • Distinguish relevant information from irrelevant information • Identify main ideas and support ideas • Make inferences which are not explicit in a text and write reasoning | <p>Students will be able to:</p> <ul style="list-style-type: none"> • read essays/passages (800-1000 words) from a variety of fields • paraphrase (write) main ideas using different vocabulary • correctly answer questions finding synonyms • interpret the meaning of complex sentences or new vocabulary using syntactic clues • write a clear thesis statement • write a paragraph with a clear topic sentence and supporting details • write an essay (200-260 words) with 3-4 paragraphs and very few grammatical errors |

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| | | <ul style="list-style-type: none"> • Use proper graphic organizers to organize story events or brainstorm writing elements • Reconstruct reading passage contents for summary | |
| 301-4 Discussion | To equip students with the ability to communicate and defend their opinions on a variety of topics which will develop their critical thinking skills. | <ul style="list-style-type: none"> • Discuss a variety of issues and topics • Communicate their opinions on discussion topics for critical thinking • Speak English naturally and develop accuracy as well as fluency • Use new vocabulary in discussions and conversations • Sort out ideas and opinions before discussing and talking about various topics/issues. • Collaboratively work with a group to make a group presentation • Develop a PowerPoint to organize presenting materials • Become aware of controversial issues on the news. | <p>Students will be able to:</p> <ul style="list-style-type: none"> • draw logical conclusions and make inferences using linguistic clues; <i>however, on the other hand, therefore, as a result, in conclusion, and etc.</i> • collect information asking <i>wh- questions</i>. • speak fluently with little hesitation in formal and informal conversations on practical or academic topics • use (speak and write) a range of vocabulary and complex grammar |

| Course Name | Course Goal | Course Objective | Student Learning Outcome |
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| | To practice target structures repeatedly in different contexts, and at increasing levels of difficulty to internalize and master them. | <ul style="list-style-type: none"> • Develop integrating skills providing students plenty of practice to bridge the gap between knowing and using grammatical structures in speaking and writing. • Practice new structures in a variety of contexts to internalize and master them. | <p>Students will be able to:</p> <ul style="list-style-type: none"> • control present past perfect, past perfect progressive, future perfect in writing and speech: • use tag questions to check information • express degree of necessity using modals • use gerunds in passive form • use coordinating conjunctions-parallel structures |

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| <p>302-1 Grammar</p> | | <ul style="list-style-type: none"> • Be more confident in their ability to speak and write English accurately and fluently. • Bridge the gap between knowing grammatical structures and using them. • Make conversations with ease on various everyday issues. • Complete sentences using the simple, progressive or perfect tense forms of verbs. • Write questions and answers using the future perfect and future perfect progressive. • Make accurate sentences with Subject-Verb agreement. • Distinguish and use nouns and pronouns in everyday conversations and sentences. • Complete sentences and make expressions with modals fluently. • Identify modals and incorrect phrasal verbs and will be able to correct them. | <ul style="list-style-type: none"> • use adverb clauses and phrases • use connectives expressing cause/effect, contrast • use conditions (zero – four) and wishes • demonstrate through writing and speaking in groups, utilizing grammar as part of a paragraph • write in a complete sentence and identify through multiple choice questions |
| <p>302-2 Listening/ Speaking</p> | <p>To equip students with language learning strategies and skills such as understanding contextual conversations, identifying main subjects and note-taking, which will help students be successful in everyday and academic settings.</p> | <ul style="list-style-type: none"> • Improve comprehensibility through pronunciation improvement • Strengthen abilities to monitor and evaluate their own English language • Progress, initiate self-improvement, and develop compensatory language skills • Practice and improve general and academic listening and speaking skills • Use critical thinking skills and make inferences to understand the English language more clearly. | <p>Students will be able to:</p> <ul style="list-style-type: none"> • use new vocabulary in a guided conversation • restate the theme in passive voice or direct and indirect speech • speak fluently with little or no hesitation in formal and informal conversations on practical or academic topics and use a wide range of vocabulary and complex grammar • correctly answer questions about the main idea of listening samples of complex discourse, including academic lectures, which is spoken at the normal rate of speech without much rephrasing or rewording |

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| | | <ul style="list-style-type: none"> • Make conversation more fluently and clearly through understanding the American culture. • Express ideas and thoughts using a wide range of vocabulary. • Recognize the main ideas and supporting details • Recognize the presenter's organizational structure and follow the sequence of ideas expressed • Note how examples, illustrations, and visual aids support or take away key message • Determine literal and implied meaning of message • Make jot notes to assist recall of the main idea(s) expressed by the speaker | |
| 302-3 Academic Writing/ Reading | To equip students with the ability to read academic materials and write effectively at an academic level. | <ul style="list-style-type: none"> • Read and understand the main ideas and supporting details of a short newspaper article • Read and understand the main ideas and supporting details of a general interest topic academic passages ranging from two to three pages long • Write a brief summary of a simplified academic text • Write a timed comparison/contrast essay, which includes a general to specific introduction, supporting body paragraphs, specific to general conclusion, and simple transitions • Write a timed cause/effect essay, which includes a general to specific introduction, supporting body | <p>Students will be able to:</p> <ul style="list-style-type: none"> • read essays/passages (1000-1200 words) from a variety of fields • identify main ideas and analyze the purpose of text • paraphrase the main idea • compose an opinion essay with new vocabulary • reduce text to main ideas in logical, fluent paragraph with transitional elements • write an essay of 4-5 paragraphs (280-320 words) with no grammatical errors, clear thesis statement and supporting sentences |

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| | | <p>paragraphs, specific to general conclusion, and simple transitions</p> <ul style="list-style-type: none"> • Write a timed descriptive essay, which includes a general to specific introduction, supporting body paragraphs, specific to general conclusion, and simple transitions • Read for a variety of purposes, which includes gathering information, following directions, giving a response, forming an opinion, and understanding information. • Write to communicate ideas effectively. • Write conclusions about the author's message, values, and craft. • Associate what is being read with personal experiences and make connections. • Use the process and skills needed to write a clear and organized term paper or essay. | |
| 302-4 Discussion | To equip students with the ability to communicate in spoken English on a wide range of life topics and contexts with a high level of accuracy and fluency. | <ul style="list-style-type: none"> • Generate ideas and consider appropriate ideas and information to include in presentations. • Choose appropriate format for purpose and audience. • Organize ideas in appropriate format in preparation for sharing or presenting orally (e.g., demonstrate an ordered sense of story). • Rehearse and consider ways to enhance clarity of presentation. • Explain personal viewpoints in clear meaningful ways. | <p>Students will be able to:</p> <ul style="list-style-type: none"> • express and defend opinions with examples • practice conversation using synonyms, parallelism, and prepositional phrases to enrich narrative • discuss topics in small groups and make verbal presentations about said topics • speak fluently with little or no hesitation in formal and informal conversations on practical (news articles) or academic topics • use (speak and write) a very wide range of vocabulary and complex grammar, including grammar (Levels 301/302) |

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| | | <ul style="list-style-type: none"> • Use American idioms/slang and talk about current events. • Speak more fluently about everyday situations. • Collaboratively work with a group to make a group presentation • Develop a PowerPoint to organize presenting materials | |
| 302-6 TOEFL Preparation | <p>To provide students with an understanding of the demands and academic expectations of the TOEFL Test.</p> <p>Designed for both students preparing to take TOEFL and students interested in improving their academic English skills, the TOEFL Preparation course allows students real practice with academic English in a variety of contexts.</p> | <ul style="list-style-type: none"> • Understand the structure, format, and expectations for the TOEFL test • Develop a command of academic English in the context of TOEFL • Demonstrate adaptability and complexity in responses to questions about a variety of academic topics • Read academic articles and listen to academic lectures in order to answer comprehension questions and make inferences about what they have read and listened to • Synthesize information from a listening and reading about the same topic • Paraphrase and express their own opinions about readings and listening | <p>Students will be able to:</p> <ul style="list-style-type: none"> • understand a wide range of demanding, longer clauses and recognize implicit meaning • express ideas fluently and spontaneously without much obvious searching for expressions • use language flexibly and effectively for social, academic and professional purposes • produce clear, well-structured, detailed text on complex subjects, showing controlled use of organizational patterns, connectors and cohesive devices |

CLASS HOURS

- Session: Each session is 10 weeks, and Each year has five sessions.
- Class Hours: Each session is 200 hours and 20 hours per week

FACULTY OFFICE HOURS

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 the course syllabi. Columbia College believes that the essence of quality education depends on clear communication between the faculty and students.

ACADEMIC, PERSONAL, AND IMMIGRATION ADVISING

Students may request academic, personal, and immigration advice at any time during their enrollment by making a request with either the ESL Director or the Student Services Department.

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 selecting appropriate courses. 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. Students will receive contact information for academic advisors from the ESL Director.

HEALTH INSURANCE

Columbia College has chosen to offer an affordable alternative health and wellness plan to our students. We have selected a plan that will provide you with the best beginning-to-end wellness and benefit experience. The program is designed to make your healthcare/wellness plan easy to use by giving you knowledgeable service representatives to answer your questions, verify eligibility, and check the status of a claim for you. As well as providing you with tools that will assist you in using your health and wellness plan to the fullest.

Once you have signed up, you will have easy-to-use tools through the Online Member Portal. These tools include the following Online Member Portal features:

- View Claims In Real Time
- Access Unique Content
- Message Customer Service
- View Eligibility and Plan Information

HOUSING INFORMATION

Columbia College does not currently provide housing services to students, but the College makes efforts for all incoming students to ensure that they have access to necessary resources to find housing in the local area.

Students who are new to the DMV area may first consider staying in a local hotel to explore the area. Students may consider the two following places for lodging while they search for a more permanent solution and can get a discounted price for stay by mentioning Columbia College. However, Columbia College has no affiliation with them.

1. Hawthorn Suites Tysons Corner
8616 Westwood Center Drive Vienna, VA, 22182
Tel) 703-893-0120

2. Quality Inn Tysons Corner
1587 Spring Hill Rd, Vienna, VA 22182
Tel) 703-448-8020

Please be advised that most apartments require students to apply for housing at least 2 months

prior to their expected move-in date. To assist students who are uncertain of future plans and need a place for lodging for the time being to find long-term housing, please refer to [this link](#), in which students can find temporary and/or long-term housing in the local area. Also please note that users of this service contract with each other individually and at their own risk. Columbia College shall not be liable for any actions resulting from arrangements made between users of this service. Columbia College does not inspect, endorse or assume any responsibility for any properties, accommodations, or other housing options or websites; and it expressly disclaims any and all responsibility for any problems that may arise within connection therewith. Individuals are strongly advised to thoroughly investigate and inspect any properties, accommodations, or other housing options before making final arrangements.

For further information, please contact admissions@ccdc.edu

LIBRARY ACCESS

Columbia College Library collection is available for use in the research/ assignments students are required to complete. With its easy and simple search strategies, the user can find the desired library book by author, or by title or by keyword or by subject, and / or bar code number of the book. When a particular type of word is typed in the search dialog box, the software displays the list of related words in its prompted list. The library user can select a book/document that is his desired book/document with detailed bibliographic data. Also, a grand online database by LIRN® is available to every student and faculty to access more than 1 million article titles. The Directory of Open Access Journal is also open to the public 24/7. For further assistance, part-time library staff are available to assist with your research during business hours (M~TH, 9AM to 2PM)

SOCIAL AND RECREATIONAL ACTIVITIES

The ESL program provides opportunities for students to experience social and recreational activities in the local community. Due to our proximity to Washington, DC, Columbia College is fortunate to be able to take advantage of some fantastic resources for cultural immersion that are free or low cost. Approximately once each session, field trips are organized around the DC Metro area. These field trips range from viewing the Cherry Blossom Festival to taking museum tours and the like. Costs are typically minimal (most events are free of charge with the only expense being transportation). Students are informed of the activities and involved costs both in writing and in person at least two weeks before the scheduled time. In addition to this, students are required to sign a Waiver Form where they ensure they understand any risks and costs of the event.

NON-DISCRIMINATION POLICY

Columbia College does not discriminate on the basis of 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.

GRADING POLICY

The formal grading system utilizes a letter grading policy and conforms to recognized education standards.

| Grade | Percent | Standing |
|--------------|----------------|-----------------|
| A | 90-100 | Excellent |
| B | 80-89 | Very Good |
| C | 70-79 | Satisfactory |
| D | 60-69 | Poor |
| F | 0-59 | Failing |
| I | Incomplete | Not applicable |

Assessment Scale

Course grades, at the determination of the instructor, will be based on class and group participation, daily work, exams, other presentations, projects, papers, and/or portfolio. Instructor will distribute evaluation and his/her grading policies to students at the beginning of each term.

Complaint Policy

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 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 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 postmarked 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 Commission on English Language Program Accreditation (CEA)
1001 North Fairfax Street, Suite 630, Alexandria, VA 22314
Tel: (703) 665-3400 Fax: (703) 519-2071
Website: <https://cea-accredit.org/>

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

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/Staff of Columbia College with appropriate participation by students, alumni, and staff; (4)
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. Assistance with the planning for Institutional effectiveness
 - g. Consultation – A body of Faculty/Staff 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.
7. Advice or Recommendation – A deliberative body of Faculty/Staff 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.
8. Shared Responsibility – A deliberative body of Faculty/Staff 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.

9. Delegated Authority – A deliberative body of Faculty/Staff 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.

Cancellation and Refund Policy

REFUND POLICY

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 the 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 |
|--|------------------------|
| Up to 25% | 50% of course cost |
| Between 25% and 50% | 25% of the course cost |
| More than 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 of 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 the students' property and they are not refundable unless they are returned before classes begin.

****All Students MUST submit a written request for their refunds.**

Additional Notices:

- Columbia College has been certified by the State Council of Higher Education for Virginia (SCHEV) to operate in Virginia.
 - **The State Council of Higher Education for Virginia (SCHEV)**
James Monroe Building 9th Floor
101 N. 14th Street
Richmond, VA 23219
Tel: (804) 225-2600 Fax: (804) 225-2604 Website: www.schev.edu
- The transferability of credit and credentials earned is at the sole discretion of the receiving school.

Columbia College Emergency/Safety Procedure

General Guidelines

It is the policy of Columbia College to ensure and provide for the safety and well-being of the staff, faculty and students. This policy provides specific guidelines that are to be adhered to in the event of any and all emergencies or concerns of safety. Under this plan, personnel are assigned particular responsibilities and will respond when needed or necessary.

The noted procedures must be followed in the event of the specific emergency;

Fire Emergency--Actions

- Immediately stop what you are doing!
- Warn others of the emergency!! **Yell Fire!!!**
- Rescue anyone in immediate danger
- Activate the alarm and alert others throughout the facility
- Confine the fire by closing the door of the fire area
- Evacuate to the designated meeting area and take a roll call
- If any egress is blocked by the fire, any window on the ground-level may be used to escape
- If there is no way out, pull as many doors between you and the fire and seal vents with towels or clothing. GET DOWN LOW TO AVOID POSSIBLE SMOKE INHALATION
- Wave a flashlight (night) or a bright (white or yellow cloth) so the firefighters can locate you
- Call 911 when in a safe location away from the fire

Biological and Bomb Threat--Actions

- **Biological**
 - ✓ Get away from the substance (as applicable)
 - ✓ Cover your mouth and nose with 2-3 handkerchiefs, towels or t-shirts to filter the air
 - ✓ Use Infection Control Procedures (washing hands) to prevent or minimize the spread of germs
 - ✓ Listen to local broadcast for public health information or additional instructions
- **Bomb**

- ✓ If threat is received complete "bomb threat" checklist and report to the school safety officer immediately, which in-turn, will call the authorities
- ✓ If the bomb threat is in the building, exit as quickly as possible
- ✓ If outside of the building, take shelter under a table, away from any and all windows
- ✓ If trapped under debris after an explosion, avoid unnecessary movement, cover your nose and mouth and signal location with flashlight, tapping. SHOUT ONLY AS LAST RESORT
- ✓ DO NOT LIGHT A MATCH/LIGHTER

Earthquake--Actions

- Take shelter under a table
- Protect your cranium, cover your head with a pillow or any item that may
- Hold on until shaking stops
- Use a doorway for shelter only if it is in close proximity and if you know it is a strong support, load bearing doorway
- Stay inside until the shaking stops
- DO NOT USE ELEVATORS
- If outdoors, move away from buildings, streetlights, and utility wires

Hurricane--Actions

- Secure items that may cause damage or injury
- Place strips of masking tape on windows
- Evacuate if given an evacuation order, if time turn off gas, electricity and water
- Follow designated evacuation routes
- Seek shelter bathrooms in bathtubs and cover yourself with plywood (if available) or other hard material

Severe Winter Storm

- Stay indoors
- Dress warmly
- Treat Ramps, walkways with ice-melt
- If able, move vehicle off the street so emergency vehicles may have access
- Listen to radio and television for updates on the conditions of the roads and surrounding area

Tornado--Actions

- Go to a safe place to protect yourself from glass or other flying objects
- Go to the lowest floor in the building

- If you are in a vehicle, GET OUT, DO NOT REMAIN IN VEHICLE and lie flat in a face-down position on the ground.

TORNADO WATCH=conditions are favorable

TORNADO WARNING=Tornado has been sighted (Brace and prepare for possible impact)

Hazardous Materials/Chemical Threat--Actions

- If instructed to stay indoors/shelter in place gather and designated supply kit, and go to an interior room away from windows and seal the shelter room doors/vents with duct tape, place towels under the door and DO NOT OPEN THE DOOR unless instructed to do so by authorities
- Close as many interior doors as possible, vents, dampers, drapes blinds and windows
- If in a Vehicle, stop and find shelter or remain in the vehicle with the windows closed, shut vents and turn-off AC/heat
- Cover your body as much as possible and avoid contact with liquid/mist or solid deposit as applicable
- If you are outside, try to go uphill because the gas is heavier than air so, stay as far away as possible from the incident as possible
- Avoid smoking!!!

Power Outages--Actions

- Monitor temperature and apply extreme heat or cold procedures
- Gather emergency lighting and communication supplies
- Plug in the corded telephone
- Ensure cellular devices are working and fully charged

Floods--Actions

- Gather emergency supplies
- Go to the highest room in the building
- Turn-off all electrical power when there is standing water, fallen power lines or before evacuation

Extreme Heat or Cold

- **Extreme Heat**
 - ✓ Stay hydrated (Drink plenty of water if available)
 - ✓ Dress in light clothing to avoid becoming overheated
 - ✓ Relocate per local emergency relocation protocol

➤ **Extreme Cold**

- ✓ Stay hydrated
- ✓ Dress warmly in layers to avoid frostbite/hypothermia
- ✓ Relocate per local emergency relocation protocol

Human Threat (Dangerous Situation on/off-campus)--Actions

➤ **Threat 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

Students, faculty and staff are encouraged to report, to the primary or alternated safety officers, any suspicious activities or persons that are acting inappropriately or conducting suspicious activity in and near the facility. "If you See Something, Say Something"

Emergency Contact Numbers:

Columbia College Safety Officers: John Kim, Operation Director, Primary
Rafael B. Lee, Strategic Planning & Management
Director, Secondary

Student Acknowledgment of Receipt

I hereby acknowledge receipt of the 2024-2025 _____ Program Student Handbook containing current policies and procedures for the 2024-2025 academic year.

I understand and agree that it is my responsibility to read and understand this Handbook. I also understand that the Program Director/Coordinator is available to answer any questions that arise as a result of my review of the Handbook.

My signature below represents my acknowledgment that I have thoroughly read and understood the policies and my obligations under those policies and procedures, and further represents my consent to conducting myself in a way consistent with the policies and procedures. I have been provided with a copy of the current Columbia College Student Handbook, and know how to access the College Catalog which is available at www.ccdc.edu.

I have received and read the 2024-2025 Program Student Handbook and understand that my enrollment in the Program is depending upon my compliance with the policies and procedures contained in this Handbook. I further understand that nothing in this 2024-2025 Program Student Handbook creates or is intended to create a promise or representation of continued enrollment, and that the policies and procedures contained herein may be changed at any time.

Student's Signature

Date

Student's Name – Printed

Once you have signed this page, remove it from the Handbook and give to the department for your records before the end of the late registration period.

Thank you!