

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 to 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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2025 – 2026 SCHOOL YEAR CALENDAR

SESSION	PERIOD	WEEK	HOLIDAYS
2025 Spring I		10	
2025 Spring I A	01/13/2025 – 02/15/2025	5	MLK Jr. Day (01/20)
2025 Spring I B	02/18/2025 – 03/22/2025	5	President's Day (02/17)
2025 Spring II		10	
2025 Spring II A	03/25/2025 – 04/27/2025	5	Spring Break (04/16 – 04/19)
2025 Spring II B	04/28/2025 – 05/31/2025	5	Memorial Day (05/26)
2025 Summer		10 (11)	
2025 Summer A	06/02/2025 – 07/05/2025	5	Juneteenth Day (6/19) Independence Day (07/04)
2025 Summer B	07/09/2025 – 08/09/2025	5 (6)	Summer Vacation (08/11-08/16)
2025 Fall		10	
2025 Fall A	08/18/2025 – 09/20/2025	5	Labor Day (09/01)
2025 Fall B	09/22/2025 – 10/25/2025	5	Columbus Day (10/13) School's 26 th Birthday (10/17) – classes meet
2025 Winter		10 (11)	
2025 Winter A	10/27/2025– 11/29/2025	5	Veterans Day (11/11) Thanksgiving Break (11/26- 11/29)
2025 Winter B	12/01/2025 – 01/10/2026	5 (6)	Christmas Break (12/25) Winter Break (12/22 – 12/27) New Year's Day (01/01)
2026 Spring I		10	
2026 Spring I A	01/12/2026 – 02/14/2026	5	MLK Jr. Day (01/19)
2026 Spring I B	02/17/2026 – 03/21/2026	5	President's Day (02/16)
2026 Spring II		10	
2026 Spring II A	03/23/2026 – 04/25/2026	5	Spring Break (04/01 – 04/04)
2026 Spring II B	04/27/2026 – 05/30/2026	5	Memorial Day (05/25)
2026 Summer		10 (11)	
2026 Summer A	06/01/2026 – 07/04/2026	5	Juneteenth Day (6/19) Independence Day (07/03 Observed)
2026 Summer B	07/06/2026 – 08/08/2026	5 (6)	Summer Vacation (08/10-08/15)
2026 Fall		10	
2026 Fall A	08/17/2026 – 09/19/2026	5	Labor Day (09/07)
2026 Fall B	09/21/2026 – 10/24/2026	5	Columbus Day (10/12) School's 27 th Birthday (10/17) – classes meet
2026 Winter		10 (11)	
2026 Winter A	10/26/2026– 11/28/2026	5	Veterans Day (11/11) Thanksgiving Break (11/25 – 11/28)
2026 Winter B	11/30/2026 – 01/09/2027	5 (6)	Christmas Break (12/24 – 12/25) Winter Break (12/28 – 12/31) New Year's Day (01/01)

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 offers high quality occupational training that supports professional, intellectual, and personal growth, preparing individuals for initial employment, career advancement, and further educational opportunities.

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 curriculum 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 benefiting 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, Early Childhood Education, 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 in April 2008 to accommodate individuals who reside 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 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 7 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 is certified to operate in Virginia by the State Council of Higher Education for Virginia (SCHEV).

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
- TESOL Membership

Faculty and Staff

Name, Title

Richard K. Kim, President
Joanne Kim, Executive Vice President/Business
Dr. Jee Sun Lee, Vice President/Academic Dean
Raphael Lee, Strategic Planning Director
John Kim, Operation Director/PDSO
Sung Kim, Compliance Director
Alexa Dwomoh, Compliance Assistant
Beau Yoon, International Student Advisor
Hanna Moon, Registrar
Sarangerel Purevdorj, Registrar Assistant
Min Cho, Student Services Administrator
Wahida Ramazan, Student Service Assistant
Farishta Afazly, Student Service Assistant
Bom Hoe Huh, Accountant
Aran Kim, Business Officer
Kate Kim, Business Office Assistant
Youjin Kong, Business Development Assistant

Debbie Lee, Academic Director
Nana Hungkasee, Academic Assistant
Gabby Kang, Academic Assistant
Honorina Hatheway, Culinary Arts Program Administrator
Dayoon (Eunice) Shin, Dental Lab. Tech Coordinator
Nicole Li, Massage Therapy Coordinator
Billy Zorigtbaatar, IT Program Coord./System Developer
Julie Park, Admissions Director
Ashley Park, Admission Assistant Director
Sophie Lee, Senior Admissions/Bookstore
Laila Ebadi, Senior Admissions
Nargis Azizi, Admission Representative
Faisal Amarkhil, Admission Representative
Wendy Cao, Admissions Representative
Thunyathorn Uthenphan, Admissions Representative
Carlos Montecinos, Admissions Representative
Brosilda Lekorgo, Admission Representative
Lina Gao, Admissions Representative
Yidan Jin, Admissions Representative
Gita Akhgar, Admissions Representative
Safi Alizada, Admissions Representative
Paul Shi, Admissions Representative
Andrea de Pablo, Admissions Representative
Amy Aldayeh, Public Relations
Angie Rios-Figueroa, Receptionist
Erin Kim, Marketing Specialist
Jake Beckham, Digital Marketing Coordinator
Michele Cardino, Visual Specialist
Soon (Grace) Yang, Global Education Center Director
Soon Bong Kim, Global Education Center Coordinator
Kelly Ahn, Global Education Center Coordinator
Jinha Park, Global Education Center Coordinator
Ailee Lee, VESL/ESL Director
April Yoo, VESL/ESL Program Coordinator
Katerine Lazo, VESL/ESL Coordinator
Haleh Madani, VESL Assistant
Jenn Lee, Financial Aid Director
Chloe An, Financial Aid Officer
Joseph Son, Strategic Planning Assistant
Jennifer Kim, Distance Education Director
Cohen Boren, Distance Education Staff/Writing Reviewer
Vahideh Alizadeh, Distance Education Staff
Tahera Kabulzad, Distance Education Staff
Bruno Moraes, Distance Education Assistant
ChoWen (Wend) Tsai, Distance Education Assistant
Ikdo Kim, Distance Education Assistant
Jiho Lee, Distance Education Assistant
Jinny Kim, Human Resources

Facilities and Directions

Columbia College has been planned and built with the convenience of its students in mind. The college, Tysons campus, is at 8620 Westwood Center Drive, Vienna, Virginia, and can be reached at (703) 206-0508. 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 towards 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 8-10minutes walk from the station.)

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ADMISSIONS & REGISTRATION

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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 at 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 compliant with state and county education guidelines. The compliance form must be submitted with the admissions application.
3. If an applicant graduated the high school in foreign countries 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 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. 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.
6. Vocational English as a Second Language (VESL) applicants are those who need instruction in English to be able to use the knowledge and skills that they already possess to obtain employment. In addition to the Criteria for Admission listed above, students must submit documentation to verify possession of job

skills.

Admission Requirement for Distance Education

Admission standards are same as the traditional residential program except technical specifications. Newly admitted students 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 processors, e-mail, Internet browsers, and search engines.

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 forms or General Equivalency Diploma (GED).
4. A copy of photo ID (passport, driver's license, state-issued ID)
5. Student enrollment agreement form

Required Materials for International Students

1. A complete application form
2. Non-refundable application fee
3. Academic diploma/school transcript (at least high school) or International High School Equivalency certificate
4. A copy of 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 coverage if applying for an Associate Degree Program

Admission Procedures

1. A completed application for admission with the non-refundable application fee (\$100.00).
2. 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, to secure a position in their desired classes. The enrollment agreement is usually completed during the interview. Out-of-town students can submit a complete 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 in the program is 500 in TOEFL PBT, 173 in TOEFLCBT, 61 in TOEFLIBT, 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 desire 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, I 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, 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 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 to 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 the new student orientation. The purpose of the new student orientation at Columbia College is to provide new students with a blueprint for 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. Current students are required to register for classes by Week 7 Friday 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 prior to Week 1 Friday for a full tuition refund. Submitting the class drop/withdraw form after Week 1 Friday results in a partial tuition refund.

Course Add/Drop

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

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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

1. The entire amount except the application fee paid by the student will be fully refunded (within 45 days of the class start date) if the student chooses not to enroll before the first day of instruction for withdrawal 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 (within 45 days of the planned start date).
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.

**All refunds, when due, are made without requiring a request from the student.*

***Federal Student Aid will be refunded according to the Federal Refund Policy found in the regulations.*

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 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 \$767 to \$7,395 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 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 with 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 subsidized loans, the student is responsible for the interest from the time the unsubsidized loan is disbursed until it is paid in full. Students 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 financial hardships. 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) Vet Success 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 Vet Success 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, Vet Success 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, apprenticeships, 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, 33 or 35 (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, 33 or 35.

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 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.

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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 emergencies.
- 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, of action taken in retaliation for the reporting of such behavior. Sexual harassment can be verbal, written, or physical and ranges from subtle innuendos of asexual 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 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 within 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 the main campus. 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 online.

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 can succeed through academic guidance and support.

Student Services provides comprehensive support through a

variety of services and programs.

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 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 to find satisfactory employment. Program coordinators/administrators are also available to provide academic and career advisement to students.

Academic Advising

Students can receive academic advising during their registration process as well as at least once per session. Credentialed and course qualified advisors are available to meet the concerns of the students. They can also assist students in scheduling and selecting appropriate courses. At any time during the session, students can request an appointment with their academic advisor, department representative, or instructor for assistance. Students who contact by any method will get a response within a reasonable timeline.

Faculty Accessibility Policy

Instructional faculty is accessible to students for academic advising during stated office hours outside of regularly scheduled class hours throughout the session. Specific office hours may be determined by individual faculty. Faculty may replace in person office hours with virtual office hours and/or by appointment. Office hours are written on the course syllabus.

Interaction between faculty and students is considered an important factor in providing high quality programs. Columbia College ensures quality interaction between students and faculty through smaller class sizes and small group activities/assignments.

1. Placement Support Services

The purpose of the Placement Support Services is to provide current students and graduates of Columbia College with guidance for job placement. The College maintains adequate policies and procedures about student placement services and resources to support students with 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 information 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 Services Department provides personalized career advising services to learn more about student needs, goals, and interests, and provide adequate job information the student is looking for. The administrator(s) discuss 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. Students can meet the administrator by appointment. The Student Services Department assists graduates with preparing 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 students' needs systematic procedures for job placement by the Student Services 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.

Employer Data Systematic placement procedures will allow the school Columbia College 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 possible employment gives students greater access to employers. The employer data system provides an effective way of collecting and posting jobs.

B. Collaboration - The student placement service requires consistent collaboration with the Student Service Department and faculty in the academic program(s). The student placement data is reported in an annual meeting with faculty and staff.

Faculty and related staff members frequently access the placement and follow-up data to assess the effectiveness of the student placement system. They also meet on a regular basis to discuss future graduate needs and current demands from employers.

3. Placement Determination

Administrators in the Student Service Department have the primary responsibility of tracking student placement after their graduation. The placement data is collected when students complete and submit the Graduate Placement Form. The form requires basic student information, employment information (such as company name, address, website, phone number, contact person), and student is working position and hiring date. Student Services will contact students upon their graduation to for placement information and can collect the information by mailing, email, and in person.

Student Housing

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 (D.C., Maryland, Virginia) 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 Dr, Vienna, VA
22182 (703)893-0120
2. Quality Inn Tysons Corner
1587 Spring Hill Rd, Vienna, VA
88192 (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 our website's direct 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 action resulting from arrangements made between users of this service. Columbia College does not inspect, endorse, or assume any responsibility for any property, accommodation, or other housing options or websites; and it expressly disclaims all responsibility for any problems that may arise within connection therewith. Individuals are strongly advised to thoroughly investigate and inspect any properties, accommodation, or other housing options before making final arrangements.

Policy on Satisfactory Academic Progress

All Columbia College students must comply with the Satisfactory Academic Progress (SAP) standards toward earning diploma or certificate 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 in the program and receive 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

Columbia College's satisfactory academic progress policy regulates that students are placed in warning status in the first term the CGPA falls below 2.0 without any improvement. 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 stays below 2.0 without any improvement. 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 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 stays below 2.0 without any improvement. 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 courses (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. 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 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
Culinary Arts	70 weeks	105 weeks
Dental Lab Technology	70 weeks	105 weeks
Early Childhood Education	70 weeks	105 weeks
Information Technology	70 weeks	105 weeks
Technical and Business English	70 weeks	105 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, students 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 eligibility.

If a student who receives federal financial aid does not meet either qualitative or quantitative standard at the end of the second academic year, he/she will lose eligibility for financial aid. The student cannot 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 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 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 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 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 students)
- 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 where 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 appealed for dismissal by mitigating circumstances, the student will be placed on probation and 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.

Extended Enrollment Status

If a student fails to make academic satisfactory progress within the normal length of the program, the student may be placed on extended enrollment status. Financial aid is not provided for the students 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, students or prospective students can apply for 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 the recognition process.

Students or student prospects in cosmetology and 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 the amount of 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. Students must complete all the required courses and credits/hours within maximum timeframe.
2. Students must finish the entire program of study with a minimum cumulative grade point average of 2.0, C, regulated by satisfactory academic progress.
3. Students must be in good financial standing with the school (pay full tuition and other required fees)
4. Students 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 – Cosmetology and 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 at 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 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 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

If the student is in a situation of prolonged illness or accident, death in the family or emergency, or other inevitable circumstances that make attendance impossible, a leave of absence may be granted from the school upon written request by the student or designee. School does not charge financial fees or impose accumulated absences during the leave of absence period. Once leave of absence is granted, the school does not consider it a withdrawal from the program. To be eligible for leave of absence, students are required to meet the following conditions:

1. Medical leave – Medical leave must be accompanied by a physician's letter that supports the request for a leave of absence from the College.
2. Family emergency – Students must submit documents proving death or emergency of a family member.
3. The school may require additional documents to determine that there is a reasonable expectation that the student will return to the school.
4. School does not charge additional fees for leave of absence.
5. The maximum period of leave of absence is 180 days in any 12-month period.
6. Upon the return of students after the leave of absence, the student may return to the program in which he or she was enrolled prior to the leave of absence and complete the remaining coursework.

** The students who plan to request leave of absence must submit the required document prior to his/her leave of absence.*

Students must follow the following procedures to request 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.
- C. Step 3: Make an appointment with the student services. Bring the form along with any supporting letters or documents. The director will review the request and send 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, Web sites, 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 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 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 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 is committed to providing a fair, respectful, and transparent learning environment. This Complaint and Grievance Policy outlines the formal process for students to raise concerns, ensuring timely, professional, and equitable resolution in compliance with state and accreditation standards.

1. Filing a Formal Complaint

To initiate a complaint, students must complete a formal complain form, which requires the following information:

A. Type of complaint:

1. **Academic:** Concerns regarding registration, advising, course content, grading, instruction, or faculty conduct.
2. **Financial Aid:** Issues related to financial aid processing, awards, or disbursements.
3. **Student Services:** Concerns regarding student support services.
4. **Environmental:** Issues related to the physical campus environment including health and safety concerns.
5. **General:** Any other concerns not covered under the specific categories above.

B. A clear description of the issue or concern

C. Any relevant supporting documentation (if applicable)

The complaint form is obtained through the designated point of contact (POC) in the following table. Completed complaint forms should be submitted to the appropriate POC based on the nature of the issue as shown for review and investigation.

Below are the designated contacts:

Point of Contact (POC)	Contact	Type of complaint
Program Coordinator or Director	Room 201 - Academic Programs debbiel@ccdc.edu - ESL: katerinel@ccdc.edu - Online VESL: jenniferk@ccdc.edu - VESL: vesl@ccdc.edu	Academic-related
Director of Financial Aid	- financialaid@ccdc.edu	Finance-related
Business Office	- arank@ccdc.edu	
Director of Student Services	Room 201 studentservices@ccdc.edu	Student Services or General (Environmental, Health, Safety, Facilities, etc.)

Upon receiving a complaint, the POC will acknowledge the complaint within 3 business days and provide an estimated timeline for resolution.

2. Investigation and Resolution Process

A. Investigation: The POC will investigate the complaint thoroughly, gathering relevant information and consulting with appropriate staff members as needed.

B. Resolution: Once the investigation is complete, the POC will notify the student of the findings and any actions that will be taken to address the issue. If a resolution is reached, the student will be informed of the outcome and any corrective steps taken.

C. Follow-up: The POC may follow up with the student to ensure the resolution was effective and the issue has been satisfactorily resolved.

3. Appeal Process

If the student is not satisfied with the final outcome of the internal complaint or grievance process, they may escalate the complaint to the following:

- **Council on Occupational Education (COE):** Complaints may be filed with the COE if the grievance cannot be resolved at the institutional level.

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/

- **State Council of Higher Education for Virginia (SCHEV):** Students may contact council staff to file a complaint about the school as a last resort.

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/

- **Commission on English Language Program Accreditation (CEA):** Students may contact CEA to file a complaint about the English as a Second Language program if complaints cannot be resolved by the program and college.

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

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

For any questions or assistance with filing a complaint, please contact the appropriate point of contact listed above.

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

- Only students, school employees, and authorized personnel are permitted on Columbia College premises during stipulated hours.
- All guests must check in at the reception desk.
- All students at Columbia College will be informed about crime prevention measures during orientation.
- All employees of Columbia College are to be acquainted with the proper security procedures of the school.
- 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.
- 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.
- All employees and staff are encouraged to report all crimes accurately and promptly to the local police.
- 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.
- The school will distribute an annual security report to current students and employees containing relevant statistics, policies, and descriptions of programs that promote campus safety.
- The accident and fire evacuation plans/policies will be strictly followed and evaluated annually.
- 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 9:00a.m. to 5:00p.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 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 at 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 program.

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 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, 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 contacted of required attendance or scheduled make up class.

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, students or prospective students can apply for 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 prospective students in cosmetology and 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 open 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 scores to meet the minimum admission requirement or satisfactory completion of the Advanced Level of the College's ESL program.

3. General Education Requirements

For successful completion of the Associate degree programs, a student must complete 28 credits. The student must select at least one course from each discipline required:

English/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
BUA101 Introduction to Business
IT101 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 receiving institution.

5. Work-based activity course policy

Student(s) selecting work-based activity courses, such as BUA270/BUA271 Career Development I & II, IT270/IT271 Career Development I & II, CUA270/CUA271 Career Development I & II, DLT270/DLTC270 Career Development, TBE270/TBE271 Career Development I & II, and EDU270/EDU271 Field Experience in Early Childhood Education I & II, either as elective or mandatory course(s), will be required to find a relevant organization that coincides with the course of study. Students are to receive approval from the academic department or Academic 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. No more than 30% of the credit in a student's degree program may be awarded for work experience (work-based activity).

****These programs are available on both residential and distance education.***

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 teach 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 requires 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 Courses

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
IT101	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 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 requires 64 core and 28 general education credits for completion. It focuses on culinary methods and techniques through hands-on lab and theoretical courses. 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
CUA190	Artisan Breads.....	4
CUA204	Nutrition	4
CUA212	American Regional	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
CUA258	Introduction to Gastronomy	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 Courses

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
BUA101	Introduction to Business	4
IT101	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 Dental Laboratory Technology

1. Mission

Associate of Applied Science in Dental Laboratory Technology 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 consists of 71 core credits. Students learn advanced skills and techniques in designing and constructing dental replacements such as crowns, bridges, dentures, and orthodontic appliances.

General Education Courses

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
BUA101	Introduction to Business	4
IT101	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>		

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
DLT251	Complete Denture	2
DLT301	CAD/CAM I	2
DLT302	CAD/CAM Lab I	6
DLT303	CAD/CAM II	2
DLT304	CAD/CAM Lab II	6
Electives (Choose 1 out of below list)		
DLT252	Complete Denture Lab	5
DLT270	Career Development.....	5
Total Required Credits		71

Associate of Applied Science in Information Technology*

1. Mission

This Associate of Applied Science in Information Technology 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

Information Technology program is designed to prepare students for industry standards in networking and information technology careers, along with related business trades. This curriculum exposes students to many facets of the computer information technology industry, such as programming, web development, operating systems, etc. Successful associate degree graduates are qualified for entry-level positions as computer technicians, programmers, and other information technology positions.

Core Courses

Number	Course	Credits
IT149	Operating System Fundamentals	4
IT150	Fundamentals of Information Technology	4
IT161	Software Development Fundamentals	4
IT163	Web Development Fundamentals	4
IT164	Database Administration Fundamentals	4
IT165	System & Network Administration	4
IT166	Computer Network Fundamentals	4
IT167	Cybersecurity Fundamentals	4
IT170	Data Telecommunications Networks	4
IT172	Mobile App Development I (Android).....	4
IT173	Mobile App Development II (iOS)	4
IT174	Game Development Fundamentals	4
IT181	IT Infrastructure I (CompTIA A+)	4
IT182	IT Infrastructure II (CompTIA A+)	4
IT190	Introduction to Information Systems	4
IT200	Business Computer Applications Data Analytics.4	
IT222	Database Systems Design.....	4
IT261	Capstone Project	4
IT270	Career Development I.....	4
IT271	Career Development II	4
IT280	Advanced Web Development	4
IT283	Object – Oriented Programming	4
IT290	Cloud Computing	4
IT292	Linux Systems	4

Total Required Credits (Select from above) 64

General Education Courses

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
BUA101	Introduction to Business.....	4
IT101	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 Occupational Science in Early Childhood Education

1. Mission

This program is designed to foster holistic development by providing a nurturing, inclusive environment that supports each child's cognitive, emotional, and social growth, while partnering with families and communities to prepare young learners for future success.

2. Description

The Early Childhood Education program aims to equip students with the knowledge and skills necessary to work effectively with young children. The curriculum emphasizes understanding developmental stages, implementing educational strategies tailored to early childhood needs, and creating supportive and enriching learning environments. Graduates are prepared to contribute to the holistic growth and development of young children, promoting their cognitive, social, emotional, and physical well-being.

Core Courses

Number	Course	Credits
EDU101	Introduction of Early Childhood Education	4
EDU102	Early Childhood Development.....	4
EDU104	History and Philosophy of Early Childhood	4
EDU106	Oral Language Development	4
EDU109	Class Management	4
EDU110	Child Play	4
EDU111	Teaching with Technology.....	4
EDU116	Educational Psychology.....	4
EDU119	Emergent Literacy.....	4
EDU206	Children's Health Education	4
EDU207	Planning and Administration of Infant and Toddler Programs	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
EDU271	Field Experience in Early Childhood Education II.....	4
Total Required Credits (Select from above)		64

General Education Courses

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
BUA101	Introduction to Business.....	4
IT101	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 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 Courses

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
Total Required Credits (Select from above) ...		64

General Education Courses

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
BUA101	Introduction to Business	4
IT101	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 Course Prefix Designation

BUA – Business Administration
CUA – Culinary Arts
DLT – Dental Laboratory Technology
EDU – Early Childhood Education
IT – Information Technology
TBE – Technical and Business English

General Education Courses Prefix Designation

BIO – Biology
BPS – Business and Professional Speech
CRT – Critical Thinking
ENG – English Composition
HIST - History
IT – Information Technology
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 students' 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 in 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. Students will learn 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 on 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. Students 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 efficiently through their 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 between 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 first, then, organizing tourism, followed by 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 professionals.

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 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 between each segment and the opportunity to meet their interests.

Prerequisite: BUA101

▪ **BUA232 Managing Hotel Operations (4 credits)**

This course is to reflect industry's rapid change; it presents rich details 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 sources of global economy linking the issues of resources, development, international business, and trade. Students 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 future employment.

Prerequisite: BUA270

▪ **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 provides a possible explanation for the lapse and alternative solutions to prevent similar lapses.

Prerequisite: None

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

This course provides an introduction to the professional kitchen environment. Emphasis is placed on basic food preparation technique, knife handling skills, and practical sanitation. Throughout the course, students learn the proper, safe, and sanitary use of basic kitchen tools and equipment, product identification, culinary weights and measures, and basic knife cuts. Ethics, professionalism, and time management as they relate to the culinary arts field will be discussed.

Prerequisite: None

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

This course focuses on basic sanitation and safety guidelines in the professional culinary environment. This includes current researched-based information on hazards, regulations, and processing methods in both commercial and non-commercial settings. Prevention of all types of food contamination and food borne illnesses are emphasized. Upon completion of this course, students will be prepared to take the nationally administered ServSafe certification exam. This course is a prerequisite for all culinary food production classes.

Prerequisite: None

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

This introductory course introduces fundamental cooking principles and techniques. Topics include culinary terms, palate development, proper flavoring and seasoning, time management, and station organization. Recipe production will focus on learning dry heat, moist heat, and combination cooking methods.

Prerequisite: CUA153 (or ServSafe certification)

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

This course explores culinary methods for stocks, sauces, and soup production. It covers stocks, thickening agents, reduction and clarification, soup preparation, and grand and small sauces. Students will produce recipes to develop knowledge and skill in a professional setting to include study of ingredients, proper technique, and French culinary terms.

Prerequisite: CUA153 (or ServSafe certification)

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

Students will learn through lectures, demonstrations, and hands-on experiences how to identify, inspect, and fabricate meat. The student will understand how meat is graded, inspected, aged, and portioned. Bone and muscle structure of beef, lamb, pork, and poultry will be covered. Yield testing, costing, and purchasing specifications will be

discussed. The students will learn seafood and shellfish identification and include fish fabrication and preparation. In addition, brining, curing and smoking techniques will be discussed. Recipe production will focus on preferred cooking methods for proteins, proper knife use, and include sensory evaluation of the finished product.

Prerequisite: CUA153 (or ServSafe certification)

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

This course instructs the student in the proper identification, handling, and preparation of fruits, vegetables, grains, cereals, legumes, and farinaceous products. Recipes will include the use of fresh, frozen, and fermented ingredients in order to understand various uses for meal components and optimal quality.

Prerequisite: CUA153 (or ServSafe certification)

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

This course introduces preparation and production methods for baking with an emphasis on proper mixing, methods, and techniques. It includes bake shop layout and equipment, ingredient handling and function, recipe conversion, pastry terminology, and baking science. The class covers lectures, demonstrations, and lab work to ensure that a strong base in both theory and practice of the pastry arts is achieved. Topics and recipes covered include non-yeast breads and doughs, cookies, tarts and pies, yeast breads, custards, and chilled desserts.

Prerequisite: CUA153 (or ServSafe certification)

▪ **CUA188 Pastry Arts (4 credits)**

This course provides students with basic skills of cake production, assembly, and decoration using a variety of methods and techniques. It includes different cake types, fillings, mousses, buttercreams, meringues, and glazes. The proper use of a pastry bag and piping techniques will be covered. Students will learn components of classic and contemporary plated desserts.

Prerequisite: CUA153 (or ServSafe certification)

▪ **CUA190 Artisan Breads (4 credits)**

This course focuses on the art of bread baking to

include quick and yeast bread. Students learn how artisan baking differs from commercial baking. Students will learn to produce recipes using the baker's percentage method and follow the 12 steps of bread production. Recipes will include laminated doughs, breakfast pastries, flatbread, and breads made from various starters.

Prerequisite: CUA153 (or ServSafe certification)

▪ **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: CUA153 (or ServSafe certification)

▪ **CUA212 American Regional (4 credits)**

This course covers the production of American regional cuisines through a focus on indigenous ingredients, cooking methods, textures, flavor combinations, and plate presentations. Students will learn the impact of immigration patterns and historical developments on each cuisine.

Prerequisite: CUA153 (or ServSafe certification)

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

This course examines the distinct regional cooking style of Europe. It provides a thorough knowledge of kitchen practices and cultural traditions of each region through the production of recipes based on Western principles.

Prerequisite: CUA153 (or ServSafe certification)

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

This course introduces basic knowledge of kitchen practices and recipes of Central, Western, and South Asia. The focus is on regional ingredients, flavors, and cooking techniques. Classic and contemporary dishes are covered.

Prerequisite: CUA153 (or ServSafe certification)

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

This course introduces the most influential cultures

and flavor profiles from various cuisines around the world. The focus is on incorporating elements of different culinary traditions to find flavor balance based on the full understanding of complex ingredients. Traditional and modern regional techniques are used to produce contemporary, restaurant quality plate presentations.

Prerequisite: CUA153 (or ServSafe certification)

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

This course provides an introduction to the operational aspects of a commercial kitchen. It presents a comprehensive framework for creating, evaluating, and executing recipes and menus in the food service industry. Students learn essential skills in the management of kitchen operations with an emphasis on sanitation, safety, and cost control. Areas of study include menu development, styles, description, layout, and pricing strategies. The impact on kitchen organization and staff management is covered.

Prerequisite: 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: CUA153 (or ServSafe certification)

▪ **CUA258 Introduction to Gastronomy (4 credits)**

This course covers the interdisciplinary study of food, cooking, and service throughout the history of human culture. Food and beverages are examined from different cultural perspectives across various developments - economic, sociological, geographic, artistic, and technological. Students will gain a broad

understanding of the role of food in historical and contemporary societies.

Prerequisite: None

▪ **CUA261 Garde Manger (4 credits)**

This course examines products from the cold kitchen including appetizers, hors d'oeuvres, salads, sauces, marinades, relishes, fruit carving, and cheeses. Topics for discussion include curing, smoking, and fermenting. Students will learn elements of charcuterie: bacon, sausage, pates, and terrines. An emphasis will be on the art of cold food presentation using various buffet and plating arrangements as an introduction to the business aspects of party planning and catering.

Prerequisite: CUA153 (or ServSafe certification)

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

This course examines advanced application of culinary techniques, cooking theories, and proper methods and practices. It introduces opportunities to research, create and plan menus in order to prepare, execute, and present a meal. Students will be able to draw upon previously covered material to include ethnic cuisine, Garde Manger, and baking elements. Students will be able to understand customized service guidelines for various service styles and occasions with an emphasis on standards, consistency, and timing.

Prerequisite: CUA153 (or ServSafe certification)

▪ **CUA270 Career Development (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 environments and actual, guided work experience in a professional, commercial kitchen. Students gain insight into real-time professional standards, multi-tasking, sense of urgency, and service elements to be prepared for future employment.

Prerequisite: CUA153, 2nd year undergraduate student

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

This extensive internship/externship course provides the student with continued, additional job experience.

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, emphasizing 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 provides an overview of the materials, design, and clinical techniques used in dental crown and bridge fabrication. Topics include crown types, indications, design preparation, and clinical techniques.

Prerequisite: DLT153

▪ **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: DLT154

▪ **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: DLT201

▪ **DLT252 Complete Denture Lab (5 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: DLT202

▪ **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.

▪ **DLT301 CAD/CAM I (2 credits)**

This course introduces students to the fundamentals of CAD/CAM systems, covering topics such as CAD file types, oral scanners, model printing methods, and materials used in CAD, including zirconia, metal, and hybrid resins.

Prerequisite: DLT201

▪ **DLT302 CAD/CAM Lab I (6 credits)**

This course provides hands-on experience with CAD/CAM systems, focusing on designing software and basic dental morphology. Students will learn essential program tools and functions, including how to design single and bridge crowns.

Prerequisite: DLT202

▪ **DLT303 CAD/CAM II (2 credits)**

This course provides students with essential knowledge of CAD/CAM systems, focusing on zirconia crown design. Topics include scanning techniques, program tools, and zirconia crown design.

Prerequisite: DLT301

▪ **DLT304 CAD/CAM Lab II (6 credits)**

This course offers hands-on experience with CAD/CAM systems, emphasizing dental morphology and the use of design software. Topics include the advanced design of various types of crowns, dental model scanning using scanners and software.

Prerequisite: DLT302

▪ **EDU101 Introduction of Early Childhood Education (4 credits)**

This course introduces general information about early childhood education and the birth of young children 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 for 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

▪ **EDU110 Child Play (4 credits)**

This course explores the fundamental role of play in early childhood development. It delves into various play theories and approaches, emphasizing how play supports children's social, emotional, and cognitive

growth. The course also covers practical strategies for integrating play into early childhood education settings.

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

▪ **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 individuals grow and develop physically, cognitively, socially, morally, and emotionally.

Prerequisite: PSY 101

▪ **EDU119 Emergent Literacy (4 credits)**

This course focuses on understanding and applying research on early literacy development in young children. Topics covered include reading readiness, alphabet, and print concepts, and emergent literacy. Students will explore techniques to foster early literacy and develop a literature-rich environment that supports the diverse learning needs of children in early childhood settings.

Prerequisite: None

▪ **EDU206 Children's Health Education (4 credits)**

This course provides a comprehensive overview of health education specifically tailored for children. It covers essential topics related to physical, mental, and emotional well-being, and aims to equip students with the knowledge and skills needed to promote and support healthy behaviors in children.

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, and evaluation of the program settings as well as management parts such as students' enrolment and its process. Students will search for 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 of each program setting as well as management ways such as students' enrolment and its process. Students will search for 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 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 with researching valuable resources, 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 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 lessons as well as evaluating children. They also undertake to administer the programs as professionals 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 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

▪ **IT101 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

▪ **IT149 Operating System Fundamentals (4 credits)**

An operating system is important software which makes the computer run. It handles all the computer processes and runs the hardware. Students will learn commands on Windows and MAC(Linux) systems.

Prerequisite: None

▪ **IT150 Fundamentals of Information Technology (4 credits)**

This course is to overview information systems, compare the terms data, information, and knowledge systems.

Prerequisite: None

▪ **IT161 Software Development Fundamentals (4 credits)**

This course introduces students to key concepts and principles of software development in Python.

Prerequisite: None

▪ **IT163 Web Development Fundamentals (4 credits)**

This course covers fundamental concepts and principals when building the web and that is the use of HTML and CSS.

Prerequisite: None

▪ **IT164 Database Administration Fundamentals (4 credits)**

This course focuses on the database administrator; the individual charged with maintaining and backing up the database.

Prerequisite: None

▪ **IT165 System and Network Administration (4 credits)**

This course provides students with modern networking and software-defined networks.

Prerequisite: None

▪ **IT166 Computer Network Fundamentals (4 credits)**

This course deals with the ISO open systems interconnection model, with emphasis on the physical, data link, network, and transport layers. Discussion of IEEE 802, OSI, and Internet protocols.

Prerequisite: None

▪ **IT167 Cybersecurity Fundamentals (4 credits)**

This course is designed to focus on the necessary skills required to secure, protect, and identify vulnerabilities in a network, including various operating systems and network devices.

Prerequisite: None

▪ **IT170 Data Telecommunications Networks (4 credits)**

This course provides a programmatic way of storing data so that data can be used efficiently with python programming.

Prerequisite: None

▪ **IT172 Mobile App Development I (Android) (4 credits)**

Mobile app development is a process for building mobile applications that run on mobile devices. This course focuses on mobile APPs on Android.

Prerequisite: IT161

▪ **IT173 Mobile App Development II (iOS) (4 credits)**

This course focuses on mobile Apps on iOS. IT 172 is not a prerequisite for this course.

Prerequisite: IT161

▪ **IT174 Game Development Fundamentals (4 credits)**

This course is designed to provide students with knowledge and project-based experience of fundamental gaming development. Students will develop a mobile APP-based game on this course.

Prerequisite: IT161

▪ **IT181 IT Infrastructure I (CompTIA A+) (4 credits)**

This course prepares students to work as computer

support and bench technicians by teaching the fundamentals of PC and peripheral hardware and software selection, installation, maintenance, and troubleshooting. It prepares students to pass CompTIA A+.

Prerequisite: IT170

▪ **IT182 IT Infrastructure II (CompTIA A+) (4 credits)**

This course is the continuous course of IT 181, which is a prerequisite of this course.

Prerequisite: IT181

▪ **IT190 Introduction to Information Systems (4 credits)**

To understand information systems, this course covers the concepts of virtual LAN, quality of services and experiences, internet of things, cloud computing and security.

Prerequisite: None

▪ **IT200 Business Computer Applications Data Analytics (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: IT101

▪ **IT222 Database Systems Design (4 credits)**

This course relies on primary readings from the database community to introduce students to the foundations of database systems, focusing on basics such as the relational algebra and data model, and schema normalization.

Prerequisites: IT149, and IT164.

▪ **IT261 Capstone Project (4 credits)**

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 future employment.

Prerequisite: IT161

▪ **IT270 Career Development I (4 credits)**

This course focuses on real experiences in the field of computer science. If students get hired for an IT-related internship, they will pass this course. Otherwise, Students will take this course to conduct a project utilized in a company.

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

▪ **IT271 Career Development II (4 credits)**

This course focuses on real experiences in the field of computer science. If students get hired for an IT-related internship, they will pass this course. Otherwise, Students will take this course to conduct a project utilized in a company.

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

▪ **IT280 Advanced Web Development (4 credits)**

The course covers a range of topics relating to the development of web applications in PHP. IT 163 is a prerequisite of this course.

Prerequisite: IT163

▪ **IT283 Object-Oriented Programming (4 credits)**

This course emphasizes current techniques in object-oriented design, analysis, and programming in JAVA.

Prerequisite: IT161

▪ **IT290 Cloud computing (4 credits)**

This course provides students with a foundation in the concepts and implementation of modern programming languages. It also covers imperative, functional, logic, and object-oriented programming paradigms.

Prerequisites: IT165

▪ **IT292 Linux System (4 credits)**

This course includes files and directories, electronic mail, security, advanced file systems, network utilities, network file sharing, text utilities, shell programming, UNIX internals.

Prerequisite: IT149

▪ **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, explains, and gives 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, and 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 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 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 by 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 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 purposes, emphasizing development of verbal and written communication skills.

Prerequisite: TBE101

▪ TBE149 Business Enterprises and Corporation (4 credits)

This course is an introduction to business organization and corporation basic law. Students will learn the difference between 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 future employment.

Prerequisite: TBE270

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
ESL102-1	Sentence Structure for Beginners II	50
ESL102-3	Reading for Beginners II	50
ESL102-4	Listening for Beginners II	50
ESL111	Job Success 1	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
ESL202-1	Sentence Structure for Intermediate II	50
ESL202-3	Reading for Intermediate II	50
ESL202-4	Writing for Intermediate II	50
ESL211	Job Success 3	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

Cosmetology

This program trains students for employment in hair design, nail artistry, and facial makeup, consisting of a total of 1,000 hours. Students can take courses not only to develop or improve skills and techniques but also to explore new industrial trends.

The Cosmetology Program is designed to prepare students for employment and licensure as a cosmetologist under the regulations of the Virginia Department of Professional and Occupational Regulation (DPOR). The program enables students to pass the certification practical and theory exam under the regulations that is offered by the National Interstate Council of State Boards of Cosmetology (NIC).

Number	Course	Hours
COSM101	Orientation and Business Topics.....	45
COSM102	Laws and Regulations	10
COSM103	General Sciences	55
COSM104	Anatomy, Physiology and Histology A.....	20
COSM105	Anatomy, Physiology and Histology B	20
COSM106	Shampooing, Rinsing and Scalp Treatments...	25
COSM107	Hair Styling.....	65
COSM108	Hair Cutting A	70
COSM109	Hair Cutting B	35
COSM110	Hair Cutting C.....	20
COSM111	Permanent Waving and Chemical Relaxing A.	65
COSM112	Permanent Waving and Chemical Relaxing B.	50
COSM113	Hair Coloring and Bleaching A	80
COSM114	Hair Coloring and Bleaching B	80
COSM115	Wigs, Hair Pieces and Related Theory	15
COSM116	Straight Razor Use and Shaving	20
COSM117	Manicuring and Pedicuring.....	75
COSM118	Skin Care A	80
COSM119	Skin Care B	80
COSM120	Makeup.....	35
COSM121	Body and Other Treatments	20
COSM122	Hair Removal	35
Total Hours.....		1,000

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
CUS172	Fruit, Vegetable, and Starch Preparation	60
CUS185	Fundamentals of Baking	60
CUS188	Pastry Arts	60
CUS190	Artisan Breads	60
CUS204	Nutrition	40
CUS212	American Regional.....	60
CUS216	Western Cuisine	60
CUS218	Asian Cuisine	60
CUS228	World Cuisine	60
CUS253	Recipe and Menu Management.....	40
CUS256	Food Service system Management	40
CUS258	Introduction to Gastronomy	40
CUS261	Garde Manger	60
CUS262	Advanced Cooking Theory and Practice.....	60
CUS270	Career Development	302
Total Hours (Select from above).....		1,022

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 DLTC251/252, DLTC301/302, DLTC303/304, or choose 1 out of DLTC251, DLTC301 or DLTC303 with DLTC270)

DLTC251	Complete Denture	40
DLTC252	Complete Denture Lab.....	160
DLTC270	Career Development.....	160
DLTC301	CAD/CAM I	40
DLTC302	CAD/CAM LAB I	160
DLTC303	CAD/CAM II	40
DLTC304	CAD/CAM LAB II	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 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
LMT101	Massage Theory	20
LMT102	Massage Application	40
LMT103	Anatomy	30
LMT104	Physiology	30
LMT105	Kinesiology	40
LMT106	Massage Techniques A	50
LMT107	Massage Techniques B.....	50
LMT108	Contraindications to Massage Therapy	20
LMT109	Pathology	30
LMT110	Massage Techniques C	45
LMT111	Massage Techniques D	60
LMT112	Massage Techniques E.....	50
LMT113	Massage Ethics & Rules	30
LMT114	Professional Standards in Massage Business	35
LMT115	Clinical Health Assessment	30
LMT116	Documentation	20
LMT117	Supervised Clinical Experience	20
Total Hours.....		600

Certificate Course Prefix Designation

COSM – Cosmetology
CUS – Culinary Arts
DLTC – Dental Laboratory Technology
ESL – Vocational English as a Second Language
LMT – Massage Therapy

Certificate Course Descriptions

▪ **COSM101 Orientation and Business Topics (45hrs.)**

Through this course students learn school policies, sales, inventory, retailing, taxes and payroll, insurance, client records and confidentiality and professional ethics and practices.

Prerequisite: None

▪ **COSM102 Laws and Regulations (10hrs.)**

Students learn laws and regulations of the state and Cosmetology Board, including sanitation and code of conduct..

Prerequisite: None

▪ **COSM103 General Sciences (55hrs.)**

Students learn to list the types and classifications of bacteria, list the types of disinfectants and how they are used, describe how to clean and disinfect salon tools and equipment. Students also learn differences between cleaning, disinfection and sterilization and discuss the universal precautions and the responsibilities as a salon professional.

Prerequisite: None

▪ **COSM104 Anatomy, Physiology and Histology A (20hrs.)**

Students learn to explain and understand the importance of anatomy, physiology and histology to the cosmetology profession and to define and describe cells, reproduction, and types of tissues.

Prerequisite: None

▪ **COSM105 Anatomy, Physiology and Histology B (20hrs.)**

Students learn about the nervous, circulatory, lymphatic, integumentary, and endocrine system and skin structure.

Prerequisite: None

▪ **COSM106 Shampooing, Rinsing and Scalp Treatments (25hrs.)**

Students learn how to choose the proper type of shampoo, rinse, and conditioner, depending on the condition of the hair,

based on the acquired knowledge of shampoo types and conditioners.

Prerequisite: None

▪ **COSM107 Hair Styling (65hrs.)**

This course is an introduction to basic principles of hairstyling and its design elements.

Prerequisite: None

▪ **COSM108 Hair Cutting A (70hrs.)**

This course introduces basic principles of haircutting, reference points, areas of the head, lines and angles, and elevation and cutting line.

Prerequisite: None

▪ **COSM109 Hair Cutting B (35hrs.)**

This course covers cutting and texturizing techniques.

Prerequisite: None

▪ **COSM110 Hair Cutting C (20hrs.)**

This course is a lab course, and students practice different haircuts and techniques.

Prerequisite: None

▪ **COSM111 Permanent Waving and Chemical Relaxing A (65hrs.)**

This course introduces types of perms, different technique of perm style, and application of relaxers.

Prerequisite: None

▪ **COSM112 Permanent Waving and Chemical Relaxing B (50hrs.)**

Through this course, students learn to perform permanent wave services (including safety) and learn virgin and retouch chemical services.

Prerequisite: None

▪ **COSM113 Hair Coloring and Bleaching A (80hrs.)**

Students learn to identify natural hair color and tone, types of hair color, and to select hair color and apply it using lighteners and toners.

Prerequisite: None

▪ **COSM114 Hair Coloring and Bleaching B (80hrs.)**

Students learn to do practical applications and procedures related to hair coloring and bleaching.

Prerequisite: None

▪ **COSM115 Wigs, Hair Pieces and Related Theory (15hrs.)**

Students learn how to use hair enhancements such as wigs, hair pieces, and hair extensions.

Prerequisite: None

▪ **COSM116 Straight Razor Use and Shaving (20hrs.)**

This course teaches students how to properly use a straight razor and do shaving.

Prerequisite: None

▪ **COSM117 Manicuring and Pedicuring (75hrs.)**

Students learn how to choose a nail shape, basic manicure, conditioning oil manicure, hand and arm massage, and performing pedicures and foot massages.

Prerequisite: None

▪ **COSM118 Skin Care A (80hrs.)**

Students learn how to determine skin type, choose skin care products, do facial massage and other treatments.

Prerequisite: None

▪ **COSM119 Skin Care B (80hrs.)**

Students learn about contraindications and how to perform basic facial procedures.

Prerequisite: None

▪ **COSM120 Makeup (35hrs.)**

Students learn how to setup makeup including supplies and implements, color theory, consultation with clients, general and special occasion application, camouflage, application of flash lashes and extensions, lashes and tinting, lash perming, body hair lightening, and general procedures and safety measures.

Prerequisite: None

▪ **COSM121 Body and Other Treatments (20hrs.)**

Students learn about body treatments, aromatherapy and general procedures and safety measures.

Prerequisite: None

▪ **COSM122 Hair Removal (35hrs.)**

Students learn permanent hair removal and the methods of temporary hair removal.

Prerequisite: None

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

This course provides an introduction to the professional kitchen environment. Emphasis is placed on basic food preparation technique, knife handling skills, and practical sanitation. Throughout the course, students learn the proper, safe, and sanitary use of basic kitchen tools and equipment, product identification, culinary weights and measures, and basic knife cuts. Ethics, professionalism, and time management as they relate to the culinary arts field will be discussed.

Prerequisite: None

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

This course focuses on basic sanitation and safety guidelines in the professional culinary environment. This includes current researched-based information on hazards, regulations, and processing methods in both commercial and non-commercial settings. Prevention of all types of food contamination and food borne illnesses are emphasized. Upon completion of this course, students will be prepared to take the nationally administered ServSafe certification exam. This course is a prerequisite for all culinary food production classes.

Prerequisite: None

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

This introductory course introduces fundamental cooking principles and techniques. Topics include culinary terms, palate development, proper flavoring and seasoning, time management, and station organization. Recipe production will focus on learning dry heat, moist heat, and combination cooking methods.

Prerequisite: CUS153 (or ServSafe certification)

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

This course explores culinary methods for stocks, sauces, and soup production. It covers stocks, thickening agents, reduction and clarification, soup preparation, and grand and small sauces. Students will produce recipes to develop knowledge and skill in a professional setting to include study of ingredients, proper technique, and French culinary terms.

Prerequisite: CUS153 (or ServSafe certification)

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

Students will learn through lectures, demonstrations, and hands-on experiences how to identify, inspect, and fabricate meat. The

student will understand how meat is graded, inspected, aged, and portioned. Bone and muscle structure of beef, lamb, pork, and poultry will be covered. Yield testing, costing, and purchasing specifications will be discussed. The students will learn seafood and shellfish identification and include fish fabrication and preparation. In addition, brining, curing and smoking techniques will be discussed. Recipe production will focus on preferred cooking methods for proteins, proper knife use, and include sensory evaluation of the finished product.

Prerequisite: CUS153 (or ServSafe certification)

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

This course instructs the student in the proper identification, handling, and preparation of fruits, vegetables, grains, cereals, legumes, and farinaceous products. Recipes will include the use of fresh, frozen, and fermented ingredients to understand various uses for meal components and optimal quality.

Prerequisite: CUS153 (or ServSafe certification)

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

This course introduces preparation and production methods for baking with an emphasis on proper mixing, methods, and techniques. It includes bake shop layout and equipment, ingredient handling and function, recipe conversion, pastry terminology, and baking science. The class covers lectures, demonstrations, and lab work to ensure that a strong base in both theory and practice of the pastry arts is achieved. Topics and recipes covered include non-yeast breads and doughs, cookies, tarts and pies, yeast breads, custards, and chilled desserts.

Prerequisite: CUS153 (or ServSafe certification)

▪ **CUS188 Pastry Arts (60hrs.)**

This course provides students with basic skills of cake production, assembly, and decoration using a variety of methods and techniques. It includes different cake types, fillings, mousses, buttercreams, meringues, and glazes. The proper use of a pastry bag and piping techniques will be covered. Students will learn components of classic and contemporary plated desserts.

Prerequisite: CUS153 (or ServSafe certification)

▪ **CUS190 Artisan Breads (60hrs.)**

This course focuses on the art of bread baking to include quick and yeast bread. Students learn how artisan baking differs from commercial baking. Students will learn to produce recipes

using the baker's percentage method and follow the 12 steps of bread production. Recipes will include laminated doughs, breakfast pastries, flatbread, and breads made from various starters.

Prerequisite: CUS153 (or ServSafe certification)

▪ **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: CUS153 (or ServSafe certification)

▪ **CUS212 American Regional (60hrs.)**

This course covers the production of American regional cuisines through a focus on indigenous ingredients, cooking methods, textures, flavor combinations, and plate presentations. Students will learn the impact of immigration patterns and historical developments on each cuisine.

Prerequisite: CUS153 (or ServSafe certification)

▪ **CUS216 Western Cuisine (60hrs.)**

This course examines the distinct regional cooking style of Europe. It provides a thorough knowledge of kitchen practices and cultural traditions of each region through the production of recipes based on Western principles.

Prerequisite: CUS153 (or ServSafe certification)

▪ **CUS218 Asian Cuisine (60hrs.)**

This course introduces basic knowledge on kitchen practices in 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 various cuisines around the world. The focus is on incorporating elements of different culinary traditions to find flavor balance based on the full understanding of complex ingredients. Traditional and modern regional techniques are used to produce contemporary, restaurant quality plate presentations.

Prerequisite: CUS153 (or ServSafe certification)

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

This course provides an introduction to the operational aspects of a commercial kitchen. It presents a comprehensive framework for creating, evaluating, and executing recipes and menus in the food service industry. Students learn essential skills in the management of kitchen operations with an emphasis on sanitation, safety, and cost control. Areas of study include menu development, styles, description, layout, and pricing strategies. The impact on kitchen organization and staff management is covered.

Prerequisite: 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 food service management systems.

Prerequisite: CUS153 (or ServSafe certification)

▪ **CUS258 Introduction to Gastronomy (40hrs.)**

This course covers the interdisciplinary study of food, cooking, and service throughout the history of human culture. Food and beverages are examined from different cultural perspectives across various developments - economic, sociological, geographic, artistic, and technological. Students will gain a broad understanding of the role of food in historical and contemporary societies.

Prerequisite: None.

▪ **CUS261 Garde Manger (60hrs.)**

This course examines products from the cold kitchen including appetizers, hors d'oeuvres, salads, sauces, marinades, relishes, fruit carving, and cheeses. Topics for discussion include curing, smoking, and fermenting. Students will learn elements of charcuterie: bacon, sausage, pates, and terrines. An emphasis will be on the art of cold food presentation using various buffet and plating arrangements as an introduction to the business aspects of party planning and catering.

Prerequisite: CUS153 (or ServSafe certification)

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

This course examines advanced application of culinary techniques, cooking theories, and proper methods and practices. It introduces opportunities to research, create and plan menus to prepare, execute, and present a meal. Students will be able to draw upon previously covered material to include ethnic cuisine, Garde Manger, and baking elements. Students will be able to understand customized service guidelines for various service styles and occasions with an emphasis on standards, consistency, and timing.

Prerequisite: CUS153 (or ServSafe certification)

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

This extensive internship/externship course provides the opportunity to build tangible connections between knowledge and skills learned through the lecture and lab environments and actual, guided work experience in a professional, commercial kitchen. Students gain insight into real-time professional standards, multi-tasking, sense of urgency, and service elements to be prepared for future employment.

Prerequisite: 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, emphasizing 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

▪ **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

▪ **DLTC270 Career Development (160hrs.)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

▪ **DLTC301 CAD/CAM I (40hrs.)**

This course introduces students to the fundamentals of CAD/CAM systems, covering topics such as CAD file types, oral scanners, model printing methods, and materials used in CAD, including zirconia, metal, and hybrid resins.

Prerequisite: DLTC201

▪ **DLTC302 CAD/CAM Lab I (160hrs.)**

This course provides hands-on experience with CAD/CAM systems, focusing on designing software and basic dental morphology. Students will learn essential program tools and functions, including how to design single and bridge crowns.

Prerequisite: DLTC202

▪ **DLTC303 CAD/CAM II (40hrs.)**

This course provides students with essential knowledge of CAD/CAM systems, focusing on zirconia crown design. Topics include scanning techniques, program tools, and zirconia crown design.

Prerequisite: DLTC301

▪ **DLTC304 CAD/CAM Lab II (160hrs.)**

This course offers hands-on experience with CAD/CAM systems, emphasizing dental morphology and the use of software design. Topics include the advanced design of various types of crowns, dental model scanning using scanners and software.

Prerequisite: DLTC302

▪ **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 using expressions in class and utilize them in 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 languages skills such as listening, speaking, reading, and writing skills while doing activities. In addition, they will be able to compare 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 US

English expressions. Students may watch a related video, read an article, practice role play through conversation script and discuss what they find in their daily life. At the end of this course, they will be able to better understand colloquial expressions and express them 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 to 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 beginners with 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 to 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. By 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 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 punctuation 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, and 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 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 to internalize and master them.

Prerequisite: ESL202 or equivalent

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

This course focuses on listening to and understanding other people's ideas, communicating students' ideas, and exchanging them with

fellow classmates. This course provides students with a unique collection of fluent 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 skills 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 focus. They will also learn and review some essential grammatical knowledge from this course to apply it to 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 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 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 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 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 skills.

Prerequisite: ESL301 or equivalent

▪ **ESL311 Job Success 5 (50hrs.)**

This course is designed to develop advanced level students' interpersonal skills and build interpersonal relationships through job related conversation skills and idiomatic collocation expressions. Students will develop a variety of social and business situations. Students also learn appropriate verbal and non-verbal manners at work and social situations as well as conversation management techniques to exchange ideas in small and large groups. Eventually, students will be able to discuss long term plans and career goals.

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

▪ **LMT101 Massage Theory (20hrs.)**

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

Prerequisite: None

▪ **LMT102 Massage Application (40hrs.)**

This course focuses on body mechanics, client positioning, and draping techniques essential for massage practice. Students will also learn medical terminology and gain an understanding of the body's basic structures. Practical application of these skills is emphasized throughout.

Prerequisite: None

▪ **LMT103 Anatomy (30hrs.)**

This course provides a foundational understanding of human anatomy with a focus on the skeletal and muscular systems. Students will learn the structure and function of bones and muscles, enabling them to apply this knowledge to massage therapy practices.

Prerequisite: None

▪ **LMT104 Physiology (30hrs.)**

In this course, students explore the functions of the body's systems, including the nervous, circulatory, and lymphatic systems. The focus is on how these systems interact and respond to massage therapy, enhancing therapeutic outcomes.

Prerequisite: None

▪ **LMT105 Kinesiology (40hrs.)**

This course covers the principles of movement and body mechanics. Students will analyze how muscles work to create movement and how massage can affect range of motion, posture, and overall physical function.

Prerequisite: None

▪ **LMT106 Massage Techniques A (50hrs.)**

This course provides an introduction to Swedish Massage techniques, focusing on basic strokes and proper body mechanics. Students will practice delivering a full-body relaxation massage while learning the essentials of client care and safety.

Prerequisite: None

▪ **LMT107 Massage Techniques B (50hrs.)**

Students will explore the use of Swedish Massage for stress reduction and muscle relaxation. This course emphasizes hands-on practice and the application of various techniques to enhance overall well-being.

Prerequisite: None

▪ **LMT108 Contraindications to Massage Therapy (20hrs.)**

Students will identify and analyze situations where massage therapy may be contraindicated due to client health conditions. Emphasis is placed on recognizing risks and modifying treatments to ensure client safety.

Prerequisite: None

▪ **LMT109 Pathology (30hrs.)**

This course introduces students to common diseases and conditions that affect the human body. Students will learn how to adapt massage techniques to accommodate clients with specific health challenges while avoiding contraindications.

Prerequisite: None

▪ **LMT110 Massage Techniques C (45hrs.)**

This course highlights the use of Swedish Massage to improve circulation and promote relaxation. Students will practice a variety of strokes and learn how to create a comfortable and professional massage experience.

Prerequisite: None

▪ **LMT111 Massage Techniques D (60hrs.)**

Focusing on the therapeutic benefits of Swedish Massage, this course teaches techniques for addressing muscle tension and improving flexibility. Emphasis is placed on effective hand movements and maintaining client comfort.

Prerequisite: None

▪ **LMT112 Massage Techniques E (50hrs.)**

This course emphasizes refining Swedish Massage techniques to deliver a personalized and professional experience. Students will practice advanced strokes and learn to adapt their approach to meet diverse client needs.

Prerequisite: None

▪ **LMT113 Massage Ethics and Rules (30hrs.)**

This course covers the ethical responsibilities and legal regulations of massage therapy practice. Topics include professional conduct, boundaries, confidentiality, and informed consent to ensure adherence to industry standards.

Prerequisite: None

▪ **LMT114 Professional Standards in Massage Business (35hrs.)**

Students will learn the business skills needed to run a successful massage therapy practice. Topics include marketing, financial management, client relations, and maintaining professional standards in a business setting.

Prerequisite: None

▪ **LMT115 Clinical Health Assessment (30hrs.)**

This course teaches students how to conduct comprehensive health assessments for clients. Topics include medical history intake, physical assessments, and developing treatment plans based on clinical findings.

Prerequisite: None

▪ **LMT116 Documentation (20hrs.)**

Students will learn proper documentation techniques, including SOAP and F-DAR notes, to ensure accurate record-keeping in massage therapy practice. The course emphasizes legal and ethical requirements related to client documentation.

Prerequisite: None

▪ **LMT117 Supervised Clinical Experience (20hrs.)**

In this practical course, students will apply their skills in a clinical setting under supervision. They will perform massages on clients, receiving feedback and guidance to refine their techniques and professionalism.

Prerequisite: None

Distance Education

Columbia College offers online VESL courses like Distance Education to meet the diverse needs of the student population.

The Distance Education program at the College utilizes CANVAS asynchronously as delivery platform for the lessons in an online format. The lectures are pre-recorded by the instructors, which offer students the opportunity to attend their lessons at their convenience. The lectures are recorded by the instructor and uploaded to the CANVAS platform. Students taking online courses complete weekly assignments remotely on their own computers and attend a homeroom class with an instructor via Zoom video meeting. Students complete their course work such as practice assignments, writing assignments, quizzes, exams just as they would in an in-person class. All courses require textbooks. Some online courses may require students to meet on campus for orientations, labs, and/or exams. The hours and credits are equivalent to in-person courses.

1. Admission Requirement/Eligibility

Admission standards are same as the traditional residential program. Newly admitted student must take a placement test to determine their course level based on their English proficiency.

Students are required to have a personal computer with internet access and 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 processors, e-mail, Internet browsers, and search engines.

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 the distance education program should take a nationally recognized placement test. The placement test determines which course level the student will begin their courses based on their English proficiency. The students may take the placement test at the Columbia College testing center or remotely online.

3. Hardware/Software Requirements

Component	Minimum Requirements
Processor and RAM	Dual core 2Ghz or higher (Intel i3/i5/i7 or AMD equivalent) 4 Gb
Operating System	Windows 7 or higher for desktop computers (S Mode is not supported) Windows 8.1 or higher for tablets (S Mode is not supported) macOS High Sierra 10.13 or later
Internet	High speed internet connection speed of 512kbps recommended
Browser	Chrome 114 or higher Firefox 115 or higher Safari 15 or higher Edge 114 or higher
Browser Plug-ins	JAVA (latest version) Adobe Acrobat Reader 10 or higher Adobe Flash Player 10 (ActiveX) or higher
E-mail	You must have the ability to check email from your computer
Multimedia	Monitor capable of 1024x768 screen resolution. Sound card with speakers/headphones

4. Instructors/Homeroom Teachers

An instructor is assigned to each course, and students may contact them when they turn in assignments, need assistance, and have course related questions. Each student has a homeroom teacher who can support and supervise the students encompassing all areas. Information on how to contact the instructor or homeroom teacher is provided through the course and orientation.

5. Orientations

All distance education students are required to attend an orientation session before they begin the program. Orientation is provided via Zoom meeting or in-person at the school campus. During orientation, the student receives general information about the school, the distance education program, how to access their courses, enroll in homeroom classes, and pick up study materials if they are attending orientation in-person.

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 the 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 to their courses. The information may not be shared or given to anyone other than the assigned user. Students must provide complete and true information about themselves in any identity verification process if/when necessary.

7. Counseling and Advising

Distance Education Administrative staff are located at the campus located at 8620 Westwood Center Drive, Vienna VA 22182. Please contact them with questions regarding your program.

8. Tuition and Fees

For current tuition rates, refer to the Tuition and Fees section of the Columbia College Catalog. Tuition and fees are the same as both Distance Education and in-person programs. There are no additional charges or requirements for enrolling in the Distance Education curriculum.

9. Textbooks

Textbook information will be available on the course syllabus. Purchasing textbooks is required for the courses.

APPENDIX

ASSOCIATE DEGREE PROGRAMS (General)

- Application fee: \$100.00 (non-refundable).
- All Associate level programs: \$225.00 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	
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	Per session
Document Request Fee	\$15	Five business day service
Express Service	Additional \$10	Next business day service
Graduation Fee	\$50	Includes diploma, cap & gown

* Columbia College reserves the right to change tuition and fees at any time.



COLUMBIA COLLEGE TUITION AND FEES

(Effective 8/18/2025)

[VESL / ONLINE VESL]

PROGRAM TUITION PER SESSION	TUITION PER SESSION	TOTAL SESSION	TOTAL TUITION
Intensive VESL/ESL	\$1,840	6	\$11,040
Part-time VESL/ESL	\$990	6	\$5,940
Intensive TOEFL Prep	\$1,235	1	\$1,235

[VOCATIONAL DEGREE & CERTIFICATE PROGRAMS]

PROGRAM	TYPE	TUITION PER COURSE		TOTAL SESSION	TOTAL TUITION
Culinary Arts	Certificate	Major	\$1,290	6	\$16,770
		Theory	\$860		
	Associate Degree	Major	\$1,280	7-8	\$27,200
		General	\$960		
	Additional \$400 for student kit and sanitation manual are required.				

PROGRAM	TYPE	TUITION PER COURSE		TOTAL SESSION	TOTAL TUITION
Dental Laboratory Technology	Certificate	40 hours	\$660	6	\$19,800
		60 hours	\$990		
		140 hours	\$2,310		
		160 hours	\$2,640		
	Associate Degree	Major (2 credits)	\$650	7-8	\$29,795
		Major (5 credits)	\$1,625		
		Major (6 credits)	\$1,950		
		General	\$960		
	Additional \$1,500 for student kit and textbooks are required.				

PROGRAM	TYPE	TUITION PER COURSE	TOTAL SESSION	TOTAL TUITION
Massage Therapy	Certificate	\$3,400	3	\$10,200
	Additional \$330 for student kit and textbooks are required.			

PROGRAM	TYPE	TUITION PER SESSION	TOTAL SESSION	TOTAL TUITION
Cosmetology	Certificate	\$2,380	5	\$11,900
	Additional \$1,500 for student kit and textbooks are required.			

[ACADEMIC DEGREE PROGRAMS]

- Business Administration
- Information Technology
- Early Childhood Education
- Technical & Business English

PER CREDIT	PER COURSE	PER SESSION	TOTAL TUITION
\$240	\$960	\$2,880	\$22,080

[OTHER FEE]

PROGRAM	TUITION PER COURSE	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 (Oversea)	\$120	
Express Service Fee	Additional \$10	Next business day service
I-20 Extension Fee	\$50	
Supporting Letter	\$50	
Graduation Fee	\$75	Including Diploma processing fee, Cap & Gown

CATALOG ADDENDUM

FACULTY LISTING

Alda Kafazi, Vocational English as a Second Language

B.A., Linguistics and Literature, University of Tirana, Faculty of History and Philology, Albania, 2009
M.A., Historical Linguistics, University of Tirana, Tirana, Albania, 2011

Alina Zbirnea, Business Administration

B.S., International Economic Relations, Alexandru Ioan Cuza University, Romania

Andriy Kovhan, Massage Therapy

Chernihiv Massage School, Massage Instructor, Ukraine, 2014
B.S., Human Health, Chernihiv National Polytechnic University, Ukraine, 2019

Antonio Honorio Lima, English as a Second Language

B.A., French Pedagogy
M.A., TESOL, Midwest University, Wentzville, MO, 2015

Arazgul Atabayeva, Vocational English as a Second Language

B.Ed. with Honors, English Language Teaching, Anadolu University, Turkey
Internship at Anadolu High School, Turkey
B.Ed., English Language Teaching, University of Murcia, Spain
M.A., Education, University of Findlay, Findlay, OH

Ariola Alimucaj, Vocational English as a Second Language

B.Ed., English Language, Fan S. Noli University, Albania
M.Ed., Fan S. Noli University, Albania

Dr. Ashley Nelson-Meiners, Early Childhood Education

A.A.S., Early Childhood Development, Northern Virginia Community College, Sterling, VA, 2017
B.A., Early Childhood Education Administration, Ashford University (now University of Arizona Global Campus), Chandler, AZ, 2019
M.A., University of Arizona Global Campus, Education/Family & Community Services, Chandler, AZ, 2021
Ph.D., Nova Southeastern University, Organizational Leadership, Ford Lauderdale, FL, Present

Aye Phyoe, Dental Laboratory Technology

B.S., University of Dental Medicine, Dentistry, Myanmar, 2017

Beverly Coakley, Culinary Arts

Certificate, Jefferson Community College, Culinary Arts, Watertown, NY, 1988
A.S., Hospitality Tourism, Jefferson Community College, Watertown, NY, 1988
B.S., Hospitality Management, Culinary Institute of America, 2002

B.S., Food Business, Culinary Institute of America, 2023

Christina D. Sapp, Vocational English as a Second Language

B.S., Elementary Education
M.S., Higher Education and Integrative Studies, Capella University, Minneapolis, MN
M.S., Early Childhood Education, Lehman College CUNY, Bronx, NY, 2000

Chris Carey, Culinary Arts

Diploma, Culinary Arts, French Culinary Institute, 1994
M.S., International Hospitality Management, Stratford University, 2017

Ciin Lun, Vocational English as a Second Language

MBA, Business Administration, Griggs University, India
B.A., Business Science, Myanmar

Dr. Daniel Hummel, Vocational English as a Second Language

B.A., International Politics, Pennsylvania State University, State College, PA, 2004
TEFL Certificate, 2005
M.P.A., Public Management, University of Nebraska Omaha, Omaha, NE, 2009
Ph.D., Public Administration, Florida Atlantic University, Boca Raton, FL, 2013

Dr. Latifa Elbanna, Dental Laboratory Technology

B.S., Oral & Dental Medicine and Surgery, Cairo University, Egypt, 2001
M.S., Oral & Dental Medicine in Crowns and Bridges, Al-Azhar University, Egypt, 2009
Ph.D., Clinical Dental Specialties in Crowns and Bridges, Al-Azhar University, Egypt, 2019

Dr. Fengxia Shi, Business Administration

B.A., British and American Literature, Shengyang Ligong University, China, 2004
M.S., International Hospitality Management, Leeds Beckett University, 2006
Ph.D., Hotel and Tourism, Hotel and Tourism Management, The Hong Kong Polytechnic University, 2022

Kareem Abdel Rahim, Business Administration

B.S., University of Maryland, Management, 2014
MBA, University of Maryland, Business Administration, 2016

Iris Barrios, Vocational English as a Second Language

B.A., Theological Studies, Eastern University, St. Davids, PA

Jasmine Kaur, English as a Second Language/Technical and Business English

M.S., Human Development, Wheelock College, Boston, MA, 2004
B.A., Sociology with a Minor in Education, Clark University, Worcester, MA, 2011
TESOL Certificate, International Open Academy, 2019

Dr. Jason Lody, Early Childhood Education

M.A., Education Administration, The Catholic University of America, Washington, D.C., 2002
Ed.D., Organizational Development, Graduate Theological Foundation, Mishawaka, IN, 2017

Jessica Caplice, Vocational English as a Second Language

B.A., English Communications
M.A., TESOL
TEFL Certificate

Dr. Jimmy Chang-Lung Tsai, Information Technology

B.A., Electrical Engineering, Chung Cheng Institute of Technology, Taiwan, 1988
M.S., Electrical Engineering, University of Southern California, Los Angeles, CA, 1994
Ph.D., Electrical Engineering, National Central University, Taiwan, 2006

Jona Duraku, Vocational English as a Second Language

B.A., Faculty of Foreign Languages
M.P.S., English Language Teaching, Albania

Dr. Joshua Christian, Early Childhood Education/Mathematics

B.A., Linguistics, University of Florida, Milton, FL, 2015
M.Ed., Johns Hopkins University, Baltimore, MD, 2018
Ph.D., Grand Canyon University, Dissertation Stage, Phoenix, AZ, 2025

Juliet Rucker, Vocational English as a Second Language

A.A., Elementary Education
B.A., English, University of Phoenix, Phoenix, AZ
Georgia Assessments for the Certification of Educators, 2016
M.S., Education with a Specialization in English Language Learning & Teaching, Capella University, Minneapolis, MN

Kaitlyn Dejong, Vocational English as a Second Language

B.A., English/Secondary Education
South Dakota Teacher Certification

Manohari Rasagam, Vocational English as a Second Language

University of Tirana, Albania
University E Campus, Italy
George Mason University, Fairfax, VA

Marissa Hoisington, Vocational English as a Second Language

B.A., Teaching English as a Second Language, Liberty University, Lynchburg, VA

M.A., Global Studies, Liberty University, Lynchburg, VA

Dr. Moe Moussavi, Information Technology

B.S., Electrical and Computer Engineering, Iran
M.S., Electrical and Computer Engineering, George Washington University, Washington, D.C., 1976
Ph.D., Electrical and Computer Engineering, George Washington University, Washington, D.C., 1985

Naida Valentin, Vocational English as a Second Language

B.A., Education, Interamerican University, Puerto Rico
M.A., Linguistics/English, Liberty University, Lynchburg, VA
Stockton University, Galloway, NJ
National Teacher Association Certification

Najia Haqshenas, Vocational English as a Second Language

A.A., English Language, Sayed Jamaluddin
Teacher Training College, Afghanistan

Noree Hatheway, Culinary Arts/Business Administration

B.A., Business, Georgetown University, Washington, D.C., 1982
Certificate, Pastry Arts, L'Academie de Cuisine, Gaithersburg, MD, 2001
M.S., International Hospitality, Stratford University, Alexandria, VA, 2014

Dr. Sharif Mohammadian, Mathematics

B.S., Sudan University, Mathematics, Sudan, 2007
M.S., Al Neelain University, Mathematics, Sudan, 2010
Ph.D., Omdurman Islamic University, Mathematics, Sudan, 2017

Sharifa Ismaily, Vocational English as a Second Language

B.A., Education and English Literature, Herat University, Afghanistan, 2010
M.A., English/Literature and Cultural Studies, Bangalore University, India, 2020

Sherry Hughes, Early Childhood Education

M.Ed., Early Childhood Education/Curriculum and Instruction, George Mason University, Fairfax, VA, 2006

Tahera Khavari, Vocational English as a Second Language

B.A., English Literature, 1998
M.A., Teaching English as a Foreign Language, Ferdowsi University, Iran, 2006

Tracey Stinger, Vocational English as a Second Language

B.A., Mass Communications, Virginia Wesleyan College, Virginia Beach, VA

Valerie Cairns, English as a Second Language

French Language, German Language
CELTA for Teaching English

Dr. Yasaman Ghazanfari, English as a Second Language

B.A., English Translation, Azad University, Iran, 1995
M.A., General Linguistics, Azad University, Iran, 2000
Ph.D., General Linguistics, Azad University, Iran, 2015

Dr. Yongkyo Shin, Massage Therapy

B.S., Fort Hays University, General Science, Hays, KS, 1996
Ph.D., Life University, Chiropractic, Marietta, GA, 2003

Zamira Halluni, Vocational English as a Second Language

B.A., English and American Studies
M.S., Teaching English in the Upper Secondary Education

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