



# COLUMBIA WEST COLLEGE

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## LIGHTING YOUR PATH TO SUCCESS



With Quality English Instruction

CATALOG JAN. 1 to DEC. 31, 2017

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# ABOUT COLUMBIA WEST COLLEGE

## WELCOME MESSAGE FROM THE PRESIDENT

*Dear Friend,*

*Hello and welcome to Columbia West College! Right now, we know you have a lot of questions about choosing the right language school – and rightfully so. You obviously want a school that combines quality programs and instruction, helpful student services and expert faculty with a warm and engaging environment. But most importantly, you want a school that takes the time to understand you and will help you to master the English language so that you can achieve your goals. Other language schools may make similar promises. So what sets Columbia West College apart from all the rest?*

*First and foremost, I understand the hardships that you're facing as an English language student, because I went through them myself when I came to the United States as an international student. I'm very familiar with the panicky feeling in your chest when an American says something to you in English that you don't understand. I know exactly how frustrating it can be when you can't express yourself clearly in English. And I understand your fear of speaking English freely because you might say something wrong and embarrass yourself.*

*So, I started this school specifically to help students just like you. And because I've overcome these obstacles and helped so many students to do the same, we at Columbia West College understand the challenges you're facing and know that you can achieve success.*

*Not only that, we realize you have very personal and unique reasons for wanting to learn English. Your needs, goals and desires are different from everyone else's, and we want to put you on an educational path that fits what you want to accomplish. Columbia West College is here to help you reach your goals by providing you with a rigorous curriculum, experienced teachers and a "students come first" environment to support you on your journey.*

*So whatever your goals – to further your education, to advance in your career or simply to feel comfortable and confident speaking to an American, an education at Columbia West College can serve as the key to unlocking your dreams.*

*Most importantly, we're excited to get to know you. So go ahead and dream big. Let us help you make your dreams a reality. We can't wait to help you write your success story.*

*Warmest regards,*

**Dr. Samuel N. Lee**

**President/CEO, Columbia West College**



## MISSION

Columbia West College (CWC) is committed to providing quality English as a Second language and test preparation instruction that equips students with the English language and test-taking skills necessary to achieve their academic, professional/vocational or personal goals.

### Core Values

CWC will:

- Provide rigorous, outcome-based, context-specific instruction that exceeds students' expectations and is relevant and applicable to their goals
- Create a supportive, positive environment, including appropriate student services, that enables students to acquire English language skills in an efficient and timely manner
- Enhance students' self-efficacy in their practice of English language skills to allow the confident application of their newly-acquired skills in varied settings
- Promote excellence in teaching by hiring duly qualified instructors and providing all employees with opportunities for continued professional development

### BROAD GOALS

<b>Operational Area</b>	<b>Broad Institutional Goal</b>
<b>Finances</b>	Strong financial resources to accomplish Mission and Core Values
<b>Enrollment, Sales and Marketing</b>	Healthy growth that sustains our ability to provide quality English as a Second Language instruction and training and student services
<b>Management, Systems</b>	Developing and adopting practices and tools that allow for the efficient, smooth and cost-effective management and operation of the school
<b>Human Resource Management, Faculty/Staff Development</b>	Attracting, training and retaining qualified employees who are committed to accomplishment of Mission and Core Values
<b>Education, Equipment</b>	Ongoing fine-tuning of our programs and curricula through input of all stakeholders (internal and external). Intelligent incorporation of technology for instruction and education, as appropriate
<b>Student Services</b>	Ongoing review and improvement of student services, including assessment of need to add new student services to meet changing student needs
<b>Student Outcomes</b>	Ongoing review of student academic outcomes to determine areas of improvement
<b>Facilities</b>	Instructional facility is safe, accessible, and comfortable and meets all applicable local, state and federal requirements
<b>Accreditation/ Compliance</b>	Maintaining compliance with all state, federal and accreditation agency statutes, regulations, policies, standards and guidance, as applicable



## APPROVALS

CWC is nationally accredited by ACCET, which has been recognized by the U.S. Department of Education since 1978 as a “reliable authority” as to the quality of education and training provided by the institutions it accredits. CWC’s grant of accreditation is valid through August 15, 2021.

CWC is also approved to operate in the State of California as a private post-secondary institution by the California Bureau for Private Postsecondary Education, under the Department of Consumer Affairs. Approval to operate means that CWC is compliant with the minimum standards contained in the California Private Postsecondary Education Act of 2009 (as amended), which took effect on January 1, 2010, and Division 7.5 of Title 5 of the California Code of Regulations. CWC’s approval to operate is valid through August 15, 2021.

Finally, CWC is SEVP-certified and authorized under Federal Law to enroll nonimmigrant students.



## ADMINISTRATION

**Dr. Samuel N. Lee**  
**President/Chief Executive Officer**

Korea University, Korea, B.A. and M.A. in English Literature  
Louisiana Baptist University, D.Ed. (Hon.)

**Judy Y. Lee**  
**Chief Operating Officer**

University of California, Berkeley, B.A. in Political Science, *with High Distinction*  
Yale Law School, J.D.

**Sarah Khoury**  
**Chief Academic Officer**

Pennsylvania State University, B.A. in English  
California State University, Long Beach, M.A. in Linguistics; TESOL/TEFL/TESL (International TESOL and TEFL Training, Online)

**James D. Lee**  
**Chief Marketing Officer**

University of California, San Diego, B.A. in Communication

**Helen J. Kahng**  
**Director of Student Affairs/Registrar**

Daelim College, Korea, A.A. in International Office Administration

**Patricia Dinsmore**  
**Director of Operations**

University of Pittsburgh, B.A. in Political Science/  
Certificate in International Studies, Certification TESOL & TEFL-C

## FACULTY

CWC faculty members possess native English fluency, hold either B.A. or B.S. degrees and have a minimum of 3 years of ESL teaching experience, education and/or training or a combination of all three. We are fortunate enough to count among our faculty instructors with advanced degrees, overseas teaching experience and/or TESOL (Teachers of English to Speakers of Other Languages) and CELTA (Certificate in English Language Teaching to Adults) certification.

CWC is committed to the professional development of our faculty and holds monthly activities, workshops and/or presentations to keep our faculty up-to-date with industry trends, best practices and knowledge and to promote the sharing of best practices among our faculty. Our instructors are also evaluated regularly by the students and the administration to ensure their maximum effectiveness as educators.



## FACULTY (CONT.)

### **Alex Ball, ESL Instructor**

- University of California, Los Angeles  
B.A. in English
- Certification: TESOL/TESL/TEFL

### **Sujana Chand, ESL Instructor**

- New York University/Tisch School of the Arts  
B.F.A. in Acting
- Certification: CELTA

### **Ross Copeland, ESL Instructor**

- Henderson State University  
B.S.E. in Secondary Education – Social Science,  
Minor in Philosophy, *summa cum laude*
- Certification: Texas Educator Certificate  
(expired), TEFL/TESOL

### **Clinton Gilliland, ESL Instructor**

- D'Youville College  
B.A. in History
- Certification: TESOL/TEFL

### **Nicholas Kaminsky, ESL Instructor**

- Illinois State University  
B.A. in English Publishing

### **Cara Ann Morrison, ESL Instructor**

- Baylor University  
B.A. in Film and Digital Media
- Certification: TESOL

### **Dan Meisinger, ESL Instructor**

- University of New Mexico  
B.A. in English – Professional Writing
- University of Illinois at Chicago  
M.A. in Applied Linguistics

### **Aaron Thompson, ESL Instructor**

- University of Nevada  
B.A. in Journalism and Media Studies, *magna cum laude*

### **Oscar Melendez, ESL Instructor**

- California State University, Northridge  
B.A. in Liberal Studies

### **Samuel Orndorff, ESL Instructor**

- The Ohio State University  
B.A. in International Studies
- Certification: TESOL

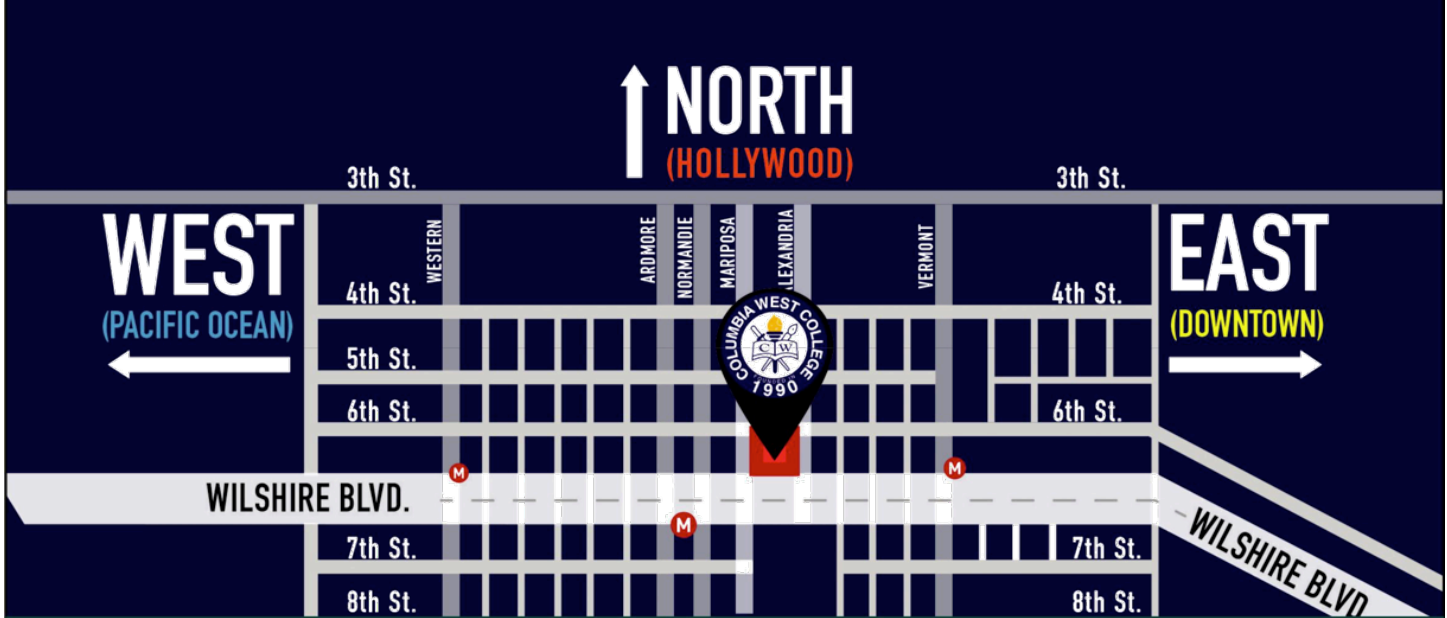
### **Gabriela Tiscareño, ESL Instructor**

- University of California, Santa Barbara  
B.A. in Anthropology (Language & Culture  
Emphasis)

### **Dustin Newcombe, ESL Instructor**

- Pennsylvania State University  
B.A. in Finance
- Writer's Bootcamp, Santa Monica

## LOCATION



## DESCRIPTION OF FACILITIES

CWC is located on the 17th floor of a 30-story office building, with convenient off-site parking. The school's roughly 7,400 square feet are divided among 9 classrooms (with one classroom serving the dual purpose of classroom and Computer Lab), 3 administrative offices, the faculty resource/conference room, the marketing/sales office, the student common area, the employee break room, the records room and the reception area. Nearly all classrooms boast views of the Los Angeles skyline and are equipped with a whiteboard, a CD player, a laptop computer, an LED projector and speakers for classroom use.

Students are always welcome during school hours to borrow materials from CWC's collection of instructional and recreational books, games, CDs and DVDs to supplement their classroom instruction. There is a sign-in/ sign-out system for borrowing resources from CWC's collection. Students are also always welcome to use the Computer Lab during school hours to complete homework assignments and take English proficiency practice examinations, such as the TOEFL.



# PROGRAMS

## INSTRUCTIONAL MODE

All programs are delivered in English by direct classroom instruction. Textbooks and instructor-facilitated discussions and lectures form the educational core of each program, though each program may be supplemented with video presentations, group and pair activities, student presentations, computer lab work and educationally relevant extracurricular activities. CWC does not offer any distance education programs.

No minimum level of English proficiency is required for CWC's programs, unless otherwise indicated, since CWC's programs all focus on providing English language instruction. English proficiency is assessed by means of placement exam administered prior to the start of the student's program.

All programs require that students take a placement and exit exam, as well as satisfy the specific requirements described in the syllabus for each course in their program. No internships are required to complete any of CWC's programs. None of the educational programs offered lead to positions in a profession, occupation, trade or career field that require licensure.



## PROGRAM DESCRIPTIONS

### Standard ESL

#### **18 hours/week, 1512 total hours**

In our most popular program, students can improve their English language skills through a communicative and interactive approach to language learning. In the core classes of Grammar, Reading/Writing and Listening/Speaking, students develop confidence in their ability to understand, speak, read and write English fluently and accurately and to communicate effectively with native English speakers in professional, academic and everyday situations. The instructional approach helps students to build their skills across levels and to progress from beginner to advanced levels of the Program at a comfortable yet challenging pace.

### Semi-Intensive ESL

#### **24 hours/week, 2016 total hours**

In addition to the objectives described in the Standard ESL Program, students are able to add one Elective course of their choosing.

### Intensive ESL

#### **18 hours/week, 2520 total hours**

In addition to the objectives described in the Standard ESL Program, students are able to add two Elective courses of their choosing.

### Conversation

#### **18 hours/week, 1296 total hours**

The Conversation Program is designed for students who wish to focus on improving their English conversational skills, with an emphasis on vocabulary and expressions used in everyday life. Critical thinking skills, pronunciation/accents reduction, intonation and tone, idioms and paralinguistic communication, as well as slang and idioms and presentation/argumentation skills, are also stressed.

### TOEFL

#### **18 hours/week, 648 total hours**

The TOEFL Program provides comprehensive test preparation that instructs students in effective test-taking strategies and familiarizes students with each section of the TOEFL iBT®. Class materials include authentic TOEFL test questions and practice tests. Our approach is designed to strengthen proficiency in academic writing, critical reading-analysis, and advanced listening comprehension, as well as the ability to synthesize and convey information effectively.



## PROGRAM DESCRIPTIONS (CONT.)

### University Preparation

#### **18 hours/week, 648 total hours**

The University Preparation program prepares students to transition into mainstream college and university courses by exposing them to American university classroom culture and by expanding their skills in the areas of reading, writing, listening, speaking, note-taking, test-taking, critical thinking, and vocabulary development. The program is designed to mimic a university classroom setting by incorporating rigorous academic lectures, readings and oral and written assignments.

### Business English

#### **18 hours/week, 648 total hours**

The Business English program prepares students to move into or advance their career in business by providing them with the tools to communicate in a variety of business situations. Students will develop vocabulary, oral, written, general communication and critical thinking skills through presentations, written assignments, reading and listening activities, case study analyses, role plays, and in-class discussions. Depending upon their Visa status, students can choose to take this program with or without a practicum.

### Part-time ESL

#### **12 hours/week, 1008 total hours**

The Part-time ESL Program is intended for students who want to take our Standard ESL program on a part-time basis, including those students who are in the US on a B-1/B-2 visa. Students can tailor the program to meet their personal learning goals by choosing any 2 out of the 3 courses that make up our Standard ESL program.

### Part-time Conversation

#### **12 hours/week, 864 total hours**

The Part-time Conversation Program is intended for students who want to take our Conversation ESL program on a part-time basis, including those students who are in the US on a B-1/B-2 visa. Students can tailor the program to meet their personal learning goals by choosing any 2 out of the 3 courses that make up our Conversation program.

### Part-time TOEFL

#### **12 hours/week, 432 total hours**

The Part-time TOEFL Program is intended for students who want to take our TOEFL program on a part-time basis, including those students who are in the US on a B-1/B-2 visa. Students can tailor the program to meet their personal learning goals by choosing any 2 out of the 3 courses that make up our TOEFL program.

## Survival English

### **18 hours/week, 144 total hours**

The Survival English Program is designed for the true beginner with little to no experience using English in daily life. The lessons focus on the English skills that beginners find most useful and practical in their day-to-day activities, such as ordering food at a restaurant, asking for prices when shopping, or describing and getting help with common problems. Students learn the basics of communicating in English in context-rich scenarios that they can apply immediately in their daily lives. The Program allows students to build confidence in their ability to understand and use English in basic interactions and provides a solid foundation to continue on to more advanced programs.

## English Through American Culture

### **18 hours/week, 216 total hours**

The English through American Culture program allows students to acquire a deeper understanding of the links between American culture and the English language for the purpose of increasing their English fluency. Students engage with different facets of American culture that are not strictly academic but are vital in understanding the American psyche in its cultural context. Students are exposed to diverse materials and media across time periods, such as classic American literature and modern American music, which will facilitate meaningful and relevant cultural discussion with Americans and non-Americans alike. The teacher-facilitated, self-guided learning style makes students integral participants in their own learning and the learning of their peers.



## LEVEL DESCRIPTIONS

*Our Standard, Semi-Intensive and Intensive English as a Second Language (ESL) Programs consist of seven levels of instruction, ranging from beginning to advanced; our Conversation Program consists of three levels of instruction (beginner, intermediate and advanced) and our remaining programs offer varying levels of instruction, depending upon the program. Our instructional approach is designed to help students acquire proficiency across levels and to progress from the pre-production stage to advanced fluency. Our experienced faculty and staff help to create a low-stress, engaging environment that optimizes the learning experience. Students are placed in the appropriate level of English based primarily on the test scores achieved on the English Placement Test they take when they first arrive at CWC.*

*CWC uses the Common European Framework of Reference (CEF or CEFR) to help define the attainment of educational objectives of its students. CEF is a standard developed by the Council of Europe to establish international standards for language-learning, teaching, and assessment. The CEF Global Scale's six language ability levels (A1 – C2) help inform curriculum writers, and are becoming progressively more accepted throughout the ESL world. The CEF Global Scale is also recognized by the most well-known ESL publishers, such as Pearson-Longman, Oxford University Press, Cambridge University Press and Heinle Cengage, whose texts are used extensively at CWC.*

Programs: Standard, Semi-Intensive, Intensive (AM and PM)	Performance Objectives
<p>CWC Level: ESL I            CEF: A1            (Beginning)            12 weeks of curriculum</p> <p>Prerequisite: Appropriate score on assessment test.</p>	<p>Reading – Learners can:</p> <ul style="list-style-type: none"> <li>• Understand familiar names, words and very simple sentences, for example on notices and posters or in catalogs.</li> </ul> <p>Writing – Learners can:</p> <ul style="list-style-type: none"> <li>• Write a short, simple postcard, for example sending holiday greetings.</li> <li>• Fill out forms with personal details, for example entering their name, nationality and address on a hotel registration form.</li> </ul> <p>Listening – Learners can:</p> <ul style="list-style-type: none"> <li>• Recognize familiar words and very basic phrases concerning themselves, their family and immediate, concrete surroundings when people speak slowly and clearly.</li> </ul> <p>Speaking – Learners can:</p> <ul style="list-style-type: none"> <li>• Interact in a simple way provided the other person is prepared to repeat or rephrase things at a slower rate of speech and help them formulate what they are trying to say.</li> <li>• Ask and answer simple questions in areas of immediate need or on very familiar topics.</li> <li>• Use simple phrases and sentences to describe where they live and who they know.</li> </ul>
<p>CWC Level: ESL II            CEF: A2            (High Beginning)            12 weeks of curriculum</p> <p>Prerequisite: Appropriate score on assessment test (new students) OR completion of Level I with grade of C or above (continuing students).</p>	<p>Reading – Learners can:</p> <ul style="list-style-type: none"> <li>• Read very short, simple texts.</li> <li>• Find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus and timetables and can understand short, simple personal letters.</li> </ul> <p>Writing – Learners can:</p> <ul style="list-style-type: none"> <li>• Write short, simple notes and messages relating to matters in areas of immediate need.</li> <li>• Write a very simple personal letter, for example thanking someone for something.</li> </ul> <p>Listening – Learners can:</p> <ul style="list-style-type: none"> <li>• Understand phrases and the highest frequency vocabulary related to areas of most immediate personal relevance (very basic personal/family information, shopping, local area, employment).</li> <li>• Catch the main point in short, clear, simple messages and announcements.</li> </ul> <p>Speaking – Learners can:</p> <ul style="list-style-type: none"> <li>• Communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities.</li> <li>• Handle very short social exchanges, even though they can't usually understand enough to keep the conversation going themselves.</li> <li>• Use a series of phrases and sentences to describe in simple terms their family and other people, living conditions, educational background and present or most recent job.</li> </ul>

<p>CWC Level: ESL III          CEF: B1          (Intermediate)          12 weeks of curriculum</p> <p>Prerequisite: Appropriate score on assessment test (new students) OR completion of Level II with grade of C or above (continuing students).</p>	<p>Reading – Learners can:</p> <ul style="list-style-type: none"> <li>• Understand texts that consist mainly of high frequency, everyday or job-related language.</li> <li>• Understand the description of events, feelings and wishes in personal letters.</li> </ul> <p>Writing – Learners can:</p> <ul style="list-style-type: none"> <li>• Write simple connected text on topics that are familiar or of personal interest.</li> <li>• Write personal letters describing experiences and impressions.</li> </ul> <p>Listening – Learners can:</p> <ul style="list-style-type: none"> <li>• Understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc.</li> <li>• Understand the main point of many radio or TV programs on topics of personal or professional interest when the delivery is relatively slow and clear.</li> </ul> <p>Speaking – Learners can:</p> <ul style="list-style-type: none"> <li>• Deal with most situations while traveling in an English-speaking country.</li> <li>• Enter unprepared into conversation on familiar topics (personal interest, everyday life).</li> <li>• Connect simple phrases in order to describe experiences and events (dreams, hopes, ambitions).</li> <li>• Briefly give reasons for opinions or plans.</li> </ul>
<p>CWC Level: ESL IV          CEF: B1/B2          (High Intermediate)          12 weeks of curriculum</p> <p>Prerequisite: Appropriate score on assessment test (new students) OR completion of Level III with grade of C or above (continuing students).</p>	<p>Reading – Learners can:</p> <ul style="list-style-type: none"> <li>• Clearly understand texts that are job-related language or deal with contemporary issues that are of interest to them.</li> <li>• Comprehend and analyze narrative prose as well as descriptive essays, and apply appropriate reading strategies.</li> </ul> <p>Writing – Learners can:</p> <ul style="list-style-type: none"> <li>• Write somewhat developed text on topics which are familiar or of personal interest.</li> <li>• Produce descriptive and narrative essays, and can edit and revise to improve communication.</li> <li>• Write well-developed personal letters, showing a clear awareness of their reading audience.</li> </ul> <p>Listening – Learners can:</p> <ul style="list-style-type: none"> <li>• Follow longer conversations or speeches on subjects that interest them, or that they have been exposed to previously.</li> <li>• Understand some TV programs and films, as long as those programs do not include too much informal English (slang/idioms).</li> <li>• Incorporate new knowledge with prior knowledge, thus becoming more independent learners</li> </ul> <p>Speaking – Learners can:</p> <ul style="list-style-type: none"> <li>• Carry on a conversation with native English-speakers on a variety of subjects provided the topic is reasonably familiar.</li> <li>• Participate in discussions on familiar subjects, using appropriate word choice, register and pace.</li> <li>• Express their thoughts clearly and creatively using appropriate monitoring strategies.</li> </ul>

<p>CWC Level: ESL V          CEF: B2          (Low Advanced)          12 weeks of curriculum</p> <p>Prerequisite: Appropriate score on assessment test (new students) OR completion of Level IV with grade of C or above (continuing students).</p>	<p>Reading – Learners can:</p> <ul style="list-style-type: none"> <li>• Read articles and reports dealing with contemporary issues in which the writers adopt particular attitudes or viewpoints.</li> <li>• Understand contemporary literary prose.</li> </ul> <p>Writing – Learners can:</p> <ul style="list-style-type: none"> <li>• Write clear, detailed text on a wide range of subjects related to their interests.</li> <li>• Write essays where they report information or give reasons in support or against a particular point of view.</li> <li>• Write letters highlighting the personal significance of events and experiences.</li> </ul> <p>Listening – Learners can:</p> <ul style="list-style-type: none"> <li>• Understand extended speech and follow even complex lines of argument provided the topic is reasonably familiar.</li> <li>• Understand most TV news and current affairs programs.</li> <li>• Understand the majority of films in standard dialect.</li> </ul> <p>Speaking – Learners can:</p> <ul style="list-style-type: none"> <li>• Interact with native speakers with some fluency and spontaneity.</li> <li>• Take active part in discussion on familiar subjects, as well argue their own viewpoint.</li> <li>• Present clear descriptions on a wide range of subjects related to their field of interest.</li> <li>• Explain a viewpoint on a topical issue, giving the advantages and disadvantages of various options.</li> </ul>
<p>CWC Level: ESL VI          CEF: C1          (Advanced)          12 weeks of curriculum</p> <p>Prerequisite: Appropriate score on assessment test (new students) OR completion of Level V with grade of C or above (continuing students).</p>	<p>Reading – Learners can:</p> <ul style="list-style-type: none"> <li>• Read and understand longer, more complex factual or literary texts, as well as distinguish between different styles of writing.</li> <li>• Comprehend specialized articles even when they aren't related to the learner's field.</li> </ul> <p>Writing – Learners can:</p> <ul style="list-style-type: none"> <li>• Write clear, well-structured text, expressing points of view at some length.</li> <li>• Write about complex subjects, emphasizing what they consider to be the salient issues.</li> <li>• Write using the style most appropriate for the intended reading audience.</li> </ul> <p>Listening – Learners can:</p> <ul style="list-style-type: none"> <li>• Understand extended speech even when it is not clearly structure and when relationships are only implied and not signaled explicitly.</li> <li>• Understand television programs and films without too much effort.</li> </ul> <p>Speaking – Learners can:</p> <ul style="list-style-type: none"> <li>• Express themselves fluently without much obvious searching for expressions.</li> <li>• Use English flexibly and effectively for social and professional purposes.</li> <li>• Formulate ideas and opinions with precision.</li> <li>• Present clear, detailed descriptions of complex subjects, integrating sub-themes, developing particular points and rounding off with an appropriate conclusion.</li> </ul>



<p>CWC Level: ESL VII CEF: C2 (High Advanced) 12 weeks of curriculum</p> <p>Prerequisite: Appropriate score on assessment test (new students) OR completion of Level VI with grade of C or above (continuing students).</p>	<p>Reading – Learners can:</p> <ul style="list-style-type: none"> <li>• Read with ease virtually all forms of the written language, including abstract, structurally or linguistically complex texts such as manuals, specialized articles and literary works.</li> </ul> <p>Writing – Learners can:</p> <ul style="list-style-type: none"> <li>• Write clear, smoothly-flowing text in an appropriate style.</li> <li>• Write complex letters, reports or articles that present a case with an effective logical structure which helps the recipient to notice and remember significant points.</li> <li>• Write summaries and reviews of professional or literary works.</li> </ul> <p>Listening – Learners can:</p> <ul style="list-style-type: none"> <li>• Have no difficulty in understanding any kind of spoken language, whether live or broadcast, even when delivered at fast native speed provided they have some time to get familiar with the accent.</li> </ul> <p>Speaking – Learners can:</p> <ul style="list-style-type: none"> <li>• Take part effortlessly in any conversation or discussion and have a good familiarity with idiomatic expressions and colloquialisms.</li> <li>• Express themselves fluently and convey finer shades of meaning precisely. If they do have a problem they can backtrack and restructure around the difficulty so smoothly that other people are hardly aware of it.</li> <li>• Present a clear, smoothly flowing description or argument in a style appropriate to the context and with an effective logical structure which helps the recipient to notice and remember significant points.</li> </ul>
<p><b>Program: Conversation</b></p>	<p><b>Performance Objectives</b></p>
<p>Conversation A Beginner: ESL I + ESL II CEF: A1 + A2 24 weeks of curriculum (2 x 12 weeks)</p> <p>Prerequisite: Appropriate score on assessment test.</p>	<p>Listening – Learners can:</p> <ul style="list-style-type: none"> <li>• Understand phrases and the highest frequency vocabulary related to areas of most immediate personal relevance (very basic personal/family information, shopping, local area,</li> <li>• Catch the main point in short, clear, simple messages and announcements.</li> </ul> <p>Speaking – Learners can:</p> <ul style="list-style-type: none"> <li>• Communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities.</li> <li>• Handle very short social exchanges, even though they can't usually understand enough to keep the conversation going themselves.</li> <li>• Use a series of phrases and sentences to describe in simple terms their family and other people, living conditions, educational background and present or most recent job.</li> </ul>
<p>Conversation B Intermediate: ESL III + ESL IV CEF: B1 + B2 24 weeks of curriculum (2 x 12 weeks)</p> <p>Prerequisite: Appropriate score on assessment test (new students) OR completion of Conversation A with grade of C or above (continuing students).</p>	<p>Listening – Learners can:</p> <ul style="list-style-type: none"> <li>• Follow longer conversations or speeches on subjects that interest them, or that they have been exposed to previously.</li> <li>• Understand some TV programs and films, as long as those programs do not include too much informal English.</li> </ul> <p>Speaking – Learners can:</p> <ul style="list-style-type: none"> <li>• Communicate with native English-speakers on a number of subjects provided the topics are reasonably familiar.</li> <li>• Participate in discussions on familiar subjects, using appropriate word choice, register and pace most of the time.</li> <li>• Express their thoughts using appropriate monitoring strategies.</li> </ul>

<p>Conversation C Advanced: ESL V + ESL VI + ESL VII CEF: B2 + C1 + C2 24 weeks of curriculum (2 x 12 weeks)</p> <p>Prerequisite: Appropriate score on assessment test (new students) OR completion of Conversation B with grade of C or above (continuing students).</p>	<p>Listening – Learners can:</p> <ul style="list-style-type: none"> <li>• Understand extended speech and follow complex lines of argument even when the structure is not clear and when relationships are only implied and not signaled explicitly.</li> <li>• Understand television programs and films without too much effort.</li> </ul> <p>Speaking – Learners can:</p> <ul style="list-style-type: none"> <li>• Express themselves fluently without much obvious searching for expressions.</li> <li>• Take active part in discussions with native speakers, as well argue their own viewpoint.</li> <li>• Present clear descriptions on a wide range of subjects.</li> <li>• Explain a viewpoint on a topical issue, giving the advantages and disadvantages of various options.</li> </ul>
<p>Program: TOEFL</p>	<p>Performance Objectives</p>
<p>TOEFL ESL V + ESL VI + ESL VII, CEF: B2 + C1 + C2 36 weeks of curriculum (3 x 12 weeks)</p> <p>Prerequisite: Appropriate score on assessment test (new students) OR completion of ESL Level V with grade of C or above (continuing students).</p>	<p>Learners can understand the types of questions being asked and identify tasks on the TOEFL test; perform discipline-appropriate exercises and activities to develop skill components on the TOEFL iBT; scan written texts and identify details, meaning, and specific information; paraphrase a variety of reading texts; develop critical skills of self-evaluation; improve pronunciation, stress, rhythm, intonation, liaison, and appropriate voice volume; give a coherent oral response about a specific topic using appropriate vocabulary and grammatical structures; and utilize test-taking strategies and improve overall the listening, reading, writing, and speaking skills needed for the TOEFL iBT test.</p>
<p>Program: University Preparation</p>	<p>Performance Objectives</p>
<p>University Preparation Introductory Level ESL V, CEF: B2 12 weeks of curriculum</p> <p>Prerequisite: Appropriate score on assessment test (new students) OR completion of ESL Level V with grade of C or above (continuing students).</p>	<p>College Skills/Critical Thinking – Learners can:</p> <ul style="list-style-type: none"> <li>• Follow the essentials of lectures, talks and reports and other forms of academic/professional presentation that are propositionally and linguistically complex.</li> <li>• Give feedback on and follow up statements and inferences and so help the development of the discussion.</li> <li>• Help the discussion along on familiar ground, confirming comprehension, inviting others in, etc.</li> <li>• Ask follow up questions to check he/she has understood what a speaker intended to say and get clarification of ambiguous points.</li> </ul> <p>Reading and Writing– Learners can:</p> <ul style="list-style-type: none"> <li>• Read with a large degree of independence, adapting style and speed of reading to different texts and purposes, and using appropriate reference sources selectively.</li> <li>• Write an essay or report that develops an argument systematically with appropriate highlighting of significant points and relevant supporting detail.</li> <li>• Synthesize information and arguments from a number of sources.</li> </ul> <p>Listening, Speaking and Notetaking – Learners can:</p> <ul style="list-style-type: none"> <li>• Understand recordings in a standard dialect likely to be encountered in social, professional, or academic life and identify speaker viewpoints and attitudes as well as the information context.</li> <li>• Give clear, detailed descriptions and presentations on a wide range of subjects, expanding and supporting ideas with subsidiary points and relevant examples.</li> <li>• Use a variety of strategies to achieve comprehension, including listening for main points and checking comprehension by using contextual clues.</li> </ul>

	<ul style="list-style-type: none"> <li>Understand a clearly structured lecture on a familiar subject and can take notes on points that strike him/her as important.</li> </ul>
<p>University Preparation Advanced Level ESL VI + ESL VII, CEF: C1 + C2 24 weeks of curriculum</p> <p>Prerequisite: Appropriate score on assessment test (new students) OR completion of ESL Level VI with grade of C or above (continuing students).</p>	<p>College Skills/Critical Thinking – Learners can:</p> <ul style="list-style-type: none"> <li>Use contextual, grammatical and lexical cues to infer attitude, mood and intentions and anticipate what will come next.</li> <li>Relate own contribution skillfully to those of other speakers.</li> <li>Summarize information from different sources, reconstructing arguments and accounts in coherent presentations of the overall results.</li> </ul> <p>Reading and Writing – Learners can:</p> <ul style="list-style-type: none"> <li>Understand and interpret critically virtually all forms of the written language including abstract, structurally complex or highly colloquial literary and non-literary writings.</li> <li>Understand in detail a wide range of lengthy, complex texts likely to be encountered in social, professional or academic life.</li> <li>Produce clear, smoothly flowing, complex reports, articles or essays which present a case, or give critical appreciation of proposals or literary works.</li> </ul> <p>Listening, Speaking and Notetaking – Learners can: Easily follow complex interactions between third parties in group discussions and debate, even on abstract, complex, unfamiliar topics. Follow most lectures, discussions and debates with relative ease. Produce clear, smoothly flowing, well-structured speech with an effective logical structure that helps the recipient to notice and remember significant points. Recognize implications and allusions of what is said and can make notes on them as well as on actual words used by the speaker. Take detailed notes during a lecture, recording the information so accurately and close to the original that the notes could also be helpful to other people.</p>

Program: Business English	Performance Objectives
<p>Business English with Practicum Introductory Level ESL III, CEF: B1 12 weeks of curriculum</p> <p>Prerequisite: Appropriate score on assessment test (new students) OR completion of ESL Level III with grade of C or above (continuing students).</p>	<p>Critical Thinking – Learners can:</p> <ul style="list-style-type: none"> <li>Use an idea of the overall meaning of short texts and utterances on everyday topics of a concrete type to derive the probable meaning of unknown words from the context.</li> <li>Extrapolate the meaning of occasional unknown words from the context and deduce sentence meaning provided the topic discussed is familiar and can identify unfamiliar words from the context on topics related to his/her field and interests.</li> </ul> <p>Reading and Writing – Learners can:</p> <ul style="list-style-type: none"> <li>Understand short, simple texts on familiar matters of a concrete type which consist of high frequency everyday or job-related vocabulary.</li> <li>Understand basic types of standard routine correspondence and find specific, predictable information in simple material.</li> <li>Write short, simple formulaic letters and notes using basic grammatical structures and high-frequency business vocabulary.</li> <li>Write very brief reports to a standard conventionalized format, which pass on routine factual information and state reasons for actions.</li> <li>Summarize, report and give his/her opinion about accumulated factual information.</li> </ul> <p>Listening and Speaking – Learners can:</p> <ul style="list-style-type: none"> <li>Understand and extract the essential information from short recorded passages dealing with predictable matters that are delivered slowly and clearly.</li> <li>Exchange relevant information and give his/her opinion on practical problems when asked directly, provided he/she receives some help with formulation and can ask for repetition of key points if necessary.</li> <li>Briefly give reasons and explanations for opinions, plans and actions.</li> <li>Take notes and messages communicating inquiries and explaining problems.</li> </ul>

	<ul style="list-style-type: none"> <li>• Make him/herself understood in an interview and communicating ideas and information on familiar topics provided he/she can ask for clarification occasionally and is given some help to express what he/she wants to.</li> <li>• Give a prepared, straightforward presentation on a familiar topic within his/her field which is clear enough to be followed without difficulty most of the time, and in which the main points are explained with reasonable precision.</li> </ul>
<p>Business English with Practicum Intermediate Level ESL IV, CEF: B1/B2 12 weeks of curriculum</p> <p>Prerequisite: Appropriate score on assessment test (new students) OR completion of ESL Level IV with grade of C or above (continuing students).</p>	<p>Critical Thinking – Learners can:</p> <ul style="list-style-type: none"> <li>• Write straightforward, connected texts on a range of familiar subjects within his field of interest by linking a series of shorter discrete elements into a linear sequence.</li> <li>• Identify unfamiliar words from the context.</li> </ul> <p>Reading and Writing – Learners can:</p> <ul style="list-style-type: none"> <li>• Find and understand relevant information in everyday material, such as letters, brochures and short official documents.</li> <li>• Read straightforward factual texts on subjects related to his/her field and interest with a satisfactory level of comprehension.</li> <li>• Understand the description of events and wishes in emails and other business correspondence.</li> <li>• Scan longer texts in order to locate desired information, and gather information from different parts of a text, or from different texts in order to fulfill a specific task.</li> </ul> <p>Listening and Speaking – Learners can:</p> <ul style="list-style-type: none"> <li>• Carry out a prepared interview, checking and confirming information, though he/she may occasionally have to ask for repetition if the other person's response is rapid or extended.</li> <li>• Give a clear, prepared presentation, giving reasons in support of or against a particular point of view and giving the advantages and disadvantages of various opinions.</li> <li>• Participate actively in routine and non-routine formal discussions.</li> <li>• Follow the discussion on matters related to his/her field, understand in detail the points given prominence by the speaker.</li> <li>• Follow a lecture or talk within his/her own field, provided the subject matter is familiar and the presentation straightforward and clearly structured.</li> <li>• Develop an argument well enough to be followed without difficulty most of the time.</li> </ul>



<p>Business English with Practicum Upper-Intermediate/Advanced Level ESL V + ESL VI, CEF: B2 + C1 12 weeks of curriculum</p> <p>Prerequisite: Appropriate score on assessment test (new students) OR completion of ESL Level V with grade of C or above (continuing students).</p>	<p>Critical Thinking – Learners can:</p> <ul style="list-style-type: none"> <li>• Write clear, detailed texts on a variety of subjects related to his field of interest, synthesizing and evaluating information and arguments from a number of sources.</li> <li>• Quickly identify the content and relevance of news items, articles and reports on a wide range of professional topics, deciding whether closer study is worthwhile.</li> <li>• Evaluate different ideas or solutions to a problem.</li> <li>• Use a variety of strategies to achieve comprehension, including listening for main points and checking comprehension by using contextual cues.</li> </ul> <p>Reading and Writing – Learners can:</p> <ul style="list-style-type: none"> <li>• Read with a large degree of independence, adapting style and speed of reading to different texts and purposes, and using appropriate reference sources selectively. Has a broad active reading vocabulary, but may experience some difficulty with low-frequency idioms.</li> <li>• Read correspondence relating to his/her field of interest and readily grasp the essential meaning.</li> <li>• Scan quickly through long and complex texts, locating relevant details.</li> <li>• Express news and views effectively in writing and relate to those of others.</li> <li>• Write an essay or report that develops an argument systematically with appropriate highlighting of significant points and relevant supporting detail.</li> </ul> <p>Listening and Speaking – Learners can:</p> <ul style="list-style-type: none"> <li>• Follow the essentials of lectures, talks and reports and other forms of academic/professional presentation that are propositionally and linguistically complex.</li> <li>• Understand recordings in standard dialect likely to be encountered in professional life and identify speaker viewpoints and attitudes as well as the information content.</li> <li>• Develop a clear argument, expanding and supporting his/her points of view at some length with subsidiary points and relevant examples.</li> <li>• Give a clear, systematically developed presentation with highlighting of significant points and relevant supporting detail.</li> </ul>
<p><b>Program: Survival English</b></p>	<p><b>Performance Objectives</b></p>
<p>Survival English I and II CWC Level: ESL I + ESL II CEF: A1+A2 (Beginning) 8 weeks of curriculum</p> <p>Prerequisite: Appropriate score on assessment test.</p>	<p>Listening – Learners can:</p> <ul style="list-style-type: none"> <li>• Recognize familiar words and very basic phrases concerning themselves, their families, and immediate concrete surroundings when people speak slowly and clearly</li> <li>• Recognize phrases and the highest frequency vocabulary related to areas of most immediate personal relevance</li> <li>• Understand questions and instructions addressed carefully and slowly to him/her and follow short, simple directions</li> </ul> <p>Speaking – Learners can:</p> <ul style="list-style-type: none"> <li>• Make an introduction and use basic greeting and leave-taking expressions</li> <li>• Use everyday expressions aimed at the satisfaction of simple needs of a concrete type</li> <li>• Communicate in simple and routine tasks using simple phrases to ask for and provide things, to get simple information and to discuss what to do next</li> <li>• Handle numbers, quantities, cost, and time</li> <li>• Order a meal</li> <li>• Make simple purchases by stating what is wanted and asking the price</li> <li>• Ask about things and make simple transactions in shops, post offices, or banks</li> <li>• Ask for simple information about travel and ask for and give simple directions</li> <li>• Ask for and provide everyday goods and services</li> <li>• Ask and answer questions about themselves and other people, where they live, people they know, and things they have</li> <li>• Ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics</li> </ul> <p>Writing – Learners can:</p>

	<ul style="list-style-type: none"> <li>• Ask for and pass on personal details in written form</li> <li>• Write short, simple formulaic notes relating to matters of immediate need</li> <li>• Write numbers and dates, own name, nationality, address, age, date of birth or arrival in the country, etc.</li> </ul> <p>Reading – Learners can:</p> <ul style="list-style-type: none"> <li>• Recognize familiar names, words, and very basic phrases on simple notices in the most common everyday situations</li> <li>• Read everyday signs and notices</li> <li>• Find specific, predictable information in simple everyday material such as advertisements, menus, reference lists, and timetables</li> <li>• Follow short, simple written directions and instructions</li> </ul>
<p>Program: English through American Culture</p>	<p>Performance Objectives</p>
<p>English through American Culture  CWC Level: ESL V+ESL VI + ESL VII  CEF: C1/C2  24 weeks of curriculum</p> <p>Prerequisite: Appropriate score on assessment test.</p>	<p>American Culture &amp; Values (Core Classes):</p> <ul style="list-style-type: none"> <li>• Understand a wide range of recorded and broadcast audio material, including some non-standard usage, and identify finer points of detail including implicit attitudes and relationships between speakers</li> <li>• Understand and interpret critically virtually all forms of the written language including abstract, structurally complex, or highly colloquial literary and non-literary writings</li> <li>• Understand in detail a wide range of lengthy, complex texts likely to be encountered in social, professional, or academic life, identifying finer points of detail including attitudes and implied as well as stated opinions</li> <li>• Employ a range of idiomatic expressions and colloquialisms with awareness of connotative levels of meaning</li> <li>• Summarize information from different sources, reconstructing arguments and accounts in a coherent presentation of the overall results</li> <li>• Formulate ideas and opinions with precision and relate contributions skillfully to those of other speakers</li> </ul> <p>Electives:</p> <p>American Culture through Music:</p> <ul style="list-style-type: none"> <li>• Understand a wide range of recorded and broadcast audio material, including some non-standard usage, and identify finer points of detail including implicit attitudes and relationships between speakers</li> <li>• Employ a good command of a very broad lexical repertoire including idiomatic expressions and colloquialisms; shows awareness of connotative levels of meaning</li> <li>• Summarize information from song lyrics</li> <li>• Write clear, detailed, well-structured and developed descriptions and imaginative texts in an assured, personal, natural style appropriate to the reader in mind</li> <li>• Formulate ideas and opinions with precision and relate contributions skillfully to those of other speakers</li> </ul> <p>American Culture through Literature:</p> <ul style="list-style-type: none"> <li>• Understand and interpret critically virtually all forms of the written language including abstract, structurally complex, or highly colloquial literary and non-literary writings.</li> <li>• Understand a wide range of long and complex texts, appreciating subtle distinctions of style and implicit as well as explicit meaning.</li> <li>• Appreciate the finer subtleties of meaning, rhetorical effect and stylistic language use in critical or satirical forms of discourse.</li> <li>• Recognize different stylistic means (puns, metaphors, symbols, connotations, ambiguity) and appreciate and evaluate their function within the text.</li> <li>• Readily appreciate most narratives and modern literary texts.</li> <li>• Understand and critically appraise contemporary and classical literary texts of different genres.</li> <li>• Go beyond the concrete plot of a narrative and grasp implicit meanings, ideas, and connections.</li> <li>• Read literary texts with ease.</li> </ul> <p>American Culture through Art:</p>

- Produce clear, smoothly-flowing, complex reports, articles or essays which present a case, or give critical appreciation of proposals or literary works. Can provide an appropriate and effective logical structure that helps the reader to find significant points.
- Write a well-structured review of a paper or project, giving reasons for opinion.
- Write a critical review of cultural events (including various forms of art).
- Easily follow and contribute to complex interactions between third parties in group discussion even on abstract, complex unfamiliar topics.
- Present a complex topic confidently and articulately to an audience unfamiliar with it, structuring and adapting the talk flexibly to meet the audience's needs.

#### American Culture through American History:

- Follow specialized lectures and presentations employing a high degree of colloquialism, regional usage or unfamiliar terminology.
- Understand long and complex factual texts.
- Scan texts for relevant information, and grasp main topic of text, reading almost as quickly as a native speaker.
- Produce clear, smoothly flowing well-structured speech with an effective logical structure that helps the recipient to notice and remember significant points.
- Present a complex topic confidently and articulately to an audience unfamiliar with it, structuring and adapting the talk flexibly to meet the audience's needs.
- Summarize information from different sources, reconstructing arguments and accounts in a coherent presentation of the overall results.

#### American Culture through Film & Television:

- Follow films and television programs employing a considerable degree of slang & idiomatic usage.
- Summarize information from different sources, reconstructing arguments and accounts in a coherent presentation of the overall result.
- Give clear, detailed descriptions of complex subjects. Can give elaborate descriptions and narratives, integrating sub themes, developing particular points and rounding off with an appropriate conclusion.
- Write clear, smoothly-flowing, and fully engrossing stories and descriptions of experience in a style appropriate to the genre adopted.
- Use a broad lexical repertoire including idiomatic expressions and colloquialisms; shows awareness of connotative levels of meaning.
- Formulate ideas and opinions with precision and relate contributions skillfully to those of other speakers.
- Write extensively and enhance positive impact on the reader through variation in style, use of advanced vocabulary, idioms, and humor.

#### American Culture through Current Events:

- Understand complex opinions/arguments as expressed in serious newspapers
- Understand and interpret critically virtually all forms of the written language including abstract, structurally complex, or highly colloquial literary and non-literary writings.
- Summarize information from different sources, reconstructing arguments and accounts in a coherent presentation of the overall result.
- Identify supporting detail from main points and can reconstruct arguments and accounts accurately, coherently, and concisely without including unnecessary detail.
- Understand a wide range of recorded and broadcast audio material, including some non-standard usage, and identify finer points of detail including implicit attitudes and relationships between speakers.
- Give clear, detailed descriptions of complex subjects.
- Present a clear, smoothly-flowing, description or argument in a style appropriate to the context and with an effective logical structure which helps the recipient to notice and remember significant points.
- Deliver announcements fluently, almost effortlessly, using stress and intonation to convey finer shades of meaning precisely.

# TUITION AND FEES

PROGRAM	TUITION		STRF FEE <sup>1</sup>	APPLICATION FEE <sup>2</sup>	TOTAL CHARGES <sup>3</sup>
Standard ESL	4 weeks	\$800	\$0.00	\$150	\$950
	12 weeks	\$2,100	\$0.00	\$150	\$2,250
	24 weeks	\$3,800	\$0.00	\$150	\$3,950
	48 weeks	\$7,000	\$0.00	\$150	\$7,150
Survival English	4 weeks	\$800	\$0.00	\$150	\$950
	12 weeks	N/A	\$0.00	\$150	N/A
	24 weeks	N/A	\$0.00	\$150	N/A
	48 weeks	N/A	\$0.00	\$150	N/A
Conversation	4 weeks	\$400	\$0.00	\$150	\$550
	12 weeks	\$1,000	\$0.00	\$150	\$1,150
	24 weeks	\$1,900	\$0.00	\$150	\$2,050
	48 weeks	\$3,600	\$0.00	\$150	\$3,750
TOEFL	4 weeks	\$800	\$0.00	\$150	\$950
	12 weeks	\$2,100	\$0.00	\$150	\$2,250
	24 weeks	\$3,800	\$0.00	\$150	\$3,950
	48 weeks	\$7,000	\$0.00	\$150	\$7,150
Business English	4 weeks	\$400	\$0.00	\$150	\$550
	12 weeks	\$1,000	\$0.00	\$150	\$1,150
	24 weeks	\$1,900	\$0.00	\$150	\$2,050
	48 weeks	\$3,600	\$0.00	\$150	\$3,750
Semi-Intensive ESL	4 weeks	\$950	\$0.00	\$150	\$1,100
	12 weeks	\$2,600	\$0.00	\$150	\$2,750
	24 weeks	\$4,800	\$0.00	\$150	\$4,950
	48 weeks	\$9,000	\$0.00	\$150	\$9,150
English Through American Culture	4 weeks	\$400	\$0.00	\$150	\$550
	12 weeks	\$1,000	\$0.00	\$150	\$1,150
	24 weeks	N/A	N/A	N/A	N/A
	48 weeks	N/A	N/A	N/A	N/A
University Preparation	4 weeks	\$500	\$0.00	\$150	\$650
	12 weeks	\$1,350	\$0.00	\$150	\$1,500
	24 weeks	\$2,500	\$0.00	\$150	\$2,650
	48 weeks	N/A	N/A	N/A	N/A



Part-time Standard ESL	4 weeks	\$550	\$0.00	\$150	\$700
	12 weeks	\$1500	\$0.00	\$150	\$1,650
	24 weeks	\$2,800	\$0.00	\$150	\$2,950
	48 weeks	\$5,000	\$0.00	\$150	\$5,150
Part-time Conversation	4 weeks	\$300	\$0.00	\$150	\$450
	12 weeks	\$850	\$0.00	\$150	\$1,000
	24 weeks	\$1,550	\$0.00	\$150	\$1,700
	48 weeks	\$2,950	\$0.00	\$150	\$3,100
Part-time TOEFL	4 weeks	\$550	\$0.00	\$150	\$700
	12 weeks	\$1,500	\$0.00	\$150	\$1,650
	24 weeks	\$2,800	\$0.00	\$150	\$2,950
	48 weeks	\$5,000	\$0.00	\$150	\$5,150

**Tuition and fees are subject to change without notice.**

1- The Student Tuition Recovery Fund (STRF) fee is not in effect at this time. Please see the Student Tuition Recovery Fund section for more information.

2- Non-Refundable.

3- The Total Charges do not include book and materials fees, which vary by program and program length.

**ESTIMATED TOTAL CHARGES FOR THE ENTIRE EDUCATION PROGRAM**

The estimated total charges for each educational program, when paid in full in advance, are as follows:

PROGRAM	TUITION	STRF FEE	APPLICATION FEE	TOTAL CHARGES <sup>1</sup>
Standard ESL	\$12,500	\$0.00	\$150	\$12,650
Survival English	\$1,600	\$0.00	\$150	\$1,750
Conversation	\$5,500	\$0.00	\$150	\$5,650
University Preparation	\$3,650	\$0.00	\$150	\$3,800
TOEFL	\$5,500	\$0.00	\$150	\$5,650
Business English	\$2,800	\$0.00	\$150	\$2,950
Semi-Intensive ESL	\$15,900	\$0.00	\$150	\$16,050
English through American Culture	\$1,000	\$0.00	\$150	\$1,150
Part-time Standard ESL	\$9,000	\$0.00	\$150	\$9,150
Part-time Conversation	\$4,500	\$0.00	\$150	\$4,650
Part-time TOEFL	\$4,000	\$0.00	\$150	\$4,150

<sup>1</sup>The Total Charges do not include book and materials fees, which vary by program.

OTHER FEES	
Student ID Card (non-refundable)(F-1 Students only)*	\$20
I-20 Processing and Mailing Fee (non-refundable)	\$75-\$160 (based on destination and courier company)
SEVIS I-901 Fee (paid to US government)	\$200
Textbooks (per level)(non-refundable)*	Varies by program
Housing Placement Fee (non-refundable)	\$150
Airport Pick-up (one-way)	\$85
Tutoring	\$40/\$45 per hour
Official Transcript	\$20
Enrollment Confirmation Letter	Active students – \$10, Inactive students – \$20
Conditional Acceptance Letter	Varies by school
Late Tuition Payment Fee	\$20: up to 1 week late \$30: up to 2 weeks late \$40: up to 3 weeks late \$50: up to 4 weeks late
Returned Check Fee	\$40
I-20 Reissuance Fee (lost or change of start date)	\$30
I-20 Deferment Fee (change of status only)	\$100
F-2 Processing Fee (per dependent)	\$50

**\*Indicates required student fee**

## PAYMENT POLICIES

All charges are due in full on the first day of instruction, unless payment arrangements to the contrary have been made in advance with the administration. All students are required to sign an enrollment agreement upon enrollment, which will detail the tuition and all other charges owed for the program and the payment terms.

Grades, transcripts and other documents will not be released to any student with an outstanding account balance, unless arrangements to the contrary have been made in advance with the administration. CWC may refuse to provide certain student services to students who have an outstanding balance. CWC may also refuse re-admission to any student who has left the institution without paying all outstanding balances.

# STANDARD TUITION RECOVERY FUND DISCLOSURE

The State of California created the Student Tuition Recovery Fund (STRF) to relieve or mitigate economic losses suffered by students in educational programs who are California residents, or are enrolled in a residency program at-attending certain schools regulated by the Bureau for Private Postsecondary Education.

You may be eligible for STRF if you are a California resident or are enrolled in a residency program, prepaid tuition, paid the STRF assessment, and suffered an economic loss as a result of any of the following:

- 1.The school closed before the course of instruction was completed.
- 2.The school's failure to pay refunds or charges on behalf of a student to a third party for license fees or any other purpose, or to provide equipment or materials for which a charge was collected within 180 days before the closure of the school.
- 3.The school's failure to pay or reimburse loan proceeds under a federally guaranteed student loan program as required by law or to pay or reimburse proceeds received by the school prior to closure in excess of tuition and other costs.
- 4.There was a material failure to comply with the Act or this Division within 30 days before the school closed or, if the material failure began earlier than 30 days prior to closure, the period determined by the Bureau.
5. An inability after diligent efforts to prosecute, prove, and collect on a judgment against the institution for a violation of the Act.

However, no claim can be paid to any student without a social security number or a taxpayer identification number.

You must pay the state-imposed assessment for the Student Tuition Recovery Fund (STRF) if all of the following applies to you:

- 1.You are a student in an educational program, who is a California resident, or are enrolled in a residency program, and prepay all or part of your tuition either by cash, guaranteed student loans, or personal loans, and
2. Your total charges are not paid by any third-party payer such as an employer, government program or other payer unless you have a separate agreement to repay the third party.

You are not eligible for protection from the STRF and you are not required to pay the STRF assessment, if either of the following applies:

- 1.You are not a California resident, or are not enrolled in a residency program, or
- 2.Your total charges are paid by a third party, such as an employer, government program or other payer, and you have no separate agreement to repay the third party.



# GRADES AND STANDARDS FOR STUDENT ACHIEVEMENT

## GRADING SYSTEM

**S**tudent performance at CWC is evaluated using a combination of the following factors: examinations, classroom participation, presentations, written assignments, homework and quizzes. The weight assigned to each component will be specified in the syllabus for each class. Student grades and Grade Point Averages (GPAs) will be calculated as follows:

	Explanation	Percentage	Grade Point
A	Excellent	90-100%	4
B	Good	80-89%	3
C	Satisfactory	70-79%	2
D	Poor	60-69%	1
F	Failing	0-59%	0



## TRANSCRIPTS

CWC students are informed of their academic progress every four weeks (at the end of each 4-week module) in the form of an Unofficial Transcript, which contains their grades, cumulative attendance and other relevant information. Official Transcripts are available from the Registrar for a fee. Please note that if there is an account balance or other penalties on record against a student, requests for transcripts will not be honored unless arrangements to the contrary have been made in advance with the administration.



# SATISFACTORY ACADEMIC PROGRESS (SAP) POLICY

## General

At CWC, students must meet the minimum academic progress and attendance requirements to maintain Satisfactory Academic Progress (SAP) throughout the duration of their program. SAP consists of the following:

- a) A minimum cumulative GPA of 2.0 or C in each module and
- b) A minimum of 80% cumulative attendance, for as long as the student is enrolled at CWC.

<b>Program</b>	<b>Total Program Hours</b>	<b>Hours Per Level</b>
Standard ESL	1,512	216
Semi-Intensive ESL	2,016	288
Intensive ESL	2,520	360
Conversation	1,296	432
TOEFL	648	648
University Preparation	864	216 (Introductory), 432 (Advanced)
Business English	648	216
Survival English	432	216
English through American Culture	432	432
Part-time Standard ESL	864	144
Part-time Conversation	864	288
Part-time TOEFL	432	432

All CWC programs are designed around four-week modules. To monitor SAP, students are evaluated throughout each four-week module using the assessment tools detailed in the course syllabus, including homework, quizzes, presentations and written assignments. Students are required to successfully complete these assessments for each four-week module to maintain SAP. If a student is not satisfying the requirements for SAP, depending upon the specific circumstances, one of the following three events will take place:

- i) For attendance issues, the procedure described in the Attendance Policy below will be followed.
- ii) If a student does not achieve the minimum GPA for a given module, but his/her overall GPA is at or above 2.0, the student will be placed on Academic Supervision for the following four-week module.
- iii) If the student's overall GPA falls below the minimum 2.0 (or C), the student will be placed on Academic Performance Probation for the following four-week module. A student's F-1 visa remains active while on Academic Performance Probation.

If a student is on Academic Performance Probation and has two (2) more instances of failing to maintain SAP during any subsequent four-week module, CWC will terminate the student's enrollment. For students holding F-1 Student Visas, this change of status will be entered into the student's SEVIS record, and the information provided to Immigration and Customs Enforcement and other Department of Homeland Security agencies.

The CAO will also recommend that students who are not meeting SAP take advantage of CWC's free tutoring services or assist students in engaging in paid tutoring services at the prevailing rates, if requested.

## **Repeating a Level**

A student may repeat a level as many times as necessary, as long as the student's total period of enrollment does not exceed thirty-six (36) months.

If a student needs to repeat a level a second time, the student will be issued an Individualized Learning Plan and meet with the CAO to discuss what the student needs to accomplish in order to repeat and pass the level.

### **Test Preparation Program Students and Maximum Program Length**

Students may only repeat a test preparation program if they are maintaining SAP at the time of program re-enrollment and with the CAO's permission.

A student's maximum cumulative total length of language training cannot exceed thirty-six (36) months.

## **Appeals**

A student may submit a written appeal of a determination that he or she is not meeting SAP to the CAO within five (5) business days of his/her meeting with the CAO relating to the student's failure to maintain SAP. The appeal must be accompanied by documentation of the following, as applicable:

- Errors made in the determination that the student is not maintaining SAP (if any)
- Mitigating circumstances that have prevented the student from attaining SAP previously and
- Evidence and/or an explanation of the changes that have occurred that will allow the student to meet SAP going forward.

The Chief Academic Officer will assess all appeals to determine their validity. If the student's enrollment has been terminated for failure to maintain SAP, the CAO will also determine whether the student may be permitted to continue in school on a Secondary Probationary Status, despite not having previously met SAP requirements. The student will be sent the written decision within ten (10) business days of Columbia West College's receipt of the appeal. The decision by the CAO is final.

Students reinstated upon appeal are in Secondary Probationary Status for the following module, during which time they must meet the terms and conditions set out in Columbia West College's written decision to reinstate the student, including the steps required to complete the program successfully as laid out in the Individualized Learning Plan. If applicable, a student's F-1 Student Visa remains active while on Secondary Probation. At the end of the module, and at the end of every module thereafter, the student's SAP will be reviewed. If the terms of the Individualized Learning Plan are not met, the student will be administratively terminated. For students holding F-1 Student Visas, the change of status will be entered into the student's SEVIS record, and the information made available to Immigration and Customs Enforcement and other Department of Homeland Security agencies.

## CERTIFICATE OF COMPLETION

Upon the successful completion of a given ESL level or Program and the fulfillment of all school policies, including all academic, attendance, financial and student conduct policies, the student will be given a certificate displaying the dates of attendance and the highest ESL level or Program completed.

## NOTICE CONCERNING TRANSFERABILITY OF CREDITS AND CREDENTIALS EARNED AT OUR INSTITUTION

The transferability of credits you earn at CWC is at the complete discretion of an institution to which you may seek to transfer. Acceptance of the certificate you earn in CWC's programs is also at the complete discretion of the institution to which you may seek to transfer. If the certificate that you earn at this institution are not accepted at the institution to which you seek to transfer, you may be required to repeat some or all of your coursework at that institution. For this reason you should make certain that your attendance at this institution will meet your educational goals. This may include contacting an institution to which you may seek to transfer after attending CWC to determine if your certificate will transfer.

## ACCEPTANCE OF TRANSFER CREDIT POLICY

CWC does not accept hours or credits earned at other institutions or through challenge examinations achievement tests or prior experiential learning.

## ARTICULATION OR TRANSFER AGREEMENTS

CWC has entered into articulation or transfer agreements with the following institutions, which allow students who have successfully completed an advanced level of their ESL program at CWC to transfer to these institutions of higher education without the need to provide external proof of English proficiency (e.g., TOEFL or IELTS scores) as part of the application process:

### **4-year colleges/universities (Level 5 or 6 completion):**

1. California State University, Channel Islands
2. Carroll College
3. Colby-Sawyer College
4. Humboldt State University
5. Salisbury University
6. University of Nevada, Reno
7. University of Texas at Tyler
8. West Texas A&M University

### **2-year colleges (Level 5 or 6 completion):**

1. Angeles College
2. El Camino College
3. Glendale Community College
4. Los Angeles Southwest College
5. San Mateo County Community College District
6. Santa Monica College
7. Advanced College

# ADMISSIONS INFORMATION

## ADMISSIONS PROCESS

Admission to CWC's programs is granted to any student who can demonstrate that he/she meets CWC's admissions criteria. CWC does not discriminate on the basis of race, color, gender, religion, marital status, national origin or ancestry, physical or mental disability, medical condition, sexual orientation or any other consideration made unlawful by federal, state or local laws. CWC will make reasonable accommodation for special needs students, consistent with disability or other applicable laws. Students must specify their request for accommodation on the application for admission.

CWC does not accept Ability-to-Benefit students. CWC also does not require a minimum level of English proficiency for admission into its programs, as its programs are designed to provide English language instruction to its students.

The requirements for admission to CWC are as follows:

### **New F-1 Student Visa Applicants**

1. Completed application for admission, including all supporting documents.
2. Copy of passport or other proof of citizenship in his/her resident country.
3. Copy of diploma (or GED certificate or equivalent) and/ or transcript from high school and/or university.
4. Financial statements, such as bank statements or tax returns, proving sufficient financial resources to cover tuition and living expenses while studying at CWC (Currently > \$18,000 for 1-year Form I-20, > \$9,000 for 6-month Form I-20, > \$4,500 for 3-month Form I-20).
5. Be 18 years of age. However, CWC will consider the applications of students under the age of 18 on a case-by-case basis if such student meets all other admissions criteria and the student's parent or guardian signs the application. If CWC accepts the student, the parent or guardian must also sign the enrollment agreement.
6. \$150 application fee (non-refundable) and \$75 to \$160 document mailing fee (non-refundable).

### **Transfer F-1 Student Visa Applicants**

1. Completed application for admission, including all supporting documents.
2. Transfer Request form.
3. Copy of passport or other proof of citizenship in his/her resident country, F-1 Student Visa and Form I-94.
4. Current Form I-20.
5. Copy of diploma (or GED certificate or equivalent) and/ or transcript from high school and/or university.
6. Financial statements, such as bank statements or tax returns, proving sufficient financial resources to cover tuition and living expenses while studying at CWC (Currently >\$18,000 for 1-year Form I-20, >\$9,000 for 6-month Form I-20, >\$4,500 for 3-month Form I-20).

7. Be 18 years of age. However, CWC will consider the applications of students under the age of 18 on a case-by-case basis if such student meets all other admissions criteria and the student's parent or guardian signs the application. If CWC accepts the student, the parent or guardian must also sign the enrollment agreement.
8. \$150 application fee (non-refundable) and if applicable, \$75 to \$160 document mailing fee (non-refundable).

### **Applicants Seeking to Apply under Other Statuses**

Applicants who do not have or are not seeking F-1 Student Visa status must provide proof of their legal status in the United States as part of the application process. Acceptable forms of documentation include the following:

- a) State driver's license and Social Security card
- b) Permanent resident card
- c) U.S. passport
- d) Proof of other valid visa status permitted to study in the United States

The Chief Operating Officer must approve any other forms of documentation prior to the student being accepted for admission.

Additionally, in accordance with immigration regulations, applicants applying under a B-1/B-2 visa status or the ESTA visa waiver program may only enroll in CWC's Part-time Programs.

After submission of all required documents, CWC will notify the student of the admissions decision. Offers of admission are valid for six (6) months. If a student does not enroll and begin classes within this six-month timeframe, the admissions offer will expire, and the prospective student will need to reapply for admission. Previous admission does not guarantee future admission to CWC.

Admission is granted on an open enrollment basis. CWC offers instruction year-round, and a student may begin his/her program of study at the start of any four-week module.

Students who are denied admission may submit a written appeal to CWC's Registrar within ten (10) calendar days of the decision, but CWC does not promise or guarantee admission to anyone. Additionally, CWC reserves the right to deny admission to anyone who provides false admission information or who misrepresents his/her status for any admission standards.

# STUDENT SERVICES

## ACCOMMODATIONS

CWC offers a Housing Program for interested students, consisting of Homestay and Room Rental Program components. Students have the flexibility to select the accommodations that best suit their needs from among options that are safe, within close proximity to the school and available in a variety of price ranges. Students can expect to pay an average of \$800 and up per month for housing arrangements made with CWC's housing partners.

The Homestay Program offers students the opportunity to become more fully immersed in American culture by staying with an American family during their study abroad experience. Students and their host families are matched on the basis of several factors, including the location of the host family's residence, the living arrangements offered by the Homestay family and the student's choice of meal plan.

The Room Rental Program is designed for more independent students who are not interested in living with an American family, but would like CWC's assistance in finding housing. Students participating in this program may tailor their living arrangements to suit their needs, include options for roommates, kitchen privileges and type of room (e.g., in a home, apartment or guesthouse). CWC does not have dormitory facilities under its control.



## VISA SERVICES

CWC is SEVP-certified and authorized under Federal Law to en-roll nonimmigrant students. For students wishing to enroll under this status, please refer to the Admissions Information section above or contact CWC for more information.

CWC will provide enrollment confirmation letters on behalf of students for a fee. Please refer to the Tuition and Fees section for current charges for this service.

## OTHER STUDENT SERVICES

CWC offers the following additional student services:

- New student orientations
- Social and cultural/educational activities
- Academic and immigration issues advising
- Free and fee-based tutoring
- Free Monthly Workshops
- Informal personal counseling (CWC does not offer professional counseling services)
- Free Internet access
- Student of the Month recognition
- Computer lab
- Student Lounge
- Airport pick-up (for an additional charge)
- Discounted Metro passes

CWC does not provide placement assistance.



# CWC POLICIES and DISCLOSURES

## FINANCIAL AID AND LOAN REPAYMENT POLICIES AND PROCEDURES

CWC does not provide or offer any form of private, institutional, State or Federal financial aid and does not participate in any State or Federal financial aid programs.

If a student obtains a loan to pay for an educational program, the student will have the responsibility to repay the full amount of the loan plus interest, less the amount of any refund, in accordance with the terms and conditions of the loan agreement, which may include but not be limited to, the repayment of the loan in the case of a student's cancellation or withdrawal from his/her program of study. If the student has received federal student financial aid funds, the student is entitled to a refund of the moneys not paid from federal student financial aid program funds.

### TITLE IV PARTICIPATION

CWC does not participate in Title IV funding.

## CANCELLATION, WITHDRAWAL AND REFUND POLICY

### STUDENT'S RIGHT TO CANCEL

1. You have the right to cancel your agreement for a program of instruction, without any penalty or obligation, through attendance at the first class session or the seventh calendar day after enrollment, whichever is later. As described in greater detail below, after the end of the cancellation period, you also have the right to withdraw from school at any time and receive a pro rata refund if you have completed 60 percent or less, up to and including your last date of recorded attendance, of the scheduled days in the current payment period of your program.
2. Cancellation is effectuated when you provide a written notice of cancellation by mail or hand delivery to the following address: Attn: Registrar, Columbia West College, 3435 Wilshire Blvd., Suite 1700, Los Angeles, CA 90010.
3. The written notice of cancellation, if sent by mail, is effective when deposited in the mail, properly addressed with sufficient postage.
4. The written notice of cancellation need not take any particular form and, however expressed, is effective if it shows that you no longer wishes to be bound by the Enrollment Agreement.
5. If the Enrollment Agreement is cancelled, the school will refund you any money you have paid within 45 days after the notice of cancellation is received or the first scheduled day of class, whichever is earlier, less an application fee of \$150.00, any non-refundable charges listed in the Enrollment Agreement and any deduction for equipment not returned in good condition.
6. CWC may retain any actual housing costs incurred by CWC and a maximum total of \$500 for any non-refundable charges clearly identified in the Enrollment Agreement, including any application fee, courier fees and travel cancellation insurance, when a student is recruited from outside the United States or its territories and possesses an F-1 Student Visa to enter the country for study.
7. All monies will be refunded if the school does not accept the applicant or cancels a program of study.

## **WITHDRAWAL FROM THE PROGRAM**

You may withdraw from the school at any time after the cancellation period (as described above) and receive a pro rata refund if you have completed 60 percent or less, up to and including your last date of recorded attendance, of the scheduled days in the current payment period of your program. The refund will be less an application fee of \$150.00, any non-refundable charges listed in the Enrollment Agreement and any deduction for equipment not returned in good condition. If you have completed more than 60% of the period of attendance for which you were charged, the tuition is considered earned and you will not receive any refund.

For the purpose of determining a refund under this section, a student shall be deemed to have withdrawn from a program of instruction when any of the following occurs:

1. The student provides CWC with a written notice of withdrawal;
2. CWC is provided a transfer form from another institution;
3. The school terminates the student's enrollment for failure to maintain satisfactory academic progress, comply with the attendance policy, abide by the rules and regulations of the institution and/or meet financial obligations to the institution (including the requirement to pay all tuition and all other charges owed for the program of study within thirty (30) days of the due date) or
4. The student fails to return from a leave of absence.

For the purpose of determining the amount of the refund, the date of the student's withdrawal shall be deemed the last date of recorded attendance. A pro rata refund will be the total amount owed by the student for the portion of the educational program provided subtracted from the amount paid by the student, calculated as follows: The amount owed equals the daily charge for the program (total institutional charge, minus non-refundable fees, divided by the number of days in the program), multiplied by the number of days the student was scheduled to attend, prior to withdrawal. For programs beyond the current "payment period," if the student withdraws prior to the next payment period, all charges collected for the next period will be refunded.

If the student has received federal student financial aid funds, the student is entitled to a refund of monies not paid from federal student financial aid program funds. If any portion of the tuition was paid from the proceeds of a loan or third party, the refund shall be sent to the lender, third party or, if appropriate, to the state or federal agency that guaranteed or reinsured the loan. Any amount of the refund in excess of the unpaid balance of the loan shall be first used to repay any student financial aid programs from which the student received benefit in proportion to the amount of the benefit received, and any remaining amount shall be paid to the student.



# THE STUDENT HANDBOOK

## NONDISCRIMINATION POLICY

CWC is committed to providing equal opportunities to all students admitted to its programs. Therefore, no discrimination on the basis of race, color, gender, religion, marital status, national origin or ancestry, physical or mental disability, medical condition, sexual orientation or any other consideration made unlawful by federal, state or local laws shall occur in any program or activity of this institution. Please direct any inquiries regarding this policy, if any, to the Chief Operating Officer, who is responsible for ensuring that this policy is followed.

## STUDENT RIGHTS AND CONDUCT

Students have the right to:

- Receive high quality instruction in a positive learning environment
- Be treated courteously, fairly, consistently and with respect by fellow students, faculty and staff
- Be safe from actions and behaviors that are detrimental to a positive learning environment

In addition, students are expected to conduct themselves in a responsible manner that is courteous and respectful of the rights, well-being and property of all members of the CWC community and supports the CWC's Mission and Core Values. At the discretion of the school administration, a student may be placed on disciplinary probation, suspended or dismissed from CWC for failing to abide by the rules, regulations and policies set forth in this Catalog and the Student Handbook. In the event that a student is placed on disciplinary probation, suspended or dismissed from CWC for disciplinary reasons, the CEO/President or Chief Operating Officer of CWC will determine the appropriate disciplinary action, with such determination to be made within ten (10) business days of meeting with both the student's instructor and the student in question.

Students may appeal a disciplinary probation, suspension or dismissal decision for disciplinary reasons by submitting a written appeal, along with any supporting documentation, to the Chief Operating Officer within ten (10) business days of the administrative decision. The student may also request an in-person meeting with the COO. The COO will review all the submitted documentation and meet with the student in person, as appropriate, and render a decision within ten (10) business days of receiving the appeal or the meeting with the student, whichever is later. The COO's decision is final.

Additionally, depending upon the severity of the violation, a student in breach of CWC's rules, regulations and policies may be suspended and asked to leave the school premises immediately. The CEO/President or COO may impose an immediate interim suspension when there is reasonable cause to believe that such an immediate suspension is required in order to protect lives or property and to ensure the maintenance of order. A student placed on interim suspension will be given prompt notice of the charges and the opportunity for a hearing within ten (10) calendar days of the interim suspension being imposed. During the period of interim suspension, the student may not, without prior written permission of the CEO/President or the COO, enter the campus, other than to attend the hearing. Violation of any condition of the interim suspension will be grounds for immediate dismissal.

Any adjustment of fees or tuition shall be in accordance with CWC's refund policy.



# Topic: **CONFIDENTIALITY AND ACCESS POLICY**

CWC's policy is to maintain the confidentiality of student records. All information involving student records will be protected under the Federal Right to Privacy Act (FRPA) and the Family Education Rights and Privacy Act (FERPA). No one outside of the institution will have access to, nor will CWC disclose, any information from a student's records without the written consent of the student indicating which records and to whom the information is to be disclosed for each instance the request is made.

Access to student records may only be provided without student consent to CWC personnel, state and federal agencies that provide CWC approvals to operate under the agency guidelines and accrediting agencies, except in compliance with a judicial order or in an emergency, to protect the health or safety of a student or other persons.

Students and alumni have a right to request access to review their educational records. A written request for review must be provided to the Chief Academic Officer, Lead Instructor or Registrar, who will set an appointment with the student to review his/her records. A student who disputes information in his/ her records may outline the dispute in writing with supporting material, if available, to the Chief Academic Officer or Lead Instructor. Specifically, any dispute relating to the assessment tools and other components that are used to calculate a student's final grade must be submitted within three (3) months of the issuance of the final grade. If an administrative error was made by CWC, the Chief Academic Officer will make adjustments to the student's record, as appropriate. Otherwise, the Chief Academic Officer will provide a written response to the dispute within ten (10) business days.

If the student is not satisfied with the Chief Academic Officer's decision, the student may follow the grievance procedures outlined in the section entitled "Grievance Procedures-- Other Matters."

Student records are the sole property of CWC. CWC will not release copies of documents from other institutions attended. All release of student record information will be in accordance with FERPA. Student records will be maintained onsite for five (5) years from the last date of attendance. Transcripts are maintained permanently.

Students and alumni may contact the Registrar to obtain a copy of their student records or transcripts. Please see the Tuition and Fees section for any fees relating to the records request.

# STUDENT RECORDS POLICY

By California state law, CWC must maintain complete and accurate records of the following information:

1. Name, address, e-mail address, and telephone number of each student who is enrolled at CWC.

By California state law, a record is considered current for three years following a student's completion or withdrawal.


By California state law, CWC must maintain records of the following information for a period of not less than five years from the student's date of completion or withdrawal:

1. Written records and transcripts of any formal education or training, testing, or experience that are relevant to the student's qualifications for admission to the institution or the institution's award of credit or acceptance of transfer credits including the following:
  - a. Verification of high school completion or equivalency or other documentation establishing the student's ability to do college level work, such as successful completion of an ability-to-benefit test;
  - b. Records documenting units of credit earned at other institutions that have been accepted and applied by the institution as transfer credits toward the student's completion of an educational program;
  - c. Grades or findings from any examination of academic ability or educational achievement used for admission or college placement purposes;
  - d. All of the documents evidencing a student's prior experiential learning upon which the institution and the faculty base the award of any credit;
2. Personal information regarding a student's age, gender, and ethnicity if that information has been voluntarily supplied by the student;
3. Copies of all documents signed by the student, including contracts, instruments of indebtedness, and documents relating to financial aid;
4. Records of the dates of enrollment and, if applicable, withdrawal from the institution, leaves of absence, and graduation; and
5. For independent study courses, course outlines or learning contracts signed by the faculty and administrators who approved the course;
6. The dissertations, theses, and other student projects submitted by graduate students;
7. A copy of documents relating to student financial aid that are required to be maintained by law or by a loan guarantee agency;
8. A document showing the total amount of money received from or on behalf of the student and the date or dates on which the money was received;
9. A document specifying the amount of a refund, including the amount refunded for tuition and the amount for other itemized charges, the method of calculating the refund, the date the refund was made, and the name and address of the person or entity to which the refund was sent;
10. Copies of any official advisory notices or warnings regarding the student's progress; and
11. Complaints received from the student.

By California state law, CWC must maintain permanent records of the following information:

1. The degree or certificate granted and the date on which that degree or certificate was granted.
2. The courses and units on which the certificate or degree was based.
3. The grades earned by the student in each of those courses.
4. In addition to the requirements of section 94900(b) of the California Education Code, a transcript showing all of the following:
  - a. The courses or other educational programs that were completed, or were attempted but not completed, and the dates of completion or withdrawal;
  - b. Credit awarded for prior experiential learning, including the course title for which credit was awarded and the amount of credit;
  - c. Credit for courses earned at other institutions;
  - d. Credit based on any examination of academic ability or educational achievement used for admission or college placement purposes;
  - e. The name, address, website address, and telephone number of the institution.





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## **ATTENDANCE POLICY (ALL PROGRAMS)**

### **REGULAR ATTENDANCE**

Columbia West College considers regular attendance an essential component of a student's educational program. Students enrolled at Columbia West College make a commitment to participate fully in their education by attending classes and accounting for any absences.

Students are expected to maintain at least 80% cumulative attendance in all their classes from the first day they begin classes at CWC until they complete their program. Instructors take attendance at the beginning of every class and will inform the CAO and/or the Registrar of any students who are not attending class.

In addition, CWC is authorized under Federal Law to enroll nonimmigrant students. As most of the students at CWC are nonimmigrant foreign nationals studying under an F-1 Student Visa, the attendance requirement also has serious legal impacts. Consequently, it is important for students to be familiar with and understand CWC's Attendance Policy.

## NONCOMPLIANCE WITH ATTENDANCE POLICY

Students must maintain 80% cumulative attendance. Please note that in accordance with ACCET policy, CWC does not permit excused absences for any reason, unless the student has an emergency or a serious medical issue, such as a car accident, surgery, hospitalization or life-threatening illness. If the student is dealing with any of these situations, he/ she may ask for an emergency or medical leave of absence. Please see the next section on Leaves of Absence for more information.

Instructors record student attendance into the CWC database on a daily basis for each class period. The administrative staff and the Chief Academic Officer (CAO) oversee the information in the database continuously, and the CAO meets with students who have fallen below the required minimum of 80% on a regular basis to discuss ways to improve their attendance and the possible negative consequences of failing to improve their attendance, as well as to sign Attendance Warning Letters.

A student whose cumulative attendance falls below 80% for the first time will meet with the CAO to discuss any issues that may have caused the drop in attendance and to review the policy that states that all CWC students must maintain a minimum of 80% cumulative attendance at all times. The student then signs the First Attendance Warning Letter, demonstrating that he/she understands CWC's attendance requirements and agrees to attend 80% of all classes at all times. This signed letter is kept in the student's file.

A student who does not achieve 80% attendance in any subsequent academic module after having signed the First Warning Letter will meet with the CAO a second time to revisit CWC's attendance policy and discuss more seriously the consequences of non-compliance. If applicable, the student's attention is drawn to the fact that all students with F-1 Student Visas are required to attend class regularly, and that it is CWC's policy to expect a minimum of 80% cumulative attendance from all its students – irrespective of student visa status. The student is reminded that he/she must attend 80% of all classes at all times. The student is also cautioned that disregarding this policy will result in termination of his/her F-1 student status and dismissal from Columbia West College. The student then signs a Second Attendance Warning Letter, demonstrating that he/she understands CWC's attendance requirements and agrees to attend 80% of all classes at all times. This signed letter is kept in the student's file.

If, in spite of two official attendance warnings, a student does not achieve 80% attendance in any subsequent academic module, then he/she will meet with the CAO for the third time, and the seriousness of his/her situation is emphasized even further. The student is advised that this is his/her last chance to improve his/her attendance; otherwise, termination of his/her F-1 student status and expulsion from CWC will take place. The student then signs a third – and final – Attendance Warning Letter demonstrating that he/she understands CWC's attendance requirements and agrees to attend 80% of all classes at all times. This signed letter is kept in the student's file.

It is the student's responsibility to be in class on time and ready for instruction at the start of class and after scheduled breaks. Students who arrive to class within fifteen (15) minutes after the beginning of the class will be marked as Tardy. A student who is more than fifteen (15) minutes late to any given class period will be marked Absent for that class period. In addition, students who leave class more than fifteen (15) minutes early will be marked Absent for that class period and those who leave class less than fifteen (15) minutes early will be marked Early Departure for that class period. Three (3) Tardies or Early Departures are equivalent to being Absent for one (1) class.

If a student fails to attend class for five (5) consecutive days without providing notice to CWC, a warning notice will be e-mailed to the student and a phone call will be made to the student. If the student fails to respond within five (5) days of the notice being sent or the phone call being placed, CWC will terminate the student's enrollment. For students holding F-1 visas, the change of status will be entered into the student's SEVIS record, and the information made available to Immigration and Customs Enforcement and other Department of Homeland Security agencies.

Students are notified of their session and cumulative attendance percentages via email at the conclusion of each academic module.



# STUDENT LEAVE OF ABSENCE (LOA) POLICY

*There are three types of Leave of Absence (LOA) at Columbia West College:*

## **Vacation Leave of Absence**

In order to be granted a Vacation Leave of Absence, a student must satisfy the following requirements:

- Have at least 80% cumulative attendance and a minimum “C” grade in all classes (GPA: 2.0).
- Submit a “Leave of Absence Request Form” to the Registrar at the Front Desk at least two (2) weeks prior to the intended start date of the Vacation Leave of Absence.
- Have studied at CWC for at least six (6) months before the vacation start date.
- Take a Vacation Leave of Absence that is a maximum of one (1) month long.

## **Emergency Leave of Absence**

An Emergency Leave of Absence is defined as an emergency situation, such as a serious illness or a death in the immediate family, which requires the student’s absence from school. In order to be granted an Emergency Leave of Absence, a student must satisfy the following requirements:

- Submit a “Leave of Absence Request Form” to the Registrar at the Front Desk at least one (1) week prior to the intended start date of the Emergency Leave of Absence – if possible.
- Provide evidence of the emergency in question.
- Take an Emergency Leave of Absence that is a maximum of three (3) academic modules long. (Depending on the student’s individual situation, this time may be extended based on approval by the CAO, Registrar or COO).

## **Medical Leave of Absence**

A Medical Leave of Absence is defined as a medical situation, such as a serious illness suffered by the student, that requires the student’s absence from school. In order to be granted a Medical Leave of Absence, a student must satisfy the following requirements:

- Submit a “Leave of Absence Request Form” to the Registrar at the Front Desk at least one (1) week prior to the intended start date of the Medical Leave of Absence – if possible.
- Provide documentation from a licensed physician explaining the reasons for the Medical LOA.
- Take a Medical Leave of Absence that is a maximum of three (3) academic modules long, if the student chooses to remain in the U.S.
- If a student is granted a medical LOA, such a student may leave and return to the U.S. with his/her original immigration documents. However, if a medical LOA exceeds five (5) months in duration, the student must obtain a new Form I-20 or new visa/Form I-20.

Students returning from an extended LOA (more than four (4) weeks) may be required to retake the English Placement Test upon reentry into their program.

If the student does not complete a Leave of Absence Request Form prior to beginning the LOA and subsequently fails to attend class for five (5) consecutive days, the student’s enrollment may be terminated.

CWC will approve or deny the LOA request within seven (7) days of the date of submission. CWC reserves the right to deny a student’s LOA request for any reason. If a student fails to return after an LOA, a warning notice will be e-mailed and a phone call will be made to the student. If the student fails to respond within 72 hours of the notice being e-mailed or the phone call being placed, CWC may terminate the student’s enrollment. For students holding F-1 Student Visas, the change of status will be entered into the student’s SEVIS record, and the information provided to Immigration and Customs Enforcement and other Department of Homeland Security agencies.

## **Transferring to Another School**

Students who wish to transfer to another school must notify CWC of their intention to transfer out 2 weeks prior to the effective date of transfer.

1. Students who wish to transfer out to another school must obtain and complete the other school’s transfer form and submit it to CWC.
2. Once CWC receives the completed form and acceptance letter from the other school, CWC will complete the transfer form for the student’s verification of enrollment status and release the student’s SEVIS record to the other school.



## **STUDENT GRIEVANCE POLICY AND PROCEDURES**

### **Grades**

Grades submitted by instructors after the completion of a course are considered final. If a student disagrees with a grade received in a course, the student must first address any such grade dispute with his/her instructor verbally at the school during regular school hours or in writing. If the student is dissatisfied with the instructor's resolution of the issue, the student may next submit a written complaint concerning the issue to the Chief Academic Officer. The Chief Academic Officer will then render a decision regarding the grade dispute within ten (10) business days.

### **Satisfactory Academic Progress (SAP)**

Students who have been administratively determined not to meet SAP requirements or whose enrollment has been terminated for failure to maintain SAP may appeal the decision by observing the procedure found in the section entitled Satisfactory Academic Progress (SAP) policy above.

### **Other Matters**

For claims involving sexual harassment by a fellow student, instructor or staff member, the student may report his/her complaint verbally at the school during regular school hours or in writing to the Chief Operating Officer (COO), who will investigate and render a decision within ten (10) calendar days.

For all other matters, the student must report his/her complaint verbally to the COO at the school during regular school hours or in writing, and the COO will notify the student of the school's decision within ten (10) business days.

Regardless of the nature of the complaint, one copy of the record of the complaint and its resolution will be kept in the student file and a second copy in CWC's formal complaint file.

If the student is not satisfied with the school's decision regarding any matter, the student has the right to file a complaint regarding the matter with the Bureau for Private and Postsecondary Education. A student or any member of the public may file a complaint about this institution with the Bureau for Private Postsecondary Education by calling (888) 370-7589 or by completing a complaint form, which can be obtained on the bureau's Internet Web site [www.bppe.ca.gov](http://www.bppe.ca.gov).

### **NOTICE TO STUDENTS: ACCET COMPLAINT PROCEDURE**

This institution is recognized by the Accrediting Council for Continuing Education & Training (ACCET) as meeting and maintaining certain standards of quality. It is the mutual goal of ACCET and the institution to ensure that educational training programs of quality are provided. When problems arise, students should make every attempt to find a fair and reasonable



through the institution's internal complaint procedure, which is required of ACCET accredited institutions and frequently requires the submission of a written complaint. Refer to the institution's written complaint procedure which is published in the institution's catalog or otherwise available from the institution, upon request. Note that ACCET will process complaints which involve ACCET standards and policies and, therefore, are within the scope of the accrediting agency.

In the event that a student has exercised the institution's formal student complaint procedure, and the problem(s) have not been resolved, the student has the right and is encouraged to take the following steps:

1. Complaints should be submitted in writing and mailed, or emailed to the ACCET office. Complaints received by phone will be documented, but the complainant will be requested to submit the complaint in writing.
2. The letter of complaint must contain the following:
  - a) Name and location of the ACCET institution;
  - b) A detailed description of the alleged problem(s);
  - c) The approximate date(s) that the problem(s) occurred;
  - d) The names and titles/positions of all individual(s) involved in the problem(s), including faculty, staff, and/or other students;
  - e) What was previously done to resolve the complaint, along with evidence demonstrating that the institution's complaint procedure was followed prior to contacting ACCET;
  - f) The name, email address, telephone number, and mailing address of the complainant. If the complainant specifically requests that anonymity be maintained, ACCET will not reveal his or her name to the institution involved; and
  - g) The status of the complainant with the institution (e.g. current student, former student, etc.).
3. In addition to the letter of complaint, copies of any relevant supporting documentation should be

forwarded to ACCET (e.g. student's enrollment agreement, syllabus or course outline, correspondence between the student and the institution).

#### 4. SEND TO:

ACCET CHAIR, COMPLAINT REVIEW  
COMMITTEE

1722 N Street, NW Washington, DC 20036

Telephone: (202) 955-1113

Fax: (202) 955-1118 or (202) 955-5306

Email: [complaints@accet.org](mailto:complaints@accet.org)

Website: [www.accet.org](http://www.accet.org)

Note: Complainants will receive an acknowledgement of receipt within 15 days.

## ADDITIONAL QUESTIONS

Any questions a student may have regarding this catalog that have not been satisfactorily answered by the institution may be directed to the Bureau for Private Postsecondary Education at 2535 Capitol Oaks Dr., Suite 400, Sacramento, CA 95833 or P.O. Box 980818, West Sacramento, CA 95798-0818, [www.bppe.ca.gov](http://www.bppe.ca.gov), (888) 370-7589 or by fax (916) 263-1897.

## NOTICE OF FINANCIAL STATUS

CWC does not have a pending petition in bankruptcy, is not operating as a debtor in possession, has not filed a petition in bankruptcy within the preceding five years and has not had a petition in bankruptcy filed against it within the preceding five years that resulted in reorganization under Chapter 11 of the United States Bankruptcy Code (11 U.S.C. Sec. 1101 et seq.)

## DISCLOSURE STATEMENT

As a prospective student, you are encouraged to review this catalog prior to signing an enrollment agreement. You are also encouraged to review the School Performance Fact Sheet, which must be provided to you prior to signing an enrollment agreement.