

# ACADEMIC CATALOG 2025

## Illinois

Updated 3-2025



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## A MESSAGE FROM THE CEO

Welcome to CSI!

When you enroll at Computer Systems Institute, you are embarking on an intellectual and practical journey that will challenge, encourage and facilitate your growth and development as a career professional. The institute takes great pride in the resources it provides to those seeking career development in business, healthcare, and information technology fields. When you complete your chosen area of study and convert the academic and practical applications to further your education or seek employment opportunities, you will be joining thousands of CSI graduates who have enjoyed comparable outcomes during the past 25 years.

CSI was founded on three enduring principles that drive and shape the education of students:

- Develop career professionals who embrace opportunities for economic and personal development.
- Design and initiate practical programs of study that are comprehensive, rigorous, and affordable.
- Support academic achievement through a robust array of student services that ensure academic and career success.

The team of academic, administrative, and support professionals at CSI is dedicated to the achievements and personal growth of every student, and to the priorities of completion, employment, or further academic study. Our commitment is to ensure every student develops intellectual and practical skills and has the opportunity to refine those skills through real-world experiences in the classroom and beyond.

Access to economic opportunity begins with access to education and professional development. CSI is proud to serve in that capacity across an array of disciplines, serving students from diverse and international backgrounds. Access to professional and personal development knows no borders.

Welcome to CSI!



Sincerely,  
Julia Lowder  
CEO

## GENERAL INFORMATION

### HISTORY

Founded in 1989, CSI has prepared tens of thousands of students from a wide variety of backgrounds, providing them with access to an integrated, real-world education that emphasizes academic as well as skill development and personal achievement. The institute employs a unique, robust mix of academic preparation, hands-on learning activities, contemporary e-learning technologies, and encounters with real-world employment externships.

With headquarters in Skokie, IL, Computer Systems Institute serves students through three locations in Illinois: Chicago, Skokie, and Lombard. It serves students through three locations in Massachusetts: Charlestown, Boston (Allston), and Worcester.

### CSI MISSION

We are a dynamic institution providing career-focused high-quality programs designed to enhance job opportunities for our graduates and provide a skilled workforce for the community. We strive to achieve this by employing qualified and enthusiastic professionals who create a stimulating learning environment and deliver effective career development services.

### SUPPORTING OBJECTIVES

CSI strives to appreciate the unique needs and learning styles of every student, their capacities, qualities, and characteristics. In that way, the student's education and professional development needs can be fulfilled by the dedicated community of academic, administrative, and support professionals. The emphasis on personalized instruction creates a stimulating learning environment that is augmented by e-learning platforms and technology in instructional endeavors; robust encounters with theory, models, and best practices; and culminating immersion in hands-on, real-world projects. The focus is on students who graduate as confident, well-prepared individuals who are prepared to meet their personal and professional goals.

To achieve its mission, CSI holds itself accountable for meeting the following objectives:

- Achieve compliant levels of student achievement through routine, recurring measurement of student learning outcomes
- Retain a student-centered, professional staff to provide superior instruction in the academic programs
- Develop and maintain effective, sustainable relationships with employers and professionals to create more employment opportunities for students and graduates
- Instill the ethic of continuing education and professional development among students to achieve and sustain career advancement.

### CSI CREDENTIALS

- CSI is approved by the Division of Private Business and Vocational Schools of the Illinois Board of Higher Education
- CSI is authorized under Federal Law to enroll non-immigrant alien students

### OUR PHILOSOPHY

CSI's philosophy is based on the premise that our students come to school to change their lives. CSI

has created affordable career training and language learning opportunities that are high quality, rich in services and support, and expertly designed to meet our students' goals.

## ORGANIZATION AND GOVERNANCE

### LEGAL STATUS

Computer Systems Institute is a private institution of higher education incorporated under the laws of the State of Illinois. The governing board includes Ella Zibitsker, Chairman of the Board; Julia Lowder, CEO; Dr. Boris Zibitsker, Board Member. The officers have the legal authority and responsibility for the institution's operation and control.

### STATE APPROVAL

Computer Systems Institute Illinois Campuses are approved by the Division of Private Business and Vocational Schools of the Illinois Board of Higher Education.

The Worcester, Boston (Allston), and Charlestown campuses are licensed to operate by the Massachusetts Division of Professional Licensure of Private Occupational School Education.

### Illinois

Computer Systems Institute – Skokie, IL (Main Campus)

Computer Systems Institute – Chicago, IL (Branch Campus)

Computer Systems Institute – Lombard, IL (Branch Campus )

Complaints against schools in Illinois may be registered with the Illinois Board of Higher Education at:

<https://complaints.ibhe.org/>

### STATEMENT REGARDING ACCREDITATION

Computer Systems Institute (CSI) is accredited by the Middle States Commission on Secondary Schools of the Middle States Association of Colleges and Schools, 3624 Market Street, Philadelphia, PA 19104, (267) 284-5000.

### STATEMENT OF NON-DISCRIMINATION

Computer Systems Institute is committed to ensuring that all individuals have an equal opportunity in programs and facilities. No person shall be discriminated against because of race, color, sex, sexual orientation, gender identity, religion, disability, age, genetic information, veteran status, ancestry, or national or ethnic origin in the administration of its educational policies, admission policies, employment policies, scholarship and loan programs, and other Institute-administered programs and activities.



## CAMPUSES

<p><b>Chicago Campus</b> 29 East Madison Street Chicago, IL 60602 Phone: 312.470.1114</p>	<p><b>Skokie Campus</b> 8930/8950 Gross Point Road Skokie, IL 60077 Phone: 847.967.5030</p>
<p><b>Lombard Campus</b> 477 East Butterfield Road Lombard, IL 60148 Phone: 847.400.0066</p>	<p><b>Charlestown Campus</b> 529 Main Street Charlestown, MA 02129 Phone: 781.313.8190</p>
<p><b>Worcester Campus</b> 10 Mechanic Street Worcester, MA 01608 Phone: 774.317.6900</p>	<p><b>Boston (Allston) Campus</b> 1105 Commonwealth Avenue Boston, MA 02215 Phone: 781.519.6450</p>
<p><b>CSI CORPORATE OFFICE</b> 8930/8950 Gross Point Road Skokie, IL 60077 Phone: 847.967.5030</p>	

## 2025 CALENDARS

**Customer Service Specialist, Hospitality Industry Professional, Administrative Assistant Professional, Sales, and Marketing Professional, Small Business Administrator Programs, BCP, Hospitality Leadership Concentration, and BCP, Organizational Administration Concentration.**

Winter Quarter 2025	
New Student Orientation	January 2
<b>Enrollment and Payment Deadline</b> (late Fee will be assessed after this date)	<b>January 4</b>
First Day of Winter Quarter Classes	January 6
Add/Drop/Schedule Changes	January 11
<b>MLK Day—No Classes</b>	<b>January 20</b>
Last day to Enroll, Pay and Start in Scheduled Class	January 18
Winter Quarter End Date	March 23
Externship Submission Deadline for Spring Quarter 2025	March 24
Spring Quarter 2025	
New Student Orientation	March 27
<b>Enrollment and Payment Deadline</b> (Late Fee will be assessed after this date)	<b>March 29</b>
First Day of Spring Quarter Classes	March 31
Add/Drop/Schedule Changes	April 5
Last day to Enroll, Pay and Start in Scheduled Class	April 12
<b>Memorial Day – No Classes</b>	<b>May 26</b>
Spring Quarter End Date	June 15
Externship Submission Deadline for Summer Quarter 2025	June 16
Summer Quarter 2025	
New Student Orientation	June 19
<b>Enrollment and Payment Deadline</b> (Late fee will be assessed after this date)	<b>June 21</b>
First Day of Summer Quarter Classes	June 23
Add/Drop/Schedule Changes	June 28
<b>4<sup>th</sup> of July — Break - No Classes</b>	<b>July 3 &amp; 4</b>
Last day to Enroll, Pay and Start in Scheduled Class	July 7
<b>Labor Day – No Classes</b>	<b>September 1</b>
Summer Quarter End Date	September 7
Externship Submission Deadline for Fall Quarter 2025	September 8
Fall Quarter 2025	
New Student Orientation	September 11
<b>Enrollment and Payment Deadline</b> (Late fee will be assessed after this date)	<b>September 13</b>
First Day of Fall Quarter Classes	September 15
Add/Drop/Schedule Changes	September 20
Last day to Enroll, Pay and Start in Scheduled Class	September 27
<b>Fall Break-No Classes</b>	<b>November 24 – November 30</b>
Fall Quarter End Date	November 30
Externship Submission Deadline for Winter Quarter 2025	December 29

**BCP, Business Fundamentals Concentration, BCP, Digital Multimedia Concentration, BCP, Marketing Concentration, BCP, Finance Concentration, Networking Career Professional, and Healthcare Career Professional.**

Winter Quarter 2025	
New Student Orientation	January 2
<b>Enrollment and Payment Deadline</b> (late Fee will be assessed after this date)	<b>January 4</b>
Module 1 Start Date	January 6
Add/Drop/Schedule Changes	January 11
<b>MLK Day—No Classes</b>	<b>January 20</b>
Last day to Enroll, Pay and Start in Scheduled Class	January 18
Module 2 Start Date	February 11
Winter Quarter End Date	March 23
Externship Submission Deadline for Spring Quarter 2025	March 24
Spring Quarter 2025	
New Student Orientation	March 27
<b>Enrollment and Payment Deadline</b> (Late Fee will be assessed after this date)	<b>March 29</b>
Module 1 Start Date	March 31

Add/Drop/Schedule Changes	April 5
Last day to Enroll, Pay and Start in Scheduled Class	April 12
Module 2 Start Date	May 5
<b>Memorial Day – No Classes</b>	<b>May 26</b>
Spring Quarter End Date	June 15
Externship Submission Deadline for Summer Quarter 2025	June 16
<b>Summer Quarter 2025</b>	
New Student Orientation	June 19
<b>Enrollment and Payment Deadline (Late fee will be assessed after this date)</b>	<b>June 21</b>
Module 1 Start Date	June 23
Add/Drop/Schedule Changes	June 28
<b>4<sup>th</sup> of July — Break - No Classes</b>	<b>July 3 &amp; 4</b>
Last day to Enroll, Pay and Start in Scheduled Class	July 7
Module 2 Start Date	July 30
<b>Labor Day – No Classes</b>	<b>September 1</b>
Summer Quarter End Date	September 7
Externship Submission Deadline for Fall Quarter 2025	September 8
<b>Fall Quarter 2025</b>	
New Student Orientation	September 11
<b>Enrollment and Payment Deadline (Late fee will be assessed after this date)</b>	<b>September 13</b>
Module 1 Start Date	September 15
Add/Drop/Schedule Changes	September 20
Last day to Enroll, Pay and Start in Scheduled Class	September 27
Module 2 Start Date	October 20
<b>Fall Break-No Classes</b>	<b>November 24 – November 30</b>
Fall Quarter End Date	November 30
Externship Submission Deadline for Winter Quarter 2025	December 29

# ADMISSIONS INFORMATION

## ADMISSION REQUIREMENTS FOR SKILL BUILDING PROGRAMS

### Customer Service Specialist, Hospitality Industry Professional, Administrative Assistant Professional, Sales, and Marketing Professional, and Small Business Administrator Programs

- Must be over compulsory school age to enroll.
- Students are required to have a High School diploma or its equivalent (GED or HiSet®). To prove eligibility student is required to complete a Self-Attestation of HS Graduation or Equivalency
- Must secure externship placement (CSS and HIP)
- Non-native speakers of English must meet the English proficiency requirements listed in the English Proficiency Requirements for Non-Native Speakers of English for Skill Building Programs, Business Career Programs, and CS Programs section.

#### If F-1 Student

- Documentation of one full academic year of schooling in the United States (CSS and HIP)
- Must be in active status in SEVIS when applying
- Students waiting for reinstatement, applicants wishing to transfer to CSI with a terminated or a completed status, or those with a newly approved status change are **not eligible to apply** for acceptance into the CSS or HIP programs.

Required Documents All Students
Admissions application
Attestation of HS Graduation or Equivalency
Proof of English Proficiency
Enrollment Agreement
FERPA Release Form
Orientation Sign In Sheet
HIP Summer Schedule Addendum
CSS and HIP Externship Agreement Packet
Program Change SAR (if applicable)
Copy of Driver's License, State ID, or Passport

Additional Required Documents F-1	Transfer	Abroad
Personal or sponsor bank statement of sufficient funds	x	x
Support Letter or CSI Sponsor Form for abroad sponsor	x	x
CSI Sponsor Form for US sponsor	x	x
Birth certificate for parent or child sponsor	x	x
Marriage Certificate for spouse sponsor	x	x
Copy of valid passport	x	x
Marriage certificate (F-2 dependents)	x	x
Birth certificate for child dependents (F-2 dependents)	x	x
Valid passport copies (F-2 dependents)	x	x
HS/College Diploma or Transcripts from home country	x	x
US College Transcripts	x	x
Copy of visa	x	x
Copy of I-94	x	x
Initial Acceptance Letter	x	x

Notice of Action I-797A (if applicable))	x	
CSS and HIP Request for CPT Authorization	x	
\$350 SEVIS fee (Paid to SEVIS)		x
\$100 transfer fee	x	
\$100 application fee		x
Abroad shipping fee (fee based on shipping costs)		x
Copy of current and approved I-20(s)	x	
Transfer Eligibility Form	x	

## ADMISSION REQUIREMENTS FOR CAREER PROGRAMS

### Business Career, Networking Career, and Healthcare Career Programs

- Must be over compulsory school age to enroll.
- Students are required to have a High School diploma or its equivalent (GED or HiSet®). To prove eligibility student is required to complete a Self-Attestation of HS Graduation or Equivalency
- Non-native speakers of English must meet the English proficiency requirements listed in the English Proficiency Requirements for Non-Native Speakers of English for Skill Building Programs, Business Career Programs, and CS Programs section.

Required Documents All Students
Admissions application
Attestation of HS Graduation or Equivalency
Proof of English Proficiency
Enrollment Agreement
FERPA Release Form
Orientation Sign In Sheet
Program Change SAR (if applicable)
Copy of Driver's License, State ID, or Passport

Additional Required Documents F-1	Transfer	Abroad
Personal or sponsor bank statement of sufficient funds	x	x
Support Letter or CSI Sponsor Form for abroad sponsor	x	x
CSI Sponsor form for US sponsor	x	x
Birth certificate for parent or child sponsor	x	x
Marriage Certificate for spouse sponsor	x	x
Copy of valid passport	x	x
Marriage certificate (F-2 dependents)	x	x
Birth certificate for child dependents (F-2 dependents)	x	x
Valid passport copies (F-2 dependents)	x	x
HS/College Diploma or Transcripts from home country	x	x
US College Transcripts	x	x
Copy of visa	x	x
Copy of I-94	x	x
Initial Acceptance Letter	x	x
Notice of Action I-797A (if applicable))	x	
\$350 SEVIS fee (Paid to SEVIS)		x

\$100 transfer fee receipt	x	
\$100 application fee		x
Abroad shipping fee (fee based on shipping costs)		x
Copy of current and approved I-20(s)	x	
Transfer Eligibility Form	x	

### ADMISSION REQUIREMENTS FOR CS FOUNDATION CS ESSENTIAL AND CS EXPERT PROGRAMS

- Must be over compulsory school age to enroll.
- Students are required to have a High School diploma or its equivalent (GED or HiSet®). To prove eligibility student is required to complete a Self-Attestation of HS Graduation or Equivalency
- Non-native speakers of English must meet the English proficiency requirements listed in the English Proficiency Requirements for Non-Native Speakers of English for Skill Building Programs, Business Career Programs, and CS Programs section.

\*Prior to 11/21/16 an average score of 50 or higher on the COMPASS ESL, and Math score was required for admission.

#### If F-1 Student

- Must be in active status in SEVIS when applying
- Students waiting for reinstatement, applicants wishing to transfer to CSI with a terminated or a completed status, or those with a newly approved status change are **not eligible to apply** for acceptance.
- To maintain full-time enrollment F-1 international students must be eligible to engage in a program-required externship.

Required Documents All Students
Admissions application
Attestation of HS Graduation or Equivalency
Proof of English Proficiency
Enrollment Agreement
Student Acknowledgements and Releases
FERPA Release Form
Orientation Sign In Sheet
Program Change SAR (if applicable)
Copy of Driver's License, State ID, or Passport

\*Prior to 11/21/16 ACT COMPASS was the placement test.

Additional Required Documents F-1	Transfer	Abroad
Personal or sponsor bank statement of sufficient funds	x	x
Support Letter or CSI Sponsor Form for abroad sponsor	x	x
CSI Sponsor form for US sponsor	x	x
Birth certificate for parent or child sponsor	x	x
Marriage Certificate for spouse sponsor	x	x
Copy of valid passport	x	x
Marriage certificate (F-2 dependents)	x	x
Birth certificate for child dependents (F-2 dependents)	x	x
Valid passport copies (F-2 dependents)	x	x
HS/College Diploma or Transcripts from home country	x	x

US College Transcripts	x	x
Copy of visa	x	x
Copy of I-94	x	x
Initial Acceptance Letter	x	x
Notice of Action I-797A (if applicable))	x	
\$350 SEVIS fee (Paid to SEVIS)		x
\$100 transfer fee	x	
\$100 application fee		x
Abroad shipping fee (fee based on shipping costs)		x
Copy of current and approved I-20(s)	x	
Transfer Eligibility Form	x	

### ADMISSION REQUIREMENTS FOR LANGUAGE PROGRAMS

- Must be over compulsory school age to enroll.
- Students are required to have a High School diploma or its equivalent (GED or HiSet®). To prove eligibility student is required to complete a Self-Attestation of HS Graduation or Equivalency
- Before enrolling in a Language program, students must take the Off2Class Placement Test, which is a standardized, computer-based placement test that evaluates students' skills in grammar usage, listening, and reading. Based on the placement test score, the student will be placed into an appropriate program level. Language Programs are designed for students whose knowledge of the English language allows them to score within a range of A1 to B2 on the Off2Class Placement Test.

LANGUAGE PROGRAM	OFF2CLASS PLACEMENT TEST
Beginner ESL Program	A1
Intermediate ESL Program	A2/B1
Advanced ESL Program	B2
General Writing Program	B2
Communication Program	B2
Literature Program	B2

If a student disagrees with their placement test results, they may request an Oral Assessment by submitting a Change of Level Request form. The assessment is scheduled and conducted by members of the Academic Leadership team.

A placement test is not required under the following conditions:

ENGLISH AS A SECOND LANGUAGE PROGRAMS	ESL PLACEMENT TEST SCORE REQUIREMENT EXCEPTIONS
Intermediate ESL Program	Successful completion of the CSI Beginner ESL program
Advanced ESL Program	Successful completion of the CSI Intermediate ESL program
General Writing Program	Successful completion of one of the following CSI programs: Advanced ESL, Communication, Literature, BCP, NCP, HCP, PHLTEC, CSE, CSFND, CSEX, CSS, HIP, AAP, SBA, or SMP.

Communication Program	Successful completion of one of the following CSI programs: Advanced ESL, General Writing, Literature, BCP, NCP, HCP, PHLTEC, CSE, CSFND, CSEX, CSS, HIP, AAP, SBA, or SMP.
Literature Program	Successful completion of one of the following CSI programs: Advanced ESL, Communication, General Writing, BCP, NCP, HCP, PHLTEC, CSE, CSFND, CSEX, CSS, HIP, AAP, SBA, or SMP.

Required Documents All Students
Admissions application
Attestation of HS Graduation or Equivalency
Accuplacer® Placement Test
Enrollment Agreement
FERPA Release Form
Orientation Sign In Sheet
Program Change SAR (if applicable)
Copy of Driver’s License, State ID, or Passport

### ENGLISH PROFICIENCY REQUIREMENTS FOR NON-NATIVE SPEAKERS OF ENGLISH FOR SKILL BUILDING, HEALTHCARE, NETWORKING CAREER, AND CS PROGRAMS

Computer Systems Institute is committed to offering its education programs to students from a broad range of cultures and languages. In doing so, it recognizes its responsibility to ensure that students, whose first language is not English, have sufficient proficiency to undertake the program of their choice.

Applicants from countries where English is not the primary spoken language and applicants whose native language is not English must demonstrate English language proficiency by providing the school with one of the following:

- An Off2Class placement score of **B2** or higher.
- Successful completion of at least one of the following CSI programs: Intermediate ESL, Advanced ESL, General Writing, Literature, Communication, BCP, NCP, HCP, PHLTEC, CSE, CSEX, CSFND, CSS, HIP, AAP, SBA, or SMP.
- A Test of English as a Foreign Language (TOEFL) iBT test score of **61** or higher. Submitted scores must be less than five years old.
- An International English Language Testing System (IELTS) score of **6** or higher. Submitted scores must be less than five years old.
- A valid copy of degree completion at a college program in the United States.
- A High School diploma or GED certificate is issued in the United States.
- A NACES or AICE evaluated high School or college diploma from a country that uses English as the language for education, such as Antigua, Australia, Bahamas, Barbados, Belize, Bermuda, Botswana, Canada, Ethiopia, Falkland Islands, Gambia, Ghana, United Kingdom of Great Britain and Northern Ireland, Grenada, Guyana, India, Ireland, Jamaica, Kenya, Liberia, Micronesia, New Zealand, Nigeria, Sierra Leone, St. Kitts, St. Lucia, Solomon Islands, The Philippines, Trinidad, Uganda, United States, Zambia, and Zimbabwe.



## ENGLISH PROFICIENCY REQUIREMENTS FOR NON-NATIVE SPEAKERS OF ENGLISH FOR THE BUSINESS CAREER PROGRAM

Computer Systems Institute is committed to offering its education programs to students from a broad range of cultures and languages. In doing so, it recognizes its responsibility to ensure that students, whose first language is not English, have sufficient proficiency to undertake the career program of their choice.

Applicants from countries where English is not the primary spoken language and applicants whose native language is not English must demonstrate English-language proficiency by providing the school with one of the following:

- An Off2Class placement score of **B1** or higher for Business Career Program.
- Successful completion of one or more of the following CSI programs: Intermediate ESL, Advanced ESL, General Writing, Literature, Communication, BCP, NCP, HCP, PHLTEC, CSE, CSEX, CSFND, CSS, HIP, AAP, SBA, or SMP.
- A Test of English as a Foreign Language (TOEFL) iBT test score of **40** or higher. Submitted scores must be less than five years old.
- An International English Language Testing System (IELTS) score of **4.5** or higher. Submitted scores must be less than five years old.
- A valid copy of degree completion at a college program in the United States.
- A High School diploma or GED certificate is issued in the United States.
- A NACES or AICE evaluated High School or college diploma from a country that uses English as the language for education, such as Antigua, Australia, Bahamas, Barbados, Belize, Bermuda, Botswana, Canada, Ethiopia, Falkland Islands, Gambia, Ghana, the United Kingdom of Great Britain and Northern Ireland, Grenada, Guyana, India, Ireland, Jamaica, Kenya, Liberia, Micronesia, New Zealand, Nigeria, Sierra Leone, St. Kitts, St. Lucia, Solomon Islands, The Philippines, Trinidad and Tobago, Uganda, Zambia, and Zimbabwe.

## POLICIES AND CRITERIA FOR ACCEPTING TRANSFER CREDIT FOR ACADEMIC PROGRAMS

CSI will evaluate and consider awarding academic credit for credits earned at higher education institutions if the course is appropriate for inclusion in a CSI program. Requests for transfer credits should be submitted to the Registrar's Office as a part of the admissions process prior to the first day of scheduled classes. To have transfer credits accepted at Computer Systems Institute, a student must have an official transcript from his or her previous school sent to the Registrar's Office.

To be considered "official," a transcript must be in a sealed envelope and signed by the granting institution. No photocopies will be accepted. All transcripts that are not from an American institution must be evaluated. Any student wishing to transfer credit must have a course-by-course evaluation completed. Transcripts in a language other than English must also include an official English translation. All evaluations must be completed by an approved NACES agency or by AACRAO Evaluation Services. Any costs incurred due to this service will be the responsibility of the student and must be paid directly to the agency performing the service.

In order to be accepted for transfer credit, courses must be similar in scope and credit to an appropriate CSI course. For the course to be considered for transfer, the students must have earned at least a grade of "C" and completed the respective course within the past three years. Computer Systems Institute limits the number of transfer credits accepted from other institutions to 49% for a chosen program of study.

Transfer credit is designated with a grade of TR on the student transcript and is not calculated in a student's GPA or CGPA. Transfer credits are calculated as attempted and earned in the determination of the student's

pace of completion.

CSI will not award transfer credit for the following types of courses:

- Remedial or retraining courses
- Personal development, human potential courses
- Professional development, in-service education, continuing education courses, or other similar courses that are designed for individuals who want to upgrade their occupational or professional skills, acquire new skills, or prepare for a proficiency examination
- Courses in professional disciplines not supported by Computer Systems Institute

Computer Systems Institute reserves the right to limit the transferability of a course based on the source of credit, the method of instruction, or the duration of the term. Transcripts submitted to CSI for admission or credit transfer become the property of the school and cannot be returned to the student or forwarded to other institutions. Final determination on the transferability of coursework for credit is made by CSI Registrar's Office.

### **Restarting a CSI Program**

If a student has taken one or more courses in any given program within the last 5 years but has not completed the program, they are allowed to complete the program if the outstanding course(s) are being offered in the subsequent quarter(s). Upon successful completion, the student will receive a Certificate of Completion. In instances where the outstanding course(s) are not being offered in the subsequent quarter(s) or the period of time is greater than 5 years, students desiring to complete the program will need to take all courses (including those passed previously) in the program and receive a grade of C or higher to complete the program and receive a Certificate of Completion.

Repeating previously passed courses is limited to 50% of the program length. For example, in a program containing 4 courses, a student can repeat up to 2 courses to complete the program and receive a Certificate of Completion.

### **Military Coursework**

CSI may award transfer credit for some of the military courses if the content is equivalent to a course taught at CSI. Students should be prepared to submit an official military transcript (e.g. SMART, AARTS, etc.) to the Registrar's Office for evaluation before the first day of scheduled classes.

## **TRANSFERABILITY OF CREDIT AND ARTICULATION AGREEMENTS**

Outside of existing articulation agreements, Computer Systems Institute does not guarantee that the credits obtained at CSI are transferable to another institution. In general, credits or coursework are not likely to transfer. Any decision on the comparability, appropriateness, and applicability of credit, as well as whether credit should be accepted is the decision of the receiving institution. For a list of institutions that accept credits from CSI please send an inquiry to [mail@csinow.com](mailto:mail@csinow.com).

## **START REQUIREMENTS**

To be considered an official start, students must meet the following start requirements:

1. All admissions paperwork must be completed
2. Tuition and fees must be paid in full
3. All students must attend class by the published start deadline\*
4. Technology Requirements for Hybrid Programs can be accessed using the link <https://www.csinow.edu/technology-requirements>

\*Please see the calendar for specific dates

## FINANCIAL SERVICES

### TUITION AND FEES

Tuition, book, and supply fee rates at Computer Systems Institute are subject to occasional review and revision based on factors that may include increases in program expenses and changing market rates for similar programs.

Although tuition, book, and supply fees may increase from time to time, CSI guarantees that students who are continuously enrolled in the same program will not be subject to changes in tuition and fees during their period of enrollment. A student is considered to be continuously enrolled in the same program as long as he or she has not been withdrawn from that program of study.

Student tuition at Computer Systems Institute covers access to the following benefits and services:

- Instructor-led education and training
- Open labs
- Student Affairs

CSI program tuition and fees table can be found at [csinow.edu/tuition-fees](https://csinow.edu/tuition-fees)  
A \$100 late fee will be charged to any payments received after the deadline.

### SUPPLIES AND OTHER EXPENSES

The costs of courseware and/or textbooks are not included in the tuition fee. Programs have a separate book and supply fee, which covers the cost of books, license fees, and certain activity fees for that quarter. Supply fees are non-refundable for any student who starts a course, additionally, books issued to students are non-refundable. Book adjustments will be made on those books not picked up. F-1 international students are subject to an additional fee for I-20 processing, transfer in SEVIS record, and document mailing fees. These fees are non-refundable.

### PAYMENT POLICY

There are no payment plans available for any program or courses. Students must make the tuition and fee payment in full by the published deadline date in the student calendar. A \$100 late fee will be charged to any payments received after the deadline.

### FINANCIAL OBLIGATION

Students must satisfy all financial obligations to CSI. Students who issue personal checks that are returned by banks or fail to make a good faith effort to keep up with their financial obligation to the school may be subject to dismissal.

### DELINQUENT ACCOUNTS

If students have a delinquent account balance, they will be notified by the Business Office. Upon receipt of this notification, their payment must be made immediately. Students will first have the opportunity to make payments directly to CSI. If they do not respond to CSI's attempts to collect their balance, their account will be referred to an outside collection agency. Should this occur, the student will be responsible for the outstanding balance plus all collection costs and legal fees.

Students will also have a hold tag placed on their account, which will prevent attendance from being recorded. The hold tag will be removed after the student has satisfied their balance in full or satisfactory payment arrangements for all funds have been made.

Computer Systems Institute (CSI) reserves the right to change any of the above policies when, in the judgment of the administration, it becomes necessary to do so.

## The Illinois Student Debt Assistance Act (the “Act”)

### The Illinois Student Debt Assistance Act

Computer Systems Institute (CSI) is dedicated to complying with local, state, federal, and accrediting agency regulations. Section 20(a) of The Illinois Student Debt Assistance Act (the “Act”) mandates that higher education institutions have a policy in place to address situations where a student withdraws due to physical or financial hardship. CSI’s Illinois Physical and Financial Hardship Policy aims to minimize the debt owed by students who withdraw under such circumstances, thereby supporting their re-enrollment.

#### Policy Overview:

At CSI, we recognize the importance of supporting our students' academic persistence and overall well-being. Our commitment extends beyond academic progression, aiming to make a significant impact on our students' lives.

#### Applicability:

CSI’s Illinois Physical and Financial Hardship Policy applies to Illinois students who completely withdraw from their course enrollment due to substantial financial or physical hardships. These hardships may include, but are not limited to:

- Serious injury or illness of the student
- Chronic illness of the student
- Medical issues of a family member requiring the student to become a part-time or full-time caretaker
- Mental health conditions of the student
- Sudden or ongoing transportation issues affecting the student’s ability to meet course requirements
- Significant increases in living costs
- Other circumstances deemed by the institution as causing significant hardship to the student

#### Procedure for Assistance:

Illinois students experiencing a physical or financial hardship that necessitates a full course withdrawal should contact the Student Affairs department for assistance. When a student is ready to re-enroll, they should reach out to the Admissions department to initiate the process. The department will guide the student in completing the Illinois Student Hardship Attestation form and gathering the necessary supporting documentation. Upon approval, the Business Office will review available payment arrangements for any outstanding balances (if applicable) and remove any applicable late fees.

### SCHOOL WITHDRAWAL PROCESS

In addition to academic consequences, withdrawing from CSI may affect a student’s F-1 status. Students are encouraged to seek advice from a DSO and Student Affairs before deciding to withdraw. Detailed information about the cancellation of enrollment and withdrawal from CSI is available below.

If a student decides to withdraw, he/she must follow the established withdrawal procedures for CSI. Students intending to withdraw are asked to notify the Student Affairs Department by telephone, in person, or in writing to provide the official notification. During the withdrawal process, students are asked

to provide the official date of withdrawal and the reason for withdrawing in writing.

Once the process of withdrawal begins, the student or a staff member of the Student Affairs Department will complete all necessary form(s). Students that are absent for 21 consecutive calendar days will be withdrawn from school.

### **REFUND/CANCELATION/WITHDRAWAL POLICY**

Withdrawing from the school may have both academic and financial consequences. You are encouraged to understand the consequences before you decide to withdraw, meeting with Student Affairs is highly recommended. Detailed information about the cancellation of enrollment and withdrawal from the school is available below. During the withdrawal process, students are asked to provide the official date of withdrawal and the reason for withdrawing in writing. Students that fail to meet their program attendance requirements will be withdrawn from school.

Tuition credit calculations listed below are based on a percentage of tuition and may not reflect the actual amount to be refunded. The actual amount refunded will be based on payments made to the institution. Specific dates indicated above are based on continuous enrollment from Class Start Date with all courses completed successfully and are subject to change in the event of failed courses, leaves of absence, or other unexpected breaks in attendance.

If a course is canceled or discontinued, the student will be refunded in full. CSI will refund all fees to a student who cancels under the following circumstances:

- The school did not provide the prospective student with a copy of the student's valid enrollment agreement and the current catalog or bulletin; or
- The school cancels or discontinues the course of instruction in which the student is enrolled.

### **REFUND DISTRIBUTION**

All refunds will be made within 30 calendar days from the date of receipt of a student's cancellation.

### **STUDENT RESPONSIBILITIES**

It is to a student's benefit to immediately notify the Student Affairs Department when he or she stops attending classes with the intent to withdraw.

### **INSTITUTIONAL PRO RATA REFUND CALCULATION AND POLICY**

When a student withdraws, Computer Systems Institute (CSI) must determine how much of the tuition and fees it is eligible to retain. The Pro-Rata Refund Calculation and Policy is an institutional policy.

### **INSTITUTIONAL COSTS**

Institutional costs include charges for tuition and mandatory fees. Institutional costs do not include optional expenses that may be charged to a student account, such as supplies from the bookstore, or other similar charges.

### **REFUND POLICY**

If you withdraw from a CSI program, you may be eligible for a tuition adjustment that may generate a tuition refund per the following tables below. Course Materials and supply fees are non-refundable for any student who starts a course.

### **ILLINOIS REFUND POLICY**

If you withdraw from a CSI program, you may be eligible for a tuition adjustment that may generate a tuition refund per the following tables below. Course Materials and supply fees are non-refundable for any student

who starts a course.

### ILLINOIS REFUND POLICY

You may terminate this agreement at any time. Tuition adjustments/refunds are based on the full tuition cost of the program, not on what has been paid in the program. The student's last date of attendance will be used to calculate the % of the tuition adjustment/refund therefore students may be responsible for tuition not yet paid if they drop within the % of the program as shown in the refund policy below. Tuition credit calculations listed below are based on a percentage of tuition and may not reflect the actual amount to be refunded. The actual amount refunded will be based on payments made to the institution. Specific dates indicated above are based on continuous enrollment from Class Start Date with all courses completed successfully and are subject to change in the event of failed courses, leaves of absence, or other unexpected breaks in attendance.

If a student withdraws from a program, they may be eligible for a tuition adjustment that may generate a tuition refund in accordance with the following table:

Terminate this agreement prior to completing 5 school days, or 5% of the program, whichever comes first.	Full tuition* refund
Terminate this agreement when the completion is more than or equal to 5 school days, or 5% of the program, whichever comes first.	CSI retains all tuition and fees for the current term if a student drops out. However, any payments made for future terms within the program will be fully refunded.

\*Tuition does not include additional costs that the school will retain such as transfer fees, mailing fees, course materials fees, etc.

### REFUND POLICY FOR COURSE MATERIALS AND SUPPLY FEES

Course materials and supply fees are non-refundable for any student who starts a course.

### REFUND AND DISTRIBUTION POLICY

All refunds will be made within 30 calendar days from the date of receipt of a student's cancellation. Computer Systems Institute adheres to the refund policy published in the Academic Catalog, which adheres to the guidelines prescribed by the State of Illinois as noted in the enrollment agreement or addenda.

Students have the right to cancel their enrollment contract before the completion of 5 school days or 5% percent of the Program, whichever occurs first, and to receive a full refund of all monies paid less non-reusable supplies or equipment.

## STUDENT AFFAIRS INFORMATION

### STUDENT AFFAIRS

The Student Affairs Department is committed to facilitating a student-centric environment. CSI provides a variety of resources that enhance student success and support students with their academic achievement, educational goals, personal growth, and professional growth.

### PERSONAL STUDENT ADVISING

When facing a difficult personal issue, students are encouraged to contact the Student Affairs Department on their campus. The staff can offer information and referrals to professional counseling and human service agencies in the area in which students reside so that students can gain the help they need.

## **JOB PLACEMENT SERVICES**

The Student Affairs department at CSI assists graduates with job searching skills, resume and interview preparation, and information on current job market needs.

## **ANTI-HARASSMENT POLICY, INCLUDING SEXUAL HARASSMENT**

All students have a right to study in an environment free of verbal or physical harassment that is based on race, religion, color, ancestry, age, sex, national origin, citizenship, pregnancy, marital status, sexual orientation or sexual preference, unfavorable military discharge, military status, arrest record, disability, intellect, or any other legally protected characteristic. In keeping with this commitment, CSI will not tolerate harassment of any student by anyone, including any employee, manager, co-worker, vendor, assistive or advanced technology, artificial intelligences operated by humans, or student based on any of these legally protected characteristics. Activities of this nature are unlawful and serve no legitimate purpose; they have a disruptive effect on the ability to perform academically, and they undermine the integrity of the Institute. Any discriminatory or harassing conduct or interference with the investigation of an alleged incident of discrimination or harassment will result in disciplinary action, up to and including expulsion. Sexual harassment is not permitted at CSI. Sexual harassment includes but is not limited to the following wrongful conduct:

1. Unwelcome sexual advances, gestures, and requests for sexual acts or favors or other verbal or physical conduct of a sexual nature
2. Any statement or implication that an individual's submission to or rejection of such sexual conduct could be used as a condition of employment/enrollment or as the basis for any employment/enrollment decision affecting such individual
3. Any conduct, whether physical or verbal, which has the purpose or the effect of substantially interfering with an individual's academic performance or creating an intimidating, hostile, or offensive learning environment. This includes, but is not limited to: slurs, jokes, or degrading comments of a sexual nature; offensive sexual flirtation, sexual advances, gestures, or propositions; abuse of a sexual nature; graphic verbal comments about an individual's body; sexual innuendo or suggestive comments; sexually-oriented "kidding" or "teasing"; unwanted physical touching, including patting or pinching another's body; the display of sexually suggestive printed or visual materials, clothing, objects, or pictures; the playing of music or videos that contain explicit content; suggestive, provocative, or lewd exposure or touching of one's self; on-camera or live synchronous locations and backgrounds that would be considered inappropriate in nature while at the Institute.

Every student must avoid any conduct that reasonably could be interpreted as discrimination or harassment under this policy, even if such conduct was not intended to be offensive. Conversely, students are expected and encouraged to inform campus authorities whenever conduct is unwelcome offensive, or in poor taste. Only through such open communication, CSI can maintain the type of academic environment where everyone has an equal opportunity to flourish.

## **STUDENTS WITH DISABILITIES**

Computer Systems Institute recognizes and supports the role that Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990, and similar state laws have in achieving academic success. Computer Systems Institute is committed to making reasonable accommodations for students with qualified disabilities and to ensuring that its campuses and its facilities are made accessible as required by applicable law. The Institute cannot make accommodations that alter the nature of its programs, cause undue burdens on CSI, or create a direct threat to the health and the safety of students or others.

### **Requests for Accommodations**

Reasonable accommodation in the student setting is a modification or adjustment to a class or program that will enable a qualified person with a disability to participate in the program or class or to enjoy the rights and privileges offered by the Institute. Modifications that impose an undue burden or pose a health or safety risk are not considered reasonable. The school is required to make modifications only to known and validated disabilities. CSI requires the student to give reasonable notice of the request for modifications. The school or department must take whatever steps are necessary to ensure that qualified individuals with disabilities are not excluded, treated differently, or segregated because of the absence of auxiliary aids, technologies, or services. The school or department must coordinate the provision of modifications with the Student Affairs Department.

Medical records supporting the need for accommodation are submitted to the Student Affairs Department along with an Accommodations Application. This arrangement is consistent with the confidentiality requirements of the law and with Computer Systems Institute Policy.

**Application Submission Procedures:** All applications should be submitted prior to the start of the program or within 7 days of receipt of the application. The application can be requested through the Admissions, Student Affairs, or Academics Department and should be submitted to Student Affairs with supporting documentation.

The accommodation request form can be found at <http://www.csinow.edu/images/pdf/Accommodation%20Form.pdf>

**Individual Analysis:** The modification offered must be appropriate to the needs of the individual, thus, in each instance, an individualized analysis must occur. The Student Affairs Department along with Academics can devise a modification plan for the student.

**Most Integrated Setting:** Programs and activities must be offered in the most integrated setting appropriate. In other words, there should not be a separate program for those with disabilities unless the disabled student cannot be accommodated in any other way. If a separate program is offered, the disabled student may still choose to utilize the non-separate program.

**Events:** The law requires that organizations that receive significant assistance from CSI are also governed by the provisions of the Americans with Disability Act (ADA) and Section 504. Events that are a part of CSI are covered by the provisions of the law and should be scheduled at accessible locations if possible.

**Course Load Modifications:** CSI is not required to eliminate academic requirements essential to the program of instruction or related to licensing requirements; however, reasonable modifications must be provided for qualified students with verified disabilities.

**Examinations:** Exam modifications may include the following:

- Changes in the length of time permitted for completion of an exam; or
- Adaptation of how the exam is given (for example, allowing a student to take the exam in a distraction-free testing room)

**Auxiliary Aids and Services:** This term refers to equipment or service providers that augment communication, learning, and daily tasks. Examples are sign language interpreters, note-takers, readers, computer-aided transcription devices, assistive listening devices, telecommunications devices for deaf persons (TDD's), Braille materials, and assistive artificial intelligences. The school pays for the reasonable cost of the auxiliary aid or service. If a provision of a particular auxiliary aid or service would result in a fundamental alteration of the program or an undue burden, i.e., significant difficulty or expense, CSI will attempt to provide an alternative auxiliary aid or service. The school does not need to provide attendants, individually prescribed devices, readers for personal use or study, or other devices or services of a personal



nature. The school will give careful consideration to the requests of the affected disabled individuals but is not required to give the disabled person the auxiliary aid of his or her choice. If a question arises about what should be provided, contact the Student Affairs Department on campus.

**Fundamental Program Alteration:** Computer Systems Institute is not required to provide any aid or service or make any modification that would result in a fundamental alteration in the nature of the program. For example, where a course requirement is essential to the program of instruction taken by the student, the school is not required to waive the requirement. In evaluating whether the requested program modifications would require substantial program alteration or would fundamentally alter academic standards or programs, the Academic Dean or designee will consider the underlying academic reasons for the program components, the academic standards institutionalized in the program, how the challenging components are consistent with the program standards, and whether the requested accommodations would be inconsistent with the academic goals and standards of the program.

**Direct Threat to Health or Safety:** The school is not required to permit an individual to participate in or benefit from a CSI program or service when that individual poses a direct threat to health or safety. Direct threat means a significant risk to health or safety that cannot be eliminated by a modification of policies, practices, or procedures, or by the provision of auxiliary aids or services. In determining whether an individual poses a direct threat to health or safety, CSI must make an individualized assessment, based on reasonable judgment relying on current medical knowledge or the best available objective evidence to ascertain:

- The nature, duration, and severity of the risk
- The probability that the potential injury will actually occur
- Whether reasonable modification of policies, practices, or procedures will mitigate the risk

This standard should be applied to all individuals, not just disabled individuals.

**Undue Burden:** The school needs not to make modifications or provide auxiliary aids or services if it constitutes an undue burden. In determining whether or not an undue burden exists, the factors considered are the nature and cost of the action needed in the context of the overall financial resources of the school.

**Final Determination:** CSI will notify the student of all final accommodations prior to the start of class.

## **VOTER REGISTRATION**

The Higher Education Act Amendments of 1998 require colleges to make a good faith effort to make voter registration forms available to students. Voter registration forms are available online at

Illinois: <http://www.elections.il.gov/Downloads/VotingInformation/PDF/R-19.pdf>

## **FERPA**

The Family Educational Rights and Privacy Act of 1974, commonly known as FERPA, is a federal law that protects the privacy of students' education records. FERPA affords eligible students certain rights concerning their education records. An "eligible student" under FERPA is a student who is 18 years of age or older or who attends a postsecondary institution at any age, therefore Computer Systems Institute considers an "eligible student" any student who is currently attending Computer Systems Institute or has been in attendance. FERPA does not apply to applicants who have been admitted but who have not been in attendance.

### **Student Rights under FERPA:**

Eligible student(s) (further referred to as "Student(s)") have specific, protected rights regarding the release

of their education records. These rights include:

1. The right to inspect and review the student's education records within 45 days of the day that Computer Systems Institute receives a written request for access.

To gain access, the student must submit a written request to the Registrar's Office, identifying the specific record(s) the student wishes to inspect. This request will be granted within 45 days. The student may ask for an explanation and/or a copy of his/her "Education Record." The examination will be permitted under conditions that will prevent alteration or mutilation of the record. The Registrar's Office or designee will make arrangements for access and notify the student of the time and place where the requested records may be inspected. The student must present proper identification upon request. Documents submitted by or for the student in support of his/her application for admission or transfer credit will not be returned to the student or sent elsewhere. Right of Access does not include financial records of parents or any information therein, "records" to which access has been waived by a student, and records not included in the FERPA definition of education records.

2. The right to request the amendment of the contents of an education record that the student believes is inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA. FERPA does not address issues involving assigned grades for academic work.

If the student believes his/her education record's content to be inaccurate, he/she may submit a written request to the record custodian for amendment of the record. The student should clearly identify the part of the record the student wants to be changed, and specify why it should be changed. Normally such matters will be satisfactorily settled in the course of informal discussion with the student within 45 days of the request. When this is not the case, Computer Systems Institute will notify the student in writing of the decision and the student's right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

3. The right to consent to disclosures of personally identifiable information (PII) contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent.

Computer Systems Institute discloses education records without a student's prior written consent under the FERPA exception for disclosure to school officials with legitimate educational interests. A school official is typically a person employed by Computer Systems Institute in an administrative, supervisory, academic or research, or support staff position (including students employed with Computer Systems Institute as a part of Federal Work-Study Program); a person or company (vendor) with whom Computer Systems Institute has contracted as its agent to provide a service instead of using Computer Systems Institute's employees or officials (attorney, auditor, collection agency, IT service provider, etc.); a person serving on the Board of Directors; an organization conducting studies for Computer Systems Institute for the purpose of assisting in accomplishing the Computer Systems Institute's mission; a volunteer serving Computer Systems Institute in a position requiring access to student records who performs an institutional service or function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records (including but not limited to a student serving on an official committee or assisting another school official in performing his or her tasks).

A school official has a legitimate educational interest if the official needs access to an education record to fulfill his or her professional responsibilities.

Upon request, Computer Systems Institute may disclose education records without consent in the following cases:

1. To officials of another school in which a student seeks or intends to enroll or is already enrolled if the disclosure is for purposes related to the student's enrollment or transfer;
2. To appropriate persons in connection with an emergency if knowledge is necessary to protect the health or safety of a student or other persons;
3. To accrediting organizations to carry out their accrediting functions;
4. To federal, state, or local education authorities as defined in FERPA regulations ("Federal and State Authorities") in connection with program evaluation, research, or data compilation of state or federally supported education programs. (See Possible Federal and State Data Collection and Use);
5. To organizations conducting studies for, or on behalf of, the school; and
6. In compliance with a judicial order or lawfully issued subpoena, after Computer Systems Institute has made a reasonable effort to notify the student if the notification is not prohibited by the subpoena;
7. If a state law adopted before FERPA (November 19, 1974) requires disclosure and superseded FERPA.

### **Possible Federal and State Data Collection and Use**

As of January 3, 2012, the U.S. Department of Education's FERPA regulations expanded the circumstances under which the student's education records and personally identifiable information (PII) contained in such records — including student's Social Security Number, grades, or other private information — may be accessed without student's consent. First, the U.S. Comptroller General, the U.S. Attorney General, the U.S. Secretary of Education, or state and local education authorities ("Federal and State Authorities") may allow access to education records and PII without the student's consent to any third party designated by a Federal or State Authority to evaluate a federal- or state-supported education program. The evaluation may relate to any program that is "principally engaged in the provision of education," such as early childhood education and job training, as well as any program that is administered by an education agency or institution. Second, Federal and State Authorities may allow access to education records and PII without students' consent to researchers performing certain types of studies, in certain cases even when the institution objects to or does not request such research. Federal and State Authorities must obtain certain use-restriction and data security promises from the entities that they authorize to receive student's PII, but the Authorities need not maintain direct control over such entities. In addition, in connection with Statewide Longitudinal Data Systems, State Authorities may collect, compile, permanently retain, and share without student's consent PII from education records, and they may track student's participation in education and other programs by linking such PII to other personal information about a student that they obtain from other Federal or State data sources, including workforce development, unemployment insurance, child welfare, juvenile justice, military service, and migrant student records systems.

United States Citizenship and Immigration Services (USCIS) requires international students attending an educational institution under an F-1 visa to sign the Form I-20. Form I-20 contains a consent provision allowing for the disclosure of information to USCIS. The consent provision states that "I authorize the named school to release any information from my records which are needed by USCIS pursuant to 8 C.F.R.214.3(g) to determine my nonimmigrant status

4. The right to file with the Department of Education a complaint concerning alleged failures by Computer Systems Institute to comply with the requirements of FERPA. The name and address of the office that administers FERPA is:

The Family Policy Compliance Office  
 U.S. Department of Education  
 400 Maryland Avenue, SW  
 Washington, DC 20202

## Directory Information

Directory information is defined by the Family Educational Rights and Privacy Act of 1974 (FERPA) as information contained in a student's education record "that would not generally be considered harmful or an invasion of privacy" if disclosed. Each institution has the right to define, within the limits of FERPA regulations, the data that it considers to be directory information.

Computer Systems Institute has designated the following information as directory information:

- Student Name
- Student Address
- Telephone Number
- Email Address
- Student ID number (in the capacity of an electronic identifier or displayed on a student ID card)
- Current Enrollment Status (number of enrolled credit hours, full-time or part-time status)
- Program of Study
- Student Photograph
- Honors, Awards, Certifications, and Distinctions Received
- Dates of Attendance\*

\*Computer Systems Institute follows FERPA regulations' definition of dates of attendance as the period of time during which a student attends or attended an institution. Examples of "dates of attendance" include an academic year or a spring quarter. The definition does not include specific daily records of a student's attendance at an educational agency or institution

Directory information may be disclosed from a student's education record without prior consent per FERPA regulations. Therefore, Computer Systems Institute may disclose appropriately designated "directory information" without the student's written consent, unless the student requests in writing that it be kept confidential. Computer Systems Institute does not release lists of students or name-and-address labels to businesses or agencies that do not fall in the scope of the definition of "school official with legitimate educational interests" listed above.

## FERPA Block

Students who do not want their directory information to be released without their prior written consent must notify the Registrar's Office in writing within 30 days of the program start date listed on their Enrollment Agreement or within 30 days of receiving the annual FERPA notification statement. Computer Systems Institute refers to this action as "FERPA Block."

For any student whose directory data is placed on "FERPA Block," Computer Systems Institute will:

1. state, "We can provide no information on that person" to any request for information;
2. refuse to release any information about the student to any non-institutional person or organization, including but not limited to family and relatives, current or future employers, insurance companies, media outlets, honor societies, etc.;
3. omit student's name from Honor Roll listings and commencement program;
4. provide no personal information over the phone.

FERPA Block requests should be carefully considered since they could have undesired results. Computer Systems Institute will honor the student's request to withhold directory information but cannot assume responsibility to contact the student for subsequent permission to release this information. Regardless of the effect upon the student, Computer Systems Institute assumes no liability as a result of honoring the student's written instructions that directory information be withheld.

FERPA Block status remains in effect until the student notifies the Registrar's Office in writing to remove it.

## **Deceased Students**

FERPA's protection of personally identifiable information in a student's education records ends at the time of a student's death and is a matter of institutional policy. As a courtesy to the families of recently deceased students who were enrolled at the time of death, Computer Systems Institute generally will not release information from educational records of deceased students, unless required to do so by law or authorized to do so by the deceased student's spouse, parents, children, or executor of the deceased's estate.

## **NEW STUDENT ORIENTATION**

New Student Orientation welcomes all new students to Computer Systems Institute. Orientation enables students to familiarize themselves with the campus and its services. See the student academic calendar for orientation dates. All new students are required to attend the orientation program. Orientation is a very important part of a student's experience. The orientation is designed to help students learn and understand important school policies along with the federal, state, or immigration regulations and procedures. It also provides new students with advice and assistance in adjusting to the local community as well as an opportunity to meet staff and current students, register for classes, and learn about available student affairs.

## **PERSONAL PROPERTY**

CSI assumes no liability or responsibility for loss of personal property or personal injury sustained on campus or at CSI-related, off-campus functions.

## **LOST AND FOUND**

Lost articles may be claimed upon proper identification through the campus front desk or Student Affairs Department. Students are advised not to leave purses or other valuables unattended at any time. CSI will not assume responsibility for any lost or stolen articles.

## **STUDENT ID**

The replacement fee for a lost and stolen ID is \$5.

## **CSI ASSIGNED EMAIL ACCOUNT AS PRIMARY MEANS OF COMMUNICATION**

Computer Systems Institute provides students with an email account upon the student's official start at CSI. This account is free of charge and remains active for up to a year after the student's exit from the school. The CSI assigned student email account is CSI's official and primary means of communication among students, faculty, staff, and administration at Computer Systems Institute.

Students are responsible for all information sent to them via their CSI assigned email account. If a student chooses to forward their student email account, he or she is responsible for all information, including attachments, sent to any other email account.

## **ELECTRONIC DEVICES**

No student will be called out of class for a telephone call, except in an emergency. Students should inform family and friends of this rule. Use of cellular telephones, pagers, text-messaging devices, personal-use iPods, etc. is not permitted in class or labs. These devices should be turned off prior to entering a classroom or a lab.

## **SMOKING/EATING**

Students are welcome to pause, relax, and eat or smoke in designated areas before or after classes.

However, absolutely no smoking is allowed inside the building. Smoking is allowed outside in the designated smoking areas. Eating or drinking is not permitted in classrooms or labs.

## **GUESTS/CHILDREN**

Guests must register with the front-desk receptionist. Non-students are not permitted beyond the reception area unless accompanied by a CSI staff member. Children are not permitted on campus property unaccompanied and/or unsupervised nor are permitted in any classrooms, laboratories, or student lounges. Children are not permitted to handle or touch any campus equipment at any time while on campus property.

## **HOUSING AND TRANSPORTATION**

CSI does not provide housing or transportation to its campuses.

## **VACCINATIONS AND IMMUNIZATIONS**

CSI does not require proof of vaccinations and immunizations.

## **ACADEMIC ASSISTANCE**

Students who find they are falling behind or need academic assistance should contact their Instructor or the Academic Dean or designee to obtain appropriate academic guidance or tutoring through a referral to the Institute's Department of Academics. Department of Academics provides opportunities for academic development, assists students with basic course requirements, and serves to motivate students toward successful completion of their postsecondary education. The goal of academic assistance through the Department of Academics is to increase retention and graduation rates and facilitate the learning process. The Academic Dean or designee oversees tutors and other campus operations.

The services of the Department of Academics can include:

- Help in basic study skills
- Tutorial services
- Mentoring
- Special services for students with limited English proficiency
- Workshops

## **VIOLENCE AT SCHOOL**

Computer Systems Institute strongly believes that all students should be treated with dignity and respect and will take the appropriate action necessary to help ensure that CSI campuses are and remain violence-free. This policy is intended to ensure the highest standard of health and safety for all Computer Systems Institute students. Under no circumstances are the following items permitted on CSI property (including parking lots), vendor properties, or at any CSI-sponsored event location:

- Any type of firearm or ammunition
- Dangerous chemicals
- Explosives
- Blasting caps or any ingredient of an explosive or incendiary nature
- Other weapons or any objects that could be used for injury or intimidation

Threatening, intimidating, coercing, harming, or interfering with the performance of employees, applicants, students, vendors, managers, or the general public is strictly prohibited. Based on reasonable supporting facts or witnesses, appropriate disciplinary action will be taken, up to and including expulsion, against anyone who violates this policy.

## **DRUG AND ALCOHOL POLICY**

Consistent with its mission as an institution of higher education, Computer Systems Institute (CSI) is committed to educating students, faculty, and staff on the dangers of alcohol and drug abuse, and to maintaining an environment in which such behavior is prohibited.

### **Annual Distribution to Students and Employees**

Although the policy is included on the school website <http://www.csinow.edu/about-csi/consumer-information>, (which is available to all new student applicants and potential employees); the V.P. for Academic Advancement or the Executive Vice President shall ensure that an email notification (Consumer Information Disclosure) is provided annually to all students and employees. The Disclosure will include the exact URL of the online Drug and Alcohol policy.

### **Standards of Conduct**

While on campus or at any School-sponsored event; faculty, staff, and students may not possess, use, deliver, sell, or distribute any illegally controlled substance. Further, faculty, staff, and students may not possess or consume alcoholic beverages on school property or at school-sponsored events (except as noted below), nor be present on school property or at school-sponsored events while visibly under the influence of alcohol or illegal substances.

### **Penalties/Disciplinary Actions**

Persons who violate this policy will be subject to disciplinary action by the school, with penalties up to and including the termination of enrollment/employment (dismissal). Individuals will also be subject to penalties and sanctions imposed by local, state, and federal laws. Students should be aware that substance abuse carries legal consequences, which may include imprisonment, fines, and/or loss of property. The drug abuse statutes for Illinois can be found at the following links:

[Illinois Controlled Substances Laws](#)

[Illinois Laws Regarding Possession of Alcohol by Person Under 21 Years of Age](#)

### **Dangers of Addiction and Substance Abuse**

All students should be aware that substance abuse causes serious health risks, including altered moods, altered behavior, sleep disorders, distorted senses, and permanent damage to the liver, heart, and central nervous system. More information about addiction, the drugs and substances of “substance abuse,” and the health risks of substance abuse can be found at the following links:

[National Institutes of Health - Facts about Addiction](#)

[National Institutes of Health - The Drugs of Addiction](#)

[Illinois Department of Human Services Alcoholism and Addiction Services Page](#)

### **Rehabilitation**

CSI will encourage and assist employees with chemical dependencies to seek self-help or professional treatment and will provide students with information about local agencies and community resources to assist persons with dependency problems. There are local government and charitable agencies and resources available to assist individuals with dependency issues: Some of these resources can be found at the following link: <http://www.treatmentcentersofillinois.com/>.

### **Enforcement**

All student disciplinary enforcement under this policy shall be based on the severity of the offense and the actions of the student concerning the incident. CSI management shall be the sole judge of the sufficiency of the evidence in such matters.

Disciplinary and administrative decisions regarding this policy shall be made in a manner consistent with applicable law. CSI reserves the right to make referrals to law enforcement authorities and may permit law enforcement officials to conduct searches of CSI’s facilities at any time.

## **STANDARDS OF CONDUCT**

Students at CSI assume the obligation of conducting themselves in a manner appropriate to an educational institution. Misconduct that will expose students to disciplinary action includes, but is not limited to, the following behaviors:

1. Dishonesty, cheating, falsification
2. Obstruction or disruption of CSI activities
3. Theft or damage to Institute property
4. Being under the influence of alcohol or illegal drugs
5. Possession, distribution, sale, transfer, or use of alcohol or illegal drugs
6. Fighting or threatening violence
7. Boisterous or disruptive activity
8. Negligence or improper conduct leading to damage of Computer Systems Institute-owned or customer-owned property
9. Insubordination or other disrespectful conduct
10. Violation of safety or health rules
11. Smoking on campus
12. Sexual or other unlawful or unwelcome harassment
13. Using Computer Systems Institute equipment for purposes other than education
14. Downloading or uploading anything onto Computer Systems Institute's equipment or learning systems
15. Violation of policies

## **CORRECTIVE ACTION**

Computer Systems Institute holds each of its students to the standards of conduct (See Standards of Conduct). When a student deviates from these rules and standards, CSI will begin to take corrective action against all parties involved. Corrective action at CSI is progressive. That is, the action taken in response to a rule infraction or violation of standards typically follows a pattern increasing in seriousness until the infraction or violation is corrected. The usual sequence of corrective actions includes an oral warning, a written warning, probation, and finally termination of training. In deciding which initial corrective action would be appropriate, CSI management will consider the seriousness of the infraction, the circumstances surrounding the matter, and the student's previous record.

Though committed to a progressive approach to corrective action, Computer Systems Institute considers certain rule infractions and violations of standards as grounds for immediate discharge from the school. These include but are not limited to theft in any form; insubordinate behavior; vandalism or destruction of school property; being on school property during non-business hours; the use of school equipment without prior authorization by CSI Management; and misrepresentations of CSI to a customer, a prospective customer, the general public, or an employee.

## **DISMISSAL POLICY**

CSI reserves the right to dismiss any student whose attendance, conduct, and/or academic or financial standing does not meet the school's standards as outlined in this catalog and the Student Handbook. Students who have been dismissed from the Institute due to conduct may appeal this decision by submitting a letter in writing to the V.P. of Academics or his or her designee within seven calendar days of the dismissal. Within seven days of receipt of the appeal letter, the Program Manager, the Academic Dean, the V.P. of Academics, the Manager of Student Affairs and Externships conduct a follow-up meeting.

## **RE-ENTRY POLICY**

Students who have withdrawn from the Institute may apply for re-entry within 180 days from their last date of attendance. Re-entry candidates are required to meet with a Re-entry Specialist or designee and



complete re-entry paperwork. Students who re-enter the Institute are required to sign a new enrollment agreement and will be subject to the tuition, book fees, and any new program requirements in effect at the time of re-entry.

Students not eligible for re-entry:

- Students who have been dropped due to reaching the maximum time frame cannot re-enter CSI within 180 days
- Students who were dropped due to violating the code of conduct must follow the Appeal Process as outlined in the Student Handbook

## **RESTART POLICY**

Any student withdrawn from the Institute for more than 180 days from his or her last day of attendance (LDA) must re-apply for admission through the Admissions Department. All restarts are required to follow the application procedures outlined in the Admissions Information section of the school catalog.

## **STUDENT COMPLAINTS**

Students with a complaint of a non-academic nature relating to their experience at the school should first attempt to resolve the matter directly with the person or the office responsible for the problem. If a student has an academic issue or a concern (e.g., make-up work, instruction, etc.), he/she should contact the instructor. If this does not result in a satisfactory resolution, the next step is to talk with the Academic Dean or designee. If a student still cannot find a satisfactory resolution, he/she can take the next step and initiate a formal complaint process by submitting a written and signed complaint to Campus Leadership. A formal complaint could also include an email received directly from a student's email account. Additionally, a Feedback comment, received through the Student Portal, that includes a student's full name is also considered a written and signed formal complaint.

Complaints against the school may be registered with:

- The Illinois Board of Higher Education  
Illinois Board of Higher Education  
Division of Private Business and Vocational Schools  
1 North Old State Capitol Plaza  
Suite 333  
Springfield, Illinois 62701-1394  
Phone: (217) 782-2551  
Fax: (217) 782-8548  
<http://complaints.ibhe.org/>

## MAINTAINING STUDENT STATUS

To remain in F-1 status, a student is required to:

1. Be a full-time student (Students must be enrolled for 12 credit hours per quarter).
2. Maintain Satisfactory Academic Progress (SAP).
3. Obtain proper employment authorization before beginning any work (if applicable).
4. Report changes in address, legal name, or program within 10 calendar days of the change to the Designated School Official (DSO).
5. Obtain the DSO approval before traveling outside of the U.S.
6. Report any intention to transfer to another school, leave the country, or change the status to the DSO.
7. Obtain an updated I-20 when a funding source changes.
8. Obtain permission from the DSO before requesting a leave of absence or withdrawal from CSI.
9. Keep a valid passport and Form I-94 at all times. Expiring passports can be renewed in the United States through the embassy of the student's home country.
10. File timely requests for practical training and other changes or additions.

Students who fail to maintain their F-1 student status are considered to be “out of status” and are not eligible for any student visa benefits such as on- and off-campus employment; practical training; change of level; or registration for future courses. Out-of-status students must apply to USCIS to reinstate their F-1 status. Eligibility for student visa benefits can be regained if USCIS approves the reinstatement. For questions regarding their status reinstatement, students should see the DSO immediately.

## SOCIAL SECURITY NUMBER REGULATIONS

Federal regulations prohibit international students with an F-1 visa from receiving a valid social security number for employment purposes unless the student receives on-campus or off-campus employment, curricular practical training (CPT), or optional practical training (OPT). To apply for a social security number, students must see an International Admissions Representative, Student Affairs Advisor, or DSO who will explain the process based on the student's employment options. (See F-1 Student Employment Opportunities Section below).

The following documentation will be needed to be provided to the Social Security Office:

- A completed Form SS-5
- An I-20 Form with page 2 completed and signed by DSO
- An I-94 Form
- A valid passport
- Evidence of employment (letter from the employer with employment start and end dates)
- A confirmation letter from the DSO verifying the employment offered

Students who receive a Social Security Number must provide the number to the Registrar's Office.

## DRIVER'S LICENSE

To apply for or renew a driver's license, students should see Students Affairs on their campus.

## F-1 STUDENT EMPLOYMENT OPPORTUNITIES

### General Information

“Employment” is defined as the rendering of services on either a part-time or full-time basis for compensation, financial or otherwise. It is important to remember that the employment of F-1 international students is restricted and controlled by U.S. Citizenship and Immigration Services (USCIS) regulations. Failure to comply with USCIS regulations will result in the termination of F-1 student status.

### **Employment Eligibility Verification Form (I-9 Form)**

F-1 international students who are authorized for employment must have their employer complete the Employment Eligibility Verification Form (I-9 Form). The employer will retain the form. The I-9 Form must be updated each time a student receives a renewal of work permission. In general, F-1 students who have been in the U.S. less than five years may be exempt from Social Security (FICA) taxes. Student earnings are subject to applicable federal, state, and local taxes. Students must file a tax return on or before April 15<sup>th</sup> each year, which will determine if any of the withheld taxes can be refunded.

### **On-Campus Employment**

F-1 international students, who are enrolled full-time, may be eligible to work legally on campus. According to USCIS regulations, international students may work on campus up to 20 hours per week while school is in session and up to 40 hours per week during scheduled vacation breaks if on-campus positions are available. On-campus employment is not permitted after graduation.

Students who participate in on-campus employment are eligible to apply for a Social Security Number. The Student Affairs Department can help with the SSN application process. If approved, the DSO will provide the student with a certification letter to present to the Social Security Administration office.

### **Off-Campus Employment Based on Economic Necessity**

F-1 international students may not work off-campus unless they receive permission from the U.S. Citizenship and Immigration Services (USCIS). To qualify for work permission due to economic necessity, students must have been in the U.S. on an F-1 visa for at least one academic year, be enrolled full-time, and be in good academic standing. In addition, students must prove to USCIS that their financial circumstances have changed unexpectedly and that they no longer have sufficient funds to remain in school. They must also prove that work will not interfere with their studies. When circumstances warrant, USCIS will grant that permission based on severe and unforeseen economic hardship.

### **Practical Training**

International students cannot engage in internships/externships, including volunteer positions, without approval from the U.S. Citizenship and Immigration Services (USCIS) and CSI. There are two types of Practical Training: Curricular Practical Training and Optional Practical Training.

### **Curricular Practical Training**

F-1 students may engage in curricular practical training under certain conditions and only after receiving DSO approval. To qualify for CPT the student must:

- Continually maintain the F-1 student status in the U.S. and be active in SEVIS while applying. Students waiting for reinstatement, applicants wishing to transfer to CSI with a terminated or a completed status, or those with a newly approved status change are not eligible for CPT
- Be lawfully enrolled on a full-time basis for one academic year in the U.S. prior to CPT authorization
- Be enrolled in one of the programs where externship is an integral part of the established academic curriculum.
- Must earn 12 credits in their first quarter in the program

### **ESL students are not eligible for CPT.**

### **CPT Application and Authorization Procedures**

Students who meet all eligibility requirements for CPT must submit the following paperwork:

- Externship/Cooperative Site Agreement signed by the student, externship supervisor, and Academic Dean or designee

- A signed externship offer letter is printed on the employer’s letterhead. The letter must include the title and responsibilities of the position, name of the supervisor and address of the externship site, number of externship hours per week, and start and end date of the externship assignment.

If the CPT request is approved, the student will receive a new I-20 Form with CPT authorization. Students may engage in CPT employment only after they have received the I-20 Form with CPT authorization from the DSO. Work authorization is valid only for the specific externship site, the time period, and part-time or full-time basis as approved and recorded by the DSO as evidenced on the I-20 Form. Students can neither begin working until the CPT has been approved, nor continue employment beyond the date listed on their I-20 Form.

### **Maintaining CPT authorization**

To maintain their CPT authorization students must:

- Maintain full-time enrollment at all times while participating in CPT. CPT authorization will be voided if a student falls below the full-time status or is withdrawn from the program. Students authorized to take a leave of absence will not be eligible for CPT during the time of the leave.
- Maintain Satisfactory Academic Progress (SAP) by attending classes and completing coursework including externship classes.
- Complete all externship requirements as prescribed by their program of study.
- Engage in externship only at the approved externship site, during the time period, and on a part-time or full-time basis as authorized by the DSO on the I-20 Form
- Immediately report any termination of externship to the Student Affairs Advisor and DSO.

### **Loss of Externship**

All students who lose their externship site during their academic term must self-report to Student Affairs. Failure to report may result in administrative withdrawal from the program and may affect student status. If the loss of employment occurs during the academic term, students are responsible for the remaining hours needed in the externship to receive academic credit. Students are also responsible for ensuring a new externship is found and verified in a timely manner according to the externship process. Failure to complete the required hours in the academic term may cause the student to fail the course and/or implicate their SAP progress. For students with approved CPTs, failing the Externship Course will result in the loss of externship eligibility in the subsequent quarter of the same program.

### **Optional Practical Training**

Optional Practical Training (OPT) is a 12-month full-time work authorization approved by USCIS to work in the field of study upon completion of all program requirements. OPT employment must be listed on student I-20. Initial employment may begin only after an Employment Authorization Document (EAD card) has been received from USCIS.

Eligibility for OPT:

- F-1 students who completed 1 academic year of full-time study
- F-1 students who completed all coursework requirements
- Hold valid F-1 status
- Good academic standing
- Employment must be in the student's major field of study

The I-765 and I-20 with recommended OPT must be received by USCIS no sooner than 90 days before the student’s expected date of completion, and no later than 60 days after the program end date. In addition, the Form I-765 and I-20 in support of OPT must be received by USCIS no later than 30 days after the DSO updates SEVIS with the OPT recommendation. OPT authorization process can take up to 4 months to obtain. For OPT Application process the following documents have to be submitted to USCIS:

- I-765 Form

- 2 passport-style photos
- Copy of student I-94 (both front and back)
- Copy of unexpired passport page
- Copy of F-1 visa
- Copy of previously issued EAD cards
- Recommendation for OPT from DSO in SEVIS
- New I-20 with employment information (not required at the time of application) issued by DSO
- Previously issued I-20 with CPT

Approval process:

- DSO determines a student's eligibility to apply for OPT
- DSO recommends OPT in SEVIS.
- Student files I-765 application with USCIS for EAD card.
- Work can begin only after receiving the EAD issued by USCIS, and on or after the start date on the EAD.

Students have to make an appointment with DSO to be instructed on how to apply to USCIS for the EAD card.

Students on OPT are limited to an aggregate maximum of 90 days of unemployment.

## **TRAVEL**

Students who plan to travel outside of the U.S. including trips to Canada or Mexico must first meet with and receive approval from the Academic Dean or designee prior to getting DSO approval for international travel. Students will need to have appropriate documentation before leaving the country, otherwise, they may be denied re-entry into the U.S. To receive DSO approval, the student must submit the following documents to the Student Affairs Department at least two weeks before the intended departure date:

- Current I-20
- Copy of their Passport (must be valid at least six months from the departure date)
- I-94 card
- Proof of travel

## **TRANSFERRING OUT**

Students planning to transfer to another school in the U.S. should first consult with DSO on their transfer eligibility. To complete the transfer the student must provide the following documents to the Student Affairs advisor on their campus:

- A transfer form and acceptance letter
- The accepting institution's address and contact information
- The student must update their contact information before transferring out

To be transferred "in status" students must be in good academic standing with CSI. Students are advised to verify with the new school's DSO their transfer eligibility and start requirements to maintain their F-1 status.

Transfer out requests take 5 – 10 business days to process.

## ACADEMIC POLICIES

### ATTENDANCE POLICY AND METHODS OF DOCUMENTING ATTENDANCE

Attending classes daily is critical to a student's academic success. Computer Systems Institute expects students to attend classes regularly. Poor attendance or excessive absences will negatively affect a student's grade.

Computer Systems Institute factors in students' attendance rate as part of their final grade. A student's attendance rate is calculated based on the number of hours of class time the student is marked present divided by the number of hours the student is scheduled to be present in the classroom.

Questions or concerns regarding attendance policies may be directed to the Course Instructor, Academic Dean, Program Manager, or the Registrar's Office. The Course Instructor for a class is the only member of the Academic team that may enter or modify attendance for any given class while it is in session. The Registrar's Office is the only other department in the school that also has this capability, primarily to be used in the cases of Course Instructor absence or Course Instructor request. Upon completion of the class session, the ability to modify attendance records is limited to the Registrar's Office to correct errors as identified by the Course Instructor or identified by CSI in the event of the instructor's separation from it.

Attendance is taken and recorded daily and attendance records are maintained by the Registrar. To be considered present, students must physically attend the class at the location as designated by the Course Instructor and approved by CSI during the times established by the official course schedule.

### ADDITIONAL ATTENDANCE REQUIREMENTS

Continuing students must attend at least one of their scheduled classes within 2 weeks of the quarter start date. Failure to meet this requirement will result in CSI administratively withdrawing the student from the program.

#### **Skill Building, Language Programs, and Cultural Immersion Course Attendance Policy**

During the academic term, students who fail to post attendance for at least one class for three consecutive weeks will be subject to administrative withdrawal on the 21<sup>st</sup> day of absence from their scheduled class. If the student fails to carry out CSI's procedures to "revert" this status, he or she will be officially administratively withdrawn by CSI. The student will then be ineligible to continue at Computer Systems Institute in his or her scheduled program.

To "revert" from the administrative withdrawal status, the student must meet with the Academic Dean or Designee, sign a low attendance warning, and post attendance in his or her next scheduled class immediately following the three-week period of absence.

#### **Computer Technology, Healthcare Programs, and the Business Career Program Attendance Policy**

During the academic term, students who fail to post attendance for at least one class for two consecutive weeks will be subject to administrative withdrawal on the 14<sup>th</sup> day of absence from their scheduled class. If the student fails to carry out CSI's procedures to "revert" this status, he or she will be officially administratively withdrawn by CSI. The student will then be ineligible to continue at Computer Systems Institute in his or her scheduled program.

To "revert" from the administrative withdrawal status, the student must meet with the Academic Dean or Designee, sign a low attendance warning, and post attendance in his or her next scheduled class immediately following the two-week period of absence.

#### **Academic Dean or Designee Counseling**

The purpose of the above-referenced meeting with the Academic Dean or his or her designee is to provide

counseling and support to the student with excessive absences to 1) identify the causes for the excessive absences; 2) assist the student with addressing such causes, such as assistance in finding affordable childcare or reliable transportation; and 3) to make a realistic assessment about the student's ability to successfully complete the program.

## **CSI HYBRID 2 (H2) ATTENDANCE POLICY**

Attendance is critical to the success of students in hybrid academic programs, where both face-to-face (in-person and synchronous in Zoom) and asynchronous coursework require active engagement and participation. The policy below outlines the 14-day attendance policy as well as additional attendance requirements for the Hybrid 2 (H2) model.

### 14-DAY ATTENDANCE POLICY

During the academic term, students who fail to post attendance for at least one class for two consecutive weeks will be subject to administrative withdrawal on the 14th day of absence from their scheduled class. If the student fails to carry out CSI's procedures to "revert" this status, he or she will be officially administratively withdrawn by CSI. The student will then be ineligible to continue at Computer Systems Institute in his or her scheduled program.

To "revert" from the administrative withdrawal status, the student must meet with the Academic Dean or Designee, sign a low attendance warning, and post attendance in his or her next scheduled class immediately following the two-week period of absence.

### IN-PERSON ATTENDANCE REQUIREMENTS: HYBRID 2

Students are expected to attend all regularly scheduled in-person class sessions on campus and complete all assignments. Should absence, tardiness or early departure be necessary during the face-to-face sessions, students are responsible for the material covered during the absence. In addition to the 14-day attendance policy, students in programs that follow the Hybrid 2 model at CSI have additional attendance requirements.

- **5-week Courses:** If a student misses 2 in-person on-campus class sessions, the student will be issued an Attendance Warning. If a student misses 3 in-person on-campus class sessions, they will be put on Attendance Probation. Any additional in-person on-campus absences will result in dismissal from the program. Once an Attendance Warning or Academic Probation is issued, it remains on the student's account for the duration of the course.
- **10-week Courses:** If a student misses 4 in-person on-campus class sessions, the student will be issued an Attendance Warning. If a student misses 6 in-person on-campus class sessions, they will be put on Attendance Probation. Any additional in-person on-campus absences will result in dismissal from the program. Once an Attendance Warning or Academic Probation is issued, it remains on the student's account for the duration of the course.

### ASYNCHRONOUS PARTICIPATION: HYBRID 2

Participation in an asynchronous component of a hybrid program is defined as an active completion of coursework that may include discussions, written assignments, and other activities. If a student fails to complete the asynchronous coursework for three consecutive weeks, they will be issued a Participation Warning. Any additional failure to complete asynchronous coursework may result in dismissal from the program. Once a Participation Warning is issued, it remains on the student's account for the duration of the course.

### ACCOMMODATION REQUESTS

Students with documented disabilities, specific learning needs, or significant life events outside of their control who require accommodations related to attendance (whether for in-person or synchronous Zoom sessions) must contact their Academic Dean and/or Program Manager as early as possible. All reasonable

accommodations will be made in accordance with CSI institutional policies.

### **CSI HYBRID 3 (H3) ATTENDANCE POLICY**

Attendance is critical to the success of students in hybrid academic programs, where both face-to-face (in-person and synchronous in Zoom) and asynchronous coursework require active engagement and participation. The policy below outlines the 14-day attendance policy as well as additional attendance requirements the Hybrid 3 (H3) model.

#### 14-DAY ATTENDANCE POLICY

During the academic term, students who fail to post attendance for at least one class for two consecutive weeks will be subject to administrative withdrawal on the 14th day of absence from their scheduled class. If the student fails to carry out CSI's procedures to "revert" this status, he or she will be officially administratively withdrawn by CSI. The student will then be ineligible to continue at Computer Systems Institute in his or her scheduled program.

To "revert" from the administrative withdrawal status, the student must meet with the Academic Dean or Designee, sign a low attendance warning, and post attendance in his or her next scheduled class immediately following the two-week period of absence.

#### IN-PERSON ATTENDANCE REQUIREMENTS: HYBRID 3

In addition to the 14-day attendance policy, students in Hybrid 3 programs at CSI have additional attendance requirements. Attendance of the scheduled 3-day in-person on-campus period is mandatory. All students must make appropriate arrangements at the start of the quarter to ensure their physical presence during the stated period. Students are required to attend at least 80% of the scheduled time for each day of the 3-day in-person on-campus period. If a student attends less than 80% of the scheduled time on any day of the 3-day in-person on-campus period, the student must attend a scheduled make-up day for each day they did not attend at least 80% and pay an associated fee outlined in the Student Handbook. Failure to attend the scheduled make-up day(s) will result in dismissal from the program.

#### ASYNCHRONOUS PARTICIPATION: HYBRID 3

Participation in an asynchronous component of a hybrid program is defined as an active completion of coursework that may include discussions, written assignments, and other activities. If a student fails to complete the asynchronous coursework for three consecutive weeks, they will be issued a Participation Warning. Any additional failure to complete asynchronous coursework may result in dismissal from the program. Once a Participation Warning is issued, it remains on the student's account for the duration of the course.

#### ACCOMMODATION REQUESTS

Students with documented disabilities, specific learning needs, or significant life events outside of their control who require accommodations related to attendance (whether for in-person or synchronous Zoom sessions) must contact their Academic Dean and/or Program Manager as early as possible. All reasonable accommodations will be made in accordance with CSI institutional policies.

### **EXTERNSHIP**

All students who lose their externship site during their academic term must self-report to Student Affairs. Failure to report may result in administrative withdrawal from the program and may affect student status. If the loss of employment occurs during the academic term, students are responsible for the remaining hours needed in the externship to receive academic credit. Students are also responsible for ensuring a new externship is found and verified in a timely manner according to the externship process. Failure to complete the required hours in the academic term may cause the student to fail the course and/or implicate their SAP progress. For SBA, SMP, and AAP students, failing the Externship Course will result in the loss of externship eligibility in the subsequent quarter of the same program.



## **ATTENDANCE RECORDS**

CSI maintains attendance records electronically for all programs. The computer attendance database is the official record of attendance. An appeal may be filed within five (5) calendar days following the end of a course/quarter to challenge a student's official record.

## **LEAVE OF ABSENCE (LOA)**

Students granted an approved Leave of Absence can temporarily stop attendance in their program of study without affecting their satisfactory academic progress or being withdrawn from the school during the timeframe of an approved LOA.

Reasons for granting an approved leave of absence may include, but are not limited to:

- Illness or medical condition

## **LEAVE OF ABSENCE (LOA) – INTERNATIONAL STUDENT**

Only an illness or other medical condition of the international student may justify an interruption in a full course of study (LOA).

- The medical condition must be substantiated by “medical documentation from a licensed medical doctor, doctor of osteopathy, or licensed clinical psychologist.”
- LOA can be granted for no more than 12 months in the aggregate during the course of study.
- LOA authorizations for medical reasons must be approved by the DSO prior to the reduction in course load.

The DSO must reauthorize a leave of absence every quarter. The regulations require the student to present current medical documentation to support each LOA authorization. If the interruption in studies caused by illness or medical conditions delays the student's completion of the course of study to a date beyond the completion period on Form I-20, care must be taken to extend the student's program and I-20 before the completion date.

### **Leave of Absence Request Procedures and Required Documentation**

To be considered for an approved Leave of Absence (LOA), a student must submit the following documentation to the Student Affairs Department or Registrar's Office:

- Student Action Report (SAR) indicating the LOA's start and end dates must be signed by the student and a representative of Student Affairs or the Registrar's Office.
- Supporting documentation

Leave of Absence requests will not be approved if circumstances leading to the request are not likely to be resolved by the end of the requested LOA period, if supporting documentation is not provided, or if there is no indication that the student intends to return to school after the end of the LOA period.

### **Re-Admission Following a Leave of Absence**

A student must return on the first day of the course/module immediately following the end of the approved LOA period and meet with Student Affairs or Registrar's Office representative to sign a return from LOA SAR.

### **Failure to Return from a Leave of Absence**

A student who fails to return from an LOA on or before the first day of the course/module immediately following the end of the approved LOA period will be withdrawn from Computer Systems Institute.

A student's last date of attendance prior to the approved LOA will be used to determine the amount of funds the Institution earned and make any refunds that may be required under federal, state, and

institutional policies (see School Tuition Refund Policy). Payment arrangements must be made for any outstanding balances.

**Additional Information for F-1 Students:**

DSO approval is required for all Leave of Absence requests.

The DSO may authorize an extended LOA period for an aggregate of 12 months due to a student's medical condition. The student must provide current medical documentation from a licensed medical doctor, doctor of osteopathy, or licensed clinical psychologist to the DSO to substantiate the illness or medical condition and the DSO must reauthorize an extended Leave of Absence for each new module or quarter.

**SCHEDULE CHANGES**

Schedule changes can be requested through the Student Affairs Department and or Registrar's Office on campus.

Students can request a schedule change by the add/drop/schedule change dates published in the calendar. All schedule change requests are subject to seat availability and are not guaranteed. All schedule change requests are subject to a \$25.00 fee if the request is approved. The fee is not refundable if a student cancels the request after the schedule change was processed. Approved and processed schedule changes are not guaranteed after the first week of the quarter if the student's quarter tuition and fees have not been paid in full. If the approved early schedule change request is canceled due to unpaid quarter tuition and fees, the \$25.00 schedule change fee will not be refunded. All holds on student records (Records Hold, Student Affairs, and Business Office hold) must be resolved before schedule change requests can be approved.

**CAMPUS CHANGES**

Campus changes can be requested through the Student Affairs Department and or Registrar's Office on campus.

Students can request a campus change by the add/drop/schedule change dates published in the calendar. All campus change requests are subject to seat availability and are not guaranteed. All campus change requests are subject to a \$25.00 fee if the request is approved. The fee is not refundable if a student cancels the request after the campus change was processed. Approved and processed campus changes are not guaranteed after the first week of the quarter if students' quarter tuition and fees have not been paid in full. If the approved early campus change request is canceled due to unpaid quarter tuition and fees, the \$25.00 campus change fee will not be refunded. All holds on student records (Records Hold, Student Affairs, and Business Office hold) must be resolved before campus change requests can be approved.

**PROGRAM CHANGES**

Program changes can be requested through the Student Affairs Department and or Registrar's Office on campus. All program changes must be requested in writing prior to the start of a module, course, or quarter. Students may not attend a new program without approval. Students on an F-1 student visa need to receive approval from Academics, Registrar, Business Office, and DSO Departments. Under normal circumstances, the student will be able to start attending classes on the first day of the next available module/course/quarter. The Academic Dean or Registrar can postpone or deny the requested program change due to limited course availability or classroom space.

All applicable courses will be transferred to the new program. Students who change programs may incur additional charges that reflect the new program tuition and fees.

The following limits apply to program changes:

Type of Programs	Students in Good Academic Standing	Students Not Meeting SAP
Skill Building	3 times during continuous enrollment	1 time during continuous enrollment
ESL	3 times during continuous enrollment	1 time during continuous enrollment
CS Foundation	3 times during continuous enrollment	1 time during continuous enrollment
CS Essential	3 times during continuous enrollment	1 time during continuous enrollment
CS Expert	3 times during continuous enrollment	1 time during continuous enrollment
Business Career Program	3 times during continuous enrollment	1 time during continuous enrollment
Healthcare Career Program	3 times during continuous enrollment	1 time during continuous enrollment
Networking Career Program	3 times during continuous enrollment	1 time during continuous enrollment

## WITHDRAWAL FROM SCHOOL

An official withdrawal from Computer Systems Institute will be documented in writing through the Student Affairs Department. Students intending to withdraw are asked to notify the Student Affairs Department by telephone, in person, or in writing to provide the official notification. During the withdrawal process, students are asked to provide the official date of withdrawal and the reason for withdrawing in writing. Once the process of withdrawal begins, the student or a staff member of the Student Affairs Department will complete all necessary form(s).

## DATE OF DETERMINATION (DOD)

The date of determination (DOD) is the date CSI determines that a student will not return to class. **See refund policy for more details.**

Business Career, Healthcare Career, Networking Career, CS Foundation, and CS Essential, the DOD is the earliest of the following three (3) dates:

- The date the student notifies CSI (verbally or in writing) that he or she is not returning to class
- The date the student is dismissed from the Institute
- The date that is no later than the fourteenth calendar day after the last date of attendance (LDA)

Scheduled breaks of 5 days or more are excluded when calculating the DOD. For students who fail to return after an official Leave of Absence (LOA), the DOD is the date the student was scheduled to return to class.

For Skill Building and English as Second Language programs, the DOD is the earliest of the following three (3) dates:

- The date the student notifies CSI (verbally or in writing) that he or she is not returning to class
- The date the student is dismissed from the Institute
- The date that is no later than the twenty-first calendar day after the last date of attendance (LDA).

Scheduled breaks of 5 days or more are excluded when calculating the DOD.

For students who fail to return after an official Leave of Absence (LOA), the DOD is the date the student was scheduled to return to class.

## ADVANCEMENT AND GRADUATION

The following general policies apply to advancement and graduation:

- All students are bound by the course catalog under which they matriculate
- All students must meet their administrative and financial obligations to the Institute before being allowed to receive their Certificate of Completion and or official transcript
- Payment arrangements must be made on any outstanding balances at the time of completion of the program

## MINIMUM REQUIREMENTS FOR GRADUATION

The minimum requirement for graduation is a cumulative grade point average (CGPA) of 2.00 and a completion rate of 66.67% of the program. Students not meeting the 2.00 CGPA requirement at the end of their program of study will be considered not meeting graduation requirements and will be processed as completers. Students who completed their program but did not meet graduation requirements will not be issued a Certificate of Completion but are eligible to receive an official transcript.

### TIME LIMITS FOR COMPLETION OF PROGRAMS

CSI requires that all students maintain a completion rate of 66.67% to complete their course requirements within a maximum of 150% of their program’s prescribed length.

### LATE WORK POLICY

Students will be assessed a penalty of 10 points on any late work submitted past the assigned due date. The assigned due date will be one week after the work was assigned. No work will be accepted after the last class meeting of the quarter. \*

\*effective 1/9/17

### GRADING SCALE

A=100-90	Quality Points	4.00
B=89-80	Quality Points	3.00
C=79-70	Quality Points	2.00
F=69 and below	Quality Points	0.00

### OTHER GRADE DEFINITIONS

GRADE	DEFINITION OF GRADE	DESCRIPTION OF GRADE	GPA CALCULATION
AU	Audit	The student has audited the course.	Not calculated in the GPA
FAIL*	Fail	The student has taken the course on a pass/fail basis and failed to earn credit.	Not calculated in the GPA
I	Incomplete	Some coursework outstanding	Not calculated in the GPA
IP	In Progress	A grade was not available at the time the transcript was printed.	Not calculated in the GPA
PASS	Pass	The student has taken the course on a pass/fail basis and earned credit.	Not calculated in the GPA
TR	Transfer Credit	Credits accepted for transfer	Not calculated in the GPA
W	Withdrawal	The student has withdrawn from the module.	Not calculated in the GPA
WD*	Withdrawn Dropped	The student withdrew from school	Not calculated in the GPA

\*Effective 12/01/12

### GRADE FORGIVENESS POLICY

(Policy applies to students with enrollment date prior to 8/11/2014)

Once a student passes a previously failed class, the previous grade(s) of “F” is no longer calculated toward GPA and CGPA.

The repeated course (or the renumbered substitute for that course) must be passed at Computer Systems Institute.

Grades of "W", "WD", "PASS", "I", "TR", or "AU" may not replace previous "F" grades. Only a regular letter grade of "A", "B" or "C" can be used to replace the forgiven grade(s).

All the grades will appear on the transcript, but only the final passing grade will be used in computing GPA and CGPA. On the transcript, grades excluded from GPA and CGPA calculation will appear to the right of the number in the Attempted Hours column.

In-program honors (Honor Roll, Dean's or President's honor lists), Academic Standing (warning, probation, suspension), or previous grade point totals will not change retroactively as a result of applying this policy. This policy does not supersede established policies for Satisfactory Academic Progress or other GPA/CGPA requirements set by Federal or state laws and regulations.

## **INCOMPLETE GRADE POLICY**

An "I" (Incomplete) is a temporary grade, which may be given at the Academic Dean or designee's discretion if the following criteria are met:

- At least 70 percent of the required on-site, synchronous, and asynchronous course work is completed. Required work may be reasonably completed within 30 days of the final grade due date.
- The Incomplete grade is not given as a substitute for a failing grade.
- The Incomplete grade is not based solely on a student's failure to complete work or as a means of raising his or her grade by doing additional work after the grade report time.
- The student initiates the request for an Incomplete grade prior to the end of a module by meeting with the Academic Dean or designee.
- If the Academic Dean or designee agrees to grant an incomplete, the classroom instructor and the student will coordinate an Incomplete Grade Contract Form with specific requirements prior to the end of the module.
- Language program students who missed the final exam/quiz, but otherwise have a passing grade in all other grade book categories have 10 business days after the last day of the quarter to complete the final exam.

Appropriate grades must be assigned in all other circumstances. A student who receives a grade of Incomplete must progress to the next course while simultaneously completing the outstanding work for the course with the grade of Incomplete. A grade of Incomplete cannot be awarded in place of a failing grade when a student is required to repeat a course. An Incomplete grade is not calculated toward a student's GPA/CGPA. Additionally, an Incomplete grade may not be considered a passing grade for purposes of determining academic standing or for other purposes.

### **Procedure for Requesting an Incomplete Grade**

1. The student contacts the Academic Dean or designee and explains the need for an Incomplete.
2. If the Academic Dean or designee grants the request, he or she completes an Incomplete Grade Contract Form.
3. The Academic Dean or designee and the student sign the Incomplete Grade Contract Form.

The purpose of the Incomplete Grade Contract Form is to list the coursework that the student must complete by a certain date for the Incomplete to be removed and replaced with a grade. Both the Academic Dean or designee and the student are required to sign the form and retain a copy.

Once the course work is completed and the Academic Dean or designee assigns the appropriate grade on a Change of Grade Form, it is submitted to the Registrar's Office for processing. The new grade will be included in the calculation of the GPA/CGPA.

The grade change will appear only on the student’s transcript. The final grade roster and the grade book will continue to show the original grade submitted for the course. The reported final grade(s) may not be changed based on reexamination, completion of additional work, or re-evaluation of existing work.

## GRADE CHANGE POLICY

Grades reported by faculty members are generally considered permanent and final; however, there are circumstances in which a grade change may be requested. Typical reasons include:

- A correction to a clerical or a procedural error
- The replacement of an incomplete grade with the appropriate final grade

Deadlines for grade changes can be found in the table below:

TYPE OF GRADE CHANGE	TIMELINE
From a passing grade to a failing grade	Within 5 days of the next course
From a failing grade to a passing grade	Within 5 days of the next course
From a grade of Incomplete to a passing grade	Within 30 days of the final grade due date
From a passing grade to a passing grade	Within 30 days of the final grade due date

The grade change(s) will appear only on the student’s transcript. The final grade roster and the grade book will continue to show the original grade submitted for the course.

A correctly reported final grade may not be changed based on reexamination, completion of additional work, or reevaluation of existing work.

### Procedure for Implementing a Grade Change

1. The student contacts the Academic Dean or designee and explains the need for a grade change
2. If the Academic Dean or designee grants the request, he/she completes a Grade Change Form
3. The completed Grade Change Form is forwarded to the Registrar’s Office
4. The Registrar’s Office processes all approved grade changes within two business days
5. All processed grade changes are viewable through the My Progress Portal the next business day

## GRADE APPEAL

The purpose of a grade appeal is to allow students to dispute an alleged academic injustice related to a final grade. This action is appropriate only when there is alleged arbitrary and capricious behavior on the part of the instructor.

Arbitrary behavior refers to a grading decision for which there is no sound academic reason or when a decision is based solely on preference or whim.

Capricious behavior refers to a grading decision not based on a reasonable and announced grading policy or procedure.

### Grade Appeal Procedure

1. Students wishing to appeal a course grade should obtain a Grade Appeal Form from the Academic Dean’s Office or the Registrar’s Office
2. Once the student completes the Grade Appeal Form, he/she must submit it to the Academic Dean or designee
3. The Grade Appeal Committee consisting of the Academic Dean or designee and the Registrar or designee reviews the Grade Appeal Form within three business days of receipt of the appeal. The decision of the Grade Appeal Committee is final and cannot be appealed

4. If a grade change is granted, the Grade Change Form is forwarded to the Registrar's Office by the Academic Dean or designee
5. The Registrar's Office will process all approved grade changes within two business days, and the updated grade will be viewable through the My Progress Portal the next business day
6. If the grade appeal is denied, the Grade Appeal Form with an attached explanation will be submitted to Registrar's Office by the Academic Dean or designee
7. The Academic Dean or designee will notify students of the outcome of their grade appeal

## **TRANSCRIPTS AND STUDENT RECORDS**

CSI maintains student records following the requirements of all governing bodies. Upon successful completion of their program, students will receive a Certificate of Completion, provided they do not have any administrative, financial, or academic holds with CSI.

CSI issues two types of transcripts:

1. Official transcripts, the content of which is signed by the Registrar with the official seal of CSI
2. Unofficial transcripts stamped "Unofficial Transcript," or "Unofficial Issued to Student"

Students may request their academic transcript at any time from Registrar's Office.

- Official Transcripts will not be issued to current or former students with an outstanding balance
- Official transcripts and reissued Certificates of Completion cost **\$5 per copy**
- Design, wording, and signatures on the replacement Certificate of Completion will be those currently in use by the Institute and may be different from the ones printed on the original Certificate of Completion.
- Official transcript requests must be requested through the Transcript Request Form.

## **RELEASE OF TRANSCRIPTS TO STUDENTS WITH OUTSTANDING BALANCE**

CSI will issue an official transcript to a current or former student with an outstanding balance if the request meets at least one of the criteria listed below:

- Financial obligations have been met for the payment period(s) or an arrangement has been made with the Business Office to pay the balance at the time the request is made.
- Official transcript is required to complete a job application.
- Official transcript is requested to transfer from one institution of higher education to another.
- Official transcript is requested to apply for State, Federal, or institutional financial aid.
- Official transcript is requested to join the United States Armed Forces or Illinois National Guard.

## **SATISFACTORY ACADEMIC PROGRESS (SAP)**

The Satisfactory Academic Progress policy applies to all students enrolled in all programs offered at Computer Systems Institute. All periods of a student's enrollment at CSI are used in determining Satisfactory Academic Progress.

### Evaluation Points

To determine overall satisfactory academic progress, CSI programs are divided into evaluation periods. The evaluation period is the period between two evaluation points.

CS Foundation, CS Essential programs, CS Expert and Business, Healthcare, and Networking Career Programs, satisfactory academic progress is evaluated at 25% of the normal program length and then at the end of each payment period.

- Normal Program Length – 36 quarter credits

- 25% of the normal program length – at least 9 quarter credits attempted

For Customer Service Specialist, Hospitality Industry Professional, Administrative Assistant Professional, Sales and Marketing Professional, and Small Business Administrator Programs, satisfactory academic progress is evaluated at the end of each quarter.

- Normal Program Length – 48 quarter credits

For Beginner ESL, Intermediate ESL, Advanced ESL, General Writing, Literature, and Communication Programs, satisfactory academic progress is evaluated at the end of each quarter.

- Normal Program Length – 36 quarter credits

Satisfactory Academic Progress is measured by:

- 1) A student’s cumulative grade point average (CGPA) – a qualitative component
- 2) A student’s pace of completion (progress toward the completion of their program, completion rate) – a quantitative component

To be considered as making satisfactory academic progress, a student must achieve minimum requirements for both CGPA and pace of completion at each evaluation point according to the charts below:

<b>CS Foundation, CS Essential, CS Expert, and Career Programs SAP Requirements (both requirements must be met)</b>	<b>25% of the normal program length</b>	<b>End of the 1<sup>st</sup> payment period/ midpoint</b>	<b>End of the 2<sup>nd</sup> payment period</b>
CGPA	1.5	2.00	2.00
Pace of completion	50%	66.67%	66.67%

<b>CSS, HIP, AAP, SBA, SMP Programs SAP Requirements (both requirements must be met)</b>	<b>End of 1<sup>st</sup> quarter</b>	<b>End of 2<sup>nd</sup> quarter</b>	<b>End of the 3<sup>rd</sup> and all consecutive quarters within 150% of the Program Length</b>
CGPA	2.0	2.00	2.00
Pace of completion	100%	50%	66.67%

<b>Beginner ESL, Intermediate ESL, Advanced ESL, and General Writing, Literature, Communication Programs SAP Requirements (both requirements must be met)</b>	<b>End of 1<sup>st</sup> quarter</b>	<b>End of 2<sup>nd</sup> quarter</b>	<b>End of the 3<sup>rd</sup> and all consecutive quarters within 150% of the Program Length</b>
CGPA	2.0	2.00	2.00
Pace of completion	100%	50%	66.67%

SAP Evaluation Procedures

The following actions will occur at each SAP evaluation point:

1. Each student’s CGPA is reviewed to determine if the student is meeting the minimum SAP standard
2. Each student’s pace of completion is reviewed to determine if the student is meeting the minimum SAP standard



### SAP Warning

Students who are not meeting SAP for the first time will be placed on SAP Warning status until the end of the evaluation period. A student may not be granted consecutive SAP warning statuses.

SAP Warning status is assigned without an appeal or other action needed by the student. Students will be notified within five business days of being placed on SAP Warning status. Students on SAP Warning are encouraged to participate in academic advising.

Students placed on SAP Warning and still failing to meet SAP standards at the next evaluation point will be academically suspended and must appeal to remain in the program of study.

### Appeal Due to Mitigating Circumstances

A student may appeal the academic suspension if extenuating circumstances interfered with the student's ability to meet Satisfactory Academic Progress standards. An appeal letter addressed to SAP Committee must include an explanation of the circumstances that caused the student's unsatisfactory progress, as well as what has changed in the student's situation that would result in the improvement of progress. The student must be able to provide documentation to support mitigating circumstances.

Circumstances must meet one of the following criteria:

- Prolonged illness, medical condition, or injury to the student or an immediate family member
- Death of an immediate family member
- Other extenuating circumstances beyond the student's control

Documentation may include but is not limited to:

- Physician's letters and hospital records
- Death certificate or obituary
- Court or police documents
- Letters from third-party professionals on their letterhead

The appeal may not be based upon the lack of knowledge of SAP standards or the lack of knowledge that the student's F-1 status was in jeopardy.

### Appeal Process and Deadlines

<b>Appeal Submission Deadlines</b>	
<b>CS Foundation, CS Essential, CS Expert and Career Programs</b>	5 business days following the SAP Suspension notice
<b>Customer Service Specialist, Hospitality Industry Professional, Administrative Assistant Professional, Sales and Marketing Professional, Small Business Administrator, Beginner ESL, Intermediate ESL, Advanced ESL, General Writing, Literature, and Communication Program</b>	By the 10 <sup>th</sup> business day of the quarter immediately following the quarter in which the student was placed on SAP Suspension

To appeal the student must:

- 1) Submit an appeal letter addressed to SAP Committee by the deadline
- 2) Attach official documentation of the mitigating circumstances that affected the student's academic performance
- 3) Continue to attend regularly-scheduled classes while the appeal is under review

If an appeal is not submitted by the deadline, the student will be academically dismissed and must request readmission through standard admission procedures.

All appeals will be reviewed within five business days of the appeal submission. The Registrar's Office will provide notice to the student concerning the result of the student's appeal within three business days following the decision. The notice will be sent to the student's csinow.edu email account.

If the appeal is approved, the student will be placed on SAP Probation for one evaluation period. If the appeal is denied, the student will be academically dismissed. Students who are dismissed due to denied suspension appeal are not able to re-enroll into the school for 180 days from their last day of attendance in the program from which they were dismissed. (See procedures for Reestablishing Satisfactory Academic Progress)

#### SAP Probation

SAP Probation is a status assigned to a student who fails to make satisfactory academic progress and who has successfully appealed and has had his or her enrollment reinstated for one evaluation period. Students on SAP Probation must participate in academic advising as deemed necessary by the school as a condition of their probation. Students placed on SAP Probation who are not meeting SAP at the next evaluation point may be eligible to have their Probation status extended for one consecutive evaluation period at a time if they are meeting the conditions of their Academic Recovery Plan.

#### Academic Advising

Students on SAP Probation must participate in academic advising as deemed necessary by the school as a condition of their status.

#### Academic advising includes but is not limited to the following:

1. Students must meet with their Instructor and/or Program Manager and/or Academic Dean to complete an Academic Recovery Plan
2. Students may have to participate in tutoring if deemed necessary by the Instructor and/or Program Manager and/or Academic Dean

#### Procedures for Reestablishing Satisfactory Academic Progress

If a student is not meeting SAP requirements after one probationary period, he or she will be academically dismissed. Students whose CGPA met SAP standards at the moment of dismissal but whose pace of completion was below SAP standards may reestablish their Satisfactory Academic progress.

#### Maximum Time Frame

Students who fail to complete the program within 150 percent of the program length will be academically dismissed from Computer Systems Institute due to exceeding the Maximum Time Frame (MTF). Students dismissed due to exceeding MTF may return to Computer Systems Institute and reapply for admission after 180 days from their last day of attendance in the program from which they were dismissed. Students will need to go through all the steps of the admissions process.

#### Graduation Requirements and SAP

Students who are not meeting 2.00 CGPA requirements at the end of their program of study will be considered completers. A completer is a student who has attempted and earned the maximum allowable number of credits for the program of study but did not meet a graduation requirement of a 2.00 CGPA in the program.

### Calendar System, Academic Year

Computer Systems Institute’s Calendar System and Academic Year differ by program. Students should use the chart below to determine the calendar system and academic year length of their program of study

Program Name	Calendar System	Academic Year
CS Foundation Program CS Essential Program CS Expert CS General Education Career Programs	Nontraditional/Non-term	Nontraditional/Non-term
Beginner ESL Program Intermediate ESL Program Advanced ESL Program Communication Program General Writing Program Literature Program	Quarter	3 Quarters
Customer Service Specialist, Hospitality Industry Professional, Administrative Assistant Professional, Sales and Marketing Professional, Small Business Administrator Programs	Quarter	4 Quarters

### Quarter Definition

Computer Systems Institute defines a Quarter as an Academic Calendar unit at least 10 instructional weeks long

### Credit Hour Definition

All credit hours are calculated based on quarter credit hours. One-quarter credit hour equals, at a minimum, 10 classroom hours of lecture, 20 hours of laboratory, and 30 hours of practicum. The formula for calculating the number of quarter credit hours for each course is  $(\text{hours of lecture}/10) + (\text{hours of lab}/20) + (\text{hours of practicum}/30)$ .

### Contact Hour Definition

CSI provides 55 minutes of supervised or directed instruction and 5-minute breaks for every hour of instruction.

### Published Program Length

Published program length is the number of quarter credit hours or clock hours required to complete the program of study as defined in the CSI Academic Catalog for each program.

### Maximum Time Frame

Maximum Time Frame (MTF) is a period that is no longer than 150% of the published length of the education program.

For example, students enrolled in a program that is 36-quarter credits long have to complete all program requirements successfully and earn 36 credits within a maximum of 54 credits attempted. Therefore, to meet the maximum time frame, students enrolled in a 36-credit hour program cannot fail and/or withdraw from more than 18 credits.

The tables below show the minimum number of earned credits required at different points of program completion to successfully meet the SAP requirement of a minimum 66.67% completion rate.

**CS Foundation, CS Essential Programs, CS Expert, Business Career Program, Healthcare Career Program, Networking Career Program:**

		Earned Credits													
Attempted Credits		3													
1st SAP Evaluation	3	100.00%													
	6	50.00%	100.00%												
	9	33.33%	66.67%	100.00%											
	12	25.00%	50.00%	75.00%	100.00%										
	15	20.00%	40.00%	60.00%	80.00%	100.00%									
	18	16.67%	33.33%	50.00%	66.67%	83.33%	100.00%								
	19	15.79%	31.58%	47.37%	63.16%	78.95%	94.74%	100.00%							
	21	14.29%	28.57%	42.86%	57.14%	71.43%	85.71%	90.48%	100.00%						
	24	12.50%	25.00%	37.50%	50.00%	62.50%	75.00%	79.17%	87.50%	100.00%					
	27	11.11%	22.22%	33.33%	44.44%	55.56%	66.67%	77.78%	88.89%	100.00%					
2nd SAP Evaluation	30	10.00%	20.00%	30.00%	40.00%	50.00%	60.00%	63.33%	70.00%	80.00%	90.00%	100.00%			
	33	9.09%	18.18%	27.27%	36.36%	45.45%	54.55%	57.58%	63.64%	72.73%	81.82%	90.91%	100.00%	33	
	36	8.33%	16.67%	25.00%	33.33%	41.67%	50.00%	52.78%	58.33%	66.67%	75.00%	83.33%	91.67%	100.00%	
	39	7.69%	15.38%	23.08%	30.77%	38.46%	46.15%	48.72%	53.85%	61.54%	69.23%	76.92%	84.62%	92.31%	
	42	7.14%	14.29%	21.43%	28.57%	35.71%	42.86%	45.24%	50.00%	57.14%	64.29%	71.43%	78.57%	85.71%	
	45	6.67%	13.33%	20.00%	26.67%	33.33%	40.00%	42.22%	46.67%	53.33%	60.00%	66.67%	73.33%	80.00%	
	48	6.25%	12.50%	18.75%	25.00%	31.25%	37.50%	39.58%	43.75%	50.00%	56.25%	62.50%	68.75%	75.00%	
	51	5.88%	11.76%	17.65%	23.53%	29.41%	35.29%	37.25%	41.18%	47.06%	52.94%	58.82%	64.71%	70.59%	
	MTF	54	5.56%	11.11%	16.67%	22.22%	27.78%	33.33%	35.19%	38.89%	44.44%	50.00%	55.56%	61.11%	66.67%
	3rd SAP Evaluation	57	5.00%	10.00%	15.00%	20.00%	25.00%	30.00%	35.00%	40.00%	45.00%	50.00%	55.00%	60.00%	65.00%
60		4.76%	9.52%	14.29%	19.05%	23.81%	28.57%	33.33%	38.10%	42.86%	47.62%	52.38%	57.14%	61.90%	
63		4.55%	9.11%	13.64%	18.18%	22.73%	27.27%	31.82%	36.36%	40.91%	45.45%	50.00%	54.55%	59.09%	
66		4.35%	8.70%	13.05%	17.58%	22.11%	26.67%	31.25%	35.79%	40.33%	44.87%	49.40%	53.93%	58.46%	
69		4.17%	8.33%	12.50%	16.67%	20.83%	25.00%	29.17%	33.33%	37.50%	41.67%	45.83%	50.00%	54.17%	
72		4.00%	8.00%	12.00%	16.00%	20.00%	24.00%	28.00%	32.00%	36.00%	40.00%	44.00%	48.00%	52.00%	
75		3.85%	7.70%	11.55%	15.40%	19.26%	23.11%	26.96%	30.81%	34.67%	38.53%	42.38%	46.23%	50.00%	
78		3.70%	7.41%	11.18%	14.91%	18.64%	22.37%	26.10%	29.83%	33.56%	37.29%	41.02%	44.75%	48.48%	
81		3.57%	7.14%	10.71%	14.29%	17.86%	21.43%	25.00%	28.57%	32.14%	35.71%	39.29%	42.86%	46.43%	
84		3.45%	6.90%	10.36%	13.82%	17.28%	20.74%	24.20%	27.66%	31.12%	34.58%	38.04%	41.50%	44.96%	

**Customer Service Specialist, Hospitality Industry Professional, Administrative Assistant Professional, Sales and Marketing Professional, and Small Business Administrator Programs:**

		Earned Credits			
Attempted Credits		12			
MTF	12	100.00%			
	24	50.00%	100.00%		
	36	33%	66.67%	100.00%	48
	48	25%	50.00%	75.00%	100.00%
	60	20%	40.00%	60.00%	80.00%
72	17%	33.33%	50.00%	66.67%	

SAP evaluation after each quarter

**Beginner ESL, Intermediate ESL, Advanced ESL, General Writing, Literature, and Communication Programs:**

		Earned Credits			
Attempted Credits		12			
MTF	12	100.00%			
	24	50.00%	100.00%		
	36	33%	66.67%	100.00%	36
	48	25%	50.00%	75.00%	48
	60	20%	40.00%	60.00%	60

SAP evaluation after each quarter

For student reference, the SAP calculator is available on the Student Portal.

Definitions and Formulas for CGPA Calculation

Quality Points

Quality Points are points that are assigned to every course for which a student receives an A, B, C, or F letter grade (A = 4, B = 3, C = 2, F = 0)

Grade Point Factor/ Grade Points

Each course’s Grade Point Factor (or Grade Points) can be calculated by multiplying the quality points

assigned to the course by the number of credits the course is worth. For example, a 4.5 credit course for which a student receives a grade of C is worth 9 Grade Points (2 x 4.5)

### CGPA Calculation

1. Convert each letter grade to its applicable number of quality points (A = 4, B = 3, C = 2, F = 0)
2. Calculate Grade Points for each of the attempted courses by multiplying quality points by course credits
3. Calculate total Grade Points by adding up Grade Points for each of the attempted courses
4. Calculate total Attempted Credits by adding up course credits for each of the attempted courses
5. Calculate CGPA by dividing the total number of Grade Points by the total number of Attempted Credits

For example, a student who took 4 courses worth 4.5 credits each and received two A's, an F, and a C will have the following CGPA calculation:

1. *Convert each letter grade to its applicable number of quality points: A = 4, A = 4, F = 0, C = 2*
2. *Calculate Grade Points for each of the attempted courses by multiplying quality points by course credits:*  
Course 1 Grade Points for A grade:  $4 \times 4.5 = 18$   
Course 2 Grade Points for A grade:  $4 \times 4.5 = 18$   
Course 3 Grade Points for F grade:  $0 \times 4.5 = 0$   
Course 4 Grade Points for C grade:  $2 \times 4.5 = 9$
3. *Calculate total number of Grade Points by adding up Grade Points for each of the attempted courses:*  
 $18 + 18 + 0 + 9 = 45$
4. *Calculate total Attempted Credits by adding up course credits for each of the attempted courses:*  
 $4.5 + 4.5 + 4.5 + 4.5 = 18$
5. *Calculate CGPA by dividing the total number of Grade Points by the total number of Attempted Credits:*  
 $45 / 18 = 2.5$  CGPA

### Definitions and Formulas for Pace of Completion Calculation

#### Attempted/Scheduled Credits

Any credit for which a grade of A, B, C, F, I (Incomplete), W, WD, or TR was awarded.

#### Earned/Completed Credits

Any credit for which a grade of A, B, C, or TR was awarded.

#### Pace of Completion Calculation

1. Calculate the total number of Earned Credits
2. Calculate the total number of Attempted Credits
3. Calculate the Pace of Completion percentage by dividing the total number of Earned Credits by the total number of Attempted Credits and multiplying the result by 100

For example, a student who took 4 courses worth 4.5 credits each and received two A's, an F, and a C will have the following pace of completion calculation:

1. *Calculate total number of Earned Credits:*  
Course 1 earned credits for A grade = 4.5  
Course 2 earned credits for A grade = 4.5  
Course 3 earned credits for F grade = 0  
Course 4 earned credits for C grade = 4.5

4.5 + 4.5 + 4.5 = 13.5 credits earned

2. Calculate total number of Attempted Credits:

Course 1 attempted credits for A grade = 4.5

Course 2 attempted credits for A grade = 4.5

Course 3 attempted credits for F grade = 4.5

Course 4 attempted credits for C grade = 4.5

1.5 + 4.5 + 4.5 + 4.5 = 18 credits attempted

3. Calculate the Pace of Completion percentage by dividing the total number of Earned Credits by the total number of Attempted Credits and multiplying the result by 100:

$13.5 / 18 \times 100 = 75\%$

Grading Scale and CGPA/Pace of Completion Calculation

Grades	CGPA Calculation	Pace of Completion Calculation
A	Calculated	Calculated as attempted and earned
B	Calculated	Calculated as attempted and earned
C	Calculated	Calculated as attempted and earned
F	Calculated	Calculated as attempted, not earned
AU	Not Calculated	Not Calculated
FAIL	Not Calculated	Calculated as attempted, not earned
I	Not Calculated	Not Calculated
IP	Not Calculated	Not Calculated
PASS	Not Calculated	Calculated as attempted, not earned
TR	Not Calculated	Calculated as attempted and earned
W	Not Calculated	Not Calculated
WD	Not Calculated	Not Calculated

SAP and Repeat Grade and Grade Forgiveness Policies

All grades are considered when assessing both qualitative and quantitative components of a student's Satisfactory Academic Progress.

Program Changes

In the event of a program change, Computer Systems Institute will transfer all relevant courses successfully completed in the old program toward the new program of study. A grade of TR will be assigned to all transferred courses. Courses not accepted for transfer will not count toward CGPA or pace of completion in the new program. Students not meeting SAP at the time of the program change are allowed to change the programs and consequently "reset" SAP only one time during their continuous enrollment at Computer Systems Institute.

Additional Programs

If a student graduates from one program and desires to earn an additional Certificate of Completion in another program, Computer Systems Institute will transfer all relevant courses successfully completed in the previous program of study toward the new program. A grade of TR will be assigned to all transferred courses. Courses not accepted for transfer will not count toward CGPA or pace of completion in the new program.

### Incomplete

Classes with a grade of Incomplete are not calculated toward CGPA. They are calculated toward the pace of completion as attempted but not earned credits.

### Transfer Credits

Transfer Credit Hours (indicated by a TR grade on the student's record) are treated as both attempted and completed hours in the determination of the student's pace of completion. Transfer credits are not included in the CGPA calculation.

### Withdrawal from a Course

Students who withdraw from a course will receive a grade of "W" or "WD" on their record. Withdrawals are treated as attempted but not completed hours in the determination of the student's pace of completion. Withdrawals are not included in the CGPA calculation.

### Remedial Courses, Non-credit Courses, or Pass/Fail Courses

Remedial courses, non-credit courses, or pass/fail courses are not included in the calculation of a student's CGPA and completion rate.

### Experiential Learning, Advanced Academic Standing, Credit by Examination

No credit is given for experiential learning. CSI does not allow for testing for an advanced academic standing nor does it award credit by examination.

### Academic Dismissal

Academic dismissal is dismissal from the school due to not meeting SAP requirements as defined in the CSI Academic Catalog.

## **GRADUATION REQUIREMENTS**

Students must successfully complete all of the courses required for their programs with a minimum of a 2.0 CGPA and a 66.67% completion rate. All financial obligations must be complete. A Certificate of Completion and an official transcript will be granted upon graduation.

# INSTITUTIONAL DISCLOSURES REPORTING TABLE

July 1, 2023 through June 30, 2024

Program Name CIP* SOC*	Students admitted in the program or course of instruction as of July 1 of this reporting period	New starts	Re-enrollments	Transfers into the program from other programs at the school	The total number of students admitted	Transferred out of the program or course and into another program or course at the school	Completed or graduated from a program or course of instruction	Withdrew from the school	Are still enrolled	Placed in their field of study	Placed in a related field	Placed out of the field	Not available for placement due to personal reasons	Not employed	Took professional certification examination,	Passed professional certification examination	Graduates who obtained employment in the field who did not use the school's placement	Average starting salary
<b>Administrative Assistant Professional</b> CIP: 52.0201 SOC: 43-6000	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Advanced ESL</b> CIP: 32.0109 SOC: 0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Beginner ESL</b> CIP: 32.0109 SOC: 0	0	15	0	0	15	1	0	5	9	0	0	0	0	0	0	0	0	0
<b>Business Career Program</b> CIP: 52.0201 SOC: 43-9060	708	939	332	220	2199	219	592	411	977	0	0	1	592	0	13	9	0	0
<b>Communication</b> CIP: 32.0108 SOC: 0	0	11	7	3	21	3	0	6	12	0	0	0	0	0	0	0	0	0
<b>CS Essential</b> CIP: 11.0701 SOC: 15-1131	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>CS Expert</b> CIP: 11.0701 SOC: 15-1131	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>CS Foundation</b> CIP: 11.0701 SOC: 15-1131	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Cultural Immersion Course</b> CIP: 0 SOC: 0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Customer Service Specialist</b> CIP: 52.0207 SOC: 43-4050	37	43	11	3	94	7	40	9	38	0	0	0	40	0	0	0	0	0
<b>General Writing</b> CIP: 32.0108 SOC: 0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Healthcare Career Program</b> CIP: 51.0799 SOC: 31-9090	32	24	0	1	57	2	25	8	22	0	0	0	25	0	3	3	0	0
<b>Hospitality Industry Professional</b> CIP: 52.0901 SOC: 35-9090	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Intermediate ESL</b> CIP: 32.0109 SOC: 0	0	21	0	2	23	0	0	5	18	0	0	0	0	0	0	0	0	0
<b>Literature</b> CIP: 32.0108 SOC: 0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Networking Career Program</b> CIP: 11.0101 SOC: 15-1230	53	50	9	8	120	5	36	32	47	0	0	0	36	0	4	1	0	0
<b>Phlebotomy Technician</b> CIP: 51.1009 SOC: 31-9097	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Sales and Marketing Professional</b> CIP: 52.1801 SOC: 11-2000	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Small Business Administrator</b> CIP: 52.0101 SOC: 13-1190	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Software Development Specialist</b> CIP: 11.0101 SOC: 15-1250	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

\*CIP--For more information on CIP codes: <https://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55>

\*SOC--For more information on SOC codes: <http://www.bls.gov/soc/classification.htm>

<sup>1</sup>A course of instruction is a standalone course that meets for a period of time and provides instruction that may or may not be related to a program of study, but is either not part of the sequence or can be taken independent of the full sequence as a stand-alone option. A Course of Instruction may directly prepare students for a certificate or other completion credential or it can stand alone as an optional preparation



or, in the case of students requiring catch-up work, a prerequisite for a program. A stand-alone course might lead to a credential to be used toward preparing individuals for a trade, occupation, vocation, or profession; or it might improve, enhance or add to skills and abilities related to occupational/career opportunities.

“N/A” is Not Available due to graduates having F1 status and not being eligible to work in the US.

Programs with zeros listed in the Total Number Admitted column did not have enrollment in the 2020-2021 reporting period.

## **FIELD TRIP/EMERGENCY SAFETY PROCEDURE**

### **Before the Field Trip**

1. Students will fill out emergency contact information and waiver of claims and release from liability forms before the field trip begins and submit the documents to their instructor.
2. Instructors will review the emergency contact information to confirm it is not another student in the same class.
3. The instructor should fill out the CSI Student Emergency Contact List form with all of the students' names attending and their emergency contact/s. This form will be in the instructor's possession during the field trip. The CSI Student Emergency Contact List will be submitted to the Academic Office after the field trip.

### **During the Field Trip**

1. During the field trip, the instructor should determine the nature of the emergency that occurs and the number of students and staff affected.
2. If possible, the instructor should gather students and move them toward a safe location away from where the incident is occurring or has occurred.
3. If somebody has been injured during the field trip, the instructor will call 911.
4. The instructor will contact the emergency contact of the student(s) injured.
5. Document the events that have occurred on the Incident/Accident Report Form.
6. Inform the Academic Dean or Designee by phone or email of the events that have occurred.
7. Submit the completed Incident/Accident Report Form to the Academic Dean or Designee for review.

### **After the Field Trip**

1. Meet with the Academic Dean and the V.P. of Academics to review the Incident/Accident Report in its entirety.
2. Determine an action plan for the student(s) injured during the field trip regarding assignment submission and possibly incomplete.
3. File Incident/Accident Report with V.P. of Academics after the meeting.
4. Any student-related documentation will be saved to their SchoolDocs account.
5. The student will be contacted by the Academic Dean and the Student Affairs Advisor to follow up on his/her health status. The status report is added to the student's SchoolDocs account.

## **ACADEMIC HONESTY POLICY**

As an educational institution, Computer Systems Institute expects all students, instructors, and staff to conform to the acceptable standards of academic integrity and to exhibit honesty and competency in their academic work. Academic dishonesty is a violation of school policy and has serious consequences.

There are two main types of academic dishonesty: **cheating** and **plagiarism**.

- **Cheating:** Cheating on exams, tests, quizzes, papers, or other assignments consists of knowingly giving, receiving, generating, using, or attempting to give, receive, generate, or use unauthorized assistance. Generally, assistance is considered unauthorized unless the course instructor specifically allows it. This includes anyone other than students logging in to student accounts to complete assignments as well as the use of assistive artificial intelligences that have not been approved by the instructor. When in doubt, ask the instructor.
- **Plagiarism:** Plagiarism is a form of cheating. It is using another person's words, ideas, images, or music, including generations, in written or oral communication to give the impression that these words or ideas are the student's own original thoughts. Plagiarism occurs when a student does not credit the original author for ideas and/or statements. It includes using direct quotations without quotation marks (" ") as well as using another person's ideas without giving the person credit by stating the source of the ideas or information (the name of the creator and where the content was found). To include ideas or content from any other source in your work, you must specifically cite it. "Cite" means to state who said, wrote, or created it, and where you found it.

Students must pay special attention when taking information off the Internet, and must never include text or content—including music and pictures—created by another person or organization or artificial intelligence and present it as if it is their own work. Students are explicitly prohibited from buying, borrowing, or revising another student's work and submitting it as their own work. Generative AI technology can be used at the discretion of the course instructor. If you are not sure if something is plagiarism, ask an instructor.

#### **Penalties for Academic Dishonesty:**

- **First Offense:** The first time a student is found to have plagiarized or cheated, s/he will receive a failing grade (zero) for the assignment and must schedule a time to meet with the instructor to discuss the incident. After meeting with the course instructor, the student shall have one opportunity to make up the assignment and/or exam. Ten (10) points shall be subtracted from the final grade of the re-submitted exam or assignment.
- **Second Offense:** If the student is suspected of violating the Academic Honesty Policy a second time during a course, the student will receive a failing grade (zero) on the assignment or exam and will be required to meet with the Academic Dean or Program Manager/Program Lead.
- **Third Offense:** If an instructor or administrator believes that a particular incident or set of incidents, including multiple incidents of plagiarism or cheating, is so serious that additional disciplinary action should be considered, that faculty member shall inform the Academic Dean. The Academic Dean, in consultation with other administrators, such as the Director of Curriculum and Instruction, the Director of Academics, and the V.P. of Academics, will assess the situation and jointly determine the appropriate course of action. Appropriate consequence may range from entering a failing grade (zero) for the assignment or exam without the opportunity to make it up or receiving a failing grade for the entire course, or dismissal from the institute.

If a student believes that an instructor's decision is arbitrary, discriminatory, or did not follow official procedures, s/he can submit an appeal to the Academic Dean within seven (7) days of being notified of a grade. The Academic Dean will review the matter, consult with appropriate faculty and administrators, and issue a decision within seven (7) days of the submitted appeal.

# Business Programs

## CUSTOMER SERVICE SPECIALIST (CSS)

Professional customer relationship management through effective customer service is a specialty that requires understanding and mastery of a wide array of skills and competencies. The Customer Service Specialist (CSS) program prepares students as customer service professionals with foundational skills in service operations and the management of customer relationships. The importance of communication, customer data analysis, and organizational metrics are integral in maintaining quality in the customer service delivery and experience. The program's theory and practice are delivered through classroom lectures and activities that reflect the diverse environment of modern organizations. The CSS Program prepares students for further study in higher education as well as a wide variety of careers. Upon successful completion of the program, students will receive a certificate of completion.

For more information about this program's enrollment statistics, completion and placement rates, the median debt of students who completed the program, and other information, please use the following link: [Disclosure Table](#)

### REQUIRED COURSES FOR COMPLETION

Course ID	Course Title	Lecture	Lab	Externship	Total Contact Hours	Quarter Credit Hours
CSS110	Customer Relationship Management	80	20	90	190	12
CSS140	Customer Service as a Career	80	20	90	190	12
CSS150	Strategies in Service Operations	80	20	90	190	12
CSS160	Customer Service Communication	80	20	90	190	12
<b>PROGRAM TOTALS</b>		<b>320</b>	<b>80</b>	<b>360</b>	<b>760</b>	<b>48</b>

### Additional Information

Training Methods	Lectures/Labs/Web-Based Learning Activities/Externship Activities
Program Length in weeks	4 Quarters or 44 calendar weeks, which include 40 academic weeks and four administrative weeks.
Contact Hours	760 Contact Hours
Program Length in Quarter Credit Hours	48 quarter credit hours

### COURSE DESCRIPTIONS

#### CSS110: Customer Relationship Management

Students will be introduced to theories, principles, strategies, initiatives, and resources to establish, maintain and project successful customer relationships in a growing business enterprise. Course content is derived from a variety of resources regarding the value of customer relationship management, customer data portfolio analysis, and awareness and respect for customer intimacy and loyalty. Through lectures and projects, students will acquire and develop analytical thinking skills.

#### Course Objectives:

- Identify the four models of CRM
- Gather strategies that can be used to recruit new customers
- Specify behaviors strategies for improving customer retention performance
- Explain how to use business-to-business portfolio analysis tools
- Create customer-experienced value through customization

- Identify the definition of customer experience
- Understand sales force automation
- Explain marketing automation
- Define benefits and functionality available with service automation
- Describe the specific behaviors for developing and managing customer-related databases
- Outline the skills required to use customer-related data
- Understand the tools and processes for implementing CRM

#### **CSS140: Customer Service as a Career**

The course materials utilize theoretical resources from psychology and contemporary models of human behavior to reinforce the value of a methodical approach to managing customer relationships. Students will survey and develop a broad understanding of the diverse array of opportunities derived from education in customer service management. Through lectures and projects, students will review case studies of real and hypothetical businesses with a focus on customer service concepts and principles. Students will explore practical applications of customer service within various career fields.

##### Course Objectives:

- Explain what customer service is and identify its goals and challenges
- Describe customer needs and the concept of social customers relative to their purchasing habits and impact on organizations
- Discuss globalization and its impact on customer service and how diversity in the workplace is relative to serving the needs of diverse personalities in global customers
- Identify the personality types of customers and contrast customer service wants among the five generational groups
- Distinguish between customer expectations and customer perceptions
- Identify the traits and skills customer service representatives should possess
- Explore customer service strategy and its relationship to a SWOT (strengths, weaknesses, opportunities, and threats) analysis and a strategic plan
- Identify techniques to manage time and stress and anger management strategies in the workplace
- Demonstrate the steps involved in solving customer complaints
- List the conflict management styles and strategies to use when solving customer problems
- Introduce customer retention strategies and why they are important for quiet and vocal customers
- Develop techniques for becoming an effective listener and identify obstacles that impact customer-focused listening
- Demonstrate examples of business etiquette and manners
- Describe the purpose and extent of business use of voice and virtual technologies.

#### **CSS150 Strategies in Service Operations**

This course introduces the concepts, principles, problems, and practices of operations management, and the production and delivery of goods and services. Topics include operations strategy, process design, capacity planning, facilities location and design, forecasting, production scheduling, inventory control, quality assurance, and project management. Students will also get a chance to explore the dynamics of internal and external customers and how to deliver value to both.

##### Course Objectives:

- Identify the drivers of customer utility
- Distinguish among the three key process metrics (flow rate, flow time, and inventory) and evaluate the average flow rate and flow time from departure and arrival date

- Determine the capacity for a one-step process
- Balance a process by reallocating work from one step to another
- Compute the yield of a process and be able to analyze a process flow with yield loss
- Understand the key drivers of learning, including autonomous learning, induced learning, and the PDCA cycle
- Explain the different approaches for managing a process with setup times
- Distinguish between waste, non-value-added work, and value-added work and determine the percentage of value-added work at a response
- Explain how to avoid defects by creating a robust process
- Understand the dependence among activities in a project and visualize them in a dependency matrix.

### **CSS160 Customer Service Communication**

Students will learn fundamental customer service, telephone etiquette, sales techniques, and professionalism. Topics include optimal communication techniques, rapport building, and problem-solving. Students will participate in realistic simulations to improve communication and meet objectives in a call center and other customer service environments.

#### Course Objectives:

- Explain and demonstrate effective ways of dealing with customer service situations in person, on the phone, and in writing
- Use the transactional communication model to describe why communication usually breaks down
- Explain the importance of ethics in business and customer service communication
- Distinguish different organizational types and management styles and identify their key characteristics
- Analyze one's cultural frame of reference and how misunderstandings occur because of differences in frames of reference
- Describe the signs of poor listening and guidelines for good listening
- Explain communication problems caused by anxiety, technology, and other barriers and how to counter these
- Identify effective nonverbal communication and use nonverbal communication intentionally in a short conversation, interview, and/or presentation
- List key traits of effective teams and team leaders and evaluate team effectiveness
- Identify different interviewing techniques and their purposes
- Prepare strong answers to common interview questions
- Demonstrate effective presentation techniques, including organization, rhetorical strategies, images, gestures, and body language

### **HOSPITALITY INDUSTRY PROFESSIONAL (HIP)**

The Hospitality Industry Professional program offers foundational theories and skills development in the hotel, food, and travel services. Lectures, classroom discussions, and coursework will enable the student to acquire relevant knowledge of hospitality topics by developing a broader understanding of the traditions of the hospitality industry, analysis of the guest experience, promotion practices, and development of various integral aspects in the development of a hospitality-based business. The HIP Program prepares students for further study in higher education as well as a wide variety of careers. Upon successful completion of the program, students will receive a certificate of completion.

For more information about this program's enrollment statistics, completion and placement rates, the median debt of students who completed the program, and other information, please use the following link: [Disclosure Table](#)

### REQUIRED COURSES FOR COMPLETION

Course ID	Course Title	Lecture (A)	Lab (B)	Externship (C)	Total Contact Hours (A+B+C)	Quarter Credit Hours
HIP110	Quality Service and Reception	80	20	90	190	12
HIP120	Food Service	80	20	90	190	12
HIP150	Hospitality Concept Development	80	20	90	190	12
HIP160	Promotional Strategies in Hospitality	80	20	90	190	12
<b>PROGRAM TOTALS</b>		<b>320</b>	<b>80</b>	<b>360</b>	<b>760</b>	<b>48</b>

### Additional Information

Training Methods	Lectures/Labs/Externship Activities
Program Length in quarters/weeks	4 Quarters or 44 academic weeks, which include 40 academic weeks and 4 administrative weeks.
Contact Hours	760 contact hours
Program Length in Quarter Credit Hours	48 quarter credit hours

#### HIP110: Quality Service and Reception

Through lectures and projects, students will be encouraged to master the key terminology of the discipline of guest services; understand the nature of quality service, gaining an appreciation for how to match customer experience with customer expectations through information, customer feedback, data analysis, industry, and competitor trend awareness. Students will examine local and international companies to obtain practical knowledge and business best practices.

#### HIP120: Food Service

Coursework provides a survey of menu planning, recipe standardization, facilities planning, and design, managing a food services staff, and internal controls. Students will gain in-depth knowledge and skills in food preparation and storage, and understand the sources and enforcement of food safety standards. Through lectures and projects, students will gain a broad overview of the restaurant industry; a survey of the history, cultural elements, trends, and emerging sources of innovation and entrepreneurship; supply chain management as it relates to the provisioning of safe, sanitary food served to the public.

#### HIP150 Promotional Strategies in Hospitality

This course focuses on instruction in advertising and marketing trends in hospitality and tourism, human resources, and hospitality management skills. Coursework also covers competitor and customer analysis, advertising, and promotion planning. Students will participate in individual and group projects that involve creating elements of viable marketing plans for specific hospitality businesses.

#### HIP160 Hospitality Concept Development

This course introduces students to the basic process and consideration for a hospitality business concept start-up. Topics covered include concept and menu development, equipment, facility layout, and design. In addition, this course will evaluate the business idea from a financial, operational, and practical view.

## Externship

The curriculum for this program incorporates classroom learning and practical experience gained through a required externship. The externship component of the course provides students with the opportunity to apply and integrate knowledge and skills acquired through their coursework. In clarifying and broadening career goals, the externship experience assists students in discovering, developing, and refining necessary competencies and skills for their proposed career objectives. The student's externship position must meet at least 70% of the program objectives.

## SMALL BUSINESS ADMINISTRATOR (SBA)

Launching and operating an effective small business embodies a unique skill set as well as courage, risk-taking, and creativity. Entrepreneurs must possess strong awareness and understanding of the complex, sophisticated and dynamic disciplines that are required for even a sole proprietorship to be successful. The SBA program offers practical, real-world experiences with leadership, management, marketing, financial, and accounting knowledge sufficient to prepare students to contribute value to their own small business or the enterprise of a third-party owner. The SBA Program prepares students for a wide variety of careers as well as further study in higher education. Upon successful completion of the program, students will receive a certificate of completion.

For more information about this program's enrollment statistics, completion and placement rates, the median debt of students who completed the program, and other information, please use the following link:

[Disclosure Table](#)

### REQUIRED COURSES FOR COMPLETION

Course ID	Course Title	Lecture (A)	Lab (B)	Externship (C)	Total Contact Hours (A+B+C)	Quarter Credit Hours
BM138	Introduction to Small Business Administration	120	0	0	120	12
BM146	Marketing Strategies for Small Businesses	120	0	0	120	12
BM126	Bookkeeping	110	20	0	130	12
BM155	Financial Services	120	0	0	120	12
	<b>PROGRAM TOTALS</b>	<b>470</b>	<b>20</b>	<b>0</b>	<b>490</b>	<b>48</b>

### ADDITIONAL OPTIONAL COURSES FOR UP TO 9 MAXIMUM CREDITS

Course ID	Course Title	Lecture (A)	Lab (B)	Externship (C)	Total Contact Hours (A+B+C)	Quarter Credit Hours
*EXT Fall	Small Business Administration Externship	6	0	84	90	3
*EXT Winter	Small Business Administration Externship	6	0	84	90	3
*EXT Spring	Small Business Administration Externship	6	0	84	90	3
*EXT Summer	Small Business Administration Externship	6	0	84	90	3



## Additional Information

Training Methods	Lectures/Labs/Externship Activities
Program Length	4 Quarters or 44 academic weeks, which include 40 academic weeks and four administrative weeks.
Contact Hours	490 contact hours without Externship and up to 760 contact hours with Externship taken in 3 academic quarters for course credit
Quarter Credit Hours	48 quarter credit hours with a maximum of 57 quarter credit hours with externship

### Externship

\* Externship is optional for credit. It allows students to gain work experience in the field of study while earning academic credits. To participate in the externship course, a student **must** earn 12 credits in their first quarter in the program. Externship can be taken a maximum of three times for academic credit during the program. A student can earn up to 9 academic credits from their externship.

### BM138: Introduction to Small Business

Introduces economic, management, data analytics, financial, and accounting principles as the solid foundation for the modern entrepreneur. Course materials introduce students to the theory and practice of production modeling, including supply chain management; e-commerce, sales, marketing, advertising, community relations, social media, and customer relationship management. Through lectures and projects, students will survey the elements of a successful business enterprise, including attention to sources of competition, the business cycle, forms of business ownership, effective organizational models, and the development and application of leadership in a business setting.

### BM146: Marketing Strategies for Small Businesses

This course provides a broad survey of the dynamic forces driving effective business responses to emerging markets, customer expectations, and global trends as prepared by professional, sophisticated marketing managers and specialists. Course materials, lectures, and projects discuss an array of marketing fundamentals, including understanding consumer behavior, integrating market segmentation into strategic planning, and adapting to online sales and fulfillment modalities in a global, connected environment. Students will encounter perspectives on professional marketing ethics and social responsibility, as well as the fundamentals of business-to-business marketing and sales.

### BM126: Bookkeeping

This course provides basic bookkeeping, practices, resources, and applications to establish foundational competencies in recording, tracking, analyzing, and reconciling the flow of funds into and out of the company, including payroll functions. It culminates in the real-world application of digital technology to the resource management of local businesses or organizations. Students will develop the ability to apply skills to business and accounting cycles, generate period reports, and comprehend their meaning as it relates to the organization's financial resources.

### BM155: Financial Services

The course materials offer a survey of the theories and principles that provide small business entrepreneurs with access to financial capital and the legal, ethical and competitive risks that accompany financial management. A strong emphasis is placed on understanding the sources of capital available to small businesses, including venture capital for start-ups, debt financing, equity financing, and government-sponsored. Students will gain a basic understanding of how to project the firm's financial needs, deriving meaning from financial statements, pricing and credit decisions, and an exit strategy that enables the entrepreneur to harvest wealth from his/her business enterprise.

### EXT120: Small Business Administrator Externship

Through direct experiential practical application, students will encounter the systems, practices, cultures, and professionals who implement the management theories and disciplines necessary to create and sustain a successful small business. This workplace experience allows students to observe, catalog, inventory, analyze and interpret the art and science of entrepreneurship through journal entries, seminar discussions, and feedback from the externship supervisor.

### SALES AND MARKETING PROFESSIONAL (SMP)

The program establishes a solid theoretical and practical basis for the professional practice of sales and marketing in a contemporary setting. Students will be introduced to the information regarding the testing, measurement, and evaluation of consumer and client behaviors, with a focus on the acquisition and analysis of data. The coursework develops skills in applied psychology, professional marketing, interpersonal communications, public speaking, and marketing through online networks and platforms. The SMP Program prepares students for a wide variety of careers as well as further study in higher education. Upon successful completion of the program, students will receive a certificate of completion.

For more information about this program's enrollment statistics, completion and placement rates, the median debt of students who completed the program, and other information, please use the following link: [Disclosure Table](#)

#### REQUIRED COURSES FOR COMPLETION

Course ID	Course Title	Lecture (A)	Lab (B)	Externship (C)	Total Contact Hours (A+B+C)	Quarter Credit Hours
BM138	Introduction to Small Business Administration	120	0	0	120	12
BM147	Social Media Marketing	110	20	0	130	12
SM110	Communication for Sales	120	0	0	120	12
SM120	Consumer Psychology	120	0	0	120	12
	<b>PROGRAM TOTALS</b>	<b>470</b>	<b>20</b>	<b>0</b>	<b>490</b>	<b>48</b>

#### ADDITIONAL OPTIONAL COURSES FOR UP TO 9 MAXIMUM CREDITS

Course ID	Course Title	Lecture (A)	Lab (B)	Externship (C)	Total Contact Hours (A+B+C)	Quarter Credit Hours
*EXT Fall	Sales and Marketing Professional Externship	6	0	84	90	3
*EXT Winter	Sales and Marketing Professional Externship	6	0	84	90	3
*EXT Spring	Sales and Marketing Professional Externship	6	0	84	90	3
*EXT Summer	Sales and Marketing Professional Externship	6	0	84	90	3

#### Additional Information

Training Methods	Lectures/Labs/Externship Activities
Program Length	4 Quarters or 44 academic weeks, which include 40 academic weeks and four administrative weeks.
Contact Hours	490 contact hours without Externship and up to 760 contact hours with Externship taken in 3 academic quarters for course credit
Quarter Credit Hours	48 quarter credit hours with a maximum of 57 quarter credit hours with externship

#### Externship

\* Externship is optional for credit. It allows students to gain work experience in the field of study while earning academic credits. To participate in the externship course, a student **must** earn 12 credits in their first quarter in the program. Externship can be taken a maximum of three times for academic credit during the program. A student can earn up to 9 academic credits from their externship.

#### **BM138: Introduction to Small Business**

Introduces economic, management, data analytics, financial, and accounting principles as the solid foundation for the modern entrepreneur. Course materials introduce students to the theory and practice of production modeling, including supply chain management; e-commerce, sales, marketing, advertising, community relations, social media, and customer relationship management. Through lectures and projects, students will survey the elements of a successful business enterprise, including attention to sources of competition, the business cycle, forms of business ownership, effective organizational models, and the development and application of leadership in a business setting.

#### **BM147: Social Media Marketing**

Through lectures, projects, and classroom activities, students will be introduced to the fundamental components of effective social media marketing, including best practices, ethics and standards, platforms, and networking websites. Emphasis is placed on effective social media market planning, preparation, and development of formal social media marketing plans while demonstrating how to integrate with other sales and promotional activities. Explains the process and strategy behind content creation and content management, and their application to mobile devices, video, and photo-based social media networks.

#### **SM110: Communication for Sales**

The course establishes a foundation for effective relationship-based sales and marketing as a strategic, sustainable method to attract and retain a loyal customer base. Through lectures, projects, and activities, students will be introduced to the principles of personal selling, trust relationships, customer value, sales professionalism, and sales ethics. A strong emphasis is placed on effective sales communication, including interpersonal communication, presentation skills, and effective sales dialogue.

#### **SM120: Consumer Psychology**

The course materials explain new product roll-out, brand development and preservation, the product life cycle, and how to manage it in a sales environment. A strong emphasis is placed on the significance and impact of consumer psychology, including perception, cognitive capacity, and brain physiology as it relates to the processing of information. Understanding the foundations of this specialized form of applied psychology is critical to effective marketing and sales programs in contemporary business. Through course lectures and projects students will learn how consumer behavior is measured and interpreted through data analytics.

### EXT130: Sales and Marketing Professional Externship

Through direct experiential practical application through an externship, students will be provided the structured opportunity to develop and apply sales and marketing principles to the real-world, in-person business enterprise. Seminars and journals will establish a cycle for building competencies and skills that contribute to career objectives.

### ADMINISTRATIVE ASSISTANT PROFESSIONAL (AAP)

The skills and aptitudes required for an individual to serve as a professional administrative resource to a business or organization are derived from an array of disciplines and fields, including communication, computer applications, and operational sciences. The program allows the student to develop and apply the knowledge of business communication and written deliverables, quantitative analysis using information technology, document organization and archiving, and office dynamics and practices. The AAP program prepares students for a wide variety of careers as well as further study in higher education. Upon successful completion of the program, students receive a certificate of completion.

For more information about this program's enrollment statistics, completion and placement rates, the median debt of students who completed the program, and other information, please use the following link: [Disclosure Table](#)

#### REQUIRED COURSES FOR COMPLETION

Course ID	Course Title	Lecture (A)	Lab (B)	Externship (C)	Total Contact Hours (A+B+C)	Quarter Credit Hours
CA117	Microsoft Word	110	20	0	130	12
CA127	Microsoft Excel	110	20	0	130	12
BO110	Office Procedures	120	0	0	120	12
BM100	Business Communications	120	0	0	120	12
	<b>PROGRAM TOTALS</b>	<b>460</b>	<b>40</b>	<b>0</b>	<b>500</b>	<b>48</b>

#### ADDITIONAL OPTIONAL COURSES FOR UP TO 9 MAXIMUM CREDITS

Course ID	Course Title	Lecture (A)	Lab (B)	Externship (C)	Total Contact Hours (A+B+C)	Quarter Credit Hours
*EXT Fall	Administrative Assistant Professional Externship	6	0	84	90	3
*EXT Winter	Administrative Assistant Professional Externship	6	0	84	90	3
*EXT Spring	Administrative Assistant Professional Externship	6	0	84	90	3
*EXT Summer	Administrative Assistant Professional Externship	6	0	84	90	3

#### Additional Information

Training Methods	Lectures/Labs/Externship Activities
Program Length	4 Quarters or 44 academic weeks, which include 40 academic weeks and four administrative weeks.
Contact Hours	500 contact hours without Externship and up to 770 contact hours with Externship taken in 3 academic quarters for course credit
Quarter Credit Hours	48 quarter credit hours with a maximum of 57 quarter credit hours with externship

#### Externship

\* Externship is optional for credit. It allows students to gain work experience in the field of study while earning academic credits. To participate in the externship course, a student **must** earn 12 credits in their first quarter in the program. Externship can be taken a maximum of three times for academic credit during the program. A student can earn up to 9 academic credits from their externship.

#### BM100: Business Communications

Through lectures and projects, the course introduces students to the importance of good writing and communication skills in the digital era, how effective communication is derived from critical thinking skills, and how effective organizational communication is built upon articulate leadership and interpersonal communication skills, including public speaking, correspondence, emails, and other online venues. The course provides guidance in developing business correspondence, digital content, presentations, reports, proposals, and business plans.

#### BO110: Office Procedures

Managing the recurring logistics of office operations in a professional setting requires strong awareness and understanding of the tools, resources, ethics, culture, and personalities.

Through lectures, discussions, and projects, the student will encounter the theoretical and structural basis for effective administrative support of a business enterprise. Skills emphasized include telephone etiquette, writing memos, letters and reports, scheduling, and petty cash stewardship. A strong emphasis is placed on records retention, management, and compliance through the use of digital archiving resources and best practices.

#### CA117: Microsoft Word

Reflecting the importance of creating and manipulating business documents in a professional administrative role, the course immerses students in the skills development necessary to competently support the word processing demands of business enterprises. Emphasis is placed on secure document creation, modification, editing, formatting, graphics, and tables insertion through lectures and labs. Includes skill development in page layout and design, mail-merge functions, templates, collaborations, cross-references, and encryptions.

#### CA127 Microsoft Excel

A modern electronic spreadsheet is a primary tool for business collection, retention, management, and analysis of data, including numerical information text and graphics. The information technology application also serves as a strong resource for database development and application. Students will develop skills to navigate Microsoft Excel for a business setting, including formatting data and text, performing calculations with formulas and functions, and charting/analyzing financial information. A strong emphasis is placed on creating reports and analytical information.

#### EXT110: Administrative Assistant Professional Externship

Through direct experiential practical application, students will be provided the structured opportunity to

develop business communication skills, word processing competence, spreadsheet mastery, office procedures, and practices. Seminars and journals will establish the cycle for building competencies and skills that contribute to career objectives.

## **BUSINESS CAREER PROGRAM (BCP)**

The Business Career Program offers students immersion in material that is substantive, thought-provoking, and comprehensive regarding the development and operation of a business in the United States. The program covers a broad spectrum of theoretical business concepts and places a strong emphasis on general business organization, finance, budgeting, strategic planning, sales and marketing, ethics, online commerce, employee and client relations, leadership, and information technology and consists of six tracks: Business Fundamentals, Digital Multimedia, Business Finance, Marketing, Hospitality Leadership, and Organizational Administration. Students will explore strategies in the digital promotion of goods and services as well as entrepreneurship, product development concepts, organizational, and training and development. The Business Career Program prepares students for a wide variety of careers as well as further study in higher education. Upon successful completion of the program, students will receive a certificate of completion.

## **COMMON COURSES OFFERED**

The students are required to take the following two common courses regardless of the chosen track as a prerequisite:

<b>Course ID</b>	<b>Course Title</b>	<b>Lecture Hours (A)</b>	<b>Lab (B)</b>	<b>Total Contact Hours (A+B+C)</b>	<b>Quarter Credit Hours</b>
BP100	Cross-Cultural Management Fundamentals	30	0	30	3
BM133	Introduction to Small Business Management	30	0	30	3

### **BP100 Cross-Cultural Management Fundamentals**

The course provides an understanding of the cross-cultural skills and multiple perspectives required to manage and work across borders and cultures in a changing global business environment. It incorporates topics that highlight the impact of culture in the international business environment, explores dimensions of culture, and considers the implications for management. Specifically, some topics include managing communication and interactions across cultures, negotiating across cultures, understanding cross-cultural ethics and corporate social responsibility, working in global teams, and comparative leadership styles. Through problem-based learning and critical analysis of selected readings, the course explores practical solutions for managing in cross-cultural business contexts.

Course Objectives:

- Understand the basic characteristics of global leaders
- Introduce the concept of culture and how it is interpreted from different perspectives
- Understand conceptual dimensions as they relate to the classification of cultures
- Learn about the differences between high and low power distances
- Explore the differences between weak uncertainty avoidance and strong uncertainty avoidance
- Examine the differences between individualism and collectivism
- Distinguish the differences between long-term and short-term orientation
- Introduce the dimensions of organizational culture
- Examine the difference between process-oriented versus results-oriented cultures

- Introduce the concept of job-oriented versus employee-oriented
- Describe open systems versus closed systems and professional versus parochial concepts
- Examine tight versus loose control in organizations
- Examine pragmatic versus normative sides of a business

### **BM133: Introduction to Small Business Management**

The course introduces students to information about how small businesses are created, contrasting with the formation of large corporate enterprises. Through the analysis of selected readings, students will gain insight regarding where small business opportunities arise, and how to harness creativity and initiative through professional disciplines to achieve commercial success. Strong emphasis is placed on developing a viable business plan and adopting a flexible, strategic approach.

#### Course objectives:

- Understand the basic concepts that are pertinent to most businesses
- Identify the phases of the business cycle in real-life situations
- Identify factors that influence the success of businesses
- Describe legal forms of businesses and evaluate the appropriateness of the different legal forms of business as they relate to various business contexts
- Identify and describe the function of the major components of a business plan
- Identify the major components of the marketing mix
- Describe the marketing concepts and the evolution of marketing
- Describe brand, product development, technology adoption cycle, and product life cycle
- Describe the role of accounting and finance in the business process
- Describe and analyze components of the income statement and balance sheet
- Describe different options for financing
- Define the management process
- Describe how management contributes to the success or failure of a business
- Differentiate among various management styles
- Identify the business implications of corporate mission, corporate culture, corporate social responsibility, human resource management, and labor unions

### **BUSINESS FUNDAMENTALS CONCENTRATION**

Course ID	Course Title	Lecture Hours (A)	Lab (B)	Total Contact Hours (A+B+C)	Quarter Credit Hours
BM115	Business Ethics	60	0	60	6
BM161	Applied Business Concepts	50	20	70	6
BM112	Customer Service	30	0	30	3
SS102	Professional Development	30	0	30	3
BM121	Computerized Accounting	50	20	70	6
BM141	Principles of Sales and Marketing	60	0	60	6
BM151	Financial Services	60	0	60	6
CA113	Computer Applications I	50	20	70	6
CA123	Computer Applications II	50	20	70	6
	<b>Total</b>	<b>440</b>	<b>80</b>	<b>520</b>	<b>48</b>

## LEARNING OBJECTIVES

- Be introduced to general management concepts
- Understand the basic principles of how to operate a small business
- Participate in the preparation of basic financial documents
- Demonstrate strategies for handling customers in everyday situations
- Explore the basics of marketing, consumer behavior, and targeted marketing strategies
- Define what a business model is and how it relates to an organization's strategy
- Use Microsoft Office applications (i.e., Excel, Word, Outlook, etc.) or similar software programs for business purposes
- Assist with the preparation of business reports and presentations

## COURSE DESCRIPTIONS

### **BM115 Business Ethics**

The course focuses on basic ethical viewpoints as they relate to the business environment and examines specific characteristics of business life through cases and examples. The fact that there is no one universal set of behaviors one considers ethical and no guidelines to follow to determine ethical behavior poses unique challenges to managers today. Yet, managers are faced with situations daily where individual values may conflict with those of teams or organizations. Some topics include corporate responsibility and conflict of interest, employee rights, advertising, and information disclosure.

Course objectives:

- Explore how people live their lives according to a standard of "right" or "wrong" behavior
- Examine the concept of business ethics, where employees face the dilemma of balancing their own moral standards with those of the company they work for and the supervisor or manager to whom they report daily
- Examine the question of whether the business world should be viewed as an artificial environment where the rules by which you choose to live your own life don't necessarily apply
- Identify how each functional department within an organization manages the challenge of building and maintaining an ethical culture
- Explore corporate social responsibility from the internal perspective of the organization to an external one and look at how an organization should ethically interact with its stakeholders
- Address the challenges in maintaining an ethical culture within an organization
- Determine what policies and procedures should be put into place to ensure that the company ethically conducts itself, and what should be the consequences when evidence of unethical conduct is found
- Outline steps outside the organizational framework and examine the legislation the government has put into place to enforce ethical conduct
- Examine how employees who find evidence of unethical conduct in their companies go about bringing that information to the attention of the companies' senior management or the appropriate regulatory authorities
- Explain the ethical debate over employee surveillance and the extent to which technology not only facilitates the prevention of unethical behavior but also jeopardizes the rights of individual employees

### **BM161: Applied Business Concepts**

Through lectures, discussions, and projects, students will be immersed in an array of models and theories that facilitate the effective application of information technology to strategic planning, market analysis, and promotional and sales operations. Emphasis is placed on search engine optimization and website



improvement. Students will gain perspective on ethics and best practices of marketing online, identify compliance issues, and review of security and protection of intellectual property.

Course objectives:

- Introduce topics about the information age and the differences among data, information, business intelligence, and knowledge
- Explain systems thinking and how management information systems enable business communications
- Identify critical success factors (CSFs) and key performance indicators (KPIs) and explain how managers use them to measure the success of MIS projects
- Categorize the different operational support systems, managerial support systems, and strategic support systems, and explain how managers can use these systems to make decisions and gain competitive advantages
- Identify disruptive and sustaining technologies and explain how the Internet and WWW have caused business disruption
- Explain eBusiness and its associated advantages
- Learn about the ethical issues in the use of information technology
- Explore examples of the three primary information security areas: (1) authentication and authorization, (2) prevention and resistance, and (3) detection and response
- Describe operational and analytical customer relationship management

### **BM112: Customer Service**

Students will encounter and be able to identify theories, principles, strategies, initiatives, and resources to establish and maintain successful customer relationships in a business setting. Through lectures, discussions, and projects, students will learn skills on how to collect and analyze customer relationship data. Students will review the psychological basis for effective human relationships, as well as theories and models of successful customer relationship management in contemporary business settings. Emphasis is placed on models of excellent customer service, resolving customer issues and complaints, and building a trusting relationship.

Course objectives:

- Discern how good service is good business, sample your products and services, study competitive information
- Recall ways to measure superior service. Greet customers in person, on the phone, deliver top-notch customer service, gather information on customer needs
- Demonstrate strategies for handling customers in everyday situations. Deal with challenging customers, help customers with special needs
- Assess effective customer service in real-world settings. Explain and demonstrate your products and services. Respond to customers. Provide customer-specific solutions and services
- Master customer service content leading to professional certification and gainful employment.
- Providing ultimate customer service, delivering good service over the internet.

### **SS102: Professional Development**

This course emphasizes the material that will have direct immediate benefit to students seeking further academic studies at a higher level as well as professional employment. Topics include time management, communication, motivation, leadership, and negotiation skills. The course provides hands-on support with resume development and effective interview techniques. The course will also introduce students to note-taking and test-taking skills, professional writing, self-assessment, memorization, organization, culture and diversity, and managing and maintaining physical and mental health.

Course objectives:

- Develop a realistic attitude toward professionalism in the workplace and understand the effect that professionalism has on the job search process
- Identify and evaluate personality attributes, abilities, and interests and how they relate to the career development process as a healthcare professional
- Communicate professionally in both written and oral form
- Discover and utilize a wide range of educational and career opportunities and tools
- Research and discuss information about the world of work that will assist students in making long-range educational and career plans
- Develop job searching skills necessary for business professionals
- Identify competencies sought by employers in the industry
- Acquire knowledge of current workplace issues and expectations
- Recognize and practice decision-making skills for effective career/life planning and management
- Prepare, format, and critique career-related documents, including a resume, cover letter, and a thank-you letter.
- Recognize decision-making skills for effective career/life planning and management

**BM121: Computerized Accounting**

Tracking and recording the financial transactions, assets, liabilities, and cash flow position of a contemporary business is an information-intensive enterprise that requires powerful technology resources, sophisticated routines, and professional accounting team members. Through lectures, discussions, and projects, students will become immersed in the purpose, structure, and navigation of accounting software as a means for absorbing information applied to computer-based financial accounting. Emphasis is placed on types of accounts and accounting entries, accounting reports and statements, entries to the journal and general ledger, the accounting cycle, as well as recording and reviewing transactions with banks and financial institutions.

Course objectives:

- Introduce basic accounting concepts
- Identify asset, liability, and owner's equity accounts
- Define and identify revenue and expense accounts
- Learn about the fundamental accounting equation using the T account form and label the plus and minus sides
- Record directly in T accounts a group of business transactions involving changes in asset, liability, owner's equity, revenue, and expense accounts for a service business
- Learn how to prepare a trial balance
- Prepare an income statement, a statement of owner's equity, and a balance sheet
- Prepare a trial balance from the ledger accounts
- Describe the fiscal period and fiscal year and explain the accounting cycle
- Introduce the steps in the accounting cycle
- Prepare a post-closing trial balance
- Explain cash basis and accrual basis accounting
- Describe the procedures for recording deposits and withdrawals
- Reconcile a bank statement
- Complete a payroll register and journalize the payroll entry from a payroll register

**BM141: Principles of Sales and Marketing**

Through lectures, discussions, and projects, students will be introduced to information and research about consumer attitudes, how to measure the changes in preferences through applied data analysis, and improving the organization's knowledge of customer behavior. The concepts are applied through a review

of social and mobile marketing, market segmentation, and target marketing strategies. Students will also engage in discussions on marketing ethics, pricing, supply chain management, and promotional activities including advertising, sales, and public relations.

Course objectives:

- Describe the role of marketing and how marketers create value for a product or service
- Define a marketing strategy and identify the elements of a marketing plan
- Summarize the implementation of the marketing mix as a means to increase customer value
- Examine the critical elements of online marketing
- Explain the components of a digital marketing strategy
- Explain how ethics is an integral part of a firm's conscious marketing strategy
- Identify the steps in the consumer buying process
- List the factors that affect the consumer decision process
- Identify the different methods of segmenting a market
- Distinguish the differences among targeting strategies: undifferentiated, differentiated, concentrated, or micromarketing
- Explain the steps in the marketing research process
- Summarize the differences between secondary and primary data
- Explain the steps in designing and implementing an advertising campaign
- Explore the different ways that advertisers appeal to consumers
- Describe the elements of a public relations toolkit
- Categorize the various types of sales promotions

### **BM151: Financial Services**

Through lectures, discussions, and projects, students will be introduced to the practical application of financial services principles, concepts, and models. Core competencies will be developed in banking, taxes, acquisition of debt and other forms of capital formation, interest rates, securing credit, and protecting against identity theft.

Course objectives:

- Demonstrate how to develop personal financial goals
- Learn how to implement a plan for making personal financial and career decisions
- Describe the main components of smart money management
- Prepare a personal balance sheet and cash flow statement
- Explain how to develop a personal budget
- Learn how to calculate taxable income and the amount owed for federal income tax
- Prepare a federal income tax return
- Introduce commonly used financial services and different types of financial institutions
- Identify the advantages and disadvantages of using consumer credit
- Examine the types and sources of consumer credit
- Determine the cost of credit by calculating interest using various interest formulas
- Develop a plan to protect your credit and manage your debts
- Identify strategies for effective consumer buying and implement a process for making consumer purchases

### **CA113 Computer Applications I**

The course immerses students in Microsoft Word computer software, developing skills in document creation, formatting, styling, editing, and graphic enhancements. Rudimentary word processing outcomes include letters, reports, and research papers with footnoted references, form letters, and mailing labels.

Resume development and production are emphasized.

Course objectives:

- Explore the basic features of Windows 10
- Explore basic features of Microsoft Office and navigate the Office working environment
- Create, save, and open a Word document
- Customize a document by entering and selecting the text, using word wrap, and using AutoComplete, AutoCorrect, and AutoFormat features
- Edit a document using cut, copy, paste, the Clipboard, and then undo, redo and repeat features
- Finalize a document using Word's research, proofing, and learning tools
- Format a document by customizing margins, page orientation, paper size, vertical alignment, and page movement
- Apply styles and themes to improve consistency in document format
- Apply and customize headers and footers in a multipage document
- Use comments and tracking tools to collaborate with others in a document
- Improve the design and readability of a document by using tables to present and arrange the information
- Modify the layout and design of a document using columns to present information
- Create a merged document using the Mailings tab
- Customize a document by managing styles and using a styles template
- Modify a picture using advanced layout and picture format options

### **CA123 Computer Applications II**

The course places a strong emphasis on creating reports and analytical information in a format to inform management deliberations and decisions. Particular attention is paid to creating, sorting, and making inquiries to the database function of Excel. Students will develop skills to manipulate Microsoft Excel for business, including establishing a complex, multi-page spreadsheet, formatting data, and text, performing calculations with formulas and functions and charting/analyzing financial information.

Course objectives:

- Create, save, and open an Excel workbook
- Enter and edit labels and values in a worksheet
- Format a worksheet with font attributes, borders, fill, cell styles, and themes
- Build and edit basic formulas and use formula auditing tools in a worksheet
- Work with functions from the Financial, Logical, and Lookup & Reference categories
- Create Excel chart objects and chart sheets
- Edit chart elements including titles, data labels, and source data
- Format chart elements with shape styles, fill, outlines, and special effects
- Use pictures, shapes, and WordArt in a chart
- Create and format a list as an Excel table
- Filter data by using AutoFilters and by creating an Advanced Filter
- Create a static data consolidation and a dynamic data consolidation
- Build Logical functions including AND, OR, and IFS functions
- Finalize a workbook for distribution by inspecting it for personal information, accessibility, and compatibility

## DIGITAL MULTIMEDIA CONCENTRATION

Course ID	Course Title	Lecture Hours (A)	Lab (B)	Total Contact Hours (A+B+C)	Quarter Credit Hours
DM110	Graphic Design	70	0	70	6
DM120	Webpage Markup I	70	0	70	6
DM121	Webpage Markup II	70	0	70	6
DM130	Webpage Styling	70	0	70	6
DM140	Image Processing I	70	0	70	6
DM141	Image Processing II	70	0	70	6
DM150	Web Content Management	60	0	60	6
DM160	Search Engine Optimization and Social Media Optimization	60	0	60	6
	<b>Total</b>	<b>540</b>	<b>0</b>	<b>540</b>	<b>48</b>

### LEARNING OBJECTIVES

- Explore graphical assets and image processing
- Introduce Webpage design using HTML, CSS, and JavaScript
- Complete simple webpage design projects
- Modify and create images using photo editing techniques
- Produce blogs, videos, and other digital multimedia
- Understand SEO and SMO methodologies to improve sales, brand awareness, and online promotion campaigns
- Explain the design process from idea generation to delivery

### COURSE DESCRIPTIONS

#### DM110 Graphic Design

The course is designed to explore the creation and modification of graphical assets for the internet. Topics covered include graphic design concepts, types of graphical assets, tools for image processing, material design concepts, and vector and bitmap graphics. Students will learn about different types of graphical assets and different approaches to processing images and icons. Exploration of the tools that are required for processing graphics will allow students to make the most appropriate selection of the software for any task.

Course objectives:

- Define graphic design
- Describe the career competencies and expectations of a successful graphic designer
- Discuss what is a design concept and how to articulate the basics when generating design concepts
- Discuss the formal elements of the design
- Summarize HAUS (hierarchy, alignment, unity, and space)
- Outline the fundamentals of composition
- Describe the fundamentals of arranging type and image
- Discuss what branding means and explain the purpose of branding
- Outline the different components of the branding process
- Discuss how a logo is created and designed
- Discuss the purpose of advertising
- Describe the role of storytelling and story building in advertising design

- Describe what is expected from interactive experiences
- Identify the key components of an effective website design
- Design appropriately and with relevance for the product, brand, and target audience.

### **DM120 Webpage Markup I**

The course prepares students to explore webpage design using HTML. Topics covered include: the anatomy of a webpage, webpage accessibility, marking up text, and adding links to webpages. Students will be using Adobe DreamWeaver or a compatible text editor with HTML support to complete simple webpage design projects.

Course objectives:

- Briefly explore the history of the web
- Create the structure of an HTML document
- Insert HTML elements and attributes
- Organize page content with grouping elements
- Mark content using lists
- Create a navigation list
- Explore the history of CSS and learn different types of style sheets
- Insert page content with CSS
- Design a page layout.
- Explore grid-based layouts and create a layout grid
- Explore the CSS grid styles
- Explore positioning styles
- Learn how to apply graphic design elements with CSS

### **DM121 Webpage Markup II**

The course prepares students to explore webpage design using HTML. Topics covered include: adding images to web pages, utilizing tables, and creating webpage forms. Students will be using Adobe DreamWeaver or a compatible text editor with HTML support to complete simple webpage design projects.

Course objectives:

- Explore the basics of designing for the mobile web.
- Create a media query
- Apply a responsive design
- Create a flexbox and work with flex sizes
- Explore flexbox layouts
- Explore the structure of a web table
- Explore web forms
- Create forms and fieldsets, and labels and input boxes
- Learn how to enhance a website with multimedia
- Understand audio and video formats
- Support multiple audio formats

### **DM130 Webpage Styling**

The course introduces students to using CSS for webpage design. Topics covered include: cascading style sheets orientation, formatting text, changing backgrounds, basic box properties, floating and positioning, as well as page layout and animations. Students will use Adobe Dreamweaver or a compatible text editor with HTML support to complete simple webpage design projects.

Course objectives:

- Insert a script element
- Write JavaScript comments
- Reference browser and page objects
- Use JavaScript properties and methods
- Write HTML code and text content into a page
- Work with a Date object
- Explore Arrays, Loops, and Conditional Statements
- Work with Document Nodes and Style Sheets
- Create external and embedded style sheets
- Add style sheets to a web document

### **DM140 Image Processing I**

The course explores the manipulation and the creation of images using Adobe Photoshop or a compatible photo/graphics editor. Topics covered include Photoshop Basics, layers, selections, color techniques, text and image functions, painting tools, and special layer functions.

Course objectives:

- Explore the work area in Adobe Photoshop or a compatible photo/graphics editor
- Apply basic photo corrections such as straightening or cropping an image, touching up areas, adjusting its tonal range, and repairing part of an image
- Use multiple selection tools to make a complex selection
- Organize artwork in layers
- Create, view, hide, and select layers
- Rearrange layers to change the stacking order of artwork
- Apply quick fixes such as removing red-eye, brightening an image, and adjusting the features of a face
- Create a mask to remove a subject from a background
- Save a selection as an alpha channel and view a mask using the Channels panel
- Use guides to position text in a composition
- Control type and positioning using advanced features

### **DM141 Image Processing II**

The course explores the manipulation and the creation of images using Adobe Photoshop or a compatible photo/graphics editor. Topics covered include special effects and filters, selections, color adjustments, clipping masks, paths, and shapes, as well as annotation and automation of images.

Course objectives:

- Differentiate between bitmap and vector graphics
- Draw and edit shape layers
- Draw custom shapes
- Apply filters to create various effects
- Upscale a low-resolution image for high-resolution printing
- Work on a proprietary camera raw image in Adobe Camera Raw
- Adjust tone and color in a raw image
- Apply Camera Raw as a filter in Photoshop
- Use the Frame tool to create a placeholder for a layout
- Optimize design assets for the web
- Define RGB, grayscale, and CMYK color spaces for displaying, editing, and printing images

- Proof an image for printing

### **DM150 Web Content Management**

The course introduces students to the creation of content for the web. The content covered includes text for websites, as well as blogs, webinars, videos, podcasts, and photographs. Through analysis of successful strategies as well as a look at real-world case studies, students will be able to create successful content for the web.

Course objectives:

- Explain what content marketing is at its core and the benefits of content marketing
- Identify the channels for content marketing
- Recognize the benefits of both a short message and a long message and how to use each one.
- Learn how to write a compelling tagline
- Understand the framework formula that is used for writing a compelling copy
- Identify the structure of an advertorial and learn how to write your advertorial
- Describe the benefits of email marketing
- Learn how to set up your email content marketing plan
- Learn how to write content to optimize organic search
- Discover the benefits of a content management system (CMS)
- Explain the strategy for writing your website content
- Learn the SEO techniques that will raise your website's profile
- Understand why and how blogs work to showcase your expertise
- Identify the benefits of webcasts, webinars, and podcasts to connect with your audience
- Stay relevant by using the most appropriate social media platforms by understanding what each one provides

### **DM160 SEO and SMO**

The course focuses on Search Engine Optimization and Social Media Optimization. Students will learn about SEO methodologies related to on-page and off-page optimization, user experience, SEO web design, content ranking factors, best practices, and common mistakes in webpage architecture. SMO will provide students with the knowledge on how to increase sales, and brand awareness and run promotion campaigns online through the use of popular social networks.

Course objectives:

- Understand what is search engine optimization and recognize its benefits and challenges
- Explain the difference between Black-Hat SEO v. White-Hat SEO
- Identify On-Page and Off-Page SEO
- Understand the basics of how search engines work
- Learn how to optimize on-site SEO
- Discover how to leverage the Google tools for SEO
- Understand the benefits of a sitemap
- Learn about tools available to create sitemaps
- Develop a strategy to optimize head, body, and long-tail keywords.
- Identify sources of keywords and use tools for competitive keyword research
- Identify content consideration factors that can optimize SEO
- Know the difference between Social Media Marketing and Social Media Optimization
- Apply tips for SMO across the most popular social media platforms



## BUSINESS FINANCE CONCENTRATION

Course ID	Course Title	Lecture Hours (A)	Lab (B)	Total Contact Hours (A+B+C)	Quarter Credit Hours
BF110	Risk Management	60	0	60	6
BF120	Investment Concepts	60	0	60	6
BF130	Legal and Ethical Considerations for Business	60	0	60	6
BF140	Business Financial Concepts	60	0	60	6
BF150	International Finance	60	0	60	6
BF160	Business Information Systems	60	0	60	6
BF170	Financial Statement Analysis	60	0	60	6
BF180	Costs and Budgeting	60	0	60	6
	<b>Total</b>	<b>480</b>	<b>0</b>	<b>480</b>	<b>48</b>

### LEARNING OBJECTIVES

- Identify various potential threats to businesses
- Understand the development of risk-mitigating strategies
- Explore the different types of financial investments
- Identify investment objectives and how to effectively diversify a client's portfolio
- Understand the legal, ethical, and regulatory requirements of businesses
- Utilize key accounting principles and assumptions to accurately evaluate the assets and liabilities of a business
- Understand international trade practices and the key principles that influence international banking
- Demonstrate how manual and computerized records and protocols are integrated with financial accounting and corporate decision-making
- Interpret and analyze financial statements to effectively forecast a company's profitability and financial risk
- Examine the traditional budgetary process as well as alternative approaches and cost-saving strategies to overcome budgetary issues

### COURSE DESCRIPTIONS

#### BF110 Risk Management

The course presents wide-ranging coverage of the different types of risks faced by organizations and their leaders. Risk management threats can come from many areas including finance issues, cyber-attacks, competitors, human resource problems, and more. Strategies on how to identify, assess and determine how to mitigate such threats are part of careful and well-developed risk management processes that will be covered in this course.

Course objectives:

- Identify the risks that are common to all financial institutions
- Describe how financial institutions assist individual savers by diversifying their portfolio risk
- Explain what policies and procedures are implemented by financial institutions to ensure their safety and soundness
- Identify and distinguish the various types of risk that financial institutions face
- Determine how operational risk is related to technological risk

- Recommend to a business owner how to avoid event risk scenarios
- Explain why credit risk analysis is an important component of a financial institution's risk management program
- Identify the causes of liquidity risk and describe how it differs in different types of financial institutions
- Explain the concept of market risk and describe how to calculate market risk exposure
- Describe the effects of utilizing "worst-case scenario" percentiles when examining the measured size of a financial institution's market risk exposure
- Identify the sources of operational risk
- Describe and recommend how to counter Informational Technology risks
- Describe the withdrawal risks affiliated with interest-bearing checking accounts, repurchase agreements, wholesale CDs, and federal funds

### **BF120 Investment Concepts**

In this course, an overview of investment types and their evaluation using basic portfolio analysis tools will be introduced. Topics include identification of investment objectives, the risk-return trade-off, investment strategies as well as balancing and diversifying your portfolio. It will also cover a summary of cash flow and income statement concepts for equity investments.

Course objectives:

- Explain portfolio construction and planning and its relationship to investing
- Define diversification and asset allocation and how it impacts investments
- Describe the role of secondary markets and the role of "market makers"
- Identify the principles and mechanics of investing in securities
- Describe the various sources and causes of risk in an investment
- Define what constitutes "total risk" in a portfolio and how one can minimize said risk
- Explain the difference between common stock and preferred stock
- Undertake the analysis of financial statements using ratios, including liquidity, activity, and profitability ratios
- Describe the general features of bonds and explain the risks associated with investing in bonds
- Explain the relationship between government securities and investment companies
- Explain the potential risks and benefits of investing in commodity futures
- Demonstrate how speculators may earn profits or suffer losses in financial and currency futures
- Identify key concepts related to portfolio planning, construction, and risk management
- Outline the goals and objectives of investment portfolio selection

### **BF130 Legal and Ethical Considerations in Business**

The course provides an overview of legal and ethics-related considerations involved in business practices. Legal topics include key elements of a business contract, contractual arrangements, and the application of appropriate legal principles to assist in resolving issues. The ethics component of the course will introduce case studies of corporate ethics from recent years and their legal resolution as well as the opportunity to recognize and address ethical issues that may be faced by businesses.

Course objectives:

- Explain how laws and regulations are fundamental foundations for business
- Analyze why *stare decisis* is different in common law nations than in civil law nations
- Classify what legal sources lawyers turn to in answering legal questions from their clients and the hierarchy of those sources
- Compare the connection between law and ethical principles

- Evaluate the obstacles and rewards of ethical business practice in our property-based legal system
- Describe the rationale and legal basis for contracts
- Categorize torts into three main types and compare what actions create legal responsibility in the three tort categories
- Identify the elements of negligence and relate these elements to the development of negligence law
- Understand the far-reaching impact of criminal behavior as the same acts can give rise to both civil and criminal liability
- Evaluate when and why private individuals and organizations make claims to enforce securities laws

### **BF140 Business Financial Concepts**

The course introduces and builds up fundamental skills for recording basic business transactions and accounting financial statements. These financial statements include the Balance Sheet, Income Statement, Statement of Cash Flows, and Statement of Changes in Owners Equity. It also addresses some of the key assumptions that are essential in the valuation of assets and liabilities.

Course objectives:

- Define the components of the accounting equation
- Prepare an income statement, a statement of changes in stockholders' equity, and a balance sheet
- Prepare a statement of cash flows
- Identify the steps in the accounting cycle
- Record business events in T-accounts using debit/credit terminology
- Record transactions using the general journal format
- Prepare a trial balance and explain how it is used to prepare financial statements
- Prepare closing entries in general journal format
- Prepare a bank reconciliation
- Identify and determine the cost of intangible assets
- Prepare a classified balance sheet
- Explain the advantages and disadvantages of debt financing
- Show how accounting information is used to make stock investment decisions

### **BF150 International Finance**

This course will offer a detailed introduction to global financial markets and international financial management. The focus will be on the exchange of goods and services between countries and the financial procedures that regulate this relationship. Topics include international trade practices, foreign exchange exposure and its risks, and foreign investments. Students will also explore international banking and its trends as well as the effects of economic policies on exchange rates, inflation, and interest rates.

Course objectives:

- Define international finance
- Analyze major trends of globalization of the world economy
- Describe what globalized financial markets are
- Examine the nature of multinational corporations
- Explain the meaning of currency carry trade
- Provide examples of operating exposure and summarize its effects
- Identify determinants of operating exposure and apply ways of managing them
- Explain what international banking services are

- Understand the main elements of the international money market
- Understand what international correlation structure and risk diversification are
- Explain the reasons why firms invest overseas
- Understand the impact of trade barriers and imperfect labor market
- Define cross-border mergers and acquisitions
- Understand the mechanics of a typical foreign trade transaction

### **BF160 Business Information Systems**

The course will present within a business framework the use of manual and computerized records, documents, procedures, and controls. It will emphasize the utilization of information technology in financial accounting and decision-making. Topics covered include enterprise software concepts and how to assess these offerings for different types of businesses.

Course objectives:

- Describe the differences between data, information, business intelligence, and knowledge
- Understand how management information systems enable business communications
- Identify how an organization can use business process reengineering to improve its business
- Explain how CRM systems can help organizations understand their customers
- Identify critical success factors (CSFs) and know what key performance indicators (KPIs) are
- Explain data mining and the importance of data analytics and data visualization
- Classify the different operational support systems, managerial support systems, and strategic support systems
- Describe supply chain management and how it impacts business
- Describe the role information plays in enterprise resource planning systems
- Identify the core areas of enterprise resource planning
- Discuss the current technologies organizations are integrating into enterprise resource planning systems
- Explain project management and analyze the primary reasons projects fail
- Discuss outsourcing benefits and challenges

### **BF170 Financial Statement Analysis**

The course focuses on understanding and interpreting financial statements, including the balance sheet, income statement analysis, ratio analysis, cash flow analysis, and others used to determine the company's operating efficiency, profitability, and financial risk. Students will use fundamental ratio analysis techniques, compare companies via their financial statements as well as gain an understanding of profitability and cash flow.

Course objectives:

- Identify the procedures for preparing financial statements and how to analyze T-accounts
- Explain how the various asset, liability, and stockholders' equity accounts on a typical corporate balance sheet are measured and classified
- Identify how successive balance sheets and the income statement can be used to determine cash inflows and outflows for a period
- Explain the distinction between operating, investing, and financing sources and uses of cash
- Use cash flow statement information when assessing credit risk
- Demonstrate how to analyze accounts receivable under net realizable value accounting
- Know how to account for accounts and notes receivable using the fair value option
- Understand how companies use receivables to accelerate cash inflows and how the accounting treatment affects financial statement ratios

- Formulate what absorption costing is and how it complicates the financial analysis
- Explain how long-term liabilities are shown on the balance sheet
- Know how to interpret the balance sheet items that constitute shareholders' equity

### BF180 Costs and Budgeting

The course introduces students to the basics of cost accounting, budgeting, and forecasting. Students will examine traditional budgetary and planning processes, consider alternative approaches and means to overcome forecast and budgetary issues, and improve forecasting accuracy. The whole process of putting together a set of budgets and business forecasts with various supporting procedures and reports will be explored as well as the implementation of cost-saving strategies to improve profitability in business.

Course objectives:

- Explain how costs are presented in financial statements and the process of cost allocation
- Define basic cost behaviors, including fixed, variable, semi-variable, and step costs
- Use cost-volume-profit (CVP) analysis to analyze decisions
- Prepare and analyze a production cost report
- Assign costs to products using first-in, first-out (FIFO) costing
- Demonstrate the flow of costs through accounts using activity-based costing
- Describe how activity-based cost management can be used to improve operations
- Use the hierarchy of costs to manage costs
- Design cost management systems to assign capacity costs
- Describe how activities that influence quality affect costs and profitability
- Understand the role of budgets in overall organization plans
- Develop production and cost budgets
- Develop budgeted financial statements

### MARKETING CONCENTRATION

Course ID	Course Title	Lecture Hours (A)	Lab (B)	Total Contact Hours (A+B+C)	Quarter Credit Hours
MK110	Social and Sales Network Communications	60	0	60	6
MK120	Selling Strategies and Content Marketing	60	0	60	6
MK130	Marketing and Sales Ecosystem Management	60	0	60	6
MK140	Product Innovation	60	0	60	6
MK150	Customer Response Marketing	60	0	60	6
MK160	Storytelling for Sales and Marketing	60	0	60	6
MK170	Personal Branding for Sales and Marketing Professionals	60	0	60	6
MK180	Global Business Perspectives	60	0	60	6
	<b>Total</b>	<b>480</b>	<b>0</b>	<b>480</b>	<b>48</b>

### LEARNING OBJECTIVES

- Evaluate the effectiveness of sales and marketing communications by utilizing current social media tools and metrics
- Ensure that marketing and sales content aligns with the organization's core marketing strategies
- Understand how to develop and manage a strategic international marketing and sales initiative
- Develop product/service innovation, considering not only customer needs but also the manufacturability, sales viability, as well as the costs and constraints related to the production process

- Plan and create sales and marketing content for high-impact campaigns
- Contribute to the design and implementation of multimedia communication products
- Understand the purpose, benefits, and responsibilities of branding and manage the use of social media to build and maintain a personal brand
- Demonstrate a global sales perspective relevant to the opportunities and challenges of conducting business in the global marketplace

## COURSE DESCRIPTIONS

### **MK110 Social and Sales Network Communications**

The course focuses on the key digital and social marketing skills required for success in the modern workplace. Emphasis will be placed on developing, promoting, delivering, and analyzing social media activities for account sales representatives and marketing professionals. Through class discussions, projects, and online resources, students will also learn how successful marketers and salespeople view their consumers' social media activity as the "voice of the consumer" and how social media data can lead to effective marketing and sales strategies.

Course objectives:

- Understand the practice of marketing communications and recognize the tools used by practitioners
- Differentiate among the following terms: the marketing mix, marketing, communications, marketing communications, the promotional mix, and integrated marketing communications
- Explain the importance of market segmentation for specific consumer groups and how the targeting decision is the initial and most fundamental of all marketing communication decisions
- Discuss the concept and practice of brand positioning
- Describe elements of the communications process
- Explore the nature of semiotics in marketing communications, and how that meaning is a constructive process involving the use of signs and symbols
- Describe marketing communicators' usage of three forms of figurative language: simile, metaphor, and allegory
- Identify the eight stages of consumer information processing exposure, attention, comprehension, agreement, retention, retrieval, decision making, and action
- Provide examples of some successful social media campaigns and how these were integrated with a company's IMC efforts
- Explain the privacy issues and other major concerns with social media
- Explain the differences between proactive marketing public relations vs. marketing public relations
- Understand the role of viral marketing and building brand buzz in creating favorable word-of-mouth

### **MK120 Selling Strategies and Content Marketing**

This course will focus on the proven marketing strategy of creating and distributing relevant and consistent content that attracts and engages a clearly defined target market. Special emphasis will be placed on the tactics and best practices that successful marketers and sales professionals use to create captivating content marketing. Students will also learn the various aspects of planning, executing, and delivering effective marketing and sales content via digital and traditional media channels.

Course objectives:

- Understand why a business needs a framework for creating content
- Learn how to build a framework for creating content
- Explore the resources needed to build a content creation framework

- Explain the importance of defining the story of your business through the power of storytelling
- Examine the process for generating content ideas, and explore how to generate content ideas either by yourself or with a group
- Understand the buyer's journey
- Discuss the advantages of effective writing
- Explain how to attract and engage people with effective content
- Explain the importance of content promotion
- Understand the differences between organic and paid content promotion
- Develop a successful content promotion strategy
- Collect and interpret data, and describe what to do with data once it has been collected
- Describe what growth marketing is and how to develop a growth marketing mindset
- Explore proven tactics to improve the top, middle, and bottom of your funnel

### **MK130 Marketing and Sales Ecosystem Management**

This course will focus on how price, place, product, and promotion can be adapted and aligned to traditional and omnipresent digital marketing channels. The course will also cover how positioning and packaging are integrated into the marketing mix. Students will learn how to use established marketing tools to attain well-defined business objectives. Emphasis will be placed on how proven marketing mix strategies can be applied to B2B and B2C sales personnel.

Course objectives:

- Introduce some of the key marketing and business models that will help to shape your plans and how to integrate them into your strategy
- Understand the principles of display advertising and programmatic marketing and how they relate to planning, targeting, and managing a campaign
- Explore social media along with challenges and opportunities that organic and paid social media represent
- Understand how content is vital to your strategy and how to measure success on the channel
- Define social advertising and learn its effects on SEO
- Learn how to implement an effective e-mail strategy
- Understand the technology landscape and be able to identify the relevant KPIs
- Understand the core principles of constructing a lead generation process and how this can play out across the digital channels as well as how to measure success
- Measure the value of content and how it should be distributed effectively
- Learn how to use different types of content and how content works in an international business
- Understand the concept of the single customer view and the differences between personalization and segmentation
- Understanding the core features of CRM programs and how contact strategies play a part in shaping them

### **MK140 Product Innovation**

The course introduces students to product design with the purpose of developing new products or improving upon existing products and services. The content includes developing a product innovation brief, generating new product concepts, and testing concepts to confirm their validity. Students will also learn strategies to communicate their new product innovations to potential investors and customers.

Course objectives:

- Describe the different categories of opportunity
- Explain the basics of market engagement and design thinking

- Discuss the different types and sources of innovation
- Examine the mechanisms behind creating a viable value proposition
- Discuss what a business model is and how business models must adapt to challenging markets
- Define SWOT analysis and its importance to the strategic plan
- Convey and discuss the importance of barriers to entry
- Discuss how to create and maintain a competitive advantage
- Determine the pros and cons of imitation
- Discuss the importance of technology and innovation strategies
- Define new technology ventures
- Understand product design and development
- Explain how scenarios address complex and uncertain challenges
- Discuss marketing objectives and customer target segments
- Discuss how new ventures are financed

### **MK150 Customer Response Marketing**

The course introduces students to personalized marketing and sales tools, such as email and loyalty marketing. The topics covered include the fundamentals of email marketing, target segmentation, variable sales communications, personalization, timing, and best practices to encourage customer engagement. The students will also explore the fundamentals of loyalty marketing including practices and strategies to turn casual customers into loyal customers.

Course objectives:

- Recognize the important role that customer relationships play in creating sales for the organization
- Define and discuss the importance of the customer value chain
- Explain why managers need to ensure that resources are allocated in a way that both sales and marketing can achieve their objectives
- Discuss how organizational barriers to sales and marketing collaboration may be overcome through the alignment of activities and processes
- Discuss how managing the sales funnel requires sales, marketing, and senior managers to have an open dialogue
- Examine why communications with customers must be consistent wherever it originates from within the organization
- Explain why building effective relationships with customers are fundamental to identifying customer value and to co-creation of value
- Understand how customers build trust not only with the individuals within the organization but also in the organization itself
- Explain why sales and marketing need to work together not only to understand customer's needs but also to create an environment where the value proposition can be communicated
- Explain how process alignment relates to lead generation and the sales funnel pipeline

### **MK160 Storytelling for Sales and Marketing**

The course covers all aspects of storytelling as it relates to sales and marketing, from the way ideas are presented to colleagues and clients to the way that a brand is presented to customers. Storytelling will be explored as a powerful, strategic tool for the consumer, brand, salesperson, organization, society, and culture. The content will include a variety of in-class activities and projects to help students gain familiarity with creating and converting sales and marketing content into the storytelling format and its effective delivery in the storytelling medium.



Course objectives:

- Explain how storytelling in business can drive better results
- Know the eight different types of stories
- Learn how to choose the style in which you tell the story
- Discuss the importance of how the story should be delivered
- Use a springboard story to communicate a complex new idea and inspire action
- Build trust by learning how to tell the story of who you are
- Understand the three kinds of brand stories
- Describe how to communicate the brand narrative within the company
- Distinguish the different types of organizational values, ethical values, personal and corporate values, and espoused and operational values
- Know the different patterns of working together including workgroups, teams, communities, and networks
- Use narrative techniques to generate high-performing teams and communities
- Know the differences between simulations, informal stories, plans, business models, strategies, scenarios, and visions

### **MK170 Personal Branding for Sales and Marketing Professionals**

The course will emphasize the benefits of personal branding and the importance of having a strong personal brand in scenarios such as job searching and interviewing, sales, small business ownership, and networking. Course content will cover the basics of reputation management and how to utilize media to build networks and increase credibility. Students will learn how to create a compelling personal brand message and how to be effective at finding, establishing, and fostering human connections through recognized and innovative concepts in practice. Emphasis will be placed on creating a strong personal brand for all sales and marketing fields.

Course objectives:

- Understand how to develop a strategy to promote your personal brand
- Discuss why goal setting is important to the success of your personal brand
- Describe the benefits of seeking and obtaining a mentor
- Define and execute a task-oriented productivity strategy
- Explain the fundamental components of a winning personal brand website
- Understand that trans actual relationships are often counter-productive when promoting your personal brand
- Create an elevator pitch that conveys their personal brand

### **MK180 Global Business Perspectives**

This course focuses on the mechanics of globalization and the mastery of business strategy, operation, and practices from a global perspective. The course also explores international business connections between people, cultures, sales networks, and organizations, especially those made possible by advances in technology and media. Through lectures, discussions, and projects, students will gain new perspectives on multinational and local businesses, sales structures, and key markets around the world, and will be able to sharpen their own abilities to thrive in them.

Course objectives:

- Understand the term globalization and recognize the main drivers of globalization
- Understand how the process of globalization is creating opportunities and challenges for management practice
- Understand how the political system, economic systems, and legal systems of countries differ
- Discuss how differences in social culture influence values in business

- Understand the ethical, corporate social responsibility, and sustainability issues faced by international businesses
- Identify the different philosophical approaches to business ethics that apply globally
- Examine the three basic decisions that firms contemplating foreign expansion must make: which markets to enter when to enter those markets, and on what scale
- Explain how country differences, production technology, and production factors, all affect the choice of where to locate production activities
- Identify why and how advertising and promotional strategies might vary among countries.
- Understand how to configure the marketing mix globally
- Describe how globalization is affecting product development
- Identify the policy instruments used by governments to influence international trade flows
- Summarize and explain the arguments against strategic trade policy

## HOSPITALITY LEADERSHIP CONCENTRATION

Course ID	Course Title	Lecture Hours (A)	Lab (B)	Total Contact Hours (A+B+C)	Quarter Credit Hours
HL110	Fundamentals of Hospitality Leadership	120	0	120	12
HL120	Hospitality Management Strategy	130	0	130	12
HL130	Hospitality Business Training and Development	120	0	120	12
HL140	Managing Guest Experience	120	0	120	12
<b>Program Totals</b>		<b>490</b>	<b>0</b>	<b>490</b>	<b>48</b>

### LEARNING OBJECTIVES

- Examine the foundations of hospitality leadership processes, concepts, and principles
- Apply ethical values in the decision-making process
- Be introduced to leadership strategies that management teams use in the industry
- Diagnose, analyze and resolve hospitality-related cases
- Plan and implement phases for hospitality training processes
- Explore strategies to deliver effective training
- Familiarize with different types of professional development programs for the hospitality industry
- Be introduced to the principles of the guest experience, quality assurance, and guest/staff interface
- Explore concepts of service, service delivery, and service recovery

### COURSE DESCRIPTIONS

#### HL110: Fundamentals of Hospitality Leadership

The course is designed to examine the foundations of hospitality leadership processes, concepts, and principles and to improve personal competence in decision-making, problem-solving, motivation, and communication as they relate to the hospitality industry. The course also focuses on the ethical values that are critical in the decision-making process and how the manager's character and values affect the outcome. Students will explore the different core traits and qualities that contribute to successful hospitality leaders as well as analyze best practices in the industry.

Course objectives:

- Compare and contrast the major theories of people management
- Identify ways to build strong decision-making skills
- Explain the supervisor's role in decision-making, problem-solving, and delegation of duties
- Define the foundations and characteristics of leadership styles
- Examine the importance of listening, communicating, planning, organizing, and goal setting in the hospitality industry
- Discuss legal issues and various factors related to managerial decisions about employment
- Identify the key factors of a successful performance standard system
- Analyze different ways in which a supervisor builds a cohesive and successful team
- Describe the importance of training, conflict management, resolution, prevention, discipline, and employee development in the hospitality industry

### **HL120: Hospitality Management Strategy**

The course is designed to introduce the strategies that the management team uses in different departments within the hotel industry, restaurants, gaming industry, and other hospitality-related businesses. Students will develop and implement strategic processes that are functionally interrelated with different departments. They will read and discuss case studies on different techniques that were implemented in the various sub-industries. Students will diagnose, analyze and resolve fictitious cases using the theories and techniques that had effective measurable outcomes.

Course objectives:

- Explain the particular study of strategy – the strategy process
- State a rationale for the strategy process approach in applying strategic management tools, techniques, and concepts in the context of the tourism, hospitality, and event sectors – strategy in tourism, hospitality, and events (THE) context
- Turn towards the internal analysis of organizations and consider in turn the competencies, resources, and competitive advantage, followed by the human, financial, and product/market aspects of internal strategic analysis
- Analyze the external environment facing THE organizations, providing a rigorous underpinning for the 'opportunities' and 'threats' components of the SWOT
- Understand concepts and frameworks that help organize material appropriately and help in understanding what is occurring outside the organization concerned
- Identify the strategic choices THE organizations have to make in developing their strategies for future development
- Explain strategic implementation with consideration of strategic management in theory and practice.
- Examine case studies that cover various facets of tourism, hospitality, and events management to illustrate the specific strategic management challenges that managers face in these contexts.
- Illustrate the linkages inherent in strategic management in that internal decisions have impacts on other parts of the organization and external stakeholders.
- Explore the holistic nature of strategic management in that decisions often require knowledge of other subject fields such as marketing, finance, and human resource management.

### **HL130: Hospitality Business Training and Development**

The course introduces students to the steps in the planning and implementation phases of the hospitality training processes. Students will gain a deeper insight into the differences between leadership and management as it applies to industry-specific situations/departments for training and development. Students will be exposed to strategies to deliver effective training as it relates to hotels, restaurants, casinos, spas, and other hospitality-related businesses. The course will also explore different types of

professional development programs that are designed for the hospitality industry and how it applies to events locally and globally. A training manual will be developed as one of the deliverables of the course.

Course objectives:

- Introduce decision-making processes and how they assist in making decisions and taking action
- Understand the nature of the management-worker relationship at its deepest level – the psychological contract
- Comprehend the range of functions of motivation
- Explain the ways of handling negative feelings and show why these are important in managing people
- Explore how job satisfaction is constructed out of trade-offs, the relationship between satisfaction and commitment, and the relationship between organizational change and empowerment
- Introduce perspectives on what it means to work together and differentiate the management task of managing groups from that of individuals
- Examine how attitudes are formed, and understand the functions of an attitude and how attitudes can be changed
- Describe the policy issues that impact diversity
- Explain how the appraisal can realign a person with their role
- Outline the basic principles of a recruitment search, basic techniques of job analysis, and selection interviewing
- Describe patterns of conflict behavior and how a grievance procedure is designed
- Explain the importance of coherence in HRM strategy and what HR policies make up strategy as well as the relationship between HRM strategy and the hospitality labor market
- Identify models of learning by experience and explain how mobility is a vehicle for career development

#### **HL140: Managing Guest Experience**

The course is designed to introduce students to the principles of the guest experience as well as the guest/staff interface within the hospitality industry. The leadership of various hospitality service operations will be studied in the context of guest experience and quality assurance. Through lectures, discussions, and projects, students will explore the concepts of service, service delivery, and service recovery based on the different cultural and geographic regions. Additional topics will include customer care and loyalty programs, creativity and innovation, and product design.

Course objectives:

- Define the basic elements of the guest experience and how to create a guest experience
- Understand what goes into successful planning in hospitality and the importance of including the key elements of customer satisfaction in the planning process
- Learn what characterizes a safe and secure service environment how to manage it
- Explain the importance of company culture and how an organization's leadership helps shape it
- Understand the importance of hiring staff who enjoy the hospitality profession and how to design the hiring and onboarding processes
- Outline the importance, goals, types, and methods of employee training
- Describe the importance of motivating employees and know how this can be accomplished
- Explain the co-creation of guest experiences, as well as how and why it happens
- Understand the importance of information for guests, how it is communicated to them, and how the internet impacts it
- Describe the planning of service delivery and how to address and prevent problems with it
- Explain why waits for services should be as short as possible and how they can be effectively managed
- Demonstrate effective service delivery management and how to solicit guest opinions about it

- Explain how to fix service failures, how to learn from them, and how guests respond to efforts to fix them
- Describe the three Ss—strategy, staffing, and systems, explain why innovation and managing change are important, and understand the difference between leading and managing

## ORGANIZATIONAL ADMINISTRATION CONCENTRATION

Course ID	Course Title	Lecture Hours (A)	Lab (B)	Total Contact Hours (A+B+C)	Quarter Credit Hours
BA110	Office Systems and Administration	120	0	120	12
BA120	Financial Accounting	130	0	130	12
BA130	Employee Relations	120	0	120	12
BA140	Organizational Behavior	120	0	120	12
<b>Program Totals</b>		<b>490</b>	<b>0</b>	<b>490</b>	<b>48</b>

## LEARNING OBJECTIVES

- Participate in the decision-making process, analysis of data, managing, and processing of information
- Understand the importance of different skills in effective communication (written and oral) in a professional office setting
- Introduce the objectives, principles, assumptions, and concepts of financial accounting
- Discuss best practices in managing employee relations, developing effective relationships and employee culture
- Become familiar with coaching, and performance management strategies.
- Examine contemporary principles, techniques, and research in management and organizational behavior
- Familiarize with a common structure for personnel in an organization

## COURSE DESCRIPTIONS

### BA110 Office Systems and Administration

The course offers the background and the basic knowledge of office administration that allow the professional administrative support personnel to participate effectively in decision-making, analysis of data, managing and processing of information, oral and written communication, and establishing effective interpersonal relations. Students will be exposed to different skills in effectively communicating in a professional office setting, creating business correspondence, and presentations, and how to perform essential office tasks. They will be introduced to different business software and learn how to create documentation and spreadsheets that help to facilitate proper office procedures. Students will learn about effective administrative skills that include professionalism, applied technology that is relevant to an office setting, administrative procedures, and how to create and implement administrative projects.

Course objectives:

- Describe the behaviors and attitudes of an office professional
- Discuss general expectations and skills related to employment competencies
- Explore information technologies, networks, and security measures for information systems
- Demonstrate techniques and procedures for appropriate communication via telephone, written, and oral means
- Explain general procedures related to banking, payroll, and financial reporting

- Discuss the importance of time and workspace management integral to the effective running of an office
- Demonstrate essential practices for planning and participating in meetings, and proper business travel etiquette
- Explain records management, including classification, arrangement, and storage in both physical and electronic forms
- Introduce strategies for planning and advancing your career as well as for ongoing professional development

### **BA120 Financial Accounting**

The course introduces the objectives, principles, assumptions, and concepts of financial accounting. It focuses on the development of technical skills needed to analyze financial statements and disclosures for use in financial analysis, and learn how accounting standards and managerial incentives affect the financial reporting process. By the end of this course, students will be able to read and analyze the three most common financial statements: the income statement, balance sheet, and statement of cash flows.

Course objectives:

- Discuss the importance of financial accounting information for external and internal parties in terms of the objectives and the characteristics of that information
- Describe how certain business transactions affect the elements of the accounting equation: Assets = Liabilities + Owners' Equity
- Describe how the statement of financial position, often referred to as the balance sheet, is an expansion of the basic accounting equation
- Explain the importance of financial statements to a company and its investors and creditors and why management may take steps to improve the appearance of the company in its financial statements
- Describe the steps in the accounting cycle and discuss the role of accounting records in an organization
- Demonstrate how to prepare an income statement, a statement of retained earnings, a balance sheet, and an after-closing trial balance
- Explain financial assets and their valuation in the balance sheet
- Identify liabilities and distinguish between current and long-term liabilities
- Explain how cash transactions are classified in a statement of cash flows, and compute the major cash flows relating to operating activities
- In a perpetual and periodic inventory system, determine the ending inventory and the cost of goods sold using (a) specific identification, (b) average cost, (c) FIFO, and (d) LIFO
- Explain the importance of analyzing financial statements from the viewpoints of common stockholders, creditors, and others

### **BA130 Employee Relations**

The course focuses on best practices for how to manage employee relations issues when they arise as well as the ways to effectively develop relationships and build an employee culture through shared values that reinforce a proactive and preventative approach to managing employee relations through employee engagement strategies. Students will examine the responsibilities and proactive initiatives that guide industry professionals. They will learn techniques for conducting critical conversations, making employee relations decisions, and managing performance issues. Students will be able to practice coaching, and performance management strategies, and learn to adapt to and manage different personality styles and communication skills, including the use of positive language phrasing.

Course objectives:

- Identify strategies to build human relations skills
- Explore human relations in group settings
- Examine ways in which communication can be directed toward better understanding between sender and receiver
- Describe the concept of EI (emotional intelligence) in terms of its role in interpersonal relationships
- Identify strategies for finding constants within change and dealing with the effects on personal and organizational levels
- Explore tools to anticipate and avoid conflicts, and resolve those that are inevitable
- Examine customer service as a key growth area for all organizations
- Explore the trend of increasing diversity in the workforce, and offer strategies for ensuring cooperation and fairness in a diverse environment
- Discuss ethics and ways to maintain an ethical workplace
- Identify personal issues that affect the work experience and affect individual productivity

**BA140 Organizational Behavior**

This course integrates the study of management principles and practices with the study of human behavior within organizations. The course examines the contemporary principles, techniques, and research findings in management and organizational behavior that are driving high performance and continuous improvement in business organizations. Specific attention will be given to organizational behaviors, diversity in the organization, attitudes and job satisfaction, personality and values, perceptions and individual decision-making, motivation concepts, foundations of group behavior, communication, leadership, power and politics, and conflict and negotiation.

Course objectives:

- Explain the value of organizational behavior to your job and career
- Explain the role values play in influencing your behavior and how personal attitudes affect workplace behavior and work-related outcomes
- Describe the impact of core self-evaluations on performance
- Realize the benefits of emotional intelligence
- Define motivation and how it affects your behavior
- Describe approaches to motivating employees through job design
- Summarize the elements of effective performance management
- Apply knowledge of feedback and coaching to review and improve performance
- Explain the benefits of positive organizational behavior and how to develop a climate that promotes positive organizational behavior
- Describe the key characteristics of groups and differentiate them from those of teams
- Describe how the communication process works and identify the key aspects of interpersonal communication
- Differentiate conventional forms of work-related conflict
- Differentiate and apply the main forms of organizational politics
- Explain how to characterize an organization's culture
- Describe the process of culture change in an organization
- Describe the basics of organizational effectiveness
- Explain how to assess an organization's effectiveness

**ADDITIONAL OPTIONAL COURSES FOR UP TO 9 MAXIMUM CREDITS**

Course ID	Course Title	Lecture (A)	Lab (B)	Externship (C)	Total Contact Hours (A+B+C)	Quarter Credit Hours
EXT140 Fall	Business Professional Externship	6	0	84	90	3
EXT140 Winter	Business Professional Externship	6	0	84	90	3
EXT140 Spring	Business Professional Externship	6	0	84	90	3
EXT140 Summer	Business Professional Externship	6	0	84	90	3

Additional Information

Training Methods	Lectures/Labs/Web-Based Learning Activities/Externship Activities
Program Length in weeks	44 weeks (40 academic weeks and 4 administrative weeks)
Contact Hours	540-600 Contact Hours without Externship and up to 810-870 contact hours with Externship taken in 3 academic quarters for course credit
Program Length in Quarter Credit Hours	54 quarter credit hours without externship and up to 63 quarter credit hours with externship

**EXT140: Business Professional Externship**

Through direct experiential practical application, students will be provided the structured opportunity to develop business communication skills, word processing competence, spreadsheet mastery, multimedia, and business procedures and or practices. Seminars and journals will establish the cycle for building competencies and skills that contribute to career objectives.



# Healthcare Programs

## **HEALTHCARE CAREER PROGRAM (HCP)**

There is a high demand for qualified professionals in the healthcare industry. This program prepares the student to function as part of the healthcare team and to contribute to clinical, administrative medical office operations in providing patient care. This program will teach the aspects of medical assisting that can be applied in the healthcare setting whether in a hospital, clinic, or medical office. The fundamental competencies of front-office operations and patient relations as well as the enhanced study of immunology, pharmacology, phlebotomy, medical law, regulations, and ethics are covered in-depth. Upon successful completion of the program, students will receive a certificate of completion. Graduates of this program track are eligible to sit for Phlebotomy Technician Certification, EKG Technician Certification; students may take either the Certified Clinical Medical Assistant Exam or CCMA Certification. The HCP program prepares students for a wide variety of careers as well as further study in higher education.

For more information about this program enrollment statistics, completion and placement rates, the median debt of students who completed the program, and other information, please use the following link: [Disclosure Table](#)

### **Billing and Coding Elective Track**

The administrative track of the Healthcare Career Program focuses on the information needs of the healthcare industry. Students are prepared with the knowledge and the skills necessary to provide medical coding and billing, manage healthcare data used to support patient care, and contribute to the development of computer-based patient records.

Graduates of the program are eligible to sit for the national accreditation examination for the NHA Certified Billing and Coding Specialist (CBCS), the NHA Certified Electronic Health Records Specialist (CEHRS), and the AHIMA Certified Coder Associate (CCA). Upon successful completion, graduates will possess the skills necessary for entry-level employment. Presently, employment opportunities are found in numerous areas including doctor offices, hospitals, pharmaceutical companies, mental health facilities, home health companies, long-term care facilities, veterinary medicine businesses, insurance companies, law firms, private industry, and colleges and universities.

### **Medical Assisting Elective Track**

The clinical track of the Healthcare Career Program focuses on the skills necessary to assist physicians and patients in various healthcare settings. These skills include communicating with patients, taking vital signs, using appropriate examination room procedures, and interpreting test results. The program also teaches the administrative skills essential for running a medical office. Students are trained to interact directly with patients and caregivers while learning the skills necessary to provide them with administrative skills, the ability to conduct laboratory work and administer clinical care.

Graduates of this program track are eligible to sit for Phlebotomy Technician Certification, EKG Technician Certification; students may take either the Certified Clinical Medical Assistant Exam for CCMA Certification or the Registered Medical Assistant Exam for RMA\* Certification.

\*Clinical students must complete a 160-hour post-graduate externship within 90 days of graduation to be eligible to apply for the RMA certification exam.

Graduates will possess the skills necessary for entry-level employment. Presently, employment opportunities are found in numerous areas including hospitals, clinics, physicians' offices, home health agencies, and long-term care facilities.

Career Development for graduates includes advice on writing resumes and cover letters, managing the interview process, and networking for success.

Students in this program are required to enroll in the core courses listed in the table below; **and**, in addition, must choose between billing and coding elective track courses **or** medical assisting elective track courses.

**Medical Assisting Elective Track**

Course ID	Course Title	Lecture (A)	Lab (B)	Out of Class Hours (C)	Total Hours (A+B+C)	Quarter Credit Hours
BM112	Customer Service	5	40	11.25	56.25	2.25
SS102	Professional Development	5	40	11.25	56.25	2.25
HC121	Medical Administrative Procedures	10	80	22.5	112.50	4.5
HT111	Medical Terminology, Anatomy, and Physiology	10	80	22.5	112.50	4.5
HC131	Foundations of Clinical Procedures	10	80	22.5	112.50	4.5
HC141	Lab Procedures and Phlebotomy	10	80	22.5	112.50	4.5
HC151	Advanced Clinical Procedures	10	80	22.5	112.50	4.5
HC161	Medical Law, Ethics and Patient Relations	10	80	22.5	112.50	4.5
HC171	Medical Billing and Coding	10	80	22.5	112.50	4.5
<b>PROGRAM TOTALS</b>		<b>80</b>	<b>640</b>	<b>180</b>	<b>900</b>	<b>36</b>

**Additional Information**

Training Methods	Lectures/Labs/Web-Based Learning Activities/Out-of-School Work
Program Length in weeks	40 Academic Weeks, 4 Administrative Weeks
Contact Hours	900 (80 Lecture Hours, 640 Lab Hours and 180 Out-of-Class Clock Hours)
Program Length in Quarter Credit Hours	36 quarter credits
Healthcare Career Program Prepares for the following industry certifications:	<b>Medical Assisting Electives:</b> Phlebotomy Technician Certification, EKG Technician Certification; students may take either the Certified Clinical Medical Assistant Exam for CCMA Certification or the Registered Medical Assistant Exam for RMA* Certification

#### BM112: Customer Service

This course focuses on the essentials of customer service and strategies for handling customers in everyday situations. Emphasis is placed on the business value and the personal value of excellent customer service in any profession. Students explore customer service career paths, methods of evaluating and measuring customer service delivery, and the integral role of customer service in any business.

#### SS102: Professional Development

This course focuses on the various strategies and techniques for student success including time management, note-taking, and test-taking skills, professional writing, self-assessment, memorization, organization, culture and diversity, and managing and maintaining physical and mental health. Other topics covered include decision-making and critical thinking, technology and computer skills, relationship building, managing finances, and public speaking. This course is designed to provide each student with the necessary tools to be successful in today's college environment.

#### HC121: Medical Administrative Procedures

This course focuses on healthcare operations, the fundamental use and components of the electronic health record to better serve patient's needs as well as comply with regulations and protect the proprietary interests of the medical practice. The student will learn about the resources and practices applied to front-office administrative functions through lectures, hands-on lab application, and e-learning activities. This course develops competencies in managing office resources, supplies, and equipment; medical records management; security; legal requirements; telephone courtesy and effectiveness.

#### HT111: Medical Terminology, Anatomy, and Physiology

This course of study focuses on the need for effective and accurate communications in the healthcare environment and the patient-provider relationship. Areas of study will be anatomy and physiology, technical medical terminology, specialized office vocabulary, and abbreviations. The student will acquire skills, through lectures, discussions, and projects, and e-learning activities.

#### HC131: Foundations of Clinical Procedures

In this course, students will learn the fundamental theories and practices of patient care, infection control, performing examinations, and general operations of a healthcare facility. The student will learn through research, lecture/case studies, discussions, and projects about the various medical specialties with a specific focus on reproductive, urinary, pediatric, and geriatric cases. The student will learn through hands-on practical lab application; patient interview skills during the intake process, how to check and record vital signs, and recording patient medical history.

#### HC141: Lab Procedures and Phlebotomy

This course teaches the students the fundamental competencies and step by step laboratory procedures of specimen collection and analysis of biological specimens. The student will learn the key role played by the medical assistant in the collection, labeling, and preservation, and processing of those specimens through laboratory protocols. The student will learn through lecture/case studies, discussions, and projects how to effectively collect and process blood, urine, and stool specimens.

#### HC151: Advanced Clinical Procedures

This class builds upon competencies and skills learned in HC141. This course of study focuses on providing higher-level medical care and the administrative functions of the medical assistant in a healthcare facility. The student will learn through research, lecture/case studies, discussions, and projects the competencies in assisting with minor surgery, electrocardiography, and pulmonary functions with an emphasis on knowledge of pharmacology. Other competencies developed include accurate, dosage calculations and the administration of medications through oral and parenteral methods.

### HC161: Medical Law, Ethics and Patient Relations

This course will teach the student the importance of biomedical ethics issues as well as gain familiarity with federal laws that mandate the protection and safekeeping of patient records (HIPAA: Health Insurance Portability and Accountability Act).

### HC171: Medical Billing and Coding

This course provides an insight into the medical billing and coding services in healthcare, with the opportunity to demonstrate the skills and competencies that have been taught by the four prerequisite courses. The student will learn through lecture/cases studies, discussions, and projects the billing and coding policies applied in a clinical setting, submitting requests for prior authorization, finding and applying codes found in the ICD and CPT, billing and collections procedures, contracts, and identify resources available through the Healthcare Common Procedure Coding System HCPCS coding manual.

### Billing and Coding Elective Track

Course ID	Course Title	Lecture (A)	Lab (B)	Out of Class Hours (C)	Total Hours (A+B+C)	Quarter Credit Hours
BM112	Customer Service	5	40	11.25	56.25	2.25
SS102	Professional Development	5	40	11.25	56.25	2.25
HC121	Medical Administrative Procedures	10	80	22.5	112.50	4.5
HT111	Medical Terminology, Anatomy, and Physiology	10	80	22.5	112.50	4.5
HT133	Foundations of ICD-10	10	80	22.5	112.50	4.5
HT143	Advanced ICD-10	10	80	22.5	112.50	4.5
HT151	Foundations of CPT	10	80	22.5	112.50	4.5
HT162	Advanced CPT	10	80	22.5	112.50	4.5
HT171	Medical Insurance Methodology	10	80	22.5	112.50	4.5
<b>PROGRAM TOTALS</b>		<b>80</b>	<b>640</b>	<b>180</b>	<b>900</b>	<b>36</b>

### Additional Information

Training Methods	Lectures/Labs/Web-Based Learning Activities/Out-of-School Work
Program Length in weeks	40 Academic Weeks, 4 Administrative Weeks
Contact Hours	900 (80 Lecture Hours, 640 Lab Hours and 180 Out-of-Class Clock Hours)
Program Length in Quarter Credit Hours	36 quarter credits
Healthcare Career Program Prepares for the following industry certifications:	<b>Billing and Coding Electives:</b> NHA Billing and Coding Specialist Exam for CBCS Certification, NHA Electronic Health Records Specialist Exam for CEHS Certification, and AHIMA's Certified Coding Associate Exam for CCA Certification

\* Students who choose Medical Assisting Electives must complete a 160-hour post-graduate externship within 90 days of graduation to be eligible to apply for the RMA certification exam.

#### BM112: Customer Service

This course focuses on the essentials of customer service and strategies for handling customers in everyday situations. Emphasis is placed on the business value and the personal value of excellent customer service in any profession. Students explore customer service career paths, methods of evaluating and measuring customer service delivery, and the integral role of customer service in any business.

#### SS102: Professional Development

This course focuses on the various strategies and techniques for student success including time management, note-taking, and test-taking skills, professional writing, self-assessment, memorization, organization, culture and diversity, and managing and maintaining physical and mental health. Other topics covered include decision-making and critical thinking, technology and computer skills, relationship building, managing finances, and public speaking. This course is designed to provide each student with the necessary tools to be successful in today's college environment.

#### HC121: Medical Administrative Procedures

This course focuses on healthcare operations, the fundamental use and components of the electronic health record to better serve patient's needs as well as comply with regulations and protect the proprietary interests of the medical practice. The student will learn about the resources and practices applied to front-office administrative functions through lectures, hands-on lab application, and e-learning activities. This course develops competencies in managing office resources, supplies, and equipment; medical records management; security; legal requirements; telephone courtesy and effectiveness.

#### HT111: Medical Terminology, Anatomy, and Physiology

This course of study focuses on the need for effective and accurate communications in the healthcare environment and the patient-provider relationship. Areas of study will be anatomy and physiology, technical medical terminology, specialized office vocabulary, and abbreviations. The student will acquire skills, through lectures, discussions, and projects, and e-learning activities.

#### HT133: Foundations of ICD-10

This course focuses on developing the students understanding of the competencies required in coding medical diagnoses, creating abstracts of practitioner notes, ICD -10-CM, ICD-10-PCS, and Z-Codes. The student will also learn about the billing and coding process, its recurring cycles, and expectations for achieving accurate and timely reimbursements. The student will learn and demonstrate these skills, through lecture/case studies, discussions, and projects.

#### HT143: Advanced ICD-10

In this class students will build on their knowledge and skills derived from HT133, to understand and apply the competencies in ICD -10-CM and ICD-10-PCS billing and coding processes; and written guidelines utilizing proper code sequencing and coding for all 21 chapters of ICD reference. The student will learn and demonstrate these skills, through lecture/case studies, discussions, and projects.

#### HT151: Foundations of CPT

This course presents the foundation of a professional healthcare billing and coding operation and discusses the knowledge and mastery of the Current Procedural Terminology (CPT) manual and its applications to the accurate and timely submission of documentation to support reimbursement for healthcare activities. The student will become familiar with the theory, structure, and organization of the CPT and its sections, symbols, modifiers, and guidelines. The students will learn to demonstrate competence in marking codes and accurately completing a CMS 1500 insurance reimbursement document. This will be done through lecture/case studies, discussions, and projects.

### HT162: Advanced CPT

This course uses the foundational knowledge gained from HT 151, to apply the student's new skills of researching and locating on-line, step-by-step resources to improve their billing and coding accuracy and speed. The student will learn and demonstrate these skills, through lectures/case studies, discussions, and projects. Students will gain familiarization and understanding of the various anatomical systems, how to evaluate as well as interpret a medical diagnosis and how to apply it to the billing and coding process.

### HT171: Medical Insurance Methodology

This course teaches the methodology of the billing and claims systems and the roles that patients, healthcare providers, insurance providers, and government agencies play in healthcare claim reimbursement, requirements, outcomes, and concerns regarding fraud and abuse.

## PHLEBOTOMY TECHNICIAN PROGRAM (PHLTEC)

The Phlebotomy Technician Program provides students the knowledge and skills necessary to assist in performing phlebotomy procedures. This course also introduces the proper techniques of handling and processing blood fluid and specimens, utilizing current OSHA and CLIA guidelines, with an emphasis on universal precautions, sanitation, and sterilization methods related to the medical office environment and procedures. Topics include medical terminology and anatomy and physiology related to phlebotomy, syringe method, butterfly method and evacuated tube method of venipuncture, different needle types, hematology, basic blood testing, laboratory equipment, and specimen collecting and testing, including waived laboratory procedures. The PHLTEC Program prepares students for a wide variety of careers as well as further study in higher education.

For more information about this program enrollment statistics, completion and placement rates, the median debt of students who completed the program, and other information, please use the following link:

[Disclosure Table](#)

Course ID	Course Title	Lecture (A)	Lab (B)	Outside of Class Work (C)	Total Contact Hours (A+B+C)	Quarter Credit Hours
HC146	Phlebotomy Technician	10	110	60	180	0
<b>PROGRAM TOTALS</b>		<b>10</b>	<b>110</b>	<b>60</b>	<b>180</b>	<b>0</b>

### Additional Information

Training Methods	Lectures/Labs/Web-Based Learning Activities
Program Length in weeks	8 weeks
Contact Hours	180 (120 In-Class Contact Hours, 60 Out of Class Contact Hours)
Program Length in Quarter Credit Hours	Non-credit course
The Phlebotomy Technician Program Prepares for the following industry certification:	Phlebotomy Technician Certification (CPT) through NHA

# Computer Technology Programs



## CS FOUNDATION

The CS Foundation program is designed to prepare students for entry-level employment in the field of computer science. The program focuses on software testing (both manual and automated) as well as program design. The program introduces students to the Java Programming language, equipping them with basic software development, debugging, and testing tools. Upon successful completion of this program, students will be eligible to sit for the International Software Testing Qualification Board (ISTQB) certification examination (foundation level). The CS Foundation Program prepares students for a wide variety of careers as well as further study in higher education.

For more information about this program's enrollment statistics, completion and placement rates, the median debt of students who completed the program, and other information, please use the following link: [Disclosure Table](#)

Course ID	Course Title	Lecture (A)	Lab (B)	Externship (C)	Total Contact Hours (A+B)	Quarter Credit Hours
CSC211	Program Design	10	40	0	50	3
CSC214	Introduction to Java Programming	30	64	0	94	6
CSC215	Manual Testing	10	40	0	50	3
CSC216	Test Automation	10	20	0	30	2
CSC217	IT Quality Assurance and Certifications	10	20	0	30	2
CSC212	User Interface Design and Programming	30	40	0	70	5
CSC213	Programming Practicum	0	0	284	284	9
CSC201	Components of Computer Systems	10	20	0	30	2
ENG201	Electric and Electronic Circuits	10	20	0	30	2
CSC209	Mathematical Foundations of Computing	10	20	0	30	2
<b>PROGRAM TOTALS</b>		<b>130</b>	<b>284</b>	<b>284</b>	<b>698</b>	<b>36</b>

### Additional Information

Training Methods	Lectures/Labs/Externship Activities
Program Length in weeks	41 weeks (37 academic weeks + 4 administrative weeks)
Contact Hours	698 contact hours
Program Length in Quarter Credit Hours	36 quarter credit hours

### Practicum

Practicum is an integral part of the education process for this program and is required.

### CSC201 Components of Computer Systems

Prerequisites: Must meet program admissions requirements

This course examines the hardware components of a computer system by addressing memory, the central processing unit, input and output devices, auxiliary storage devices, and communications devices. Additional emphasis is placed on application software, system software, database management systems and other types of systems, programming languages, how systems are analyzed and designed, security, ethics, and privacy issues.

### CSC209 Mathematical Foundations of Computing

Prerequisites: Must meet program admissions requirements

This course describes the fundamental mathematical concepts used by computer scientists and provides an introduction to the "discrete" part of mathematics. The topics covered in this course include propositional logic, logical argument, an introduction to proof techniques, basics of set theory, functions and matrices, elementary number theory, combinatorial enumeration, discrete probability, and graph theory, with a view toward applications. The purpose of this course is to develop knowledge and skills in fundamental mathematical topics that are relevant to computing.

### CSC211 Program Design

Prerequisites: Must meet program admissions requirements

This course is designed to help students develop good programming skills for solving common business problems. Emphasis is placed on structured programming and modular design. Pseudocode is used as the major program design technique. The course objectives prepare students to take International Software Testing Qualification Board (ISTQB) Foundation certification examinations.

### CSC212 User Interface Design and Programming

Prerequisites: Must meet program admissions requirements

The objective of this course is to provide students with a basic knowledge of the theoretical foundations of human-computer interaction and an appreciation for human factors in software systems. Students will practice designing user-centered interfaces. HTML, CSS, and JavaScript are the languages used to build and style websites. In this course, students will learn the basics of HTML, CSS, and JavaScript, and then review some of the current HTML5 and CSS3 best practices.

### CSC213 Programming Practicum

Prerequisites: CSC211, CSC214

Co-requisites: Must be enrolled in the CS Foundation Program

This course reinforces program design and Java programming skills while providing students with real-world experience facilitated at a practicum site. Students will work with in-field professionals and be evaluated on skills learned on these sites. Emphasis is placed on developing skills that enable CSI graduates to find and succeed at entry-level employment in a technical environment.

### CSC214 Introduction to Java Programming

Prerequisites: CSC211 Program Design

This course is an introduction to using the Java programming language. Students will learn the fundamentals of Java and focus on understanding the fundamental concepts of the object-oriented paradigm and its implementation into the Java Programming language. Emphasis is placed on learning the Java language and its run-time and development environments; learning how to use the Application Programming Interface (API); writing and maintaining Java applications; creating, running, and debugging Java programs; controlling program flow with conditions and loops; and developing high quality, working software that solves real problems.

### CSC215 – Manual Testing

Prerequisites: Must meet program admissions requirements

This course is designed to detail each level of software testing and the associated specific testing methodologies that apply. Emphasis is placed on specific techniques for each level of testing (unit, integration, system, performance, and Internet) as well as a description of possible tool environments. Additional topics include how to handle the fixes for issues found during software testing. The course objectives prepare students to take International Software Testing Qualification Board (ISTQB) Foundation certification examinations.

### CSC216 Test Automation

Prerequisites: CSC211, CSC214, CSC215

This course is designed to provide detailed ideas about test automation and technical issues that appear during test automation adoption in real-life projects. Emphasis is placed on technical issues accompanied with exercises that help students to start implementing test automation and associated development activities into real projects. The course objectives prepare students to take International Software Testing Qualification Board (ISTQB) Foundation certification examinations.

### CSC217 IT Quality Assurance and Certifications

Prerequisites: CSC211, CSC214, CSC215, CSC216

This course is designed to introduce frameworks, solutions details, and the IT standards, conceptual model, through insightful case studies that illustrate factors affecting the performance of business processes. By teaching students how to enhance process performance through IT standardization, this course demonstrates the effectiveness of IT standards and the applicable techniques for the implementation and management of such practices. Additional information regarding relevant IT certifications and their impact on professional growth and development is provided.

### ENG201 Electric and Electronic Circuits

Prerequisites: Must meet program admissions requirements

The main goal of this course is to provide the students with a clear and logical presentation of the basic concepts and principles of electricity and magnetism in physics and to strengthen an understanding of the concepts and principles through a broad range of interesting applications to the real world.

## CS ESSENTIAL

The CS Essential program introduces students to a working knowledge of programming basics, problem-solving, algorithm development, debugging strategies, and a modern programming environment. Students will also acquire skills that can be applied to problem-solving using programs and the practice of computer science. Students will study specialized subjects such as machine organization, computer design, data structures, and programming languages. The curriculum introduces students to programming languages and prepares them to take the OCJP and Java ME certifications. The CS Essential Program prepares students for a wide variety of careers as well as further study in higher education.

For more information about this program's enrollment statistics, completion and placement rates, the median debt of students who completed the program, and other information, please use the following link: [Disclosure Table](#)

Course ID	Course Title	Lecture (A)	Lab (B)	Externship (C)	Total Contact Hours (A+B+C)	Quarter Credit Hours
CSC210	Computer Design	5	20	0	25	1.5
CSC225	Data Structures	5	50	0	55	3
CSC219	Languages and Automata	5	30	0	35	2
CSC230	Object-Oriented Programming	5	30	0	35	2
CSC220	Programming Languages (Java, C, C++)	10	60	0	70	4
CSC221	Java Programming	10	80	0	90	5
CSC240	Mobile Application Development I	10	60	0	70	4
CSC241	Mobile Application Development II	10	60	0	70	4
CSC200	Internet and IT Legal Issues	5	20	0	25	1.5
CSC205	Operating Systems Concepts and Design	5	30	0	35	2
CSC208	Machine Organization	5	30	0	35	2
CSC223	Java Programming Practicum	6	0	144	150	5
<b>PROGRAM TOTALS</b>		<b>81</b>	<b>470</b>	<b>144</b>	<b>695</b>	<b>36</b>

#### Additional Information

Training Methods	Lectures/Labs/Externship Activities
Program Length	44 weeks (40 academic weeks + 4 administrative weeks)
Contact Hours	695 contact hours
Quarter Credit Hours	36 quarter credit hours

#### Practicum

Practicum is an integral part of the education process for this program and is required.

#### CSC200 Internet and IT Legal Issues

Prerequisites: Must meet program admissions requirements

This course presents the range of legal issues arising from the emergence of cyberspace. The course considers how the law has reacted to challenges posed by the Internet as well as how the law is shaping its future. Specific areas covered include jurisdictional analysis, First Amendment/free speech, digital copyrights, trademarks and domain names, electronic privacy, e-commerce, and Internet governance.

#### CSC205 Operating Systems Concepts and Design

Prerequisites: Must meet program admissions requirements

This course covers the principles of operating systems. Effective management of machine resources is emphasized, including resource allocation and scheduling, mutual exclusion, deadlock avoidance, memory management policies, devices and file systems, client-server systems, and virtualization.

#### CSC208 Machine Organization

Prerequisites: Must meet program admissions requirements

This course describes the internal structure (architecture) of computers and the interface between computers and the programs, using one example each from large mainframes, medium-sized minicomputers, and small microcomputers.

### CSC210 Computer Design

Prerequisites: Must meet program admissions requirements

This course aims to provide an understanding of the different ways computers can be analyzed and designed, starting with the basic logic elements. The issues and techniques covered in this course are relevant to the design of all computers, regardless of their particular architecture.

### CSC219 Languages and Automation

Prerequisites: Must meet program admissions requirements

Written to address the fundamentals of formal languages, automata, and computability, this course familiarizes students with the foundations and principles of computer science and strengthens the students' ability to carry out formal and rigorous mathematical arguments.

### CSC220 Programming Languages (Java, C, C++)

Prerequisites: Must meet program admissions requirements

This course provides students with a comprehensive study of the Java and C++ Programming Languages. The course stresses the object paradigm including classes, inheritance, virtual functions, and templates in the development of Java and C++ programs. Lab exercises reinforce the lectures.

### CSC221 Java Programming

Prerequisites: CSC220

This course teaches students how to develop Java applications. Topics covered include the Java programming language syntax, OO programming using Java, exception handling, file input/output, threads, collection classes, and networking. Students will develop and test Java applications (typically) using NetBeans. This course is a foundation for all Application Server courses, and special Java Technology courses such as Struts, Spring, and Hibernate.

### CSC223 Java Programming Practicum

Prerequisites: CSC210, CSC225, CSC219, CSC230, CSC220, CSC208

Co-requisites: Must be enrolled in the CS Essential Program.

Externship experience provides students the opportunity to apply and integrate knowledge acquired through coursework. In clarifying and broadening career goals, the externship experience assists students in discovering, developing, and refining necessary competencies and skills for their proposed career objectives

### CSC225 Data Structures

Prerequisites: Must meet program admissions requirements

For solving algorithmic problems many aspects need to be mastered: efficient ways of storing and manipulating (large amounts of) data, algorithm design techniques, how to establish that an algorithm is correct, and how to analyze the efficiency of an algorithm. In this course, the student will learn the basic skills and knowledge to develop efficient algorithms to solve computational problems and make informed choices between different solutions for the same problem. These include standard data structures and algorithms for frequently appearing problems.

### CSC230 Object-Oriented Programming

Prerequisites: Must meet program admissions requirements

This course presents a conceptual and practical introduction to imperative and object-oriented programming, exemplified by Java. As well as providing a grounding in the use of Java, the course will cover general principles of programming in imperative and object-oriented frameworks.

### CSC240 Mobile Application Development I

Prerequisites: Must meet program admissions requirements

This course will introduce the unique requirements and methodologies necessary for developing dedicated and client-server applications that target smartphones, tablet computers, and other mobile devices. The course will address the unique memory, communications, and power requirements of these devices, as well as explore new hardware capabilities such as location-aware computing and voice, image, and video communications.

#### CSC241 Mobile Application Development II

Prerequisites: CSC240

The purpose of this course is to introduce students to the main operating systems of mobile electronics: Android, iOS, Windows Phone, Linux, etc. Students will learn the basics of mobile systems programming: development languages, main libraries, code organization, the structure of mobile applications, automation equipment of mobile systems programming, etc. Students will understand the development of program applications of mobile systems for certain OS (Android): the life cycle of appendices, the services, used components, design of the user interface, event model, etc.

### CS EXPERT

This program offers the most comprehensive studies in the field of computer science. The aim is to train computer science professionals and developers who have a balanced understanding of the field, capable of considering the user, the technological, the environmental, and the societal points of view. Students will study specialized subjects such as computer algorithms, programming language design, mobile operating systems, software engineering, etc. The CS Expert Program prepares students for a wide variety of careers as well as further study in higher education.

For more information about this program's enrollment statistics, completion and placement rates, the median debt of students who completed the program, and other information, please use the following link: [Disclosure Table](#)

Course ID	Course Title	Lecture (A)	Lab (B)	Externship (C)	Total Contact Hours (A+B+C)	Quarter Credit Hours
CSC190	IT Security and Safety	20	0	0	20	2
CSC192	Communication and Ethical Issues in Computing	5	50	0	55	3
CSC195	Business and Intellectual Property in IT	5	50	0	55	3
CSC233	Programming Languages Practicum	6	0	54	60	2
CSC245	Mobile Operating Systems	10	40	0	50	3
CSC247	Programmable Mobile Systems	10	40	0	50	3
CSC250	Computer Algorithms	10	40	0	50	3
CSC255	Programming Languages Design	10	40	0	50	3
CSC260	Software Engineering I	10	60	0	70	4
CSC261	Software Engineering II	10	60	0	70	4
CSC270	Programming Project Development I	5	50	0	55	3
CSC271	Programming Project Development II	5	50	0	55	3
<b>PROGRAM TOTALS</b>		<b>106</b>	<b>480</b>	<b>54</b>	<b>640</b>	<b>36</b>

## Additional Information

Training Methods	Blended Learning: Lectures, Lab, Web-Based Learning Activities
Program Length	46 weeks (42 academic weeks + 4 administrative weeks)
Clock Hours	640 total hours
Quarter Credit Hours	36

### CSC190 IT Security and Safety

Prerequisites: Must meet program admissions requirements

The goal of this course is to teach students practical techniques that will be used daily, while also explaining the rationale behind these practices. Students will learn the techniques for how to perform risk assessments for new IT projects, how to efficiently manage daily risk activities, and how to qualify the current risk level for presentation to executive-level management.

### CSC192 Communication and Ethical Issues in Computing

Prerequisites: Must meet program admissions requirements

This course will examine the ethical issues that arise as a result of the increasing use of computers, and the responsibilities of those who work with computers, either as computer science professionals or end-users. The course will stress the ways in which computers challenge traditional ethical and philosophical concepts, and raise old issues in a new way.

### CSC195 Business and Intellectual Property in IT

Prerequisites: Must meet program admissions requirements

This course introduces students to Intellectual Property in IT. The course provides an overview of the main principles and legal rules of Intellectual Property Law, focusing specifically on the theoretical and practical connections between Intellectual Property and academic/scientific works/studies and on the Intellectual Property issues with which the students are likely to come into contact in their different areas of knowledge.

### CSC250 Computer Algorithms

Prerequisites: Must meet program admissions requirements

This course focuses on essential information about Algorithms and Data Structures. It provides full coverage of data structures and algorithms for sorting, searching, graph processing, and string processing, including fifty algorithms every programmer should know.

### CSC233 Programming Languages Practicum

Prerequisites: CSC255

Externship experience provides students the opportunity to apply and integrate knowledge acquired through coursework. In clarifying and broadening career goals, the externship experience assists students in discovering, developing, and refining necessary competencies and skills for their proposed career objectives.

### CSC247 Programmable Mobile Systems

Prerequisites: CSC245

This course covers contemporary technologies for programmable mobile devices. Students will get an overview of mobile operating system concepts/techniques and will learn how to develop software for mobile devices, with particular emphasis on the constraints intrinsic to such devices. Topics in location-based services and pervasive computing will also be covered.

### CSC250 Computer Algorithms

Prerequisites: Must meet program admissions requirements

This course focuses on essential information about Algorithms and Data Structures. It provides full

coverage of data structures and algorithms for sorting, searching, graph processing, and string processing, including fifty algorithms every programmer should know.

#### CSC255 Programming Languages Design

Prerequisites: Must meet program admissions requirements

This is an advanced course on principles of programming language design. Major semantic approaches to programming languages will be discussed, such as structural operational semantics (various kinds), denotation semantics, and rewriting logic semantics. Programming language paradigms will be investigated and rigorously defined, including imperative, functional, object-oriented, and logic programming languages; parameter binding and evaluation strategies; type checking and type inference; concurrency. Major theoretical models will be discussed.

#### CSC260 Software Engineering I

Prerequisites: Must meet program admissions requirements

This course is an introduction to object-oriented software development processes and design. Topics include iterative development, interpretation of requirements, and use of case documents into code; application of design notation in UML (Unified Modeling Language); and use of commonly-used design patterns. Hands-on labs will be used to reinforce concepts taught in the lectures.

#### CSC261 Software Engineering II

Prerequisites: CSC260

This course applies an engineering design process to produce high-quality software. Topics include: identifying user requirements; performing problem analysis to produce process-oriented documentation; using UML notation to create design models and diagrams; investigating and applying design patterns, project management; configuration management. The focus will be on completing software projects using an object-oriented programming language.

#### CSC270 Programming Project Development I

Prerequisites: Must meet program admissions requirements

This course will introduce the students to the basic elements of project management. Step-by-step processes and techniques will be introduced for the various phases of a project life cycle. Students will be assisted in the development of project planning documents.

#### CSC271 Programming Project Development II

Prerequisites: CSC270

This is a project-based course in which students will develop software. The project requires applying programming knowledge and skills learned up to this course according to established design management practices including technical presentations (oral and written) by all students.



## NETWORKING CAREER PROGRAM (NCP)

The Networking Career Program at Computer Systems Institute prepares students for a variety of entry-level careers in computer networking and information technology occupations. The theory and practical experience students gain allows them to earn the skills necessary to remain competitive in today's market. The NCP program prepares students for a wide variety of careers as well as further study in higher education.

### PROGRAM COMPLETION REQUIREMENT

To successfully complete the program the students are not required to complete all courses. To obtain a certificate of completion in the Networking Career Program the students are required to earn 48 credits. Students in this program are required to enroll in the core courses listed in the table under **Core Courses**; **and**, in addition, must choose from the **Elective Courses** pool to align with one of the following elective tracks: (1) CompTIA/MCSA or (2) CompTIA/CISCO or (3) MCSA/CISCO

### CORE COURSES

Course ID	Course Title	Lecture (A)	Lab (B)	Total Hours (A+B)	Quarter Credit Hours
BM112	Customer Service	30	0	30	3
SS102	Professional Development	30	0	30	3
	<b>Total</b>	<b>60</b>	<b>0</b>	<b>60</b>	<b>6</b>

### ELECTIVE COURSES (CHOOSE 7 COURSES)

Course ID	Course Title	Lecture (A)	Lab (B)	Total Hours (A+B)	Quarter Credit Hours
NA145	Foundations of Networking	60	0	60	6
NA112	CompTIA A+ I	60	0	60	6
NA122	CompTIA A+ II	60	0	60	6
NA132	CompTIA A+ III	60	0	60	6
NA165	Client Operating Systems	60	0	60	6
NA181	Windows Desktop Support I	60	0	60	6
NA191	Windows Desktop Support II	60	0	60	6
NA210	Interconnecting Networking Devices Part I	60	0	60	6
NA220	Interconnecting Networking Devices Part II	60	0	60	6
NA230	Interconnecting Networking Devices Part III	60	0	60	6
NA240	Interconnecting Networking Devices Part IV	60	0	60	6

## Additional Information

Training Methods	Lectures/Labs/Web-Based Learning Activities/Externship Activities
Program Length in weeks	44 total weeks (40 academic weeks + 4 administrative weeks)
Contact Hours	480 Contact Hours
<b>Program Length in Quarter Credit Hours</b>	<b>48 quarter credit hours</b>

### **CompTIA/MCSA Elective Track:**

The CompTIA/MCSA Track prepares students to sit for the CompTIA A+ and Microsoft exams. The program exposes students to the maintenance of PCs, mobile devices, laptops, operating systems, and printers. Students will have exposure to hardware and software components necessary to maintain and troubleshoot a PC. Students will also gain the knowledge and skills to configure and administer Windows as a standalone installation or in a corporate environment as a part of a Windows Active Directory domain. Students are provided with the ability to create and deploy images, configure hardware and software, configure networking and backup and restore system information. Students will also build upon the knowledge and experiences gained from working with Windows in a corporate environment.

### **CompTIA/CISCO Elective Track:**

The CompTIA/CISCO track prepares students to sit for the CompTIA A+ exam and the CISCO CCENT and CCNA exam. The program exposes students to the maintenance of PCs, mobile devices, laptops, operating systems, and printers. Students will have exposure to hardware and software components necessary to maintain and troubleshoot a PC. Students will also gain the knowledge and skills necessary to install, operate, and troubleshoot a small enterprise branch network, including basic network security. The curriculum covers networking fundamentals, WAN technologies, basic security and wireless concepts, routing and switching fundamentals, and configuring simple networks. In addition, students will also be exposed to routing and switching which allows students the opportunity to install, configure, operate, and troubleshoot medium-size routed and switched networks.

### **MCSA/CISCO Elective Track:**

The MCSA/CISCO track prepares students to sit for the MCSA and the CISCO CCENT and CCNA exams. This program provides students with the knowledge and skills necessary to configure and administer Windows as a standalone installation or in a corporate environment as a part of a Windows Active Directory domain. Students, provided with the ability to create and deploy images, configure hardware and software, configure networking and backup and restore system information. Students will also build upon the knowledge and experiences gained from working with Windows in a corporate environment. Students will also gain the knowledge and skills necessary to install, operate, and troubleshoot a small enterprise branch network, including basic network security. The curriculum covers networking fundamentals, WAN technologies, basic security and wireless concepts, routing and switching fundamentals, and configuring simple networks. In addition, students will also be exposed to routing and switching which allows students to install, configure, operate, and troubleshoot medium-size routed and switched networks.

### **BM112 – Customer Service**

This course focuses on the essentials of customer service and strategies for handling customers in everyday situations. Emphasis is placed on the business value and the personal value of excellent customer service in any profession. Students explore customer service career paths, methods of evaluating and measuring customer service delivery, and the integral role of customer service in any business.

### **SS102 – Professional Development**

This course focuses on the various strategies and techniques for student success including time management, note-taking, and test-taking skills, professional writing, self-assessment, memorization, organization, culture and diversity, and managing and maintaining physical and mental health. Other topics covered include decision-making and critical thinking, technology and computer skills, relationship building, managing finances, and public speaking. This course is designed to provide each student with the necessary tools to be successful in today's college environment.

#### NA145 – Foundations of Networking

This course provides an overview of the functionality, compatibility, and related technology topics of PC components along with an explanation of the technology and computer hardware basics, common errors, software installation, security risks, and prevention.

#### NA112 – CompTIA A+ I

Prerequisites: NA145

This course focuses on the fundamentals of computer systems hardware and software. Emphasis is placed on the fundamentals of computer technology, networking and security, installing and configuring hardware, and software and system drivers. Additional topics include the differences between computer system components and software and being able to perform preventative maintenance on internal computer components.

#### NA122 – CompTIA A+ II

Prerequisites: NA145 and NA112

This course focuses on the CompTIA A+ Troubleshooting model and how it pertains to computer system repair. Emphasis is placed on the differences between computer hardware and software malfunctions. Students are exposed to client operating systems such as Windows.

#### NA132 – CompTIA A+ III

Prerequisites: NA145, NA112, and NA122

This course is a continuation of NA122 and focuses on practice to increase proficiency in communication methods developed between computer systems. Emphasis is placed on exposing students to installing and configuring small office and home office networks. Additionally, students cover software preventative maintenance, including virus removal and system recovery options.

#### NA165 – Client Operating Systems

Prerequisites: NA145

This course focuses on the installation, deployment, and upgrading to Windows including ensuring hardware and software compatibility. Emphasis is placed on configuring pre-installation and post-installation system settings, Windows security features, and network connectivity applications included with Windows and mobile computing. Additional topics include system maintenance, monitoring, and resolving performance and reliability issues.

#### NA181 – Windows Desktop Support I

Prerequisites: NA145 and NA165

This course is designed to introduce the key terms used in a Desktop Support Environment to support end-users who run Microsoft Windows. Emphasis is placed on applications that are included with the operating system, such as Microsoft Office applications and productivity applications used in a corporate environment. Additional topics include solving operating system issues by telephone, email, connecting to an end user's system remotely, and gaining a working knowledge of operating in an active directory domain environment.

#### NA191 – Windows Desktop Support II

Prerequisites: NA145, NA165, and NA181

This in-depth course is a continuation of NA181 and focuses on supporting end users who run Microsoft Windows in a corporate setting. It is designed to prepare the student for the Microsoft Exam.

#### NA210- Interconnecting Networking Devices Part 1

Students develop an understanding of the operation of modern TCP/IP networks built with Cisco hardware. As you learn the commands and techniques used to troubleshoot host connections and configure Cisco switches and routers, students will also build experience backing up and restoring configuration files and managing network equipment. This course prepares our CSI Students for the Cisco ICND1 (Interconnecting Cisco Networking Devices Part 1) Exam.

#### NA220- Interconnecting Networking Devices Part 2

This is part one of a three-part series leading a student to completion of the Cisco ICND1(Interconnecting Cisco Networking Devices Part 2) exam. Students start developing an understanding of how to configure and troubleshoot a switch and router in a SOHO network environment. This will move to the expansion of the switched SOHO network from a small to medium network environment. Other areas will include: Issues with redundant, switching, Spanning Tree Protocol (STP), concepts of VLANs and trunking, and routing between VLANs.

#### NA230- Interconnecting Networking Devices Part 3

This is part two of a three-part series leading a student to the complete CISCO ICND2(Interconnecting Cisco Networking Devices Part 2) Exam. Students start to develop an understanding of Implementing VLSM otherwise known as subnetting. Additionally, students will configure, verify, and troubleshoot OSPF and EIGRP on network routers. Concluding with when to use access control lists (ACLs) and how to configure, verify, troubleshooting, and configuring NAT and PAT routing roles.

#### NA240 Interconnecting Networking Devices Part 4

This is part three of a three-part series leading students to the completion of the Cisco ICND2 (Interconnecting Cisco Networking Devices Part 2) Exam. Upon completion of this course students will develop an understanding of the configuration of IPv6 addressing and routing information protocol new generation (RIPng), VPN solutions, configuration of PPP, CHAP, and PAP authentication methods, and Frame Relay operation and troubleshooting.

## SOFTWARE DEVELOPMENT SPECIALIST (SDS)

Software development specialists work to create and modify general computer applications and software to provide solutions to various business needs. In this program, students develop a solid foundation in Java Programming, architecture, and database skills. Upon completion of the diploma program, possess the skills to build stand-alone and client-server applications, including web applications.

For more information about this program enrollment statistics, completion and placement rates, the median debt of students who completed the program, and other information, please use the following link: [Disclosure Table](#)

Course ID	Course Title	Lecture Hours (A)	Lab Hours (B)	Total Contact Hours	Credit Hours
CS120	Software Development Life Cycles	18	0	18	1
CS125	User Interface design	20	20	40	3
CS115	RDBMS concepts and SQL	30	30	60	4
CS110	Introduction to Programming	50	40	90	7
<b>Program Totals</b>		<b>118</b>	<b>90</b>	<b>208</b>	<b>15</b>

### Additional Information

Training Methods	Lectures/Labs
Program Length in quarters/weeks	12 total weeks
Contact Hours	208 contact hours

### Campuses Offering the Communication Program

This program is offered online.

#### CS120 Software Development Life Cycles

**Prerequisites:** Must meet program admissions requirements

This course represents the rationalization of modern software engineering methods into a Complex Adaptive System of practices. It leverages Control Systems Engineering theory to explain Agile beyond a tacit and anecdotal basis such that the pace of modern practice adoption can accelerate. Students will develop a common understanding of the essential elements of software engineering and the phases of the SDLC. Acquire knowledge about different SDLC models, and be able to identify the most suitable model for a given project. Students will also develop an understanding and appreciation of the importance of the deliverables of each phase.

#### CS125 User Interface Design

**Prerequisites:** Must meet program admissions requirements

In this course, students will build an understanding of the concepts in responsive design. Be able to build cross-browser web-pages using HTML techniques and develop skills in creating interactive websites using JavaScript. Upon completion, students will have the skills to improve a web-page look and feel with CSS.

### CS115 RDBMS Concepts and SQL

**Prerequisites:** Must meet program admissions requirements

The course reviews topics such as conceptual data modeling, relational data model, relational query languages, relational database design and transaction processing and current technologies such as semantic web, parallel and no SQL databases. It exposes the student to the fundamental concepts and techniques in database use and development as well as provides a foundation for research in databases.

### CS110 Introduction to programming

**Prerequisites:** Must meet program admissions requirements

This course is an introduction to using the Java programming language. Students will learn the fundamentals of Java and focus on understanding the fundamental concepts of the object-oriented paradigm and its implementation into the Java Programming language. Emphasis is placed on learning the Java language and its run-time and development environments; learning how to use the Application Programming Interface (API); writing and maintaining Java applications; creating, running, and debugging Java programs; controlling program flow with conditions and loops; and developing high quality, working software that solves real problems.

# Language Programs

## BEGINNER ESL

The Beginner ESL program consists of three courses: Beginner Vocabulary and Conversation, Beginner Writing and Grammar, and Beginner Reading Strategies. Students will master beginner vocabulary, and the basics of writing, and learn important reading strategies. Upon successful completion of the program, students will gain confidence in speaking English, be able to structure a grammatically correct paragraph, and master some of the reading strategies: previewing, predicting, using word clues, and using visual clues. Through language lab classes, workshops, and lecture classes, students will become comfortable speaking about relatively simple topics with classmates, teachers, and native English speakers.

For more information about this program's enrollment statistics, completion and placement rates, the median debt of students who completed the program, and other information, please use the following link: [Disclosure Table](#)

Course ID	Course Title	Lecture Hours (A)	Lab (B)	Total Contact Hours (A+B)	Quarter Credit Hours
ESL101	Beginner Vocabulary and Conversation	60	120	180	12
ESL102	Beginner Writing and Grammar	60	120	180	12
ESL103	Beginner Reading Strategies	60	120	180	12
<b>Program Totals</b>		<b>180</b>	<b>360</b>	<b>540</b>	<b>36</b>

### Additional Information

Training Methods	Lectures/Labs
Program Length in quarters/weeks	3 Quarters or 33 weeks (30 academic weeks + 3 administrative weeks)
Contact Hours	540 contact hours
Program Length in Quarter Credit Hours	36 quarter credits

### Campuses Offering the Beginner ESL Program

This program is offered at the Skokie, Chicago, and Lombard campuses.

### ESL101 Beginner Vocabulary and Conversation

Prerequisites: Must meet program admissions requirements

This course is a beginner-level exploration of vocabulary and conversation. Emphasis is placed on building and using new vocabulary, developing listening skills, and exploring spoken English. The course includes vocabulary-building activities with a focus on level-appropriate high-frequency vocabulary. It also incorporates listening and speaking exercises. The course activities include lecture assignments, projects, exercises, quizzes, a midterm exam, and a final exam.

### COURSE OBJECTIVES:

- Introduce and use a variety of high-frequency vocabulary.
- Facilitate the development of vocabulary-building strategies.
- Teach vocabulary to describe ideas, feelings, and surroundings.
- Present basic grammar structures used in everyday conversation.
- Instruct on how to listen for specific information and main ideas.
- Introduce individual and group presentation skills.



### **ESL102 Beginner Writing and Grammar**

Prerequisites: Must meet program admissions requirements

This course is an introduction to English grammar and writing conventions. The emphasis is placed on grammar and sentence structure. The grammar aspect of this course concentrates on the usage of appropriate pronouns, articles, modals, and basic tenses. Course activities include lecture assignments, projects, exercises, quizzes, a midterm exam, and a final exam.

#### **COURSE OBJECTIVES:**

- Deliver beginner-level grammar concepts in a correct and meaningful way.
- Develop the ability to write a variety of simple and compound sentence structures.
- Develop correct use of gender and count pronouns and articles.
- Instruct on how to develop an organized paragraph that describes a familiar subject.
- Present on subject/verb agreement, verb tenses, word order in phrasal verbs, and sentence boundaries.
- Demonstrate the proper use of articles, pronouns, and prepositions.

### **ESL103 Beginner Reading Strategies**

Prerequisites: Must meet program admissions requirements

This course is an introduction to various reading strategies aimed at developing reading and understanding skills in beginner students. The course explores relevant vocabulary and grammar while focusing on analyzing and synthesizing ideas and information. Students will work with a variety of text types and graphic formats and begin to think critically about their reading material. Course activities include lecture assignments, projects, exercises, quizzes, a midterm exam, and a final exam.

#### **COURSE OBJECTIVES:**

- Instruct on how to identify key information in basic passages.
- Teach how to deduce the meaning of vocabulary words from context clues.
- Explain how to read a variety of basic text and graphic information formats.
- Introduce the strategies of critical thinking.
- Teach how to analyze beginner-level reading material.
- Facilitate the selection of key information to summarize a simple text.

## **INTERMEDIATE ESL**

The Intermediate ESL program consists of three courses: Intermediate Vocabulary and Conversation, Intermediate Writing and Grammar, and Intermediate Reading Strategies. English learners at the intermediate level will build on their existing language skills and focus on preparing themselves for further academic progress. Courses will focus on exploring new vocabulary, academic writing, and reading. Upon successful completion of the program, students will be able to use their newly-acquired vocabulary in interactions, write expository paragraphs, and understand grammar concepts including, but not limited to modal and passive verbs, verb structure, and conditional sentences.

For more information about this program's enrollment statistics, completion and placement rates, the median debt of students who completed the program, and other information, please use the following link:

[Disclosure Table](#)

Course ID	Course Title	Lecture Hours (A)	Lab (B)	Total Contact Hours (A+B)	Quarter Credit Hours
ESL201	Intermediate Vocabulary and Conversation	60	120	180	12
ESL202	Intermediate Writing and Grammar	60	120	180	12
ESL203	Intermediate Reading Strategies	60	120	180	12
<b>Program Totals</b>		<b>180</b>	<b>360</b>	<b>540</b>	<b>36</b>

Additional Information

Training Methods	Lectures/Labs
Program Length in quarters/weeks	3 Quarters or 33 weeks (30 academic weeks + 3 administrative weeks)
Contact Hours	540 contact hours
Program Length in Quarter Credit Hours	36 quarter credits

**ESL201 Intermediate Vocabulary and Conversation**

Prerequisites: Must meet program admissions requirements

This course is an intermediate-level exploration of vocabulary and conversation. Emphasis is placed on building and using new vocabulary, developing listening skills, and exploring spoken English. The course includes vocabulary-building activities with a focus on level-appropriate, key academic, and high-frequency vocabulary, as well as listening and speaking exercises. The course activities include lecture assignments, projects, exercises, quizzes, a midterm exam, and a final exam.

**COURSE OBJECTIVES:**

- Introduce and use a wider variety of mid-frequency vocabulary.
- Facilitate the development of vocabulary-building strategies.
- Teach how to speak with confidence in individual and group presentations.
- Present the structural organization of an informative/demonstrative speech.
- Develop strategies to listen for connections between people and ideas.
- Identify vocabulary by listening for stressed and reduced syllables.

**ESL202 Intermediate Writing and Grammar**

Prerequisites: Must meet program admissions requirements

This course is an intermediate-level exploration of English grammar and writing conventions. The emphasis is placed on grammar and sentence structure. The grammar aspect of this course concentrates on the usage of correct tenses, adjectives, adverbs, auxiliary verbs, comparatives, and superlatives. Course activities include lecture assignments, projects, exercises, quizzes, a midterm exam, and a final exam.

**COURSE OBJECTIVES:**

- Deliver intermediate-level grammar concepts in a correct and meaningful way.
- Explain the difference between action and non-action verbs.
- Teach the methods of simple, compound, and complex sentence construction and word order in affirmative, negative, and interrogative sentences.
- Examine and practice common verb forms and tenses.
- Provide direction on appropriate paragraph and essay structure.
- Demonstrate the basic steps in writing summaries and essays (prewrite, write, review, edit, final draft).

- Teach how to analyze and interpret texts using written arguments with appropriate support.

### ESL203 Intermediate Reading Strategies

Prerequisites: Must meet program admissions requirements

This course is an intermediate-level course that focuses on various reading strategies aimed at developing reading and understanding skills in intermediate students. The course explores relevant vocabulary and grammar while focusing on analyzing and synthesizing ideas and information. Students will work with a variety of text types and graphic formats and begin to think critically about their reading material. Course activities include lecture assignments, projects, exercises, quizzes, a midterm exam, and a final exam.

#### COURSE OBJECTIVES:

- Present and explain strategies to identify the main ideas of an intermediate-level reading piece.
- Review how to use context clues to deduce the meaning of vocabulary words from the intermediate-level reading material.
- Elaborate on the steps to interpret visual information (charts, graphs, etc.).
- Instruct on how to critically analyze intermediate-level reading materials.
- Explain how to summarize intermediate-level texts through the use of appropriate vocabulary and main ideas.
- Introduce reading strategies (prediction, skimming, and scanning) to make reading more efficient.
- Introduce the concept of figurative language.

### ADVANCED ESL

The Advanced ESL program consists of three courses: Advanced Vocabulary and Conversation, Advanced Writing and Grammar, and Advanced Reading Strategies. Students within the advanced level program will learn advanced vocabulary to be able to discuss complex topics. The program focuses on formal and informal American English speech, idiomatic expressions, and deriving meaning from detail. Graduates of the Advanced ESL program will be able to effectively outline and write a traditional five-paragraph essay, utilize basic research methods, and speak deeply on a wide range of subjects.

For more information about this program's enrollment statistics, completion and placement rates, the median debt of students who completed the program, and other information, please use the following link:

[Disclosure Table](#)

Course ID	Course Title	Lecture Hours (A)	Lab (B)	Total Contact Hours (A+B)	Quarter Credit Hours
ESL301	Advanced Vocabulary and Conversation	60	120	180	12
ESL302	Advanced Writing and Grammar	60	120	180	12
ESL303	Advanced Reading Strategies	60	120	180	12
<b>Program Totals</b>		<b>180</b>	<b>360</b>	<b>540</b>	<b>36</b>

#### Additional Information

Training Methods	Lectures/Labs
Program Length in quarters/weeks	3 Quarters or 33 weeks (30 academic weeks + 3 administrative weeks)
Contact Hours	540 (180 Lecture Clock Hours and 360 Lab Clock Hours)
Program Length in Quarter Credit Hours	36

### **ESL301 Advanced Vocabulary and Conversation**

Prerequisites: Must meet program admissions requirements

This course is an advanced-level exploration of vocabulary and conversation. Emphasis is placed on building and using new vocabulary, developing listening skills, and exploring spoken English. The course includes vocabulary-building activities with a focus on level-appropriate, key academic, and high-frequency vocabulary, as well as listening and speaking exercises. The course activities include lecture assignments, projects, exercises, quizzes, a midterm exam, and a final exam.

#### **COURSE OBJECTIVES:**

- Introduce appropriate level vocabulary based on topics presented in class.
- Provide strategies for inferring word meaning from content and context.
- Highlight the effects of stress-timed rhythm on English pronunciation.
- Teach strategies for determining literal and implied intent.
- Instruct on effective listening techniques and their application in communication.
- Develop individual and group presentation skills.
- Differentiate the use of formal and informal language in a variety of contexts.
- Introduce the structural organization of a persuasive/argumentative speech.

### **ESL302 Advanced Writing and Grammar**

Prerequisites: Must meet program admissions requirements

This course is an advanced exploration of English grammar and writing conventions. The emphasis is placed on grammar and sentence structure. The grammar aspect of this course concentrates on the usage of clauses, modals, conditions, and punctuation. Course activities include lecture assignments, projects, exercises, quizzes, a midterm exam, and a final exam.

#### **COURSE OBJECTIVES:**

- Introduce key topical high-frequency vocabulary
- Examine examples and rules of use for present perfect, past perfect, past continuous, gerunds, infinitives, unreal conditionals, passive voice, and other advanced level grammar points.
- Review and edit writing for subject-verb agreement and pronoun-antecedent agreement.
- Demonstrate proper usage of punctuation in compound and complex sentences, including sentences with coordinating and subordinating conjunctions and relative clauses.
- Provide strategies and models for opening and introducing an essay or report with an attention-getting “hook” and closing with a thought-provoking, satisfying conclusion or call to action.
- Guide students in identifying and refining an effective thesis statement with a clear focus and purpose.
- Analyze and annotate example texts to use as models for writing for different purposes.
- Edit student work and example texts together as a class, suggesting improvements and discussing reasons for corrections.
- Examine examples and rules of use for gerunds, infinitives, unreal conditionals, and other advanced level grammar points and practice these using sentence frames and writing prompts.

### **ESL303 Advanced Reading Strategies**

Prerequisites: Must meet program admissions requirements

This course is an exploration of various reading strategies aimed at developing reading and understanding skills in advanced students. The course explores relevant vocabulary and grammar while focusing on analyzing and synthesizing ideas and information. Students will work with a variety of text types and graphic formats and begin to think critically about their reading material. Course activities include lecture assignments, projects, exercises, quizzes, a midterm exam, and a final exam.

**COURSE OBJECTIVES:**

- Prompt students to apply strategies such as previewing, skimming, scanning, and context cues to comprehend complex texts
- Instruct students in strategies to deduce the meaning and connotation of abstract and level-appropriate vocabulary from context
- Provide guided practice in how to interpret a variety of text and graphic information formats
- Facilitate critical analysis of advanced-level reading material (e.g., theme, style, structure, author’s point of view, evidence, and efficacy)
- Identify and explain types of figurative language and their meaning
- Define fact and opinion and teach language and context clues for distinguishing between them
- Identify common types of arguments and their associated signaling phrases and structures
- Provide multiple opportunities for students to summarize level-appropriate texts, both orally and in writing
- Guide students in inferring meaning from text through identifying relevant text details and relationships
- Develop students’ ability and skills to reflect on reading experiences and connections between texts in writing and discussion

**LITERATURE**

The Literature program consists of three courses: Discovering Fiction, Discovering Short Stories, and America Through Academic Readings. Courses teach students reading comprehension techniques, introduce them to different types of reading material, and give them the reading practice they need to prepare for college-level reading. The program focuses on developing vocabulary and grammar skills through the discovery of literature, as well as importing oral and written communication and critical thinking skills.

For more information about this program's enrollment statistics, completion and placement rates, the median debt of students who completed the program, and other information, please use the following link: [Disclosure Table](#)

Course ID	Course Title	Lecture Hours (A)	Lab (B)	Total Contact Hours (A+B)	Quarter Credit Hours
ENG412	Discovering Short Stories	60	120	180	12
ENG413	America Through Academic Reading	60	120	180	12
ENG414	Discovering Fiction	60	120	180	12
<b>Program Totals</b>		<b>180</b>	<b>360</b>	<b>540</b>	<b>36</b>

## Additional Information

Training Methods	Lectures/Labs
Program Length in quarters/weeks	3 Quarters or 33 weeks (30 academic weeks + 3 administrative weeks)
Contact Hours	540 contact hours
Program Length in Quarter Credit Hours	36 quarter credits

### ENG412 Discovering Short Stories

Prerequisites: Must meet program admissions requirements

This course is an interactive, literature-based course focused on developing students' vocabulary and grammar and improving their reading, writing, and oral communication skills through the analysis of short stories by American writers. Emphasis is placed on interpreting the meaning of larger texts, contextual clues regarding vocabulary, literary approaches, and making connections between literature and the real world. Course activities include assignments, projects, exercises, quizzes, a midterm exam, and a final exam.

### ENG413 America through Academic Readings

Prerequisites: Must meet program admissions requirements

This course immerses students in various readings about American life. The emphasis is placed on increasing students' vocabulary base and gaining readiness for academic assignments. Students explore their values and develop their critical thinking skills by reading, comparing, and discussing stories related to diversity, family, education, government, politics, religion, business, and recreation. Course activities include lecture assignments, projects, exercises, quizzes, a midterm exam, and a final exam.

### ENG414 Discovering Fiction

Prerequisites: Must meet program admissions requirements

This course focuses on readings by American writers, through an exploration in which students develop their knowledge of vocabulary and grammar while improving their reading, oral communication, and writing skills. Grammar exercises are addressed to advanced-level ESL students to help them overcome common trouble areas such as prepositions, articles, and irregular verbs. Students also delve into exploring literary conventions, methods, and devices. Course activities include lecture assignments, projects, exercises, quizzes, a midterm exam, and a final exam.

## GENERAL WRITING

The General Writing program includes three courses: Different Writing Styles, Writing for Work, and Writing Student Newspaper. The program will help students develop the critical thinking skills and writing strategies needed to make clean writing and persuasive arguments. Classes will focus on rhetoric and sentence structure. Upon successful completion of the program, students will gain a variety of appropriate editing skills for a diverse range of professions.

For more information about this program's enrollment statistics, completion and placement rates, the median debt of students who completed the program, and other information, please use the following link: [Disclosure Table](#)

Course ID	Course Title	Lecture Hours (A)	Lab (B)	Total Contact Hours (A+B)	Quarter Credit Hours
ENG417	Different Writing Styles	60	120	180	12
ENG418	Writing for Work	60	120	180	12
ENG419	Writing Student Newspaper	60	120	180	12
<b>Program Totals</b>		<b>180</b>	<b>360</b>	<b>540</b>	<b>36</b>

#### Additional Information

Training Methods	Lectures/Labs
Program Length in quarters/weeks	3 Quarters or 33 weeks (30 academic weeks + 3 administrative weeks)
Contact Hours	540 contact hours
Program Length in Quarter Credit Hours	36 quarter credits

#### **ENG417 Different Writing Styles**

Prerequisites: Must meet program admissions requirements

This course focuses on the exploration of rhetoric and sentence structure. It uses a step-by-step approach starting from paragraph writing and finishing with essay writing techniques. Students are introduced to writing styles while the emphasis is placed on sentence structure starting with simple sentences and progressing through compound and complex sentences. The writing process and punctuation usage are also covered. The course has an advanced grammar component. Course activities include lecture assignments, projects, exercises, quizzes, a midterm exam, and a final exam.

#### **ENG418 Writing for Work**

Prerequisites: Must meet program admissions requirements

This course is an advanced-level writing course that focuses on workplace and technical communication. Emphasis is placed on appropriate editing skills for a diverse range of professions. Additionally, students are required to study various types of discourse found in professional writing situations to prepare them for writing in their professional lives. Examples of writing from workplace professionals are analyzed and used as models to demonstrate the transition from academic to professional writing. Course activities include lecture assignments, projects, exercises, quizzes, a midterm exam, and a final exam.

#### **ENG419 Writing Student Newspaper**

Prerequisites: Must meet program admissions requirements

This course is designed to cover a variety of writing styles, research processes, and interview practices. Students will create a college newspaper with their classmates and be responsible for interviewing, writing, and editing all content from start to finish. Emphasis is placed on writing techniques, grammar, and the language skills necessary to produce a newspaper article, as well as newspaper writing methods, styles, and conventions. Course activities include lecture assignments, projects, exercises, quizzes, a midterm exam, and a final exam.

### **COMMUNICATION**

The Communication Program consists of three courses: The Art of Storytelling, Small Group Discussion, and Interpersonal Communication. The program emphasizes student participation, interviews, and oral presentations, which supplement the learning of organizational problem solving, decision-making, leadership, and the establishment of healthy interpersonal relationships. Upon successful completion of the program, students learn how to speak easily in front of the class, in a small group, and one-on-one with other students.

For more information about this program's enrollment statistics, completion and placement rates, the median debt of students who completed the program, and other information, please use the following link: [Disclosure Table](#)

Course ID	Course Title	Lecture Hours (A)	Lab (B)	Total Contact Hours (A+B)	Quarter Credit Hours
ENG420	The Art of Storytelling	60	120	180	12
ENG421	Small Group Discussion	60	120	180	12
ENG422	Interpersonal Communication	60	120	180	12
<b>Program Totals</b>		<b>180</b>	<b>360</b>	<b>540</b>	<b>36</b>

Additional Information

Training Methods	Lectures/Labs
Program Length in quarters/weeks	3 Quarters or 33 weeks (30 academic weeks + 3 administrative weeks)
Contact Hours	540 contact hours
Program Length in Quarter Credit Hours	36 quarter credits

**ENG420 The Art of Storytelling**

Prerequisites: Must meet program admissions requirements

This course focuses on reading, re-telling, and writing folk tales, fables, and myths. Students will be able to focus on fine-tuning their rhetoric skills and participate in culturally-immersive activities as they discover the world of folk tales. The students are required to discuss a variety of storytelling styles and approaches and to learn stories by listening to and interviewing class storytellers via video and audio recordings. Emphasis is placed on reading, re-telling, and writing techniques used in folk tales, fables, and myths. Course activities include lecture assignments, projects, exercises, quizzes, a midterm exam, and a final exam.

**ENG421 Small Group Discussion**

Prerequisites: Must meet program admissions requirements

This course introduces advanced-level ESL students to the theory and the practice of small group discussion. Students are required to discuss social issues and engage in organizational problem-solving decision-making, and leadership. Emphasis is placed on the basic understanding of the theory behind purposeful discussion to provide students with practical experiences participating in or leading small groups. Course activities include lecture assignments, projects, exercises, quizzes, a midterm exam, and a final exam.

**ENG422 Interpersonal Communication**

Prerequisites: Must meet program admissions requirements

This course focuses on more advanced communication skills valuable for interpersonal and academic success, such as interpersonal, intercultural, and group discussion skills, classroom interactions, presentations, job interviews, etc. Students will practice core skills needed to establish and maintain healthy interpersonal relationships. Other topics that are covered include pronunciation/accent reduction, syllable and word stress, pace, sentence intonation, common grammatical errors, and the rhythm of American English. Course activities include lecture assignments, projects, exercises, quizzes, a midterm exam, and a final exam.



# General Programs

## CULTURAL IMMERSION COURSE (CIC)

The Cultural Immersion Course is based on the concept of total immersion and integration of the student into an American educational system environment for the entirety of the student's stay. This program is intended for students at various levels of English proficiency. The assumption is that the students taking this program are at least literate and have an English vocabulary of about 300 words. The goal of this program is to help students gain confidence in English, introduce scholarly tools and resources available at Computer Systems Institute, and ease their transition to studying in the U.S. During field trips to the bank, library, cafes, museums, etc., CIC students will be able to revisit the English language concepts practiced throughout the program and be able to summarize and present their experiences both orally and in written form. The proposed program develops abilities in speaking, listening, reading, academic writing, pronunciation, and grammar, as well as a social and academic orientation to life and study in the United States.

For more information about this program's enrollment statistics, completion and placement rates, the median debt of students who completed the program, and other information, please use the following link: [Disclosure Table](#)

Course ID	Course Title	Lecture Hours (A)	Lab (B)	Total Contact Hours (A+B)	Quarter Credit Hours
ESL010	Cultural Immersion Course	50	40	90	0
<b>Course Totals</b>		<b>50</b>	<b>40</b>	<b>90</b>	<b>0</b>

### Additional Information

Training Methods	Blended Learning: Lectures, Lab, Web-Based Learning Activities
Course Length	5 instructional weeks excluding breaks
Clock Hours	90 (50 Instructor-Led Clock Hours and 40 Lab Clock Hours)
Quarter Credit Hours	0

### ESL010 Cultural Immersion

Lecture Hours: 50; Lab Hours: 40

Total Contact Hours: 90; Quarter Credit Hours: non-credit

Prerequisites: Must meet program admissions requirements This course is based on the concept of total immersion and integration of the student into an American educational system environment for the entirety of the student's stay. This program is intended for students at various levels of English proficiency. The assumption is that the students taking this program are at least literate and have an English vocabulary of about 300 words. Course activities include lecture assignments, projects, exercises, multiple-choice quizzes, and a final exam.