

Columbia College's initial application to operate as an  
out-of-state institution in Maryland in accordance with  
COMAR 13B.02.01

## OOS INITIAL

### MARYLAND HIGHER EDUCATION COMMISSION

#### Application for Initial Approval for Out-of-State Degree-Granting Institutions to Operate in Maryland

**Please Note:** A separate application form must be completed and submitted with all supporting documentation for each proposed location in Maryland.

#### PROPOSED LOCATION IN MARYLAND.

Please provide the full mailing address. If a specific facility is yet to be identified, please provide as a minimum, the county or city in which you plan to operate. 12125 Veirs Mill Road, Silver Spring, MD 20906

[If these programs/classes are to be offered at a military installation and the recruitment and enrollment of students is limited to active duty personnel, their dependents, or civilians employed at the installation, and if the institution waives its right to claim veterans' benefits for enrolled students, do not complete this application. Complete an Application for Exemption to COMAR 13B.02.01 instead.]

#### PROPOSED START DATE. 04/01/2019

Applications should be submitted at least 5 months prior to the proposed start date.

#### INSTITUTION APPLYING FOR APPROVAL.

**Name of Institution:** Columbia College

**Web Address:** www.ccdc.edu

**OPEID Code:** 04127300

U.S. Department of Education, Office of Postsecondary Education, ID Code -- Title IV eligibility.

**Chief Executives Officer:** Richard K. Kim

**Mailing Address:** 8620 Westwood Center Drive, Vienna, VA 22182

**Telephone:** (703) 206 - 0508

**Email:** president@ccdc.edu

**Institutional Liaison:** Name and title of the individual who will serve as liaison to the Maryland Higher Education Commission:

**Name:** James Cho

**Title:** Academic Dean


**Mailing Address:** 8620 Westwood Center Drive, Vienna, VA 22182

**Telephone:** (703) 206-0508

**Email:** academic@ccdc.edu

\*\*\*\*\* CERTIFICATION \*\*\*\*\*

I hereby affirm that the answers given in this application and its attachments are accurate and complete and further agree to comply with the *Annotated Code of Maryland* and State regulations governing the operation of out-of-State degree-granting institutions (COMAR 13B.02.01).

<u>2/11/2019</u> Date	 Signature of Chief Executive Officer
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Please Submit All Information To:

Maryland Higher Education Commission  
Division of Planning and Academic Affairs  
6 N. Liberty St., 10<sup>th</sup> Floor  
Baltimore, Maryland 21201  
acadprop@mhec.state.md.us  
(410) 767-3268

A copy of these regulations can be found at the Maryland Higher Education Commission's web site [www.mhec.state.md.us](http://www.mhec.state.md.us) (under Academic Approval Process) along with an on-line application form.

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**I. SUPPORTING DOCUMENTATION.**

Only a complete application can be acted upon. While separate application forms must be completed and submitted for each proposed location, the following Supporting Documentation needs to be included only once for the entire package of applications. **CHECK EACH ITEM AS ATTACHED.**

☒ Catalogs and Other Institutional Publications. COMAR 13B.02.01.20A(1)

Include one printed copy of the institution's home campus catalog or other publication (graduate and undergraduate as applicable) that contains information on: academic progress standards, curricular content of the proposed programs, student services information, credit for prior learning as well as credit for practica, clinical experience, internships, and cooperative work experiences. Please also provide copies of the awards to be granted.

☒ Application Fee. COMAR 13B.02.01.07D(2)

The institution shall submit a non-refundable application fee in the amount of (a) \$7,500 for up to two degree programs and (b) an additional \$850 for each degree program over two programs. The institution's check should be made payable to: Maryland Higher Education Commission.

☒ Accreditation. COMAR 13B.02.01.07D(3)(g)

Provide a copy of the most recent letter of approval (notification) from an organization recognized as an accrediting agency by the U.S. Department of Education. Along with your most recent notification of institutional accreditation, please provide evidence that you are in compliance with that organization's policies and procedures related to off-campus educational activities. If any of your proposed programs require program accreditation provide evidence of that accreditation.

☒ Registration as an Out-of-State Corporation. COMAR 13B.02.01.07D(3)(f)

To transact interstate business in Maryland, the institution must qualify with the State Department of Assessments and Taxation by making the certification required in the Corporations and Associations Article, §7-202, Annotated Code of Maryland. A public institution is not required to qualify as a foreign corporation. However, a business entity affiliated with a public institution or a private institution (profit or non-profit) must qualify as a foreign corporation. The Foreign Corporation Qualification Form may be obtained from the Maryland Department of Assessments and Taxation, Room 809, 301 West Preston Street, Baltimore, Maryland 21201 or on-line at: [www.dat.state.md.us](http://www.dat.state.md.us). Once qualified, the institution must provide a copy of the certificate of good standing issued by the State Department of Assessments and Taxation.

☒ Certificate of Compliance. COMAR 13B.02.01.07D(3)(o)

Please provide a certificate for each location for which you are seeking approval, indicating that the proposed facility has been inspected and is found in compliance with local and State ordinances pertaining to fire and safety. If this is not presently available, it may be submitted no later than 30 days prior to the start of classes.

☒ Board of Trustees Resolution of Financial Solvency. COMAR 13B.02.01.07D(3)(e)

Please provide a resolution from your Board of Trustees addressed to the Secretary of Higher Education stating that your institution is financially solvent.

☒ Advertisements. COMAR 13B.02.01.07D(3)(p)

Please provide copies of any advertisements in print format related to the proposed programs.

☒ Teach-out Plan. COMAR 13B.02.01.07D(3)(j)(iv)

The institution must provide a copy of its teach-out plan allowing enrolled students to complete their programs if the institution decides to cease operation in Maryland.

## **II. APPLICATION QUESTIONNAIRE**

This questionnaire, properly completed with supporting documentation, shall serve as an application for approval to operate in Maryland under the *Code of Maryland Regulations* (COMAR) 13B.02.01. It must be completed for each proposed location.

### **1. Programs.**

**Please enter below, or create an attachment (labeled "A-1: Programs") to this application with your responses to the following:**

(a) Provide a list of the proposed programs (or individual courses) to be offered at this location. An institution may apply to offer courses only if the full complement of courses comprise not more than 3 courses (or 9 credit hours) of a degree program. [See COMAR 13B.02.01.07D(5)] For each program/course provide the following information: (1) the full title of the program (or individual course); (2) the degree or certificate to be awarded; (3) the mode of instructional delivery; (4) the number of credit hours (semester or quarter); and (5) whether they are offered at the parent campus.

Program Title	Degree	Mode of Instruction	Total Credit Hours	Offered on Main Campus Yes / No
<i>Example: Organizational Management</i>	<i>M.S.</i>	<i>Classroom</i>	<i>36 sem</i>	<i>Yes</i>
<i>Example: BUS 101 Intro to Business Administration</i>		<i>Distance Ed.</i>	<i>3 sem</i>	<i>Yes</i>
Cosmetology	AAS	Classroom	90 quar	Yes
Dental Laboratory Technology	AAS	Classroom	90 quar	Yes

(b) If the information does not appear in the catalog or publication you submitted, provide (1) a description of the curriculum; (2) the objectives of each course; and (3) a course schedule for the proposed location.

### 1. Cosmetology

#### 1. Program Mission

This cosmetology program consists of intensive practice and lecture designed to prepare our students to take the Maryland State Board of Cosmetology examination for licensure.

Student who have completed this program successfully are eligible to take the state board examination and become a licensed cosmetologist, salon manager, and/or cosmetic technician or school instructor.

#### 2. Program Description

This cosmetology program consists of intensive practice and lecture designed to prepare student(s) to take the Maryland State Board of Cosmetology examination for licensure. Student(s) who have completed this program successfully are eligible to take the state board examination and become a licensed cosmetologist, salon manager, and/or cosmetic technician or school instructor. This program in Cosmetology offers 58 quarter-credit courses, which is equivalent to 2,000 clock hours in major and 32 credits in general education. Each course consists of various sub-courses which give a basic, intermediate and advanced skills and knowledge of chemistry, anatomy, physiology, hair cutting, hair styling, permanent waving, manicuring, pedicuring, facials and makeup, salon management, and more importantly, instructing in Cosmetology to make students to become qualified instructor.

#### 3. Program Objectives

Upon completion of the Cosmetology program, student(s) should be able to:

- Explain the importance of anatomy and physiology as the cosmetology profession.
- Demonstrate proper sectioning, hair wrapping, and basic perms.
- Demonstrate various blow-dry styling techniques.
- Demonstrate how to design hairstyles to enhance or camouflage facial features.
- Acquire hands-on experience with the clients in the salon.
- Identify the principles of color theory and relate them to hair color.
- Build open lines of communication with co-workers and salon managers.
- Carry out from beginning through finishing of the client service with systematic order.
- Understand the characteristics of teaching in Cosmetology.
- Demonstrate knowledge of effective communication skills to deliver the theories and skills to student(s).

- Organize the student learning and assessment process in teaching Cosmetology.

#### 4. Course List & Descriptions (major)

**COS101 Introduction and History of Cosmetology (1 credit, 15 hours) (Tue. 10:00am-11:30am)**

This course provides an understanding of the concept of beauty in hair, nail, and skin and historical change and development of cosmetology field. Prerequisite: None.

**COS102 Communication Skills (1 credit, 15 hours) (Wed, 10:00am-11:30am)**

Through this course students learn how to communicate with clients, partner, handling complaints, receiving telephone calls, booking appointments by phone. Prerequisite: None.

**COS103 Bacteriology, Sterilization, and Sanitation (1 credit, 20 hours) (Thu. 10:00am-12:00, noon)**

Students learn to list the types and classifications of bacteria, list the types of disinfectants and how they are used, describe how to safely clean and disinfect salon tools and equipment. Students also learn differences between cleaning, disinfection and sterilization and discuss the universal precautions and the responsibilities as a salon professional. Prerequisite: None.

**COS104 Anatomy and Physiology (1 credit, 20 hours) (Fri. 10:00am-12:00, noon)**

Students learn to explain and understand the importance of anatomy and physiology to the cosmetology profession and also to define and describe cells, reproduction, and types of tissues. Prerequisite: None.

**COS108 Freshman Lab and Practice I (3 credits, 140 hours) (Tue. Wed. Thu. Fri. 12:30pm-4:00pm)**

This lab course is oriented towards demonstrating basic principles of cosmetology and mastering modern techniques. Students exercise current techniques used in cosmetology. Prerequisite: None.

**COS111 Hair Structure and Chemistry (1 credit, 20 hours) (Tue. 10:00am-12:00, noon)**

This course provides a chemistry guide for students to ensure safe, consistent, professional results. Addressing the fundamental concepts of chemistry as they apply to salon products and services, this course includes the latest technological advances in cosmetic science. Prerequisite: None.

**COS112 Principles of Hair Design (1 credit, 20 hours) (Wed. 10:00am-12:00, noon)**

This course provides design elements and principles of hairstyling. Prerequisite: None.

**COS113 Shampooing, Rinsing, and Conditioning (1 credit, 10 hours) (Thu. 10:00am-11:00am)**

Students learn how to choose the proper type of shampoo, rinse, and conditioner, depending on the condition of the hair, based on the acquired knowledge of shampoo types, conditioners. Prerequisite: None.

**COS114 Hair Cutting (1 credit, 20 hours) (Fri. 10:00am-12:00, noon)**

This course introduces basic principles of haircutting, reference points, areas of the head, lines and angles, elevation and cutting line. Prerequisite: None.

**COS118 Freshman Lab and Practice II (3 credits, 140 hours) (Tue. Wed. Thu. Fri. 12:30pm-4:00pm)**

This lab course is oriented towards demonstrating basic principles of cosmetology and mastering modern techniques. Students exercise current techniques used in cosmetology. Prerequisite: COS108, cumulative attendance: 210 clock hours in major.

**COS151 Hairstyling Techniques (1 credit, 20 hours) (Tue. 10:00am-12:00, noon)**

This course is an introduction to basic principles of hairstyling and its design elements. Prerequisite: COS111.

**COS152 Braiding Techniques (1 credit, 20 hours) (Wed. 10:00am-12:00, noon)**

Students learn the braiding techniques and advanced haircutting techniques. Prerequisite: COS111, COS114.

**COS158 Intermediate Lab and Practice I (2 credits, 120 hours) (Tue. Wed. Thu. Fri. 12:30pm-3:30pm)**

This course offers an intermediate level laboratory of cosmetology. It includes hair structure and the fundamental concepts of chemistry as they apply to salon products. Also, students exercise hairstyling, shampooing, rinsing, conditioning, placing artificial hair, permanent waving, and techniques of hair cutting and braiding. Prerequisite COS118, cumulative attendance: 420 clock hours in major.

**COS159 Intermediate Clinic I (2 credits, 120 hours) (Tue. Wed. Thu. Fri. 3:30pm-6:30pm)**

This course offers students the opportunity to engage in hands-on practical training through client session under the supervision of current instructors. Prerequisite: cumulative attendance: 420 clock hours in major

**COS161 Placement of Artificial Hair (1 credit, 20 hours) (Thu. 10:00am-12:00, noon)**

Students learn how to use hair enhancements such as wigs, hair pieces, and hair extensions. Prerequisite: COS103, COS104.

**COS162 Permanent Waves (1 credit, 20 hours) (Tue. 10:00am-12:00, noon)**

This course introduces types of perms, different techniques of perm style, and application of relaxers. Prerequisite: COS111.

**COS168 Intermediate Lab and Practice II (2 credits, 120 hours) (Tue. Wed. Thu. Fri. 12:30pm-3:30pm)**

This course offers an intermediate level laboratory of cosmetology. It includes hair structure and the fundamental concepts of chemistry as they apply to salon products. Also, students exercise hairstyling, shampooing, rinsing, conditioning, placing artificial hair, permanent waving, and techniques of hair cutting and braiding. Prerequisite COS158, cumulative attendance: 620 clock hours in major.

**COS169 Intermediate Clinic II (2 credits, 120 hours) (Tue. Wed. Thu. Fri. 3:30pm-6:30pm)**

This course offers students the opportunity to engage in hands-on practical training through client session under the supervision of current instructors. Prerequisite: COS159, cumulative attendance: 620 clock hours in major.

**COS171 Hair Coloring (1 credit, 20 hours) (Wed. 10:00am-12:00, noon)**

Students learn to identify natural hair color and tone, types of hair color, and to select hair color and apply it, using lighteners and toners. Prerequisite: COS103, COS104.

**COS173 Skin Diseases and Disorders (1 credit, 20 hours) (Thu. 10:00am-12:00, noon)**

Students learn various kinds of skin diseases and disorders and their causes and prevention. Prerequisite: COS105.

**COS201 Facials and Makeup I (1 credit, 10 hours) (Tue. 3:30pm-4:30pm)**

Students learn how to determine skin type, choose skin care products, do facial massage and other treatments, and apply different types of makeup such as special occasion and corrective makeup. Prerequisite: COS105.

**COS202 Facials and Makeup II (1 credit, 10 hours) (Wed. 3:30pm-4:30pm)**

Students learn advanced-level facials and makeup. Prerequisite: COS201.

**COS203 Manicuring and Pedicuring (1 credit, 20 hours) (Thu. 3:30pm-5:30pm)**

Students learn how to choose a nail shape, basic manicure, conditioning oil manicure, and hand and arm massage, and performing pedicures and foot massage Prerequisite: COS105.

**COS208 Senior Lab and Practice I (2 credits, 80 hours) (Tue. Wed. Thu. Fri. 10:00am-12:00, noon)**

This laboratory course is focused on advanced techniques related to both hairstyling and facials in Cosmetology. It includes advanced procedures of hair coloring, bleaching, tinting, finger waving,

skip waving, and pencil waving in Hairstyling part. Students also practice facials and makeup as well as manicuring and pedicuring. Prerequisite COS178, cumulative attendance: 1,020 clock hours in major.

**COS209 Senior Clinic I (2 credits, 120 hours) (Tue. Wed. Thu. Fri. 12:30pm-3:30pm)**

This course offers students the opportunity to engage in hands-on practical training through client session under the supervision of current instructors. Prerequisite: COS179, cumulative attendance: 1,020 clock hours in major.

**COS212 Job Seeking Skills (1 credit, 10 hours) (Tue. 3:30pm-4:30pm)**

Students learn how to prepare for licensure and for employment: writing a resume, preparing for interviews, and filing an employment application. Prerequisite: None.

**COS213 Professional Ethics and Salon Management (1 credit, 20 hours) (Wed. 3:30pm-5:30pm)**

This course introduces basic salon management skills including professional ethics and other related topics. Prerequisite: None.

**COS214 Business Skills (1 credit, 10 hours) (Thu. 3:30pm-4:30pm)**

Students acquire business skills needed in conducting own business such as how to sell services and how to expand the client base. Prerequisite: None.

**COS218 Senior Lab and Practice II (2 credits, 80 hours) (Tue. Wed. Thu. Fri. 10:00am-12:00, noon)**

This laboratory course is focused on advanced techniques related to both hairstyling and facials in Cosmetology. It includes advanced procedures of hair coloring, bleaching, tinting, finger waving, skip waving, and pencil waving in Hairstyling part. Students also practice facials and makeup as well as manicuring and pedicuring. Prerequisite COS208, cumulative attendance: 1,260 clock hours in major.

**COS219 Senior Clinic II (2 credits, 120 hours) (Tue. Wed. Thu. Fri. 12:30pm-3:30pm)**

This course offers students the opportunity to engage in hands-on practical training through client session under the supervision of current instructors. Prerequisite: COS209, cumulative attendance: 1,260 clock hours in major.

**COS251 Instructing in Cosmetology I (2 credits, 20 hours) (Wed. Thu. 4:00m-5:00pm)**

This course is for the cosmetologist who wants to become an instructor. It covers instructional techniques for teaching theories, sanitation and safe use chemicals, safety precautions in the use of electricity and electrical equipment, state regulations and business ethics, techniques for teaching theories and techniques of shampooing, haircutting. Prerequisite: completion of senior courses, cumulative attendance: 1,500 clock hours in major.

**COS252 Salon and Floor Management in Cosmetology I (5 credits, 140 hours) (Tue. Wed. Thu. Fri. 10:00am-2:00pm)**

Through the assisting instructor and students in the cosmetology floor, students will learn basic salon and floor management knowledges and skills while continuing learning advanced skills of haircutting with razor and scissors, equipment placement, and the clear and enthusiastic demonstration of all skills needed. Prerequisite: completion of senior courses, cumulative attendance: 1,500 clock hours major.

**COS253 Advanced Clinic I (1 credit, 90 hours) (Tue. 2:00-5:00pm, Wed. Thu. Fri. 2:00pm-4:00pm)**

This clinic session covers effective method to introduce and supervise the students and evaluate their performance for clients. Prerequisite: completion of senior courses, cumulative attendance: 1,500 clock hours in major.

**COS261 Instructing Theory in Cosmetology II (2 credits, 20 hours)(Wed. Thu. 4:00m-5:00pm)**

This course teaches effective instructional methods to teach pertaining to advanced haircutting and curl construction, hair coloring, and manicuring. It also teaches administrative duties for instructors including designing lesson plans, theory and practice schedules, recording and keeping student



records, and assessment of quizzes and examinations. Prerequisite: COS251, cumulative attendance: 1,750 clock hours in major

**COS262 Salon and Floor Management in Cosmetology II (5 credits, 140 hours) (Tue. Wed. Thu. Fri. 10:00am-2:00pm)**

This continuous course teaches students the business aspects of managing a salon and cosmetology floor. This includes aspects such as human resources, marketing, and financial components. It also teaches practical skills to use such as hair cutting and styling. Prerequisite: COS252, cumulative attendance: 1,750 clock hours.

**COS263 Advanced Clinic II (1 credits, 90 hours) (Tue. 2:00-5:00pm, Wed. Thu. Fri. 2:00pm-4:00pm)**

The future instructor in this course learn the effective way to manage the clinic session including client scheduling, instructing student stylist and follow-up, and equipment management.

Prerequisite: COS253, cumulative attendance: 1,750 clock hours.

**5. Course List & Descriptions (general education) - Select from at least one of each section (6 courses total)**

**Humanities**

**BPS102 Business and Professional Speech (4 credits) (Mon. 9:00am-1:00pm)**

This course focuses on student's awareness, knowledge and recall, comprehension and understanding, and information used in new and different situations. During the course, student will learn; Analysis – examination and categorization of pieces of information, Synthesis – combination of information to create something new, Evaluation – value judgment supported by reasoning.

Prerequisite: None.

**HIST203 U.S. History (4 credits) (Mon. 9:00am-1:00pm)**

This course teaches how the United States emerged to become the dominant power and economic engine in the world. It addresses how the changes transformed the United States politically, socially, and militarily. This course examines the major historical events and turning points through the American Revolution, Manifest Destiny, the Civil War and Reconstruction, World War I, the Great Depression, and World War II. The course also covers the political, social, and diplomatic issues in political reform, ethnic and gender equality, and globalization. Students can understand the sequence of events in the historical events in chronological aspects. Prerequisite: None.

**SPN101 Introduction to Spanish I (4 credits) (Mon. 9:00am-1:00pm)**

This is an introductory course to achieve basic proficiency in Spanish language in areas of reading, writing, speaking and listening. The focus is placed on developing basic functional and communicative proficiency. Course topics include alphabet, personal pronouns, definite and indefinite articles, nouns, adjective agreement, and other grammatical concepts such as present and simple past of regular and irregular verbs and an introduction to commands. Prerequisite: None.

**SPN102 Introduction to Spanish II (4 credits) (Mon. 9:00am-1:00pm)**

This course is the second semester of an introductory course to the Spanish language. Students continue to learn the basics of Spanish with a goal of comfortably forming simple and basic phrases and sentences with verbs in simple tense and expanding lexicon of vocabulary. Prerequisite: SPN101.

**English Composition**

**ENG101 English Composition (4 credits) (Mon. 6:00pm-10:00pm)**

Writing of the multi-paragraph composition is taught, with concentration on the elements of theme, structure, and style. Principles of rhetoric are recognized and discussed through logical analysis of expository and argumentative essays. The course will culminate in the composition of a documented paper. Students will be introduced to library skills and be able to access and process information using a range of media. In each unit, students will go through the following stages to ensure satisfactory completion of all assignments: planning, forming the rough draft, editing, revising, and rewriting. Prerequisite: None.

**ENG201 Current Topics in English (4 credits) (Mon. 6:00pm-10:00pm)**

This course concentrates on accuracy in expression and communication and goes on to describe phrases and sentences. The course tenses, modal verbs, articles, determiners, prepositions, passive constructions and direct and indirect narration. Prerequisite: ENG101.

#### **Mathematics**

**MAT101 Algebra (4 credits) (Tue. 6:00pm-10:00pm)**

This course concentrates on making students understand the study skills for success in mathematics and using a calculator, able to set and other basic concepts, and understand the properties of and operations with real numbers. Prerequisite: None.

**MAT201 Pre-Calculus (4 credits) (Tue. 6:00pm-10:00pm)**

This course introduces students to graphing and analyzing the multi-degree functions, exponents, and logarithms, and practical applications of 6 basic trigonometric functions. Prerequisite: MAT101.

#### **Bio & Physical Sciences**

**BIO102 Introduction to Biology (4 credits) (Wed. 6:00pm-10:00pm)**

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

**CHE101 Introduction to Chemistry (4 credits) (Wed. 6:00pm-10:00pm)**

This course is designed as a general education for students with background in chemistry or other sciences. Students will learn basic concepts on matters – atoms, molecules, and bonding, and continue to study chemical composition and quantities. Students are expected to develop the knowledge on phase changes and chemical reactions such as oxidation and reduction.

#### **Social Sciences**

**CRT101 Critical Thinking (4 credits) (Thu. 6:00pm-10:00pm)**

This course enables the student to identify logical fallacies in selected readings including things written by their classmates and by themselves, demonstrate the capacity for self-critique through the writing of a paper in which they identify alternative assumptions that would lead to different conclusions, and assess the advantages and disadvantages of alternative formulations of any argument. It also teaches to identify and analyze a recent ethical lapse that occurred in a business organization, the nature of the lapse, and provide a possible explanation for the lapse and alternative solutions to prevent similar lapses. Prerequisite: None.

**PSY101 Introduction to Psychology (4 credits) (Thu. 6:00pm-10:00pm)**

This course summarizes accountable terminal objectives, explain and give names associated with the major psychology theories, and biological and environmental factors play a role in shaping behavior and development. Students will learn to distinguish between and apply principles of classical conditioning, operant conditioning, and cognitive learning, name and describe stage theories of development relative to physical, cognitive, and psychosocial issues and correctly identify the theorist associated with each, and define abnormal behavior and support the definition, provide examples of situations where counseling or treatment could be advised or necessary. Prerequisite: None.

**SOC101 Introduction to Sociology (4 credits) (Thu. 6:00pm-10:00pm)**

The course will introduce students to the fields of the fundamental principles of human behavior, study of mental and emotional process from psychological perspectives. Biological, environmental, and spiritual elements which play a role in shaping human behavior and development will be explored. The course is designed to help students understand of how people think, feel and behave by studying neurological functioning, personality, psychological disorders and its related counseling/therapies. Students are encouraged to develop critical thinking of various fields of psychology and to apply psychology to everyday experiences, recognizing diversity and unity of people. Prerequisite: None.

**SOC201 Society and Human Behavior (4 credits) (Thu. 6:00pm-10:00pm)**

In this course, students explore the concepts and theories necessary to systematic understanding of our social worlds. Topics may include considering sociology as science, the nature of large- and small-scale groups, social stratification, historical eras and social change, and race, ethnic and gender relations. Prerequisite: SOC101.

## **Dental Laboratory Technology**

### **1. Program Mission**

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

### **2. Program Description**

Dental Laboratory Technology program consist of 99 credits. Students learn advanced skills and techniques in designing and constructing dental replacements such as crowns, bridges, ceramics, and dentures. In addition, students learn dental lab management knowledges and skills to be prepared to supervisory position in dental lab.

### **3. Program Objectives**

Upon completion of the Dental Laboratory Technology program, student(s) should be able to:

- Acquire the knowledge of application of morphological knowledge to drawing of teeth.
- Acquire the knowledge of dental materials in crown and bridge fabrication.
- Acquire the knowledge of process of manufacture.
- Acquire the knowledge of dental ceramic materials.
- Acquire the knowledge of process of dental ceramics manufacture.
- Acquire the knowledge of oral anatomy, mandibular movement, articulator and resin teeth relating to complete denture.
- Acquire the knowledge of the fabrication purpose and process of partial denture.
- Select a type of business ownership and management, discuss the organizing process and design an organizational plan for the selected type of ownership.
- Define the three levels of management, those are, state the steps in decision making, discuss the vital functions of management and compare the various styles of leadership.

### **4. Course List & Descriptions (major)**

#### **Core Courses**

**DLT101 Dental Morphology (5 credits) (Mon. Tue. Wed. Thu. 9:00am-10:30am)**

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

Prerequisite: None.

**DLT102 Dental Morphology Lab (5 credits) (Mon. Tue. Wed. Thu. 10:30am-3:00pm)**

This course helps students to learn the understanding of concepts and structures of teeth and kinds and names of parts of teeth. Topics include: carving procedures and method of each tooth, emphasizes the development, eruption, individual characteristics of each tooth and surrounding structures. Prerequisite: None.

**DLT151 Crowns and Bridges I (5 credits) (Mon. Tue. Wed. Thu. 9:00am-10:30am)**

This course introduces the materials and techniques used in the fabrication of fixed crown and bridge restorations. Topics include: materials used in crown and bridge fabrication, preparatory procedures, fixed fabrication procedures, and post-fabrication procedures. Prerequisite: DLT101.

**DLT152 Crowns and Bridges Lab I (5 credits) (Mon. Tue. Wed. Thu. 10:30am-3:00pm)**

Students learn how to fabricate fixed crown and bridges restorations. Topics include: impression, model work, wax-up technique. Prerequisite: DLT102.

**DLT153 Crowns and Bridges II (5 credits) (Mon. Tue. Wed. Thu. 9:00am-10:30am)**

This course focuses on skills in advanced concepts in crown and bridge. Topics include: research in crown and bridge, advanced concepts in crown and bridge. Prerequisite: DLT151.

**DLT154 Crowns and Bridges Lab II (5 credits) (Mon. Tue. Wed. Thu. 10:30am-3:00pm)**

In this course, students learn skills in advanced concepts in crown and bridge. Topics include: multi-unit bridges wax-up, post, core, Inlay & onlay. Prerequisite: DLT152.

**DLT201 Dental Ceramics I (5 credits) (Mon. Tue. Wed. Thu. 2:00pm-3:00pm)**

This course introduces the materials and techniques used in the fabrication of dental ceramic restorations. Topics include: materials used in dental ceramics, preparatory procedures, ceramic fabrication procedures, and post-fabrication procedures. Prerequisite: DLT151.

**DLT202 Dental Ceramics Lab I (5 credits) (Mon. Tue. Wed. Thu. 9:00am-2:00pm)**

This course introduces how to construct dental ceramic restorations for single crown and 3-unit bridge. Topics include: metal frame design, opaque, build-up, contouring & glazing of dental ceramic. Prerequisite: DLT152.

**DLT203 Dental Ceramics II (2 credits) (Mon. Tue. Wed. Thu. 2:00pm-3:00pm)**

This course focuses on skills in advanced concepts in dental ceramics. Topics include: dental materials, composite resin, Cad/Cam system. Prerequisite: DLT201.

**DLT204 Dental Ceramics Lab II (6 credits) (Mon. Tue. Wed. Thu. 9:00am-2:00pm)**

In this course, students learn how to construct metal ceramic restorations for multi-unit crowns. Topics include: multi-unit, clinical case, composite resin. Prerequisite: DLT202.

**DLT261 Dental Laboratory Management I (4 credits) (Mon. Tue. Wed. Thu. 9:00am-10:00am)**

This course introduces the necessary information and techniques needed to manage a dental laboratory. Topics include: dental laboratory ownership, organization, and management; marketing; personnel management; production management; finances. Prerequisite: DLT153, DLT154.

**DLT262 Dental Laboratory Management II (4 credits) (Mon. Tue. Wed. Thu. 9:00am-10:00am)**

This course focuses on Total Quality Management (TQM) of a dental lab as it applies to business; and quality control. The course also discusses the key principle involved in delegating authority and problems connected with decision making. Prerequisite: DLT261.

#### **Elective Courses**

**DLT251 Complete Denture (2 credits) (Mon. Tue. Wed. Thu. 2:00pm-3:00pm)**

This course focuses on complete denture fabrication from the preliminary impression to the finished denture. Topics include: materials used in complete dentures, preparatory procedures for complete dentures, complete denture fabrication procedures, post-fabrication procedures, and advanced concepts in complete dentures. Prerequisite: DLT151.

**DLT252 Complete Denture Lab (2 credits) (Mon. Tue. Wed. Thu. 9:00am-2:00pm)**

This course introduces the fabrication of complete dentures. Topics include: edentulous arch anatomical landmarks, edentulous cast preparation, impressions, trays, baseplates, occlusal rims, and artificial tooth arrangement. Prerequisite: DLT152.

**DLT253 Partial Denture (2 credits) (Mon. Tue. Wed. Thu. 2:00pm-3:00pm)**

This course introduces the materials and techniques used in the fabrication of partial dentures. Topics include: materials used in partial dentures, preparatory procedures, partial denture fabrication procedures, post-fabrication procedures, and advanced concepts in partial dentures. Prerequisite: DLT151.

**DLT254 Partial Denture Lab (2 credits) (Mon. Tue. Wed. Thu. 9:00am-2:00pm)**

This course introduces the components and fabrication of removable partial dentures. Topics include: methods of surveying and designing and fabricating, temporary partials and treatment partials with wrought clasps. Prerequisite: DLT152.

**DLT270 Career Development (2 credits)**

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

**5. Course List & Descriptions (general education) - Select from at least one of each section (6 courses total)**

**Humanities**

**BPS102 Business and Professional Speech (4 credits) (Mon. 9:00am-1:00pm)**

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

**HIST203 U.S. History (4 credits) (Mon. 9:00am-1:00pm)**

This course teaches how the United States emerged to become the dominant power and economic engine in the world. It addresses how the changes transformed the United States politically, socially, and militarily. This course examines the major historical events and turning points through the American Revolution, Manifest Destiny, the Civil War and Reconstruction, World War I, the Great Depression, and World War II. The course also covers the political, social, and diplomatic issues in political reform, ethnic and gender equality, and globalization. Students can understand the sequence of events in the historical events in chronological aspects. Prerequisite: None.

**SPN101 Introduction to Spanish I (4 credits) (Mon. 9:00am-1:00pm)**

This is an introductory course to achieve basic proficiency in Spanish language in areas of reading, writing, speaking and listening. The focus is placed on developing basic functional and communicative proficiency. Course topics include alphabet, personal pronouns, definite and indefinite articles, nouns, adjective agreement, and other grammatical concepts such as present and simple past of regular and irregular verbs and an introduction to commands. Prerequisite: None.

**SPN102 Introduction to Spanish II (4 credits) (Mon. 9:00am-1:00pm)**

This course is the second semester of an introductory course to the Spanish language. Students continue to learn the basics of Spanish with a goal of comfortably forming simple and basic phrases and sentences with verbs in simple tense and expanding lexicon of vocabulary. Prerequisite: SPN101.

**English Composition**

**ENG101 English Composition (4 credits) (Mon. 6:00pm-10:00pm)**

Writing of the multi-paragraph composition is taught, with concentration on the elements of theme, structure, and style. Principles of rhetoric are recognized and discussed through logical analysis of expository and argumentative essays. The course will culminate in the composition of a documented paper. Students will be introduced to library skills and be able to access and process information using a range of media. In each unit, students will go through the following stages to ensure satisfactory completion of all assignments: planning, forming the rough draft, editing, revising, and rewriting. Prerequisite: None.

**ENG201 Current Topics in English (4 credits) (Mon. 6:00pm-10:00pm)**

This course concentrates on accuracy in expression and communication and goes on to describe phrases and sentences. The course tenses, modal verbs, articles, determiners, prepositions, passive constructions and direct and indirect narration. Prerequisite: ENG101.

**Mathematics**

**MAT101 Algebra (4 credits) (Tue. 6:00pm-10:00pm)**

This course concentrates on making students understand the study skills for success in mathematics and using a calculator, able to set and other basic concepts, and understand the properties of and operations with real numbers. Prerequisite: None.

**MAT201 Pre-Calculus (4 credits) (Tue. 6:00pm-10:00pm)**

This course introduces students to graphing and analyzing the multi-degree functions, exponents, and logarithms, and practical applications of 6 basic trigonometric functions. Prerequisite: MAT101.

**Bio & Physical Sciences**

**BIO102 Introduction to Biology (4 credits) (Wed. 6:00pm-10:00pm)**

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

**CHE101 Introduction to Chemistry (4 credits) (Wed. 6:00pm-10:00pm)**

This course is designed as a general education for students with background in chemistry or other sciences. Students will learn basic concepts on matters – atoms, molecules, and bonding, and continue to study chemical composition and quantities. Students are expected to develop the knowledge on phase changes and chemical reactions such as oxidation and reduction. Prerequisite: None.

**Social Sciences**

**CRT101 Critical Thinking (4 credits) (Thu. 6:00pm-10:00pm)**

This course enables the student to identify logical fallacies in selected readings including things written by their classmates and by themselves, demonstrate the capacity for self-critique through the writing of a paper in which they identify alternative assumptions that would lead to different conclusions, and assess the advantages and disadvantages of alternative formulations of any argument. It also teaches to identify and analyze a recent ethical lapse that occurred in a business organization, the nature of the lapse, and provide a possible explanation for the lapse and alternative solutions to prevent similar lapses. Prerequisite: None.

**PSY101 Introduction to Psychology (4 credits) (Thu. 6:00pm-10:00pm)**

This course summarizes accountable terminal objectives, explain and give names associated with the major psychology theories, and biological and environmental factors play a role in shaping behavior and development. Students will learn to distinguish between and apply principles of classical conditioning, operant conditioning, and cognitive learning, name and describe stage theories of development relative to physical, cognitive, and psychosocial issues and correctly identify the theorist associated with each, and define abnormal behavior and support the definition, provide examples of situations where counseling or treatment could be advised or necessary. Prerequisite: None.

**SOC101 Introduction to Sociology (4 credits) (Thu. 6:00pm-10:00pm)**

The course will introduce students to the fields of the fundamental principles of human behavior, study of mental and emotional process from psychological perspectives. Biological, environmental, and spiritual elements which play a role in shaping human behavior and development will be explored. The course is designed to help students understand of how people think, feel and behave by studying neurological functioning, personality, psychological disorders and its related counseling/therapies. Students are encouraged to develop critical thinking of various fields of psychology and to apply psychology to everyday experiences, recognizing diversity and unity of people. Prerequisite: None.

**SOC201 Society and Human Behavior (4 credits) (Thu. 6:00pm-10:00pm)**

In this course, students explore the concepts and theories necessary to systematic understanding of our social worlds. Topics may include considering sociology as science, the nature of large- and small-scale groups, social stratification, historical eras and social change, and race, ethnic and gender relations. Prerequisite: SOC101.

(c) Please provide a brief description of the student population to be served by the proposed program.

In the north-west DC metro area including Silver Spring, Rockville, and Ellicott City, there are diverse groups of people and immigrant population. The immigrant population mainly consists of Hispanic, Asian, and African descent and many of them need high-quality education to improve their chances of successful employment by learning practical knowledges and skills to be competent in job market.

Currently, some of Columbia College students come from the Maryland. Despite relatively short commute distance (about 20 miles), Maryland residents frequently experience problems in getting to their classes on time due to heavy traffic in I-495. To improve the accessibility of our program, Columbia College decided to establish an institution in the Silver Spring area, which can offer the associate degree.

As of Fall 2018, 11 students enrolled the Associate of Applied Science in Dental Lab Technology program at the main campus and their ethnic backgrounds are diverse - 4 Nonresident aliens, 1 Hispanic/Latino, 3 Asians, 1 Black/African American, and 2 Whites, and the school expects similar diversities in the student population in Maryland location. The expected maximum student population at a time is 20.

For a same period, there are 5 students enrolling at Cosmetology and their backgrounds are diverse as well - 2 Non resident ailiens, 1 Hispanic/Latino, and 2 Asians, respectively.

**2. Educational Need.** Before the Commission may evaluate the readiness of an out-of-State institution to operate or award new degrees in the State, including the offerings of an instructional program or a degree level not previously approved, the institution shall present evidence demonstrating the educational need to establish operations, offer programs, and award the degrees in question in the State. In addition, the out-of-State institution shall demonstrate that the proposed program, for which the institution is making application, meets a critical and compelling regional or Statewide need and is consistent with the Maryland State Plan for Postsecondary Education. COMAR 13B.02.01.06A & C

**INSTRUCTIONS.** Please enter the requested information in the spaces provided below, or create an attachment (labeled "A-2: Educational Need") to this application with your responses to the following questions for each program.

(a) What critical and compelling Regional or Statewide (Maryland) need and demand do your proposed programs meet? In responding to this question provide documentation as indicated below:

(1) If the proposed programs serve occupational needs, present data on market demand and the availability of openings in the job market to be served by the new programs for which the institution is making application. This information may include workforce and employment projections prepared by the federal and State governments, the availability of graduates in the State or region, marketing studies done by the institution or others, and material from professional and trade associations. COMAR 13B.02.01.06E

1. Workforce and employment projections prepared by the federal and State governments

(a) Cosmetology

According to Bureau of Labor Statistics, median annual income for employees in Hairdressers, Hairstylists, and Cosmetologists (SOC Code: 39-5012) in the year 2017 was \$24,900 and median hourly wage was \$11.97. Number of national employment in 2016 was 673,700. Their job outlook is estimated to grow 13% between 2016 and 2026, faster than average, and projected employment change is 87,600.

For vocational education teachers postsecondary (SOC Code: 25-1194), other possible position that our graduate can get, the median annual income was \$55,240 and median hourly wage was \$24.36 according to Bureau of Labor Statistics. Number of national employment in 2016 was 219,400. The job outlook is estimated to grow 4% between 2016 and 2026 and projected employment change is 7,700.

Hairdressers, Hairstylists, and Cosmetologists in the Long Term Occupational Projections, issued from Maryland Department of Labor, Licensing, & Regulation, should see an increase in the number of jobs between 2014 and 2024. The number of openings for 2014 is 8,833 and job growth rate for the positions is expected to be 12.37% during 2014-2024. The openings of Postsecondary vocational educational teachers position during 2014 was 2,117 and will see more vivid increase, 26.97% during the same time frame.

(b) Dental Lab Technology

According to Bureau of Labor Statistics, median annual income for employees in Dental Lab Technician (SOC Code: 51-9081) in the May 2015 was \$37,190 and median hourly wage was \$17.88. Number of jobs in the relevant field (Dental and Ophthalmic Laboratory Technicians and Medical Appliance Technicians) in 2017 was 82,200. Their job outlook is estimated to grow 13% between 2016 and 2026, faster than average, and projected employment change is 11,000.

Average wage of Dental Lab Technician position in Maryland was \$17.45 per hour as of April 2018, 27% higher than the national. Number of openings in the state during 2016 was 1,794 and their job outlook is estimated to grow 33.67% between 2014 and 2024 and projected employment change is increasing by 604.

2. The availability of graduates in the State or region

(a) Cosmetology

Total number of graduates of Cosmetology in the State of Maryland during report year 2012 was 1,156 and the number of graduates in Montgomery County during the same period was 112, according to data from Maryland Higher Education Commission Annual Report. There was no associate graduates.

(b) Dental Lab Technology

There was no graduates in Dental Lab Technology.

3. Marketing studies

i) Market needs:

(a) Cosmetology

Cosmetologist salaries in Washington Metro area in 2013 were the fifth highest in the country according to the US Bureau of Labor Statistics (BLS). Salaries were especially high around Glen Burnie area, which is 45% above the country for cosmetologists. The official salary figures do not take tipping into account, so they generally underestimate the actual take home pay of these professionals.

Cosmetology instructor position is in consistently increasing as the beauty market has steadily grows. After working full-time for two years as a licensed Cosmetologist, candidate becomes a senior cosmetologist after passing the senior cosmetologist exam. The senior Cosmetologist can work as an instructor in Maryland. To teach the Cosmetology in Maryland, the instructor must prepare to teach students the laws and regulations that pertain to instructors in this state. Maryland teaching courses need to include: Communication, Classroom management, Student motivation, Lesson planning, which Columbia College in Virginia is currently instructing.

(b) Dental Lab Technology

There are many opportunities available for dental lab technology around the DC Metro area and all over the country. These include working as a technician to produce the dental aids and managing and operating dental lab. Most of these positions require full-time work load based on the characteristics of the field.

Moreover, as restorative dentistry becomes more complicated, the dental field requires more skilled dental lab technicians to provide the products with higher quality, to offer the patient optimum treatment.

Meanwhile the U.S. military services, once the biggest training organization for this field, are training less technicians. Dental schools are teaching less amount of dental technology part to their students, resulting in the dentist becomes more dependent on the knowledge and skills of the dental lab technicians.

Most dental technicians work at commercial dental laboratories that provide services and products to dentists. The range of employment of each dental lab is quite various, from 2-3 people to over 200. Some dental clinic hire dental lab technicians to provide prompt services to their patients. Military services, government and private hospitals, and companies that manufacture dental prosthetic materials also employ and train the dental lab technicians. Schools also hire experienced dental lab technicians as faculties to teach their students. Dental lab technician can operate his/her own lab as a business owner. It requires educate him/herself as an entrepreneur in sound business practices. Like as other businesses, the business



owner needs networking to raise the opportunities.

Many dental labs also offer positions for trainees. This entry level employee can build the experiences and progresses in limited range of the lab procedures. The additional opportunities to learn underlying theories and more advanced and wide-ranged tasks depend on the needs and resources of the company and employer. It might need additional education and/or experience. Meanwhile through the completion of the dental lab technology school, students can gain broad-based theory and an introduction to laboratory procedures across the various dental technology specialists. Dental lab school graduates may expect rapid progress toward highly skilled professionals despite the starting salary would not be significantly higher than trainees. The advertised annual salary for skills technician is within \$40,000-\$60,000 range.

ii) Characteristics of the school and the program:

The Silver Spring extension campus of Columbia College will be opened at 12125 Veirs Mill Road, Silver Spring, Maryland and is 17 miles away from the main campus in Vienna, Virginia. The school is located in the northwest part of the city of Silver Spring which is included in DC metro area along with the main campus. The school is in close proximity to Highway 270 and Rockville Pike (Route 355). This location is easily accessible for residents of Silver Spring, Rockville, and Wheaton where population has increased during the last ten years. Therefore this location will provide accessibility to the community the students will serve after completion.

Columbia College currently operates Columbia Institute, private career school approved by Maryland Higher Education Commission (MHEC) and Council on Occupational Education (COE), to offer Certificate in Massage Therapy. But to fulfill the extended demand from the current and previous students and communities, the school would like to offer associate degree program, with the standard curricula currently used by Columbia College which was approved by the COE.

Columbia College/Institute has maintained close ties with the local community and community centers in Montgomery County areas, which will be crucial for community outreach as well as increasing student enrollment. The college offers office hours until evening to accommodate the needs of working students and create alternate web-based class registration.

Columbia College's 2 planned programs – Associate of Applied Science in Cosmetology and Dental Lab Technology (partial courses) have been designed to meet diverse demand from the population in the local area. The curriculum covers most of fundamental knowledge and hands on skills needed in the field so student will learn special theories and skills to become the professional with underlying logic and idea. The school will offer day and/or night classes with the standard curricula currently used on our main campus. Despite the governing and executive administrative management of the school will be carried out by the main campus in Vienna, it will be necessary to plan for adding new staff and faculty to accommodate the growth in student population.

Addendum 2-(a)

4. Material from professional and trade associations

Attached (labeled A-2: Educational Need)

source: Maryland Board of Cosmetologists, Professional Beauty Association - for Cosmetology  
National Association of Dental Laboratories (NADL) - for Dental Lab Technology

Columbia College is a member of the NADL and informative web material the member listing are attached. (Columbia College is listed 2<sup>nd</sup> spot in Educational Institutions.)

(2) If the proposed programs serve societal needs (including the traditional liberal arts education), provide a description of how the proposed programs will enhance higher education in Maryland and contribute to society in general.

Columbia College's Associate Degree program is established to mainly fulfill occupational needs as described in previous section. But the program has a general education component.

The general education courses are designed to broaden the educational experience of the students. Employers state the best employees are those that not only have the technical skills but also the people skills needed to develop into leaders.

The general education courses focus on the soft skills through gaining an understanding of

individuals and society, scientific principles and processes, communication both written and oral, and mathematics principles and its use.

In Computer Science/Mathematics courses, these problem-solving skills become even more critical. Further, English allows students to develop proper communication skills both oral and written in the fields. Psychology is essential for any student interested in working with people. An understanding of human mind and emotions will help students greatly to please customers and to advise clients in a way that they will understand. Communication in the current industry is the necessary. With the skills provided by the general education courses, our students would be great technicians as well as eventually do extremely well in their fields.

(b) If similar programs already exist in the State of Maryland, what are the similarities or differences in your program in terms of the degrees to be awarded, the areas of specialization, and the specific academic content of the programs?

(a) Cosmetology

The cosmetology program strives to educate the students and place them into hair design, nail artistry, and facial makeup fields after they complete the program. The specific goal of the Associate of Applied Science (AAS) program is to assist the students to become instructors in the educational field as well as professionals in cosmetology.

Since the school has operated AAS in Cosmetology for nine (9) years under the approval from Council on Occupational Education (COE) and State Council of Higher Education for Virginia (SCHEV), the school can implement the qualified program targeting the students who want to pursue more professional position including specialist and educator. To fulfill the students' demand, the program provides instructing theory and lab and advanced clinic to improve and develop their special techniques, in addition to current certificate program which teaches fundamental knowledge and technique.

(b) Dental Lab Technology

There is no other education organizations which offer Dental Laboratory Technology program in the State of Maryland.

Addendum 2-(b)

(c) Is a Maryland employer sponsoring/supporting the application for the program(s) to be offered at this location? ☐ Yes ☒ No COMAR 02.01.07D(3)(q)

If yes, please attach a letter of support from the employer addressed to the Assistant Secretary, Planning and Academic Affairs. The letter should outline the employer's reasons for selecting the institution and its programs and state the benefits to the employees who participate in the program

(d) Will the programs/classes at this location be closed? [That is, only available to employees or members of the host site and not open to the general public]. ☐ Yes ☒ No

If yes, please supply a copy of a memorandum of understanding from the Maryland entity sponsoring your institution. The memorandum shall specify the institution is operating a closed-site and that the courses are offered solely for its own employees. COMAR 13B.02.01.07D(6)

(e) Will these programs/classes be offered in affiliation with a Maryland Regional Higher Education Center?

☐ Yes ☒ No

If yes, please identify the Maryland Regional Higher Education Center and provide a copy of the Memorandum of Understanding or agreement. COMAR 13B.02.01.22

**3. Administrative Staff.** The out-of-State institution shall provide for an on-site administrative staff responsible for overall administrative operation of educational activities including counseling, advising,

testing orientation, financial aid services, and maintenance of academic records. In addition to being responsible for the administration of the policies and procedures of the parent institution, the designated administrators are responsible for meeting the expectations set forth in this chapter [of the Regulatory Standards of the State of Maryland for Out-of-State Institutions]. The duties and size of the staff shall be adequate for the size of educational activities offered. COMAR 13B.02.01.15

**INSTRUCTIONS:** Please enter the requested information in the spaces provided below, or create an attachment (labeled "A-3: Administrative Staff") to this application with your responses to the following questions.

(a) How are you are planning to meet the above standard on Administrative Staff?

Columbia College provides high-quality, relevant, and varied educational programs and opportunities for the intellectual, cultural, and personal and professional continuous growth of all members of its community. The College's administration prudently plans and organizes each program with the assistance of knowledgeable experts, including faculty and advisory board. Each faculty will research and update instruction to deliver quality instruction. The College's learning resources are committed to support students in successful study followed by career placement and continuous development.

The efficiency and effectiveness of the overall administration of the institution is of utmost importance. In efforts to keep documented evidence of each staff's duties and responsibilities, Columbia College maximizes the use of job descriptions for all existing positions. Job descriptions are enclosed in each faculty file and it lists detailed descriptions of duties and responsibilities that are required of that position, whom to report, and the evaluation procedures. In addition, we also have faculty evaluation once a year to grade their performance. The faculty-staff orientation is a mandatory procedure for our school to ensure the quality and the efficiency of faculty expectations. At the orientation, faculty handbooks are distributed to all faculty members; members are required to sign acknowledging receipt noting that they will comply with its contents.

**a. Counseling**

Student counseling system for current students helps to improve the retention rate as well as meet its goal. The student counselor/student services will be actively involved in meeting with students for their academic issues, concerns on campus life, and their plans. The staffs make frequent contact by calling and emailing the students when their absences are determined.

**b. Advising**

Academic staff is mainly responsible for academic advising and while counselor or student service personnel is in charge of student counseling. Student counselor and each program director meet students if student's academic outcome does not meet the College's Satisfactory Academic Progress. They meet the students providing counseling concerning their academic situation. The student counselor also provides advice for students needing help with personal concerns or difficulties in campus life. The student counselor attends executive staff meeting at the main campus to report the outcome.

As a career advising services, Columbia College provides students and alumni with opportunities to enrich their growth by acquiring full/part-time positions on or off campus at Student Service function. The school will assist both college departments and off-campus employers who are seeking to hire students for their job openings. Program faculty is also available to provide career advisement to students. Students who complete programs successfully are well prepared to find a job related to their fields of study. While it is impossible to guarantee that each student will find employment in their chosen field at any given time, Columbia College will work with the student to help find satisfactory employment. Program faculty and Student Service department refer the workplace looking for employee, help the employment process such as resume, interview, and portfolio, and provide recommendation when needed. The Student Service department is responsible for providing database for graduates' possible workplaces related to the College's program. The institution receives employer feedback, which helps monitor this critical aspect of operations.

**c. Testing Orientation**

To increase their successes in academic work and possible placement in the field after graduation, the student service staff will guide and direct student(s) to determine the procedure and policies of the test administered by institution/program. At the admission, the newly enrolling students need to take the placement exam to verify his/her academic and language competencies ensuring successful completion of

the occupational program offered by the institution. It is a web-based test and the test information and protocol are delivered from staff through the admission process. The academic staff determine and oversee the proper placement of students in classes based upon test scores.

Faculty/Program Director is in charge of assessment of exam and assistance for certificate/licensure test after student's graduation. They will properly measuring the students' knowledge and skill to make sure that the students are equipped with enough competencies to be successful in the job field prior to graduation. They will help student(s) go over and review all the theories they have learned for the certificate exam(s).

**d. Financial Aid Services**

The Financial Aid Services department is responsible for all administrative work related to Title IV. Financial Aid Officer is in charge of overall operation and management of the aid. The Financial Aid Officer processes Title IV application to request funds to be disbursed in accordance to federal rules and regulations in timely manner. The staff is also responsible for student entrance and exit counseling, monitoring Satisfactory Academic Progress and financial aid eligibility for the students with the Title IV fund, and reporting student data and part of Fiscal Operations Report and Application to Participate (FISAP) to Department of Education at annual basis. The Financial Aid Officer attends College's Executive Staff Meeting to report the previous outcome, ongoing process, and plans. The performance of the financial aid staff is evaluated by the Head Officer at the main campus and confirmed by Vice President and Dean.

**e. Maintenance of Academic Records**

College policy requires that all student data be maintained. Based on College's record retention schedule, student academic records are maintained permanently. Each student is assigned a student ID number when they enroll. Then, each student's progress is calculated and recorded in student's individual academic record/transcript and kept electronically. The data is updated each 10-week academic session. The information in transcript includes student information (name and date of birth), program and degree sought, program starting date, academic history, student status, and completion or withdrawal/termination with end date. The school's data managing system stores all student data in College's main server and backed up by external storage. The school's policy only allows data access to authorized personnel. Student files and other records are categorized as general records and maintained for five years from the point of student's cessation of enrollment either by graduation, drop, or termination. The student file is maintained at the Registrar Office.

(b) Who will be assigned to carry-out each of these duties? Please include a curriculum vitae/resume for each administrator in the attachment to this application

**1. Campus Director: Joanna Ok (resume attached)**

**\* General Job Description**

- i) Be responsible for operation of the campus and provide effective administrative support to the institution.
- ii) Develop and update institution's goals, and objectives.
- iii) Act as a representative of and advocate for the institution.
- iv) Meeting and information memos and scheduling of meetings with staff.

**2. Academic Program Coordinator: Heidi Kang (resume attached)**

**\* General Job Description**

- i) Analyze learning results and implement additional courses or program.
- ii) Collect faculty and student's opinion for periodic curriculum revision.
- iii) Determine and oversee the proper placement of students in classes based upon test scores.
- iv) Provide resources, materials, and office supplies to support staffs in accomplishing program goals.
- v) Develop class schedule and services to meet the varying needs of students.
- vi) Observe and monitor classes in order to evaluate instructor's effectiveness during classes
- vii) Monitor instructor's performance to provide student quality educational training.
- viii) Schedule and assign faculty and staff to courses and services.

- ix) Update and maintain student profiles.
- x) Coordinate student activities.
- xi) Supervise the recording of grades, attendance and report cards.

3. Admissions/Orientation for New Student: Joo Ohk Kim (resume attached)

\* General Job Description

- i) Create in collaboration with the Campus Director for enrollment management a strategic, comprehensive, systematic, data-driven plan designed to identify, recruit, and retain students who are an institutional fit.
- ii) Present enrollment reports and analysis of enrollment data.
- iii) Responsible for processing inquiries and applications from prospective students.
- iv) Responsible for screening of applicants, such as confirming prior schools attended.
- v) Carry out testing orientation and deliver information of the school's system

4. Counseling: Dr. Ok Cha Soh (resume attached)

\* General Job Description

- i) Performs diverse student service responsibilities based on student's age, gender, status, and nationality.
- ii) Provide counseling for students who need an assistance in academic, campus life, future career, and other related matters.
- iii) Provide the counseling and advising for students in academic concerns - warning, probation, consecutive absences, etc.
- iv) Handles various situations for students, making decisions independently or recommending action as appropriate.
- v) Develop programs for international students and services to meet the varying needs of them.

5. Student Service: Kevin Shim (resume attached)

\* General Job Description

- i) Make arrangement between employer and student graduates for student placement.
- ii) Determine position vacancies in the local area and notify and encourage students to pursue the position in their related field.
- iii) Provide job information for the students who graduated or will graduate.
- iv) Collect Graduation Satisfaction Survey from graduated students upon their placement and make statistical data to report to College's staff and advisory meeting(s).
- v) Establishes, maintains, and insures proper use of files of students who come to the College to participate an intern program.
- vi) Collect evaluation from employer about performance of student interns.
- vii) Assist international students for their settling in the area; including arrangement of housing, temporary ride service, and preparation of information.
- viii) Carry out orientation for student who participates in internship program.

6. Financial Aid: Jean Kwon (resume attached)

\* General Job Description

- i) Update and maintain student data/information and documents.
- ii) Communicate and request the school staff for document fulfillment for Title IV.
- iii) Processing, originating, and transmitting Federal Pell Grant records to COD.
- iv) Processes applications for programs such as Pell Grant, Federal Supplemental Educational Opportunity (FSEOG) Grant, Subsidized and Unsubsidized Direct loans and Plus Direct Loan.
- v) Process financial aid including file review, needs analysis and financial aid packaging.
- vi) Evaluates financial aid applications and supporting documents for accuracy, clarity and completeness according to federal and state rules and regulations to determine the student eligibility for financial aid programs.
- vii) Provide financial aid counseling to students and assist with completing application forms.

7. Registrar: Jinny Kim (resume attached)

\* General Job Description

- i) Perform clerical and record-keeping tasks on the automated student system as required.
- ii) Handle student transcripts, student records, and enrollment verification.
- iii) Maintain active student records including grades.

- iv) Comply with requests for proof of age, graduation and enrollment.
- v) Be responsible enrollment situation (such as enrolling, completion, transfer program, drop/withdrawal, etc) to College's student data system for the purpose of monitoring student transaction.
- vi) Reviews program enrollment/referrals and transcripts.
- vii) Evaluates student transcripts and assists with credit issuance as needed.

8. IT/Facilities: Ali Alrubaie (resume attached)

\* General Job Description

- i) Assist with network and security management of the College's computer system.
- ii) Provide technical support for Administrative staff.
- iii) Assist with computer system updates and monitoring.
- iv) Provide computer equipment service when requested by employees
- v) Monitor printers and copiers to make sure they are working properly and getting regular maintenance.
- vi) Assist in research of new technologies and software that might be beneficial.

9. Librarian: Amy Billerbeck (resume attached)

\* General Job Description

- i) Manage the planning, administrative and budgetary functions of library and information services.
- ii) Establish and implement library and information policies and procedures.
- iii) Develop and manage convenient, accessible library and information services.
- iv) Provide effective access to library collections and resources.
- v) Develop and maintain collections management policies and procedures.

#### 4. Faculty.

**INSTRUCTIONS:** Please enter the requested information in the spaces provided below, or create an attachment to this application (labeled "A-4: Faculty") with your responses to the following questions. If complete and precise information is unavailable at this time, please provide projected staffing information including the faculty member's status as full or part-time.

(a) List all faculty that are to teach in the first year (or cycle) of the proposed programs at this location. For each faculty member provide the following information: COMAR 13B.02.01.07D(3)(m)

- (1) the course(s) the faculty might soon teach;
- (2) the degrees the individual holds;
- (3) the degrees areas of specialization; and
- (4) whether or not the faculty member is full-time or part-time (adjunct) at your parent institution .

1. Ms. Jae Kim (Cosmetology)

(1) Teaching Courses

COS101, COS102 COS103, COS104, COS105, COS108, COS111, COS112, COS113, COS114, COS118, COS251, COS252, COS253, COS261, COS262, COS263

(2) Degrees

AAS in Cosmetology - Columbia College, Fairfax, VA

AAS in Business Administration - Columbia College, Fairfax, VA

Certificate in Cosmetology - Graham Webb International Academy of Hair, Arlington, VA

(3) Degree Areas in Specialization

Hair cutting, Hair styling

(4) Employment Status

Full-time

2. Dr. Han Il Kim (Dental Lab Technology)

(1) Teaching Courses

DLT151, D152, DLT153, DLT154, DLT201, DLT202, DLT203, DLT204, DLT262

(2) Degrees

PhD in Mechanical Engineering - Chosun University, Gwangju, Rep. of Korea

MS in Medical Engineering - Yonsei University, Seoul, Rep. of Korea

BS in Mechanical Engineering - Myungji University, Seoul, Rep. of Korea

AAS in Dental Lab Technology - Korea University, Seoul, Rep. of Korea

(3) Degree Areas in Specialization

Medical Engineering & Mechanical Engineering, Dental Lab Technology

(4) Employment Status

Full-time

3. Ms. Maria Leticia Otero Duran (Dental Lab Technology)

(1) Teaching Courses

DLT251, DLT252, DLT253, DLT254, DLT261

(2) Degrees

AAS in Dental Lab Technology - Columbia College, Fairfax, VA

Doctor in Dental Surgery Universidad del Valle, La Paz, Bolivia

(3) Degree Areas in Specialization

General Dentistry, Dental Lab Technology

(4) Employment Status

Part-time

(Addendum 4-(a))

(b) Please include a curriculum vitae/resume for each potential faculty member. For those faculty who are yet to be hired include a job description and minimal qualifications.

(c) **Full-time faculty member** is defined as an employee: "(a) whose primary professional responsibility is instruction, research, scholarship, or service; (b) who performs those functions normally expected of a full-time faculty member at an institution of higher education, including curriculum development, student advising, and institutional service; (c) who is employed on an annual or renewable contract of at least 9 months long that stipulates an annual salary; and (d) who is not employed full-time by another employer." COMAR 13B.02.01.03(10)

**Will more than 1/3rd of the classes offered be taught by full-time faculty of the parent institution?**

☒ Yes ☐ No

**Full-time Faculty Waiver.** (See COMAR 13B.02.01.16E) If 1/3rd or less of the classes are taught by full-time faculty of the parent institution you will have to apply for a full-time faculty waiver. In order to obtain a waiver under the Regulations, please respond to the following:

(1) Demonstrate that the unique role, scope, and mission of the institution require a waiver in order for the institution to operate.

N/A

(2) After making this demonstration the institution shall then provide the following:

- (i.) Designate by name the faculty members whose primary responsibility is instruction, scholarship, research or service who will perform the duties normally required of full-time faculty.
- (ii.) Document that these designated faculty members substantially participate in the development or implementation of one or more of the following activities at the institution requesting the waiver: (A) Academic programs, (B) Professional Programs, (C) Research Programs, (D) Service Programs, (E) Admission or Admission policies, (F) Academic Advising, (G) Faculty Appointments, or (H) institutional governance.
- (iii.) Document that the full time faculty, as a group, participate in all of the activities listed in (2)(ii.) above.
- (iv.) Document that the designated faculty shall perform the requirements of full-time faculty under Section C of the regulations – i.e., at least one-third of the classes offered shall be taught by full-time faculty of the parent institution.

N/A

(3) **Documentation includes**, but is not limited to: (i) minutes of meetings; (ii) contractual obligations; or (iii) job descriptions.

(4) Your request will be considered at a regularly scheduled meeting of the Maryland Higher Education Commission.

**5. Library Resources.** Out-of-State Institutions offering programs or courses, or both, in Maryland, shall provide adequate and appropriate library resources within State boundaries and within reasonable distance of the instructional site. Usage statistics shall be kept to determine to what extent these resources are available and accessible. COMAR 13B.02.01.17A

**INSTRUCTIONS:** Please enter the requested information in the spaces provided below, or create an attachment (labeled “A-5: Library Resources”) to this application with your responses to the following questions.

(a) How are you planning to meet this standard on Library Resources? Briefly describe the types of materials and titles that you will make available to your students and how they will access them. Will there be provision for bibliographic instruction and/or library orientation?

The library staff will work with the faculty to ensure our instructional resources are in accordance with the College's educational purpose and serves the needs of all students in all of the institution's educational programs. The College will provide students abundant online resources on the areas of studies. The library will work to widen the breadth of resources to include other types of learning resources and interactive research systems to support the future offerings of the institution.

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



Columbia College will encourage all faculty members to contribute in the library acquisition process through the means of recommendation from the appropriate national professional organizations and societies, and a nationally recognized list of books and periodicals. In fact, Columbia College will keep a record of copies that pertain to this type of input and this is to go through the library acquisition process and purchasing.

The librarian and academic director will work closely on book selection

Students and faculty have access to online databases and internet site searches through Wi-Fi connections in and around the library space. They can also have access to word processing and other Microsoft Office applications to work with their searches. The library webpage is organized by available databases related to curricular offerings, with descriptions and searching guides for the online databases in addition to the call number guides for the in-library collections. Students and faculty have access to the in-library and online databases on a 24/7 basis.

As a part of efforts to supplement our institutional resources, Columbia College plans to consider becoming a member in local library consortium and also consider provisions of interlibrary loans that provide access to numerous databases in the program offering areas at our institution. The library will be on the lookout for interlibrary loan service with other libraries in the vicinity. Building cooperative networks for the exchange of instructional resources to widen the availability of and the breadth of resources to students are of great importance in the library development plan.

The Columbia College Library collection/database will be available to use for the research/ assignments students are required to complete. With its easy and simple search strategies, the user can find the desired library book by author, or by title or by key word or by subject and / or by bar code number of the book. When the particular such type of the word is typed in the search dialog box, the software displays the list of related words in its prompted list. The library user can select desirable book as his desired book/document with its detail bibliographic data. Also, a grand online database by LIRN® is available to every student and faculty to access more than 1 million article titles. Directory of Open Access Journal is also open to the public 24/7. For further assistance, the library staffs are available to assist your research during school operation hours.

(b) Library Waiver. In extraordinary circumstances, an out-of-State institution may request a waiver of the library requirement. **Are you requesting such a waiver?** ☐ Yes ☒ No

**If Yes**, this request shall be considered at a regularly scheduled meeting of the Maryland Higher Education Commission. The waiver may be granted if justified by the institution demonstrating in this application the following:

(i.) the specialized or technical nature of the institution's curriculum; or

N/A

(ii.) an executed contract or contracts with another library or libraries ensuring students adequate access to another appropriate collection either through location or through information technology.

N/A

**6. Student Services.** COMAR 13B.02.01.18 concerns student services and activities. These shall realistically reflect the stated objectives, purposes, and philosophy of the out-of-State institution. Further, an out-of-State institution shall ensure that all students have access to a well developed program of counseling, testing, advisement, orientation, financial aid, career development, and placement. The institution may determine the specific organization of services, as well as the resources and staffing provided, as long as provision for these services are made. Student activities that complement the instructional program are particularly encouraged. COMAR Section .18 also requires that the out-of-State credits, transcripts, graduates, and other essentials in accordance with standard practice. This includes the physical security and confidentiality of such records. The Section requires as well, a published statement of student rights, privileges, and responsibilities and the school's adherence to its student grievance

procedures.

**INSTRUCTIONS:** Please enter the requested information in the spaces provided below, or create an attachment (labeled "A-6: Student Services") to this application with your responses to the following questions.

(a) How do you plan to implement the requirements for Student Services cited above?

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

Student Services provides comprehensive support through a variety of services and programs. At a student's request, the school can provide services such as assistance for disabled students, study skills instruction, academic advising, tutoring, faculty mentoring, and learning enhancement strategies. By taking advantage of the services offered, students can experience not only academic success but personal success as well. Each service is designed to benefit students' learning experience, assist them with academic challenges, and help them achieve their goals at Columbia College.

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

(b) Regarding student records describe the security measures the institution takes to ensure the confidentiality, physical, and electronic security of your record-keeping system.

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

1. The right to inspect and review their education records. The student may request to review his/her records by submitting a written request to the college business office.
2. The right to correct the records that the student believes to be inaccurate or misleading. Requests for amendment of records must be made in writing and should describe the specific portions or specific record(s) the student wishes to have amended, text or instructions of the desired change, and reasons why the change is justified.
3. The right to consent to the disclosure of personal identification information contained in the student's educational records, except for when consent is not required by FERPA. FERPA does not require a student's consent when disclosure is to other school officials with legitimate educational interests. A school official is a person employed by the school in an administrative, academic, research, supervisory, or support staff position; a person or company with whom the college has contracted or appointed as its agent; or a student serving on an official committee or assisting another school official in performing the official's tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his/her professional responsibilities. FERPA also allows schools to disclose a student's directory information without consent, but the student can request that his/her directory information not be released. If the student wishes to make such a request, he/she must do so in writing. Based on College's record retention schedule, student academic records are maintained permanently. Student files and other records are categorized as general records and maintained for five years from the point of student's cessation of enrollment either by graduation, drop, or termination. The school's data managing system stores all student data in College's main server and backed up by external storage. The school's policy only allows data access to authorized personnel. Addendum 6-(b).

(c) Does the institution have a published statement of rights, privileges, and responsibilities of students?

☒ Yes ☐ No How will it make this available to its students at the proposed instructional site? \_\_\_\_\_

If this statement is in the Catalog you submitted with the application, please indicate the page number: \_\_\_\_\_

If not in the Catalog you submitted, please provide us with a copy of the statement.

(d) Does the institution have a published student grievance procedure? ☒ Yes ☐ No If this procedure is in the Catalog you submitted with the application, please indicate the page number \_\_\_\_\_. If not in the Catalog you submitted, please provide us with a copy of the grievance procedure.

**7. Facilities.** (See COMAR 13B.02.01.19).

**INSTRUCTIONS:** Please enter the requested information in the spaces provided below, or create an attachment (labeled "A-7: Facilities") to this application with your responses to the following questions.

(a) Has a specific facility been identified? ☒ Yes ☐ No

(b) Has the proposed facility been inspected and approved for use as classroom/laboratory space and been found in compliance with local and State ordinances pertaining to fire and safety? ☒ Yes ☐ No

(1) If yes, please provide a copy of the Certificate of Compliance.

(2) If no, the Certificate of Compliance must be submitted at least 30 days prior to the start of classes.

(c) Describe any special instructional facilities and equipment (computers, audio-visual equipment, etc.) that will be used and available to students in this location.

Item (Expected quantity)  
Cosmetology  
Styling chair (5)  
#1386 Styling chair (5)  
Basic drychair (5)  
Acrylic shampoo bowl (5)  
Reclining shampoo chair (5)  
Flo- faucet (1)  
Vacuum breaker (5)  
Styling station (3)  
Manicure table (1)  
Tech stool (1)  
Portable massage table (5)  
Tourmaline ionic hard hat dryer (5)  
Inspire 59 (1)  
"Shark" heated razor( 10)  
Stainless steel slant tweezer( 10)  
Chemical cape (10)  
Cutting cape( 10)  
Pop-up foil (10)  
Roll foil (10)  
Manikin (5)  
Ultra shampoo (10)  
Computer for instructor (1)  
Desk (1)  
Dental Lab Technology  
Dental Lab Work Station (10)  
Alloy Grinder (2)  
Dental CAD Scanner (1)

Dust Collector (5)  
Electro Polisher (1)  
Handpiece (5)  
Lathe (2)  
Light Cure (1)  
Microscope (5)  
Model Trimmer (1)  
Model Arc Trimmer (1)  
Steam Cleaner (1)  
Vibrator (2)

Please refer floor plan and pictures of Cosmetology and Dental Laboratory Technology classrooms.

(d) Describe what provisions are being made for periodic repair and maintenance of buildings and grounds. What measures are being taken for campus security and fire protection? If dangerous or toxic materials are being handled, what provisions are being made for safe storage, handling and disposal?

The building and its equipment have been maintained in proper working order by the College since it was given approval from Maryland Higher Education Commission (MHEC) and accreditation by the Council on Occupational Education (COE). The Operation Director is responsible for overall maintenance of the building and the faculty/staff/student can request for maintenance verbally or by filling out a repair/maintenance form in the case of a problem.

Columbia College has an established policy related to health and safety for accidents, fire, and urgent health problems. The health and safety policy applies to College members or guests when they are in a situation on campus. If an accident or any health and safety related violations occur, the Operation Director is required to enact the policy process. The college has safety equipment that is evaluated and examined periodically by designated personnel. There are periodic employee surveys for the health and safety conditions of the building and its facilities and the health and safety orientation is carried out for new employee upon hiring. The college posted a First Aid Guide for school emergencies. Each instructor or staff member is required to inform students of the emergency evacuation procedures. The emergency evacuation route is posted in each classroom. Instructors or faculty who were present for the emergency are required to file an accident report form. The form is filled out in detail and includes information about the time, causes of the accident, actions performed in its aftermath, and the results.

Each program office is equipped with First Aid, and will utilize in case of a medical emergency. The staff or faculty will offer adequate contact to the hospitals nearby to transfer our students in timely manner. The Material Safety Data Sheet (MSDS) describes and regulates hazardous materials- the data sheet is available in the Dental Lab and Cosmetology lab. This comprehensive and regularly updated manual ensures that the programs of the College follow health and safety procedures properly and promptly.

(e) Describe the office (and conference) space available to full and part-time faculty and administrators.

The school is divided into two sections - administrative offices and classrooms/lab. The previous is dedicated to the administrative, enrollment management and testing center. Campus director and administrators of each function - academic, financial, student services, and admissions are able to work individually or collaborate in the spaces. All rooms have access to computers and equipment needed. There is also a space for staff/faculty meeting. The faculty offices are located other section - nearby the classroom and lab - and is designed with instruction in mind and enhances student learning. The faculty offices enable academic advising and teaching preparation.

**8. Distance Education.** "Distance education" means course work for academic credit delivered by telecommunicated instruction to a physical space specifically reserved for the purpose of receiving the instruction, for example, a teleclassroom, and requires the payment of tuition or fees for the instruction. "Distance education" does not include telecommunicated instruction at the student's initiation via an individual personal computer. COMAR 13B.02.01.03(8). An institution operating in Maryland and

delivering instruction in Maryland by distance education shall provide evidence to the Secretary of compliance with the standards of good practice found in COMAR 13B.02.01.21.

**INSTRUCTIONS.** Is the institution providing distance education as defined above? ☐ Yes ☒ No  
**If yes,** please contact the staff at the Maryland Higher Education Commission for a copy of the Standards of Good Practice and provide evidence of compliance as an attachment (labeled "A-8: Distance Education") to this application.

## Accreditation



## COUNCIL ON OCCUPATIONAL EDUCATION

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"Assuring Quality and Integrity in Career and Technical Education"

October 10, 2017

Dr. Richard Kwangsoo Kim, President  
Columbia College (#302900)  
8620 Westwood Center Drive  
Vienna, VA 22182

Dear Dr. Kim:

The Commission of the Council on Occupational Education met on September 16-18, 2017 to take action on accreditation matters. At this meeting, the Commission reviewed your Self-Study Report, Team Report, Institutional Response Report, and other supporting documents for reaffirmation of accreditation.

We are pleased to inform you that the formal action of the Commission was to continue the accreditation of Columbia College, 8620 Westwood Center Drive, Vienna, VA 22182 and its extensions located at:

5940 Centreville Crest Lane, Centreville, VA 20121  
12125 Veirs Mill Road, Silver Spring, MD 20906

The Commission scheduled reaffirmation to occur four years from your institution's last scheduled reaffirmation and approved your institution to host a visiting team in 2021 (*Handbook of Accreditation: 2017 Edition*, Section III, B., 3. Reaffirmation of Accreditation, page 10).

Reaffirmation denotes that an institution has maintained quality programs, again undergone an extensive self-study and team review process, and has continued to meet the Commission's Standards and Conditions for Accreditation. Accreditation is granted annually with subsequent reaffirmation scheduled for two to six years. Each institution must substantiate its accreditation each year through an annual report which reflects the current status of the institution.

The Commission's review of your institution's compliance with the standards and criteria included a review of your institution's performance with respect to student achievement. A separate report regarding the assessment of this achievement is included with this Commission action letter. It provides you with basic information about student achievement and suggestions for improvement of programs that may fail to meet student achievement benchmarks. Please keep this assessment report as part of your institution's accreditation file.

The members of the Council on Occupational Education extend to you, your faculty, and your staff its congratulations on having maintained the status of a COE-accredited occupational education institution.

The effective date of this decision is **September 18, 2017**.

The 2017 COE Annual Meeting will be held November 8-10, 2017 at the Rio All Suites Hotel Las Vegas, 3700 W. Flamingo Road, Las Vegas, Nevada 89103. Attendance at this meeting is very important for the vitality of the Council and advancement of the mission of COE - "Assuring quality and integrity in career and technical education." I would strongly encourage representatives of your institution to attend and participate in this meeting. The meeting program, online registration information, and housing information will be available on the Council's website ([www.council.org](http://www.council.org)).

October 10, 2017  
Columbia College (#302900)  
Page 2

Please be assured that the Commission stands ready to assist you and your institution in your efforts to improve occupational education. Do not hesitate to call on us if we can be of service.

Sincerely,

A handwritten signature in cursive script that reads "Gary Puckett".

Gary Puckett, Executive Director  
Commission of the Council on Occupational Education

GP/cp

Enclosure: Student Achievement Assessment Report





## Student Achievement Assessment Report

Part of the Commission's recent review of your institution's eligibility for initial accreditation or reaffirmation of accreditation has been an assessment of your institution's success with respect to student achievement.

As part of this review, the Commission considers not only the institutional self-study, team report, and the institution's response to the team report, but also the data most recently submitted by your institution through the institutional annual report regarding student completion, placement, and licensure exam pass rates, or more recent data that may have been provided with your institution's Self-Study on the CPL Excel Worksheet.

Attached to this notice is the most recent detailed report of program completion, placement, and licensure rate data provided by your institution.

The Commission sets benchmarks for compliance with applicable criteria of Standard 3 – Program and Institutional Outcomes. These benchmarks are applied to each program and are as follows:

Completion Rate Benchmark – 60%  
Placement Rate Benchmark – 70%  
Licensure Exam Pass Rate Benchmark – 70%

The attached report indicates which programs, if any, have been triggered as not having met one or more of these benchmarks. Triggered programs appear in **bold**.

### **If No Programs Are Triggered**

If the chart indicates that all programs meet the minimum required benchmarks, no further action is required. Please keep this assessment report and make it part of your institution's accreditation file.

### **If One or More Programs Are Triggered**

If your institution has been identified as having programs triggered in one or more areas, please review as part of this assessment Suggestions for Improving Student Achievement.

Also, you will be notified through a separate Commission letter of the action that must be taken and the timeline that applies to bringing all triggered programs into compliance. These letters are distributed after Commission and Executive Committee meetings when all annual report performance data is reviewed and action is taken.

The timeline for compliance of programs is dependent upon the length of the longest program offered by your institution and begins on the date of the Commission's letter.

## 302900 - Columbia College

Program Name:	1. Beginning Enrollment	2. New Enrollees	3. Cumulative Enrollment	4. Still Enrolled	5. Non-Graduate Completers	6. Graduate Completers	7. Total Completers	8. Non-Graduate Completers Employed In Positions Related to Field of Instruction	9. Graduate Completers Employed In Positions Related to Field of Instruction	10. Total Completers Employed In Positions Related to Field of Instruction	11. Graduate Completers Employed In Positions Unrelated to Field of Instruction	12. Graduate Completers Waiting to Take Licensure Exam	13. Graduate Completers Who Took Licensure Exam	14. Graduate Completers Who Passed Licensure Exam	15. Graduate Completers Unavailable for Employment	16. Graduate Completers Who Refused Employment	17. Graduate Completers Seeking Employment/Status Unknown	18. Withdrawals	19. Sum of Items 12, 15, and 16	20. Difference - Row 6 minus Row 19	21. Difference- Row 7 minus Row 19	22. Graduation Rate (%)	23. Total Completion Rate (%)	24. Graduate Placement Rate (%)	25. Total Placement Rate (%)	26. Licensure Exam Pass Rate (%)
Business Administration (Degree) - Active Program – Produced Graduates - Program DOES NOT Require Licensure for Employment	21	6	27	17	0	6	6	0	2	2	0	0	0	0	4	0	0	4	4	2	2	60	60	100	100	0
Certified Nurse A/d - Active Program – No Graduates Produced	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Computer Basic - Active Program – No Graduates Produced	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Computer Science (Degree) - Active Program – Produced Graduates - Program DOES NOT Require Licensure for Employment	8	2	10	5	0	3	3	0	2	2	0	0	0	0	1	0	0	2	1	2	2	60	60	100	100	0
Cosmetology - Active Program – No Graduates Produced	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Cosmetology (Degree) - Active Program – Produced Graduates - Program REQUIRES Licensure for Employment	5	2	7	3	0	3	3	0	2	2	0	1	2	2	0	0	0	1	1	2	2	75	75	100	100	100
Culinary Arts (Degree) - Active Program – Produced Graduates - Program DOES NOT Require Licensure for Employment	5	6	11	8	0	2	2	0	1	1	0	0	0	0	1	0	0	1	1	1	1	67	67	100	100	0
Culinary Arts of Sushi - Active Program – No Graduates Produced	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Dental Lab Technology - Active Program – Produced Graduates - Program DOES NOT Require Licensure for Employment	5	8	13	10	0	2	2	0	2	2	0	0	0	0	0	0	0	1	0	2	2	67	67	100	100	0
Dental Laboratory Technology (Degree) - Active Program – Produced Graduates - Program DOES NOT Require Licensure for Employment	8	2	10	3	0	5	5	0	4	4	0	0	0	0	1	0	0	2	1	4	4	71	71	100	100	0
English as a Second Language (Vocational) - Active Program – Produced Graduates - Program DOES NOT Require Licensure for Employment	325	217	542	229	0	236	236	0	150	150	0	0	0	0	27	0	59	77	27	209	209	75	75	72	72	0
Legal Assistant/Paralegal (Degree) - Deleted	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Massage Therapy - Active Program – Produced Graduates - Program REQUIRES Licensure for Employment	9	11	20	7	0	12	12	0	5	5	0	2	7	7	3	0	2	1	5	7	7	92	92	71	71	100
Massage Therapy (Degree) - Active Program – No Graduates Produced	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Teaching English for Early Childhood (Degree) - Active Program – Produced Graduates - Program DOES NOT Require Licensure for Employment	7	3	10	9	0	1	1	0	1	1	0	0	0	0	0	0	0	0	0	1	1	100	100	100	100	0

Program Name:		1. Beginning Enrollment	2. New Enrollees	3. Cumulative Enrollment	4. Still Enrolled	5. Non-Graduate Completers	6. Graduate Completers	7. Total Completers	8. Non-Graduate Completers Employed in Positions Related to Field of Instruction	9. Graduate Completers Employed in Positions Related to Field of Instruction	10. Total Completers Employed in Positions Related to Field of Instruction	11. Graduate Completers Employed in Positions Unrelated to Field of Instruction	12. Graduate Completers Waiting to Take Licensure Exam	13. Graduate Completers Who Took Licensure Exam	14. Graduate Completers Who Passed Licensure Exam	15. Graduate Completers Unavailable for Employment	16. Graduate Completers Who Refused Employment	17. Graduate Completers Seeking Employment/Status Unknown	18. Withdrawals	19. Sum of Items 12, 15, and 16	20. Difference - Row 6 minus Row 19	21. Difference - Row 7 minus Row 19	22. Graduation Rate (%)	23. Total Completion Rate (%)	24. Graduate Placement Rate (%)	25. Total Placement Rate (%)	26. Licensure Exam Pass Rate (%)
Teaching English to Speakers of Other Languages (TESOL) - Active Program - No Graduates Produced	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Technical and Business English (Degree) - Active Program - Produced Graduates - Program DOES NOT Require Licensure for Employment	6	2	8	5	0	2	2	0	1	1	0	0	0	0	0	1	0	0	1	1	1	1	67	67	100	100	0
Campus Totals	399	259	658	296	0	272	272	0	170	170	0	3	9	9	38	0	61	90	41	231	231	75	75	74	74	100	100

## 302901 - Columbia College

Program Name:	1. Beginning Enrollment	2. New Enrollees	3. Cumulative Enrollment	4. Still Enrolled	5. Non-Graduate Completers	6. Graduate Completers	7. Total Completers	8. Non-Graduate Completers Employed in Positions Related to Field of Instruction	9. Graduate Completers Employed in Positions Related to Field of Instruction	10. Total Completers Employed in Positions Related to Field of Instruction	11. Graduate Completers Employed in Positions Unrelated to Field of Instruction	12. Graduate Completers Waiting to Take Licensure Exam	13. Graduate Completers Who Took Licensure Exam	14. Graduate Completers Who Passed Licensure Exam	15. Graduate Completers Unavailable for Employment	16. Graduate Completers Who Refused Employment	17. Graduate Completers Seeking Employment/Status Unknown	18. Withdrawals	19. Sum of Items 12, 15, and 16	20. Difference - Row 6 minus Row 19	21. Difference - Row 7 minus Row 19	22. Graduation Rate (%)	23. Total Completion Rate (%)	24. Graduate Placement Rate (%)	25. Total Placement Rate (%)	26. Licensure Exam Pass Rate (%)
Cosmetology - Active Program - Produced Graduates - Program REQUIRES Licensure for Employment	10	7	17	7	0	6	6	0	1	1	0	5	1	1	0	0	0	4	5	1	1	60	60	100	100	100
English as a Second Language (Vocational) - Active Program - Produced Graduates - Program DOES NOT Require Licensure for Employment	101	129	230	125	0	79	79	0	52	52	0	0	0	0	8	0	19	26	8	71	71	75	75	73	73	0
Massage Therapy - Active Program - No Graduates Produced	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Campus Totals	111	136	247	132	0	85	85	0	53	53	0	5	1	1	8	0	19	30	13	72	72	74	74	74	74	100

## 302902 - Columbia College

Program Name:	1. Beginning Enrollment	2. New Enrollees	3. Cumulative Enrollment	4. Still Enrolled	5. Non-Graduate Completers	6. Graduate Completers	7. Total Completers	8. Non-Graduate Completers Employed in Positions Related to Field of Instruction	9. Graduate Completers Employed in Positions Related to Field of Instruction	10. Total Completers Employed in Positions Related to Field of Instruction	11. Graduate Completers Employed in Positions Unrelated to Field of Instruction	12. Graduate Completers Waiting to Take Licensure Exam	13. Graduate Completers Who Took Licensure Exam	14. Graduate Completers Who Passed Licensure Exam	15. Graduate Completers Unavailable for Employment	16. Graduate Completers Who Refused Employment	17. Graduate Completers Seeking Employment/Status Unknown	18. Withdrawals	19. Sum of Items 12, 15, and 16	20. Difference - Row 6 minus Row 19	21. Difference - Row 7 minus Row 19	22. Graduation Rate (%)	23. Total Completion Rate (%)	24. Graduate Placement Rate (%)	25. Total Placement Rate (%)	26. Licensure Exam Pass Rate (%)
ESL (Vocational) - Active Program - Produced Graduates - Program DOES NOT Require Licensure for Employment	38	75	113	72	0	25	25	0	13	13	0	0	0	0	7	0	5	16	7	18	18	61	61	72	72	0
Massage Therapy - Active Program - Produced Graduates - Program REQUIRES Licensure for Employment	10	22	32	14	0	17	17	0	8	8	0	6	8	8	3	0	0	1	9	8	8	94	94	100	100	100
Campus Totals	48	97	145	86	0	42	42	0	21	21	0	6	8	8	10	0	5	17	16	26	26	71	71	81	81	100

## Institution Totals

	1. Beginning Enrollment	558
	2. New Enrollees	492
	3. Cumulative Enrollment	1050
	4. Still Enrolled	514
	5. Non-Graduate Completers	0
	6. Graduate Completers	399
	7. Total Completers	399
	8. Non-Graduate Completers Employed in Positions Related to Field of Instruction	0
	9. Graduate Completers Employed in Positions Related to Field of Instruction	244
	10. Total Completers Employed in Positions Related to Field of Instruction	244
	11. Graduate Completers Employed in Positions Unrelated to Field of Instruction	0
	12. Graduate Completers Waiting to Take Licensure Exam	14
	13. Graduate Completers Who Took Licensure Exam	18
	14. Graduate Completers Who Passed Licensure Exam	18
	15. Graduate Completers Unavailable for Employment	56
	16. Graduate Completers Who Refused Employment	0
	17. Graduate Completers Seeking Employment/Status Unknown	85
	18. Withdrawals	137
	19. Sum of Items 12, 15, and 16	70
	20. Difference - Row 6 minus Row 19	329
	21. Difference - Row 7 minus Row 19	329
	22. Graduation Rate (%)	74
	23. Total Completion Rate (%)	74
	24. Graduate Placement Rate (%)	74
	25. Total Placement Rate (%)	74
	26. Licensure Exam Pass Rate (%)	100
Grand Totals		



## **Suggestions for Improving Student Achievement**

### **Effective Plan Development and Implementation**

Positive program performance can be stated in terms of a program's ability to: meet its stated objectives, maintain current occupation-specific content, and produce successful student achievement statistics (completion of programs, job placement of program completers, and licensure exam pass rates for those programs requiring licensure for employment).

When a program's performance is lacking in one of these areas, a plan of improvement must be written and followed. The most effective plans for improvement can be developed only in conjunction with a thorough evaluation of the program.

Thorough program evaluations involve members of the advisory committee for the program, the administration of the institution, program faculty members, current students, and completers of programs.

Effective improvement plans list both the issues of concern identified during the evaluation, and the corresponding steps to be taken to address each issue.

Identifying areas of concern may be accomplished during the evaluation process by asking specific questions in key areas regarding program expectations.

The Accreditation Standards of the Commission may also be used during program evaluations and improvement plan development to determine if all elements that enhance positive program performance are being addressed. (See Standards 2, 3, 5, 6, 8 for program-specific criteria.)

### **Overall Program Objectives and Content**

Evaluation of program objectives and content should include, but is not limited to, an in-depth review of the following:

#### **1. Objectives**

If a program is failing to meet its stated objectives, the answers to the following questions may identify areas needing attention to correct deficiencies. A draft of specific steps for improvement is then written and may be included in the final draft of the program's improvement plan.

- a. Are the objectives of the program clearly stated?
- b. Are the stated objectives relevant in relation to current expectations of the occupation for which students are being educated?
- c. Are program completers asked for their evaluation of the program after placement in the occupation is acquired?
- d. What do completer evaluations reveal about the program's success/deficiencies in the preparation of students for employment in the occupation?
- e. Does a summary of completer evaluations indicate success in the program's ability to meet its objectives as written, or does it reveal areas of concern?

## 2. Content

If one or more areas of student achievement (completion, placement, and/or licensure pass rates) are below expectations or requirements, the content of the program must be evaluated to determine if changes need to be made to improve outcomes. The program advisory committee is critical in answering each of the following questions:

- a. Does program content provide students with adequate preparation for success in the occupation with respect to: theories and concepts, specific knowledge and skills, hands-on practice, laboratory exercises, and work-based activities?
- b. Are the elements mentioned above current in terms of practices and expectations of the occupation?
- c. After reviewing current student and program completer evaluations, are there areas of concerns identified that relate to program content?

## 3. Instructional Materials/Equipment

- a. Are materials and equipment used in the instructional processes of the program relevant to each course within the program?
- b. Are materials and equipment current in their content, nature, and use in the industry?
- c. Are there adequate quantities of materials and equipment to support the number of students in the program?
- d. Is equipment maintained/repaired properly to support learning activities of students?
- e. After reviewing current student and program completer evaluations, are there areas of concerns identified that relate to instructional materials and/or equipment used by the program?

### **Completion Rate Issues**

Evaluation of the following areas directly affects completion rate performance in programs. Involvement of administration and faculty is critical in effectively answering the following questions:

1. Are the admission requirements stringent enough for the demands of the program?
2. Do prospective employers of the program's completers require a high school diploma or equivalency certificate as a condition for employment? If so, does the program require a high school diploma or equivalency certificate for enrollment in or completion of the program?
3. Are the qualifications of the program's instructional staff adequate? If not, what are the specific areas of concern?
4. Is the performance of the programs instructional staff adequate? If not, what specific areas need improvement?
5. Does the review of student evaluations of instructional personnel reveal areas of concern?

### **Placement Rate Issues**

1. Are there adequate employment opportunities for completers of the program in your community?
2. Are job placement staff and faculty effectively involved with businesses in the community that could assist with job placement opportunities for completers?
3. Does the institution provide itself adequate time for placement of completers and the collection of follow up data for placement statistics?
4. Does a review of program evaluations collected from the follow-up of completers, non-completers, and employers of completers identify any weaknesses in the program as they relate to employment opportunities or preparedness?



### **Licensure Exam Pass Rate Issues**

1. Does the review of overall program content identify any areas of concern relating to the preparation of students for licensure exams?
2. Have state requirements for licensure exams changed recently? If so, does the curricula of programs reflect these changes?
3. Does the program content include overall test preparation or specific subject matter practice tests to help prepare students for their exam?
4. Does the institution allow enough time for program graduates to take licensure exams more than once before reporting final licensure exam pass rate data?
5. Is remediation offered to graduates of programs who fail one or more parts of the licensure exam?

### **Finalizing the Plan**

Once a thorough evaluation is completed, the final plan can be written.

The final plan should include:

1. Identified areas of concern
2. Corresponding improvement activities for each area of concern identified
3. Calendar of plan implementation (Programs that fail to meet required benchmarks for performance must follow the Commission's stated timeline for compliance. The compliance timeline is dependent upon the length of the longest program offered at the institution. Therefore, the calendar should contain specific deadlines for the steps to be taken to improve program performance.)
4. Persons involved in plan implementation (Those in charge of plan implementation should be clearly identified as well as any others who may be part of improvement activities identified in the plan.)
5. Periodic meetings (Meetings to review actions taken and their results should also be scheduled so that adjustments to the plan can be made, if needed, in a timely manner.)

Final plans for improvement, the calendar for implementation, and a list of persons in charge of identified activities should then be distributed to all appropriate administrators, faculty, and staff.

Course descriptions from the College's catalog

## Associate Degree Programs

### 1. Degree Requirements

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

### 2. Admission Requirements

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

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

### 3. General Education Requirements

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

#### **Humanities**

BPS102 Business and Professional Speech

HIST203 U.S. History

SPN101 Introduction to Spanish I

SPN102 Introduction to Spanish II

#### **English Composition**

ENG101 English Composition

ENG201 Current Topics in English

#### **Bio/Physical Sciences**

BIO102 Introduction to Biology

CHE101 Introduction to Chemistry

#### **Mathematics**

MAT101 Algebra

MAT201 Pre-Calculus

#### **Behavioral/Social Sciences**

CRT101 Critical Thinking

PSY101 Introduction to Psychology

SOC101 Introduction to Sociology

SOC201 Society and Human Behavior

### 4. Associate Degrees Offered at Columbia College

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

### 5. Work-based activity course policy

Student(s) selecting work-based activity courses, such as *DLT270*, as their choice of elective(s) will be required to research a relevant organization that coincides with the course of study and receive approval from the Program or Academic /Dean/ Director prior to confirmation of their registration. The Professional Experience Agreement Plan must be submitted and approved not later than 2 weeks prior to beginning of the requested term.

## Cosmetology

### 1. Mission

This cosmetology program consists of intensive practice and lecture designed to prepare our students to take the Maryland State Board of Cosmetology examination for licensure. Student who have completed this program successfully are eligible to take the state board examination and become a licensed cosmetologist, salon manager, and/or cosmetic technician or school instructor.

### 2. Description

AAS degree program in Cosmetology offers 58 credits core and 32 general education courses. Each course consists of various sub-courses which give a basic, intermediate and advanced skills and knowledge of chemistry, anatomy, physiology, hair cutting, hair styling, permanent waving, manicuring, pedicuring, facials and makeup, salon management, and instructing in Cosmetology.

### 3. Core Requirements

Number	Course	Credits
COS101.....	Introduction and History of Cosmetology.....	1
COS102.....	Communication Skills.....	1
COS103.....	Bacteriology, Sterilization, and Sanitation .....	1
COS104.....	Anatomy and Physiology.....	1
COS108.....	Freshman Lab and Practice I.....	3
COS111.....	Hair Structure and Chemistry.....	1
COS112.....	Principles of Hair Design.....	1
COS113.....	Shampooing, Rinsing, and Conditioning.....	1
COS114.....	Hair Cutting.....	1
COS118.....	Freshman Lab and Practice II .....	3
COS151.....	Haircutting Techniques.....	1
COS152.....	Braiding Techniques.....	1
COS158.....	Intermediate Lab and Practice I.....	2
COS159.....	Intermediate Clinic I.....	2
COS161.....	Placement of Artificial Hair.....	1
COS162.....	Permanent Waves.....	1
COS168.....	Intermediate Lab and Practice II.....	2
COS169.....	Intermediate Clinic II.....	2
COS171.....	Hair Coloring.....	1
COS173.....	Skin Diseases and Disorders.....	1
COS201.....	Facials and Makeup I.....	1
COS202.....	Facials and Makeup II.....	1
COS203.....	Manicuring and Pedicuring.....	1
COS208.....	Senior Lab and Practice I.....	2
COS209.....	Senior Clinic I.....	2
COS212.....	Job Seeking Skills.....	1
COS213.....	Professional Ethics and Salon Management.....	1
COS214.....	Business Skills.....	1
COS218.....	Senior Lab and Practice II.....	2
COS219.....	Senior Clinic II.....	2
COS251.....	Instructing Theory in Cosmetology I .....	2
COS252.....	Salon and Floor Management in Cosmetology I ...	5

COS253.....	Advanced Clinic I .....	1
COS261.....	Instructing Theory in Cosmetology II .....	2
COS262.....	Salon and Floor Management in Cosmetology II ...	5
COS263.....	Advanced Clinic II .....	1
<b>Total Required Credits.....</b>		<b>58</b>

### 4. General Education Requirements

Number	Course	Credits
BPS102.....	Business and Professional Speech.....	4
HIST203.....	U.S. History.....	4
SPN101.....	Introduction to Spanish I.....	4
SPN102.....	Introduction to Spanish II.....	4
ENG101.....	English Composition.....	4
ENG201.....	Current Topics in English.....	4
BIO102.....	Introduction to Biology.....	4
CHE101.....	Introduction to Chemistry.....	4
MAT101.....	Algebra.....	4
MAT201.....	Pre-Calculus.....	4
CRT101.....	Critical Thinking.....	4
PSY101.....	Introduction to Psychology.....	4
SOC101.....	Introduction to Sociology .....	4
SOC201.....	Society and Human Behavior .....	4

**Required 8 courses ..... 32**  
(Select from at least one of each section)

## Dental Laboratory Technology

### 1. Mission

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

### 2. Description

Dental Laboratory Technology program consist of 90 credits. Students learn advanced skills and techniques in designing and constructing dental replacements such as crowns, bridges, dentures, and orthodontic appliances.

### 3. Core Requirements

Number	Course	Credits
DLT101.....	Dental Morphology.....	5
DLT102.....	Dental Morphology Lab.....	5
DLT151.....	Crowns and Bridges I.....	5
DLT152.....	Crowns and Bridges Lab I.....	5
DLT153.....	Crowns and Bridges II.....	5
DLT154.....	Crowns and Bridges Lab II.....	5
DLT201.....	Dental Ceramics I.....	5
DLT202.....	Dental Ceramics Lab I.....	5
DLT203.....	Dental Ceramics II.....	2
DLT204.....	Dental Ceramics Lab II.....	6
DLT261.....	Dental Laboratory Management I .....	4
DLT262.....	Dental Laboratory Management II .....	4

#### Electives (Choose 1)

DLT251.....	Complete Denture.....	2
DLT252.....	Complete Denture Lab.....	2
DLT253.....	Partial Denture.....	2
DLT254.....	Partial Denture Lab.....	2
DLT270.....	Career Development .....	2
<b>Total Required Credits.....</b>		<b>58</b>

### 4. General Education Requirements

Number	Course	Credits
BPS102.....	Business and Professional Speech.....	4
HIST203.....	U.S. History.....	4
SPN101.....	Introduction to Spanish I.....	4
SPN102.....	Introduction to Spanish II.....	4
ENG101.....	English Composition.....	4
ENG201.....	Current Topics in English.....	4
BIO102.....	Introduction to Biology.....	4
CHE101.....	Introduction to Chemistry.....	4
MAT101.....	Algebra.....	4
MAT201.....	Pre-Calculus.....	4
CRT101.....	Critical Thinking.....	4
PSY101.....	Introduction to Psychology.....	4
SOC101.....	Introduction to Sociology .....	4

SOC201..... Society and Human Behavior ..... 4

**Required 8 courses ..... 32**

*(Select from at least one of each section)*

## Associate Course Prefix Designation

COS – Cosmetology

DLT – Dental Laboratory Technology

## General Education Courses Prefix Designation

BIO – Biology

BPS – Business and Professional Speech

CRT – Critical Thinking

ENG – English Composition

HIST – History

MAT – Mathematics

PSY – Psychology

SOC – Sociology

SPN – Spanish

## Associate Course Descriptions

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

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

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

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

### ▪ CHE101 Introduction to Chemistry (4 credits)

This course is designed as a general education for students with background in chemistry or other sciences. Students will learn basic concepts on matters – atoms, molecules, and bonding, and continue to study chemical composition and quantities. Students are expected to develop the knowledge on phase changes and chemical reactions such as oxidation and reduction. Prerequisite: None.

### ▪ COS101 Introduction and History of Cosmetology (1 credit)

This course provides an understanding of the concept of beauty in hair, nail, and skin and historical change and development of cosmetology field. Prerequisite: None.

### ▪ COS102 Communication Skills (1 credit)

Through this course students learn how to communicate with clients, partner, handling complaints, receiving telephone calls, booking appointments by phone. Prerequisite: None.

### ▪ COS103 Bacteriology, Sterilization, and Sanitation (1 credit)

Students learn to list the types and classifications of bacteria, list the types of disinfectants and how they are used, describe how to safely clean and disinfect salon tools and equipment. Students also learn differences between cleaning, disinfection and sterilization and discuss the universal precautions and the responsibilities as a salon professional. Prerequisite: None.

### ▪ COS104 Anatomy and Physiology (1 credit)

Students learn to explain and understand the importance of anatomy and physiology to the cosmetology profession and also to define and describe cells, reproduction, and types of tissues. Prerequisite: None.

### ▪ COS108 Freshman Lab and Practice I (3 credits)

This lab course is oriented towards demonstrating basic principles of cosmetology and mastering modern techniques. Students exercise current techniques used in cosmetology. Prerequisite: None.

### ▪ COS111 Hair Structure and Chemistry (1 credit)

This course provides a chemistry guide for students to ensure safe, consistent, professional results. Addressing the fundamental concepts of chemistry as they apply to salon products and services, this course includes the latest technological advances in cosmetic science. Prerequisite: None.

### ▪ COS112 Principles of Hair Design (1 credit)

This course provides design elements and principles of hairstyling. Prerequisite: None.

### ▪ COS113 Shampooing, Rinsing, and Conditioning (1 credit)

Students learn how to choose the proper type of shampoo, rinse, and conditioner, depending on the condition of the hair, based on the acquired knowledge of shampoo types, conditioners. Prerequisite: None.

### ▪ COS114 Hair Cutting (1 credit)

This course introduces basic principles of haircutting, reference points, areas of the head, lines and angles, elevation and cutting line. Prerequisite: None.

### ▪ COS118 Freshman Lab and Practice II (3 credits)

This lab course is oriented towards demonstrating basic principles of cosmetology and mastering modern techniques. Students exercise current techniques used in cosmetology. Prerequisite: COS108, cumulative attendance: 210 clock hours in major.

### ▪ COS151 Hairstyling Techniques (1 credit)

This course is an introduction to basic principles of hairstyling and its design elements. Prerequisite: COS111.

### ▪ COS152 Braiding Techniques (1 credit)

Students learn the braiding techniques and advanced haircutting techniques. Prerequisite: COS111, COS114.

▪ **COS158 Intermediate Lab and Practice I (2 credits)**

This course offers an intermediate level laboratory of cosmetology. It includes hair structure and the fundamental concepts of chemistry as they apply to salon products. Also, students exercise hairstyling, shampooing, rinsing, conditioning, placing artificial hair, permanent waving, and techniques of hair cutting and braiding. Prerequisite COS118, cumulative attendance: 420 clock hours in major.

▪ **COS159 Intermediate Clinic I (2 credits)**

This course offers students the opportunity to engage in hands-on practical training through client session under the supervision of current instructors. Prerequisite: cumulative attendance: 420 clock hours in major

▪ **COS161 Placement of Artificial Hair (1 credit)**

Students learn how to use hair enhancements such as wigs, hair pieces, and hair extensions. Prerequisite: COS103, COS104.

▪ **COS162 Permanent Waves (1 credit)**

This course introduces types of perms, different techniques of perm style, and application of relaxers. Prerequisite: COS111.

▪ **COS168 Intermediate Lab and Practice II (2 credits)**

This course offers an intermediate level laboratory of cosmetology. It includes hair structure and the fundamental concepts of chemistry as they apply to salon products. Also, students exercise hairstyling, shampooing, rinsing, conditioning, placing artificial hair, permanent waving, and techniques of hair cutting and braiding. Prerequisite COS158, cumulative attendance: 620 clock hours in major.

▪ **COS169 Intermediate Clinic II (2 credits)**

This course offers students the opportunity to engage in hands-on practical training through client session under the supervision of current instructors. Prerequisite: COS159, cumulative attendance: 620 clock hours in major.

▪ **COS171 Hair Coloring (1 credit)**

Students learn to identify natural hair color and tone, types of hair color, and to select hair color and apply it, using lighteners and toners. Prerequisite: COS103, COS104.

▪ **COS173 Skin Diseases and Disorders (1 credit)**

Students learn various kinds of skin diseases and disorders and their causes and prevention. Prerequisite: COS105.

▪ **COS201 Facials and Makeup I (1 credit)**

Students learn how to determine skin type, choose skin care products, do facial massage and other treatments, and apply different types of makeup such as special occasion and corrective makeup. Prerequisite: COS105.

▪ **COS202 Facials and Makeup II (1 credit)**

Students learn advanced-level facials and makeup. Prerequisite: COS201.

▪ **COS203 Manicuring and Pedicuring (1 credit)**

Students learn how to choose a nail shape, basic manicure, conditioning oil manicure, and hand and arm massage, and performing pedicures and foot massage. Prerequisite: COS105.

▪ **COS208 Senior Lab and Practice I (2 credits)**

This laboratory course is focused on advanced techniques related to both hairstyling and facials in Cosmetology. It includes advanced procedures of hair coloring, bleaching, tinting, finger waving, skip waving, and pencil waving in Hairstyling part. Students also practice facials and makeup as well as manicuring and pedicuring. Prerequisite COS178, cumulative attendance: 1,020 clock hours in major.

▪ **COS209 Senior Clinic I (2 credits)**

This course offers students the opportunity to engage in hands-on practical training through client session under the supervision of current instructors. Prerequisite: COS179, cumulative attendance: 1,020 clock hours in major.

▪ **COS212 Job Seeking Skills (1 credit)**

Students learn how to prepare for licensure and for employment: writing a resume, preparing for interviews, and filing an employment application. Prerequisite: None.

▪ **COS213 Professional Ethics and Salon Management (1 credit)**

This course introduces basic salon management skills including professional ethics and other related topics. Prerequisite: None.

▪ **COS214 Business Skills (1 credit)**

Students acquire business skills needed in conducting own business such as how to sell services and how to expand the client base. Prerequisite: None.

▪ **COS218 Senior Lab and Practice II (2 credits)**

This laboratory course is focused on advanced techniques related to both hairstyling and facials in Cosmetology. It includes advanced procedures of hair coloring, bleaching, tinting, finger waving, skip waving, and pencil waving in Hairstyling part. Students also practice facials and makeup as well as manicuring and pedicuring. Prerequisite COS208, cumulative attendance: 1,260 clock hours in major.

▪ **COS219 Senior Clinic II (2 credits)**

This course offers students the opportunity to engage in hands-on practical training through client session under the supervision of current instructors. Prerequisite: COS209, cumulative attendance: 1,260 clock hours in major.

▪ **COS251 Instructing Theory in Cosmetology I (2 credits)**

This course is for the cosmetologist who wants to become an instructor. It covers instructional techniques for teaching theories, sanitation and safe use chemicals, safety precautions in the use of electricity and electrical equipment, state regulations and business ethics, techniques for teaching theories and techniques of shampooing, haircutting. Prerequisite: completion of senior courses, cumulative attendance: 1,500 clock hours in major.

▪ **COS252 Salon and Floor Management in Cosmetology I (5 credits)**

Through the assisting instructor and students in the cosmetology floor, students will learn basic salon and floor management knowledges and skills while continuing learning advanced skills of haircutting with razor and scissors, equipment placement, and the clear and enthusiastic demonstration of all skills needed. Prerequisite: completion of senior courses, cumulative attendance: 1,500 clock hours major.

▪ **COS253 Advanced Clinic I (1 credits)**

This clinic session covers effective method to introduce and supervise the students and evaluate their performance for clients. Prerequisite: completion of senior courses, cumulative attendance: 1,500 clock hours in major.

▪ **COS261 Instructing Theory in Cosmetology II (2 credits)**

This course teaches effective instructional methods to teach pertaining to advanced haircutting and curl construction, hair coloring, and manicuring. It also teaches administrative duties for instructors including designing lesson plans, theory and practice schedules, recording and keeping student records, and assessment of quizzes and examinations. Prerequisite: COS251, cumulative attendance: 1,750 clock hours in major

▪ **COS262 Salon and Floor Management in Cosmetology II (5 credits)**

This continuous course teaches students the business aspects of managing a salon and cosmetology floor. This includes aspects such as human resources, marketing, and financial components. It also teaches practical skills to use such as hair cutting and styling. Prerequisite: COS252, cumulative attendance: 1,750 clock hours.

▪ **COS263 Advanced Clinic II (1 credits)**

The future instructor in this course learn the effective way to manage the clinic session including client scheduling, instructing

student stylist and follow-up, and equipment management.

Prerequisite: COS253, cumulative attendance: 1,750 clock hours.

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

This course enables the student to identify logical fallacies in selected readings including things written by their classmates and by themselves, demonstrate the capacity for self-critique through the writing of a paper in which they identify alternative assumptions that would lead to different conclusions, and assess the advantages and disadvantages of alternative formulations of any argument. It also teaches to identify and analyze a recent ethical lapse that occurred in a business organization, the nature of the lapse, and provide a possible explanation for the lapse and alternative solutions to prevent similar lapses. Prerequisite: None.

▪ **DLT101 Dental Morphology (5 credits)**

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

▪ **DLT102 Dental Morphology Lab (5 credits)**

This course helps students to learn the understanding of concepts and structures of teeth and kinds and names of parts of teeth. Topics include: carving procedures and method of each tooth, emphasizes the development, eruption, individual characteristics of each tooth and surrounding structures. Prerequisite: None.

▪ **DLT151 Crowns and Bridges I (5 credits)**

This course introduces the materials and techniques used in the fabrication of fixed crown and bridge restorations. Topics include: materials used in crown and bridge fabrication, preparatory procedures, fixed fabrication procedures, and post-fabrication procedures. Prerequisite: DLT101.

▪ **DLT152 Crowns and Bridges Lab I (5 credits)**

Students learn how to fabricate fixed crown and bridges restorations. Topics include: impression, model work, wax-up technique. Prerequisite: DLT102.

▪ **DLT153 Crowns and Bridges II (5 credits)**

This course focuses on skills in advanced concepts in crown and bridge. Topics include: research in crown and bridge, advanced concepts in crown and bridge. Prerequisite: DLT151.

▪ **DLT154 Crowns and Bridges Lab II (5 credits)**

In this course, students learn skills in advanced concepts in crown and bridge. Topics include: multi-unit bridges wax-up, post, core, Inlay & onlay. Prerequisite: DLT152.

▪ **DLT201 Dental Ceramics I (5 credits)**



This course introduces the materials and techniques used in the fabrication of dental ceramic restorations. Topics include: materials used in dental ceramics, preparatory procedures, ceramic fabrication procedures, and post-fabrication procedures. Prerequisite: DLT151.

▪ **DLT202 Dental Ceramics Lab I (5 credits)**

This course introduces how to construct dental ceramic restorations for single crown and 3-unit bridge. Topics include: metal frame design, opaque, build-up, contouring & glazing of dental ceramic. Prerequisite: DLT152.

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

This course focuses on skills in advanced concepts in dental ceramics. Topics include: dental materials, composite resin, Cad/Cam system. Prerequisite: DLT201.

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

In this course, students learn how to construct metal ceramic restorations for multi-unit crowns. Topics include: multi-unit, clinical case, composite resin. Prerequisite: DLT202.

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

This course focuses on complete denture fabrication from the preliminary impression to the finished denture. Topics include: materials used in complete dentures, preparatory procedures for complete dentures, complete denture fabrication procedures, post-fabrication procedures, and advanced concepts in complete dentures. Prerequisite: DLT151.

▪ **DLT252 Complete Denture Lab (2 credits)**

This course introduces the fabrication of complete dentures. Topics include: edentulous arch anatomical landmarks, edentulous cast preparation, impressions, trays, baseplates, occlusal rims, and artificial tooth arrangement. Prerequisite: DLT152.

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

This course introduces the materials and techniques used in the fabrication of partial dentures. Topics include: materials used in partial dentures, preparatory procedures, partial denture fabrication procedures, post-fabrication procedures, and advanced concepts in partial dentures. Prerequisite: DLT151.

▪ **DLT254 Partial Denture Lab (2 credits)**

This course introduces the components and fabrication of removable partial dentures. Topics include: methods of surveying and designing and fabricating, temporary partials and treatment partials with wrought clasps. Prerequisite: DLT152.

▪ **DLT261 Dental Laboratory Management I (4 credits)**

This course introduces the necessary information and techniques needed to manage a dental laboratory. Topics include: dental

laboratory ownership, organization, and management; marketing; personnel management; production management; finances. Prerequisite: DLT153, DLT154.

▪ **DLT262 Dental Laboratory Management II (4 credits)**

This course focuses on Total Quality Management (TQM) of a dental lab as it applies to business; and quality control. The course also discusses the key principle involved in delegating authority and problems connected with decision making. Prerequisite: DLT261.

▪ **DLT270 Career Development (2 credits)<sup>1</sup>**

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

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

Writing of the multi-paragraph composition is taught, with concentration on the elements of theme, structure, and style. Principles of rhetoric are recognized and discussed through logical analysis of expository and argumentative essays. The course will culminate in the composition of a documented paper. Students will be introduced to library skills and be able to access and process information using a range of media. In each unit, students will go through the following stages to ensure satisfactory completion of all assignments: planning, forming the rough draft, editing, revising, and rewriting. Prerequisite: None.

▪ **ENG201 Current Topics in English (4 credits)**

This course concentrates on accuracy in expression and communication and goes on to describe phrases and sentences. The course tenses, modal verbs, articles, determiners, prepositions, passive constructions and direct and indirect narration. Prerequisite: ENG101.

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

This course teaches how the United States emerged to become the dominant power and economic engine in the world. It addresses how the changes transformed the United States politically, socially, and militarily. This course examines the major historical events and turning points through the American Revolution, Manifest Destiny, the Civil War and Reconstruction, World War I, the Great Depression, and World War II. The course also covers the political, social, and diplomatic issues in political reform, ethnic and gender equality, and globalization. Students can understand the sequence of events in the historical events in chronological aspects. Prerequisite: None.

<sup>1</sup> Please refer to "Work-based activity course policy" on Page 28.

▪ **MAT101 Algebra (4 credits)**

This course concentrates on making students understand the study skills for success in mathematics and using a calculator, able to set and other basic concepts, and understand the properties of and operations with real numbers. Prerequisite: None.

▪ **MAT201 Pre-Calculus (4 credits)**

This course introduces students to graphing and analyzing the multi-degree functions, exponents, and logarithms, and practical applications of 6 basic trigonometric functions. Prerequisite: MAT101.

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

This course summarizes accountable terminal objectives, explain and give names associated with the major psychology theories, and biological and environmental factors play a role in shaping behavior and development. Students will learn to distinguish between and apply principles of classical conditioning, operant conditioning, and cognitive learning, name and describe stage theories of development relative to physical, cognitive, and psychosocial issues and correctly identify the theorist associated with each, and define abnormal behavior and support the definition, provide examples of situations where counseling or treatment could be advised or necessary. Prerequisite: None.

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

The course will introduce students to the fields of the fundamental principles of human behavior, study of mental and emotional process from psychological perspectives. Biological, environmental, and spiritual elements which play a role in shaping human behavior and development will be explored. The course is

designed to help students understand of how people think, feel and behave by studying neurological functioning, personality, psychological disorders and its related counseling/therapies. Students are encouraged to develop critical thinking of various fields of psychology and to apply psychology to everyday experiences, recognizing diversity and unity of people. Prerequisite: None.

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

In this course, students explore the concepts and theories necessary to systematic understanding of our social worlds. Topics may include considering sociology as science, the nature of large- and small-scale groups, social stratification, historical eras and social change, and race, ethnic and gender relations. Prerequisite: SOC101.

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

This is an introductory course to achieve basic proficiency in Spanish language in areas of reading, writing, speaking and listening. The focus is placed on developing basic functional and communicative proficiency. Course topics include alphabet, personal pronouns, definite and indefinite articles, nouns, adjective agreement, and other grammatical concepts such as present and simple past of regular and irregular verbs and an introduction to commands. Prerequisite: None.

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

This course is the second semester of an introductory course to the Spanish language. Students continue to learn the basics of Spanish with a goal of comfortably forming simple and basic phrases and sentences with verbs in simple tense and expanding lexicon of vocabulary. Prerequisite: SPN101.

## Educational Need

## **Educational Need based on Similar Programs in Maryland**

### **1. Cosmetology**

Cosmetology is one of the occupational areas that is steadily increasing in line with the increasing demand of people living in the Washington, DC area. Duties of a cosmetologist are relevant to care the beauties – haircutting, hairstyling, manicures/pedicures, skin care, makeup, facial, and hair removal. Other responsibilities include cleaning and sanitizing work stations and equipment.

There is a licensing requirement in State of Maryland to become a cosmetologist. To be eligible to take a state licensure exam to get a license, applicant needs to acquire training certificate or associate degree in cosmetology, supervised floor experience, and clinic. The total required are 1,500 clock hours. Completion of either an associate degree in applied science from a postsecondary institution or certificate programs can direct to the eligibility.

There are 47 institutions in State of Maryland offering Cosmetology (CIP code: 12.0401), Barbering (CIP code: 12.0402), and Esthetics/Skin care (CIP code: 12.0409) each of which directs different licenses and 22 institutions offer Cosmetology and Manicure and they train students for employment in hair design and nail artistry.

Cosmetologist salaries in Washington Metro area in 2013 were the fifth highest in the country according to the US Bureau of Labor Statistics (BLS). Salaries were especially high around Glen Burnie area, which is 45% above the country for cosmetologists. The official salary figures do not take tipping into account, so they generally underestimate the actual take home pay of these professionals.

According to Bureau of Labor Statistics, median annual income for employees in Hairdressers, Hairstylists, and Cosmetologists (SOC Code: 39-5012) in the year 2017 was \$24,900 and median hourly wage was \$11.97. Number of national employments in 2016 was 673,700. Their job outlook is estimated to grow 13% between 2016 and 2026, faster than average, and projected employment change is 87,600.

Hairdressers, Hairstylists, and Cosmetologists in the long-term Occupational Projections, issued from Maryland Department of Labor, Licensing, & Regulation, should see an increase in the number of jobs between 2014 and 2024. The number of openings for 2014 is 8,833 and job growth rate for the positions is expected to be 12.37% during 2014-2024. The openings of Postsecondary vocational educational teachers position during 2014 was 2,117 and will see more vivid increase, 26.97% during the same time frame.

### **Associate Degree in Cosmetology**

The purpose to establish an associate degree program in Cosmetology program in Maryland is to meet industry demand because employers and owners of beauty salons, counting approximately 2,300 in the area. Among these, about 1,000 salons are operated in Baltimore area as of November 2018. More importantly the students learn how to manage and operate the salon business through our associate degree program. They teach customer service, bookkeeping, marketing, state regulations governing cosmetology and sanitation. The program also teaches instructing in Cosmetology including teaching in theory and lab floor and student clinic supervision.

Cosmetology instructor position is in consistently increasing as the beauty market has steadily grows. After working full-time for two years as a licensed Cosmetologist, candidate becomes a senior cosmetologist after passing the senior cosmetologist exam. The senior Cosmetologist can work as an instructor in Maryland. To teach the Cosmetology in Maryland, the instructor must prepare to teach students the laws and regulations that pertain to instructors in this state. Maryland teaching courses need to include: Communication, Classroom management, Student motivation, Lesson planning, which Columbia College in Virginia is currently instructing.

For vocational education teachers postsecondary (SOC Code: 25-1194), other possible position that our graduate can get, the median annual income was \$55,240 and median hourly wage was \$24.36 according to Bureau of Labor Statistics. Number of national employments in 2016 was 219,400. The job outlook is estimated to grow 4% between 2016 and 2026 and projected employment change is 7,700.

## **2. Dental Laboratory Technology**

There are 3 programs related to dental clinic – Dental Assistant, Dental Hygiene, and Dental Laboratory Technology

There are 8 private career schools offer Dental Assistant (CIP code: 51.0601) (source: [http://www.mhec.state.md.us/institutions\\_training/Pages/career/pes/search.aspx](http://www.mhec.state.md.us/institutions_training/Pages/career/pes/search.aspx)). The job description of dental assistant is supporting dental care delivery by preparing treatment room, patient, instruments, and materials; passing instruments and materials; performing procedures in compliance with the dental practice act (source: monster.com).

Dental assistant position (SOC code: 31-9091.00), the median annual income is \$37,630 and median hourly wage s \$18.09 for 2017 according to Bureau of Labor Statistics. Number of national employments in 2016 was 332,000 and the job outlook is estimated to grow 19% between 2016 and 2026 and projected employment change is 64,600. In state of Maryland, the projections of job opening are in 2016 is 5,801 and projected to be 7,538 in 2026.

There are 7 institutions to offer Dental Hygiene (CIP code: 51.0602) all of which are public or private college setting to offer associate degrees. Dental hygienist carries out the duties straddles the line between aesthetics and health, and they are more extensive and independent than those of a dental

assistant. The must pass national and regional examinations to be licensed and/or certified (source: study.com).

Dental hygienist position (SOC Code: 29-2021.00) requires associate degree at a minimum, and the median annual income is \$74,070 and median hourly wage s \$35.61 for 2017 according to Bureau of Labor Statistics. Number of national employments in 2016 was 207,900 and the job outlook is estimated to grow 20% between 2016 and 2026 and projected employment change is 40,900. In state of Maryland, the projections of job opening are in 2016 is 3,589 and projected to be 4,679 in 2026.

### **Associate Degree in Dental Laboratory Technology**

There is no institution to offer Dental Lab Technology (CIP Code: 51-0603) in State of Maryland, either associate degree or certificate. Dental lab technician supports dentists and dental clinics to create corrective devices and prostheses for dental patients. These devices include ceramics, implants, partial dentures, crowns and bridges, orthodontics, and dentures (Source: ziprecruiter.com).

Dental lab technician (SOC Code: 51-9081.00), along with medical appliance technicians, the combined median annual income is \$35,250 and median hourly wage s \$16.95 for 2017 according to Bureau of Labor Statistics. Number of national employments in 2016 was 82,200 and the job outlook is estimated to grow 13% (faster than average) between 2016 and 2026 and projected employment change is 11,000. In state of Maryland, the projections of job opening are in 2016 is 383 and projected to be 396 in 2026.

There are many opportunities available for dental lab technology around the DC Metro area and all over the country. These include working as a technician to produce the dental aids and managing and operating dental lab. Most of these positions require full-time work load based on the characteristics of the field. Moreover, as restorative dentistry becomes more complicated, the dental field requires more skilled dental lab technicians to provide the products with higher quality, to offer the patient optimum treatment. Meanwhile the U.S. military services, once the biggest training organization for this field, are training less technicians. Dental schools are teaching less amount of dental technology part to their students, resulting in the dentist becomes more dependent on the knowledge and skills of the dental lab technicians.

Most dental technicians work at commercial dental laboratories that provide services and products to dentists. The range of employment of each dental lab is quite various, from 2-3 people to over 200. Some dental clinic hiring dental lab technicians to provide prompt services to their patients. Military services, government and private hospitals, and companies that manufacture dental prosthetic materials also employ and train the dental lab technicians. Schools also hire experienced dental lab technicians as faculties to teach their students. Dental lab technician can operate his/her own lab as a business owner. It requires educate him/herself as an entrepreneur in sound business practices. Like as other businesses, the business owner needs networking to raise the opportunities.

Many dental labs also offer positions for trainees. This entry level employee can build the experiences and progresses in limited range of the lab procedures. The additional opportunities to learn underlying theories and more advanced and wide-ranged tasks depend on the needs and resources of the company and employer. It might need additional education and/or experience. Meanwhile through the completion of the dental lab technology school, students can gain broad-based theory and an introduction to laboratory procedures across the various dental technology specialists. Dental lab school graduates may expect rapid progress toward highly skilled professionals despite the starting salary would not be significantly higher than trainees. The advertised annual salary for skills technician is within \$40,000-\$60,000 range.

Having the associate degree programs of Dental Laboratory Technology at Columbia College in Maryland would bring considerable advantages to prospective students. This program provides for a flexible career which offers several opportunities for advancement. After completing the program, students can be experienced and skilled technicians who can establish and operate their own laboratories where they have supervisory responsibilities. To support the mission the extensive curriculum includes Dental Laboratory Management courses to teach business and operation skills for dental lab. There are about 500 dental labs in the DC Metro area, most of which are technician-owned and in a great supply shortage of qualified workforce with advanced training beyond a certificate program. In addition, the industry demands students of these vocational field with advanced skills along with management knowledge, which is unlikely to be accomplished with the certificate programs.