

California Dental College

School Catalog

2011-2013



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CATALOG POLICIES

Rules governing student conduct, admissions policies, graduation requirements, and other aspects of this institution's operations are subject to change. Please check with the school director if you have questions regarding the content of this catalog. This institution reserves the right to adopt, amend, or repeal rules and policies that apply to students. Changes in the content of this catalog will be posted on bulletin boards and shown as a supplement to this catalog. This catalog does not constitute a contract or enrollment agreement, nor does it constitute a statement of the conditions of a contract between the student and this institution. The relationship of the individual student to this institution is governed by applicable state education codes, state regulations, and college policies.

Please refer to the enrollment agreement contract for the specific terms. Changes to this catalog (which may from time to time be required by the Bureau for Private Postsecondary and Vocational Education of the State of California) will be initially added by means of an addendum and will appear at the end of the catalog.

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

CUSTODIAN OF RECORDS

The college maintains student records in accordance with the Bureau for Private Postsecondary Education of the State of California. The Registrar acts as the Custodian of Records and maintains student personnel information, financial records, and transcripts in locked, fire-proof files. Transcripts are never destroyed; other files may be purged after a minimum of five (5) years.

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ACADEMIC CALENDAR

WINTER QUARTER 2011

Jan 1-3	Saturday-Monday	New Year's Holiday; <u>Campus Closed</u>
Jan 4	Tuesday	Winter Quarter Classes Begin
Jan 17	Monday	Martin Luther King Jr.'s Birthday Observed; <u>Campus Closed</u>
Feb 21	Monday	Presidents' Day Observed; <u>Campus Closed</u>
Mar 14-19	Monday-Saturday	Final Examinations; Registration for SPRING QUARTER, 2011
Mar 21-Apr 2	Monday-Saturday	Student Recess; Registration for SPRING QUARTER, 2011

SPRING QUARTER 2011

Apr 4	Monday	Spring Quarter Classes Begin
May 28-30	Saturday-Monday	Memorial Day Observed; <u>Campus Closed</u>
Jun 13-18	Monday-Saturday	Final Examinations; Registration for SUMMER QUARTER, 2011
Jun 20-Jul 2	Monday-Saturday	Student Recess; Registration for SUMMER QUARTER, 2011
Jul 4	Monday	Independence Day Observed; <u>Campus Closed</u>

SUMMER QUARTER 2011

Jul 5	Tuesday	Summer Quarter Classes Begin
Sept 3-5	Saturday-Monday	Labor Day Observed; <u>Campus Closed</u>
Sept 12-17	Monday-Saturday	Final Examinations; Registration for FALL QUARTER, 2011
Sept 19-Oct 1	Monday-Saturday	Student Recess; Registration for FALL QUARTER, 2011

FALL QUARTER 2011

Oct 3	Monday	Fall Quarter Classes Begin;
Oct 10	Monday	Columbus Day; Campus Open
Nov 11	Friday	Veterans Day; Campus Open
Nov 24-26	Thursday-Saturday	Thanksgiving Holiday; <u>Campus Closed</u>
Dec 12-17	Monday-Saturday	Final Examinations; Registration for WINTER QUARTER 2012
Dec 19-31	Monday-Saturday	Student Recess; Registration for WINTER QUARTER 2012
Dec 24-27	Saturday-Tuesday	<u>Campus Closed</u>
Dec 31	Saturday	<u>Campus Closed</u>

WINTER QUARTER 2012

Jan 2	Monday	Winter Quarter Classes Begin
Jan 16	Monday	Martin Luther King Jr.'s Birthday Observed; <u>Campus Closed</u>
Feb 20	Monday	Presidents' Day Observed; <u>Campus Closed</u>
Mar 12-17	Monday-Saturday	Final Examinations; Registration for SPRING QUARTER 2012
Mar 19-31	Monday-Saturday	Student Recess; Registration for SPRING QUARTER 2012

SPRING QUARTER 2012

Apr 2	Monday	Spring Quarter Classes Begin
May 26-28	Saturday-Monday	Memorial Day Observed; <u>Campus Closed</u>
Jun 11-16	Monday-Saturday	Final Examinations; Registration for SUMMER QUARTER 2012
Jun 18-Jul 7	Monday-Saturday	Student Recess; Registration for SUMMER QUARTER 2012
Jul 4	Wednesday	Independence Day Observed; <u>Campus Closed</u>

SUMMER QUARTER 2012

Jul 9	Monday	Summer Quarter Classes Begin
Sept 1-3	Saturday-Monday	Labor Day Observed; <u>Campus Closed</u>
Sept 17-22	Monday-Saturday	Final Examinations; Registration for FALL QUARTER 2012
Sept 24-Oct 6	Monday-Saturday	Student Recess; Registration for FALL QUARTER 2012

FALL QUARTER 2012

Oct 8	Monday	Fall Quarter Classes Begin; Columbus Day; Campus Open
Nov 12	Monday	Veterans Day; Campus Open
Nov 22-24	Thursday-Saturday	Thanksgiving Holiday; <u>Campus Closed</u>
Dec 17-22	Monday-Saturday	Final Examinations; Registration for WINTER QUARTER 2013
Dec 24-Jan 5, 2013	Monday-Saturday	Student Recess; Registration for WINTER QUARTER 2013
Dec 24-26	Monday-Wednesday	<u>Campus Closed</u>
Dec 31-Jan 1, 2013	Monday-Tuesday	New Year's Holiday; <u>Campus Closed</u>

WINTER QUARTER 2013

Jan 7	Monday	Winter Quarter Classes Begin
Jan 21	Monday	Martin Luther King Jr.'s Birthday Observed; <u>Campus Closed</u>
Feb 18	Monday	Presidents' Day Observed; <u>Campus Closed</u>
Mar 18-23	Monday-Saturday	Final Examinations; Registration for SPRING QUARTER 2013
Mar 25-Apr 6	Monday-Saturday	Student Recess; Registration for SPRING QUARTER 2013

SPRING QUARTER 2013

Apr 8	Monday	Spring Quarter Classes Begin
May 25-27	Saturday-Monday	Memorial Day Observed; <u>Campus Closed</u>
Jun 17-22	Monday-Saturday	Final Examinations; Registration for SUMMER QUARTER 2013
Jun 22	Saturday	Commencement
Jun 24-Jul 6	Monday-Saturday	Student Recess; Registration for SUMMER QUARTER 2013
Jul 4	Thursday	Independence Day Observed; <u>Campus Closed</u>

SUMMER QUARTER 2013

Jul 8	Monday	Summer Quarter Classes Begin
Aug 31-Sept 2	Saturday-Monday	Labor Day Observed; <u>Campus Closed</u>
Sept 16-21	Monday-Saturday	Final Examinations; Registration for FALL QUARTER 2013
Sept 23-Oct 5	Monday-Saturday	Student Recess; Registration for FALL QUARTER 2013

FALL QUARTER 2013

Oct 7	Monday	Fall Quarter Classes Begin
Oct 14	Monday	Columbus Day; Campus Open
Nov 11	Monday	Veterans Day; Campus Open
Nov 28-30	Thursday-Saturday	Thanksgiving Holiday; <u>Campus Closed</u>
Dec 16-21	Monday-Saturday	Final Examinations; Registration for WINTER QUARTER 2014
Dec 23-Jan 4, 2014	Monday-Saturday	Student Recess; Registration for WINTER QUARTER 2014
Dec 24-26	Tuesday-Thursday	<u>Campus Closed</u>
Dec 31-Jan 1, 2014	Tuesday-Wednesday	New Year's Holiday; <u>Campus Closed</u>

INTRODUCTION AND GENERAL INFORMATION

MISSION STATEMENT

The mission of California Dental Collage is to provide quality career education to students who wish to pursue occupations in dental labs and graduates are prepared for a variety of position in this industry.

The Dental Technician program is geared to properly train the student to work successfully as an independent technician with proficiency in all aspects of dental technology. This program prepares the student to attain positions in dental offices and laboratories.

California Dental College recognizes the worth and dignity of all people. All students are encouraged to reach their maximum potential within the framework of their individual needs, interests, and capabilities. All students spend time in actual work environments. A strong emphasis is laid on ethics, accountability, professionalism, and commitments to pursue lifelong personal and professional development.

California dental College supports students' efforts to succeed academically, vocationally, and personally. The services of individual advising and academic tutoring are provided.

APPROVAL

California Dental Collage is approved by the Bureau for Private Postsecondary Education (BPPE), the State of California, to provide the following non-degree programs: Dental Technician; TOEFL Preparation; and English as a Second Language. The BPPE address is as follows:

Bureau for Private Postsecondary Education (BPPE)

Physical Address: 2535 Capitol Oaks Drive, Suite 400
Sacramento California, 95833

Mailing address: P. O. Box 980818
West Sacramento, CA 95798-0818
Tel: (916) 431-6959 Fax: (916) 263-1897
www.bppe.ca.gov

STATEMENT OF NON-DISCRIMINATION

California Dental Collage (CDC) does not discriminate on the basis of race, color, creed, age, religion, gender, national or ethnic origin, marital status, sexual preference, physical disability, or any other legally protected status in the administration of its educational programs, admission policies, or any other University-administered programs or activities. Inquiries concerning the application of Title IX of the Educational Amendment of 1972 and other non-discriminatory statutes should be directed to the Academic Dean, the University officer assigned the responsibility for reviewing such matters.

STATEMENT OF ACADEMIC FREEDOM

California Dental Collage (CDC) adheres strictly to a policy of complete academic freedom. Instructors at CDC are encouraged to present a variety of perspectives on their subjects. Students at CDC are encouraged to think and to question, to challenge and to respond. Facts and truth are the primary concern. Faculty and students at California Dental Collage are free to examine all pertinent data, to question all ideas as presented, and to be guided by evidence.

INDIVIDUAL RESPONSIBILITY

It is the responsibility of each student and faculty member and each administrator to be familiar with this institution's rules and regulations published in this catalog.

ADMISSIONS INFORMATION

ADMISSION REQUIREMENTS & PROCEDURES

California Dental College is open to career minded individuals who, in the opinion of the school staff, would be able to learn and utilize the skills taught for employment. Candidates for our program must possess a high school diploma, or a General Educational Development (GED) certificate, or be beyond the age of compulsory school attendance and demonstrate the ability to benefit from training. Aside from this, all candidates are thoroughly screened and tested to determine their capabilities and career potential.

All applications are taken in person. An appointment is necessary. If an entrance examination is required, the receptionist will arrange for the exam to be administered. The admission office is open from 9:00 am to 6:00 PM Monday through Friday; evening or Saturday interviews may be arranged by special appointment only. Students may enroll daily for upcoming start dates.

DENTAL TECHNICIAN PROGRAM ADMISSION

Students seeking Dental Technician program admission must submit the following application requirements:

1. Completed application;
2. Evidence of completion of high school or equivalent;
3. Proof of English Language Proficiency;
4. Copy of passport;
5. Certificate of Financial Support with supporting documents; and
6. Application fee.

ESL PROGRAM ADMISSION

Students applying for the non-degree English as a Second Language (ESL) program will take a placement test to establish their level of competency: beginning, intermediate, or advanced.

Students seeking ESL program admission must submit the following application requirements:

1. Completed application;
2. Evidence of completion of high school or equivalent;
3. Copy of passport;
4. Certificate of Financial Support with supporting documents; and
5. Application fee.

TOEFL PREPARATION PROGRAM ADMISSION

Students seeking TOEFL Preparation program admission must submit the following application requirements:

1. Completed application;
2. Evidence of completion of high school or equivalent;
3. Copy of passport;
4. Certificate of Financial Support with supporting documents; and
5. Application fee.

ACCEPTANCE TO THE COLLEGE

Upon completion of the required documents for admission, the administration will review the information and inform the applicant in writing whether they have been accepted for enrollment. If an applicant is not accepted, all money paid is refunded.

CREDIT FOR PREVIOUS EDUCATION, TRAINING, OR WORK EXPERIENCE

All Students transferring to California Dental College will be required to provide transcripts from the previous institution(s). We will consider awarding credit from other postsecondary institutions, military training and experience, and related work experience. When evaluation is made of the student's transcript, credit may be given for courses successfully completed with a grade of C or better at another postsecondary institution where course and credit values are comparable to those offered by this institution. Transfer credits may not exceed 50% of the program and are not used in calculating the cumulative grade point average.

FINANCIAL INFORMATION

TUITION AND OTHER FEES

Tuition

Students are required to pay tuition at registration. Cash, money orders, credit cards, and checks are accepted in the amount due. Courses are offered in both day and evening sessions with the same tuition charged. *Fees are subject to annual revision.*

Program / Course	Cost
ESL Course (216 hours per course/level)	\$800 per Quarter
TOEFL Preparation Course (216 hours per course)	\$800 per Quarter
Dental Technician (1000 hours)	\$6,900 (2 quarters)

Other Fees

Description	Fee
Application Fee for All Students (Non-Refundable)	\$70
Registration Fee (Non-Refundable, per Quarter)	\$50
Dental Technician Equipment & Instruments	\$300
Late Registration Fee	\$50
Change-of-Course Fee (Add / Drop)	\$10
Graduation Fee	\$100
English Placement Test Fee (Per Test)	\$40
Returned Check Fee	\$40
Other Service Fees (Official Documents or transcripts, per Copy)	\$10
Student Tuition Recovery Fund Fee (CA Residents)	\$4

FINANCIAL POLICIES

Payment Policies

Failure to make payments of tuition and other fees, or other amounts when they are due, is considered sufficient cause to place a student on non-academic discipline. This status causes the University to do one or more of the following:

1. Bar the student from attending classes, taking examinations, or registering for the following quarter.
2. Withhold a diploma, scholastic certificate, transcript of record, or grades for the quarter.
3. Suspend the student.

CDC reserves the right to withhold any and all services if petitioner is not in good financial standing with the University.

STUDENT TUITION RECOVERY FUND (STRF) POLICY

The Student Tuition Recovery Fund (STRF) was established by the California Legislature to protect California residents who attend a private postsecondary institution from losing money they prepaid for tuition and suffering a financial loss as a result of the school closing and thereby failing to keep its enrollment agreement. To qualify for STRF reimbursement, students must file a STRF application within 1 year of receiving notice from the Bureau for Private Postsecondary Education that the college is closed. It is important that students keep copies of the enrollment agreement and receipts. Questions regarding the STRF may be directed to The Bureau for Private Postsecondary Education, 2535 Capitol Oaks Drive, Suite 400, Sacramento CA 95833, (916) 431-6959.

REFUND POLICY

STUDENT'S RIGHT TO CANCEL POLICY: Students have the right to cancel their enrollment agreement for school, without any penalty or obligation, before the first class. After cancelation, any payment they have made shall be returned to them within thirty (30) days of the date they signed a cancellation notice. To cancel the agreement for school, mail or deliver a signed and dated copy of the cancellation notice to the Registrar. All cancelation must be in writing. Students do not have the right to cancel by telephoning the school or by not coming class. If students have any complaints, questions, or problems which they cannot resolve with the school, write or call: Bureau for Private Postsecondary Education, 2535 Capitol Oaks Drive, Suite 400, Sacramento CA 95833, (916) 431-6959.

RIGHT TO WITHDRAW AND RECEIVE REFUND: Students have the right to withdraw at any time from the course of instruction before the first class described above in the Buyer's Right to Cancel. The effective withdrawal date for a student shall be:

- (1) The date the student notifies the college of withdrawal, or
- (2) The date the college terminates the student's enrollment, or
- (3) The end of the 21st day of non-attendance.
- (4) If withdraw, or are terminated by the collage, the college shall remit a refund, less a Registration Fee of \$50, within 30 days following the effective withdrawal date.

Refunds (English as a Second Language & TOEFL Prep Courses): CDC's refund policy has been established so that the student who withdraws from class shares in the cost incurred. Students who register and withdraw before the first class will be refunded the entire tuition minus registration fee. In the event that a student does not complete a course, a tuition refund less the non-refundables will be made according to the schedule below.

Withdrawal During Quarter	Refund*
1st Week of the Quarter	100%
2nd Week of the Quarter	90%
3rd Week of the Quarter	80%
4th Week of the Quarter	70%
5th Week of the Quarter	60%
6th Week of the Quarter	50%
7th Week of the Quarter	45%
After 7th Week of the Quarter	0

* *The percentages shown reflect the Department of Consumer Affairs guidelines, which specify a pro rata refund.*

CDC refunds tuition for all students, which includes those registered in degree programs and the English as a Second Language Course of Study. The student should inform the Financial Affairs Officer of the intention to withdraw.

No refund will be issued unless the student account has credit balance. Refunds will be made within thirty (30) days of official withdrawal or thirty (30) days of the date of determination of withdrawal if the student does not officially withdraw.

Refunds (Dental Technician Program): The refunds for the Dental Technician Program shall be the amount the student paid for instruction multiplied by a fraction, the numerator of which is the paid time not attended, and the denominator of which is the total number of hours of instruction for which the student has paid. The last date of actual attendance is used in calculating any refund amount.

$$\begin{array}{rcl}
 \text{Total Amount} & & \text{Hours of Instruction} \\
 \text{Actually Paid} & \text{Less Registration Fee} & \text{Not Received but for Which the} \\
 \text{For Instruction} & \times & \frac{\text{Student Has Paid}}{\text{Total hours of Instruction}} & = & \text{Final} \\
 & & \text{For Which the Student Paid} & & \text{Refund} \\
 & & & & \text{Amount}
 \end{array}$$

HYPOTHETICAL EXAMPLE:

The student pays a program consisting of 1000 clock hours.
 The student completes 500 clock hours.
 Unused hours for which the student has paid = 500 hours.
 Amount Paid = \$7,000 tuition + \$50 registration fee.
 Refund Amount: \$7,050 minus \$50 - \$7,000, \$7,000 x 500/1000 = \$3,500

Money will be refunded for any reusable equipment returned in good condition within 30 days of the effective withdrawal date. The school reserves the right to postpone or change the date or time when any class is offered if the majority of enrolled students agree to the change. Students who do not want the change will be offered a full refund for the class affected.

FINACIAL AID SERVICES

California Dental College does not participate in federal and state, nor private financial aid programs. California Dental College may provide a monthly installment payment program for students.

Loans: If the student obtains a loan to pay for an educational program, the student will have the responsibility of repay the full amount of the loan plus interest, less the amount of any refund. If the student has received federal student financial aid funds, the student is entitled to a refund of the moneys not paid from federal student financial aid program funds.

ACADEMIC POLICIES

REGISTRATION AND ENROLLMENT

Following acceptance for admission to the college, students will register for a program of study. Registration materials are available in the Registrar's Office.

Formal enrollment in class is complete only when the student's name appears on the Class Roll Sheet. Once enrolled, students may drop or add a class only by means of an official Change of Program form. Any class dropped or added requires confirmation by the instructor and must be recorded in the Registrar's Office. A class not officially dropped will result in an F grade; a class not officially added receives no credit.

Add / Drop Policy

Students may add or drop courses through the third week of the quarter. Students must request these changes by submitting an Add / Drop Form to the registrar.

Attendance & Conduct

California Dental College urges all students to attend classes on a regular and consistent basis in order to compete in the highly competitive labor market. Thus, students are expected to attend all classes as scheduled. Attendance is recorded on a daily basis and excellent attendance is encouraged. To maintain satisfactory attendance, student may not be absent for more than 20% of any course. Absences in excess of 20% of any course will lead to probation or expulsion from school. Tardiness for a lecture in excess of 10 minutes will be regarded as an absence.

A leave of absence may be granted during training when necessary. A leave of absence form must be filed by the student with the Registrar. Absences from training are classified as excused or unexcused. A student who is absent for more than 10days in succession without excuse may be placed on probation.

Although California dental College operates in informal atmosphere, proper discipline is maintained at all times. In today's competitive job market, professional conduct is a crucial factor in obtaining and keeping a job. Thus, California Dental College has established guidelines for proper conduct. Emphasis is scheduled start time will receive a tardy on their attendance record. Students who depart from class before scheduled completion time will receive an early departure on their attendance record. Excessive tardiness and/or early departures can lead to probation or expulsion.

Attendance without Official Enrollment: Students will not be permitted to attend classes in which they are not officially enrolled.

Make-Up Policy

Students must make up all work and classes missed and are responsible for learning the material covered while absent. All work must be completed in order to receive course credit.

Student Interaction

Student interaction is considered to be an important component of the academic experience at California Dental College. Both the facilities and class organization are designed to encourage opportunities for student communication. Areas are furnished to provide comfortable environments for small group meetings. Class assignments include group work and cooperative learning activities.

GRADING SYSTEM: Definition of Grades and Codes

Standard letter grades (A, B, C, D, and F) are used for all programs. Only these letter grades are used on transcripts and in computing grade point averages. Instructors may use plus (+) or minus (-), but such notations are not used in final GPA computations. Grades are based on a combination of written and oral examinations and evaluations of practical laboratory applications for Dental Technician courses. English as a Second Language (ESL) Program courses will receive letter grades which are not included in the GPA calculation.

The following table is provided as a general reference:

<i>Grade</i>	<i>Score</i>	<i>Grade Explanation</i>	<i>Grade Point</i>
A	100-90	Excellent	4.00
B	89-80	Good	3.00
C	79-70	Average	2.00
D	69-60	Unsatisfactory	1.00
F	59-0	Failing	0
CR		Credit	Credit
NC		No Credit	N/A
IN		Incomplete	N/A

Credit (CR)

Credit is used to denote "pass with credit" when no letter grade is given. It is assigned to a grade of C or better for undergraduates and a grade of B or better for graduate students. CR grades are not included in the calculation of the GPA.

No Credit (NC)

No Credit is used to denote "no credit" when no letter grade is given. NC grades are not included in the calculation of the GPA.

Incomplete (IN)

The incomplete grade is an interim grade designed for students who have serious and compelling circumstances beyond their control occurring within the last two weeks of the quarter preventing completion of the course work.

An Incomplete (IN) must be removed within the next two quarters. Failure to comply will result in an F grade and will remain on the students' permanent record. Incomplete (IN) is not used in calculating GPA.

Repeat a Course (R)

The Repeat a Course is a designated code following the earned grade. Students can repeat only once any course for which they have received a grade or withdrawn from prior to completion. Only the higher grade is calculated in the GPA. Students will not receive cumulative earned credit for a repeated course. However, both courses will be considered credit hours attempted for the purpose of determining successful course completion percentages.

GRADE POINT AVERAGE (GPA)

The grade point average (GPA) for the quarter is determined by multiplying the number of credit hours for each course by the number of points identified for each grade outlined above and dividing by the total number of units for the quarter.

GRADE CHANGES

Grades assigned by instructors must conform to individual policies as stated in the course syllabus. A grade submitted by an instructor is considered final and may be changed only for the following reasons: (1) error in recording a score for a student product (test, quiz, paper, etc.); (2) miscalculation of a score, including the cumulative score for a quarter; and (3) omission from consideration of valid student products that were submitted on time.

No other reasons constitute a basis for a request for a grade change. All requests for grade changes must be submitted to the Registrar's Office by the instructor within two weeks following the date of issuance of the grade in question. Under no condition will a grade change be permitted after completion of the program.

TRANSCRIPTS OF CDC COURSES

The Registrar's Office maintains all official transcripts which are issued only at the written request of the student. Three working days should be allowed for processing. Exceptions to this rule are covered under Student Records. Requests for transcripts may be submitted either in person, by fax, or by mail. No telephone requests for transcripts are accepted. A \$10 fee

is charged for each official transcript. Copies of transcripts for work taken at other institutions will not be issued.

Official transcripts bear the institutional seal and the signature of the Registrar. *CDC reserves the right to withhold any and all services if petitioner is not in good financial standing with the University.*

STUDENT RECORDS

Student records are maintained in the office of the Registrar for a period of at least five (5) years and are the property of California Dental College. Federal law allows current and former students access to their education records. To protect the privacy of students, the law sets certain conditions on the disclosure of personal information kept by the college.

Name, birth date, field of study, attendance dates, degrees received and other items designated as Directory Information are public information and may be disclosed without the student’s prior consent. Students may request that public information not be released by providing a written statement to the Registrar’s Office.

STANDARDS OF SATISFACTORY PROGRESS

Evaluation

The college conducts quarterly evaluations of student progress, taking into consideration the minimum GPA allowable, the minimum successful units completion (% of courses attempted) and the percent of maximum time frame allowable. Students who complete their programs in a shorter time framework are subject to the same criteria based on the percentages of maximum time frame allowable.

The following Standards of Satisfactory Progress apply to all offered programs. Students must meet the minimum standards set forth below, or they shall be deemed to be out of compliance in meeting the Standards of Satisfactory Progress criteria.

Maximum Time Frame and Successful Course Completion

Required Evaluation Points*	Minimum GPA	Minimum Successful Course Completion (% of Course Attempted)	Maximum Time Frame
25%	1.25	55%	Period of 1.5 times the standard program length
50%	1.50	60%	
100%	2.00	---	

* Based upon maximum time frame.

Minimum Academic Achievement

Students must achieve cumulative grade point averages (CGPAs) of the following: 1.25 at 25% of the maximum time frame; 1.5 at the midpoint of the maximum time frame; and a 2.0 at the maximum time frame. A student whose CGPA is below 1.5 at 50% of the maximum time frame is not eligible for probation and will be suspended for one quarter. Failure to maintain 2.0 for any quarter will result in being placed on probation.

Students, in Dental Technician program, who fall below a 70% average, may be required to repeat the applicable subjects. Students who fall below a 70% average over a period of three months may be placed on probation. Students who are required to repeat subjects will not be charged an additional fee.

Academic Probation

Students who do not maintain satisfactory progress will be placed on probation for one quarter. The student on probation will be counseled and given assistance, if needed, in order to improve his/her GPA. At the end of the one quarter probationary period, if the academic record is not in compliance with the standards of satisfactory progress, the student will be suspended for minimum of one quarter.

Suspension & Dismissal

Students are expected to conduct themselves as responsible adults, to attend classes regularly, and to maintain a satisfactory level of academic achievement. The college reserves the right to suspend or expel any student who:

1. Exhibits conduct which is found by the College staff to be detrimental to fellow students, the community, or the school.
2. Uses or is under the influence of alcohol or illegal drugs while on College property
3. Fails to make satisfactory academic progress.
4. Fails to meet attendance standards.
5. Engages in illegal activity on College property.

Students who have been dismissed due to the failure to maintain the academic minimums outlined above may apply to continue their studies at CDC in an extended enrollment status. Students will be responsible for all cost incurred during this quarter.

At the completion of this quarter, students who have established satisfactory progress according to the above tables may apply to the administration to return to a regular student status. A meeting will be scheduled between the Academic Dean and the student applying for reinstatement to determine whether the student has the academic ability and desire to successfully continue in the program. If reinstated, the student will be placed on probation for a period of one quarter. The student will be eligible for only one reinstatement.

Mitigating Circumstances

The Academic Dean may waive the Standards of Satisfactory Progress for circumstances of personal illness, unusual family responsibilities, military service, unexpected consequences arising in their homeland, or other significant occurrence outside the control of the student. These circumstances must be documented by the student to demonstrate that the cited circumstances have had an adverse impact on their performance. No waivers will be provided for graduation requirements.

Appeals

Should students disagree with the application of these satisfactory progress standards, they must first discuss the problem with the appropriate instructor(s). If still dissatisfied, students may then appeal to the Academic Dean.

Readmission

Students who have been dismissed from the college must wait two (2) quarters before applying for readmission and must submit a Petition for Readmission to the Academic Dean. The Petition must include the records of any academic work successfully completed at other institutions as well as present compelling reasons for reinstatement which include the ability to maintain Standards of Satisfactory Progress. The Academic Dean will notify the students in writing concerning their readmission. If readmission is granted, students may resume course work at California Dental College.

Reinstatement

Students who leave the college without filing a Request for Leave of Absence will not be automatically reinstated. Students must file a Petition for Readmission. It must be submitted to the Admissions Office.

Leave of Absence

Students, in good standing and making satisfactory progress in their program, who must interrupt studies for compelling reasons (e.g. which may include but not be limited to personal illness, unusual family responsibilities, military service, and unexpected consequences arising in their homeland.) must file a Request for Leave of Absence, usually not to exceed four (4) quarters. Students must file this Request with the Admissions Office and have approval from the Academic Dean.

During the leave of absence students are not entitled to assistance from the faculty or use of the facilities. If granted, the leave is recorded on the students' transcripts.

Students who fail to apply for a Request for Leave of Absence or for whom a leave has been denied or has expired should refer to Readmission.

WITHDRAWAL FROM COURSES

Students should review and select classes carefully with their advisers before making a decision to withdraw from classes. Students may drop classes without academic penalty through the fifth week of classes. Due to unforeseen circumstances, students may withdraw from classes from the sixth week through the ninth week of classes and with the permission from the Academic Dean. After the tenth week of classes, permission will not be granted for a student to withdraw, a letter grade of F or Incomplete (IN) will be assigned to the student.

Students who decide to withdraw from school prior to completion should follow the steps below:

1. Meet with the Registrar or designated administrator to discuss the student's decision to withdraw.
2. Meet with the designated financial aid official obligations still exists.
3. Put their decision to withdraw in writing in the Registrar.

CLEARANCE FOR GRADUATION

Prospective graduates must obtain an Application for Graduation from the Office of Admissions and submit it to the Registrar before they can be considered for graduation. Students are advised to file the application in the quarter preceding that in which they expect to graduate.

The candidate for Dental Technician diploma must:

1. Complete all classes with a grade of 70% or better and complete all other curriculum requirements for their course of study.
2. Satisfactorily perform the applicable internship/clinical portion of their study.
3. Fulfill all financial obligations to California Dental College prior to graduation.

All fees and tuition debts must be paid in full sixty (60) days prior to graduation.

TRANSFER OF CREDITS TO OTHER SCHOOLS

The transferability of credit you earn at California Dental College is at the complete discretion of an institution to which you may seek to transfer. Acceptance of the degree you earn at California Dental College is also at the complete discretion of the institution to which you may seek to transfer. If the degree that you earn at this institution is not accepted at the institution to which you seek to transfer, you may be required to repeat some or all of your coursework at that institution. For this reason you should make certain that your attendance at this institution will meet your educational goals. This may include contacting an institution to which you may seek to transfer after attending California Dental College to determine if your degree will transfer.

STUDENT RIGHTS AND RESPONSIBILITIES

NOTICE OF STUDENT RIGHTS

Students may cancel their contracts for school without any penalty or obligation before the date of the first class as described in the Notice of Cancellation that will be given to them in the first class they attend. After the end of the cancellation period, students also have the right to receive a refund for the part of the course not taken if they withdraw. If the school closes before they graduate, they may be entitled to a refund. Contact the Bureau for Private Postsecondary Education at the address and telephone number below for information. If students have any complaints, questions, or problems which they cannot work out with the college, write or call The Bureau for Private Postsecondary Education, 2535 Capitol Oaks Drive, Suite 400, Sacramento CA 95833, (916)431-6959.

Right to Appeal

The college has initiated and implemented procedures for appeals by students with the intent of assuring fairness and objectivity. The procedures are not designed to incorporate all of the due process safeguards that the courts of law require. The purpose is to provide a system that will represent “fairness and the absence of arbitrariness.” The College makes every effort to see that appeal procedures are clear to students and that their avenue of appeal is not burdensome.

Nondiscrimination Policy

The college does not discriminate on the basis of race, color, creed, age, religion, gender, national or ethnic origin, marital status, physical disability, sexual orientation, or any other legally protected status in the administration of its educational programs, admission policies, or any other college-administered programs or activities. Inquiries concerning the application of Title IX of the Educational Amendment of 1972 and other non-discriminatory status should be directed to the Academic Dean, the College officer assigned the responsibility for reviewing such matters.

Students with Disabilities Policy

The College is committed to complying with all the mandates set forth in Section 504 of the Rehabilitation Act and Americans with Disabilities Act. Disabled students may make any request for reasonable accommodations to the Academic Dean’s Office and are required to provide medical certification of their disability. In certain circumstances, early registration may be available for students with disabilities.

Students who wish to file a formal grievance should secure a copy of the Student Grievance Procedures from the Academic Dean’s office.

Student Records Policy

The Family Educational Rights and Privacy Act of 1974, also known as the Buckley Amendment or FERPA, and California Education Code 67-100ff provide, generally that students have the right of access to their educational records, and educational institutions shall not release educational records without consent of the student, subject to exceptions provided by law. In this notice, “students” refers to former students, and does not include applicants who have not previously attended California Dental College.

▪ **Right of Access.**

With a few exceptions provided by law, students at CDC may see any of their educational records upon request. Access must be granted no later than 15 working days after written request. Students also have the right, under established procedures, to challenge the factual accuracy of the records and to enter their viewpoints in the records. Students may waive their right of access to recommendations and evaluations in the cases of admissions, applications for employment, and nominations for awards.

The College may not require students to sign a waiver of their right of access to their records, but students and prospective students should be aware that users of recommendations and evaluations made without a signed waiver may discount their helpfulness and validity.

▪ **Disclosure of Student Records.**

With several exceptions provided by law, the college cannot release information concerning students to prospective employers, government agencies, credit bureaus, etc., without the written consent of the student. Students and alumni applying for jobs, credit, graduate school, etc. can expedite their applications by providing the College with written permission to release their records, specifying which records and to whom the release should be made.

The student’s written consent is not required for the disclosure of grades, disciplinary action, or other information to parents of students who are dependents for federal income tax purposes. Parents requesting information may generally be granted access upon submission to the college of a signed statement or other evidence of federal income tax dependency.

The college has designated the following categories of information as directory information which may be released to the public without consent of the student: student’s name, address, telephone number, date and place of birth, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees and awards received, and the most previous public or private school attended by the student.

Students may request that certain categories of directory information may not be released to the public without their written consent. Such requests should be submitted in accordance with the Student Records Policy of the College.

Right to File a Complaint Policy

Any student alleging failure of the College to comply with the Family Educational Rights and Privacy Act (FERPA) may file a complaint with the U.S. Department of Education, 330 Independence Avenue, SW, Washington, DC 20201. Students are encouraged to use the internal school grievance procedures to resolve complaints prior to contacting outside agencies.

Student Grievance Procedure

Students with grievances relating to classroom matters should first discuss them with their instructor. Unresolved grievances, as well as grievances of a non-academic matter, should be discussed with the Academic Dean.

The procedure for the resolution of student academic complaints is a three-step process. The college anticipates that most disputes either will be resolved through 1) informal discussions or 2) the intervention of an ombudsman. Only a few cases should require 3) the judgment of an informal hearing panel.

- First, a student who feels that the faculty, staff, administration, or other students have treated him unfairly is advised to seek informal counsel with the offending party or the Academic Dean in the interest of a speedy resolution of the problem.
- Second, if this step does not lead to satisfaction of the student, he/she should petition for a grievance review, a formal procedure at the College. The petitioner should write a letter to the Academic Dean requesting the assignment of an ombudsman. The letter must outline the specifics of the complaint, all pertinent information, and steps taken to remedy the situation through the informal process.

The Academic Dean will act promptly in assigning an ombudsman and informing the President of the grievance. The Academic Dean will outline some possible steps to the ombudsman in solving the problem. These may include interviewing the grievant, contacting the offending party, and/or convening all parties to the grievance. The ombudsman will notify in writing the Academic Dean of the outcome of the intervention with recommendations. These will be sent to the President who will confer with the Academic Dean to guarantee that the cause of the grievance is removed.

- Third, if the grievant is unable to receive a satisfactory resolution of the complaint he/she should notify in writing the President who will convene an impartial hearing panel for a judgment. For further redress the student may contact the Bureau for Private Postsecondary Education (BPPE), the State of California, Physical Address: 2535 Capitol Oaks Drive, Suite 400, Sacramento California, 95833. Tel: (916) 431-6959. Fax: (916) 263-1897.

Student Evaluation of Instruction

To sustain a high quality of instruction at the college, students are expected to evaluate each class in which they are enrolled. Evaluation forms are distributed toward the end of each quarter. The evaluation forms, prepared anonymously, are collected and returned to the

Administration Office by a designated student. Student evaluations are tabulated by the college, and the results are analyzed by the Academic Dean and distributed to the individual instructors.

Sexual Assaults on Campus Grounds Policy

CDC is committed to creating and maintaining an academic environment dedicated to learning and research in which individuals are free from sexual assault or sexual harassment from any party. Sexual assault is defined in California Education Code Section 94385 to include without limitation, rape, forced sodomy, forced oral copulation, rape by a foreign object, sexual battery, or threat of sexual assault. Sexual harassment includes unwelcome sexual flirtations, advances or propositions, requests for sexual favors, verbal abuse of a sexual nature, subtle pressure or request for sexual activities, unnecessary touching of an individual, graphic verbal commentaries about an individual's body, sexually degrading words used to describe an individual, a display in the school of sexually suggestive objects or pictures, sexually explicit or offensive jokes, physical assault, and other verbal, visual, or physical conduct of a sexual nature.

No student, applicant, faculty member or other employee of the College shall: (a) sexually assault any student or applicant; or (b) threaten or insinuate, either explicitly or implicitly that a student's or applicant's refusal to submit to sexual advances will adversely affect that person's application, enrollment, grades, studies, or educational experience at CDC. Similarly, no faculty member or other employee of the College shall promise, imply or grant any preferential treatment in connection with any student or applicant with the intent of rewarding for or engaging in sexual conduct.

Any student, applicant, faculty member or other employee of the College who feels that he or she is a victim of sexual assault or harassment (including, but not limited to, any of the conduct listed above) by any student, applicant, faculty member, or other CDC employee, or visitor or invitee of the school, in connection with the educational experience offered by the College, should bring the matter to the immediate attention of the Dean at the telephone number specified in the *General Catalog*. A student, applicant, faculty member or other employee of the College who is uncomfortable for any reason in bringing such a matter to the attention of the Dean, or who is not satisfied after bringing the matter to the attention of the Dean, should report the matter to the President of the College. Any questions about this policy or potential sexual assault or harassment should also be brought to the attention of the same persons.

CDC encourages students, applicants, faculty members or its employees to promptly and accurately report all sexual assaults occurring at any of the school's facilities to the Dean and the appropriate police agencies. Upon the request of a sexual assault complainant, the College personnel will: (a) transport the complainant to the hospital or contact emergency personnel on behalf of the complainant; (b) refer the complainant to a counseling center or an agency that can make such referral; and (c) notify the police on behalf of the complainant if this has not been reported previously.

The office of the Dean will promptly investigate all allegations of sexual assault and harassment in as confidential a manner as it deems reasonably possible and take appropriate

corrective action if warranted. CDC will inform the complainant of the results of the school's investigation. Sexual assault complainants may, in their sole discretion, pursue their own remedies against the alleged perpetrator, whether civilly and/or criminally. The College will assist any student with academic difficulties arising as a direct result of a sexual assault on the student by any CDC student, applicant, faculty member or employee occurring on Campus.

Students who are unable to receive a satisfactory resolution of their complaints may contact one or both of the following organizations. Bureau for Private Postsecondary Education (BPPE), the State of California, Physical Address: 2535 Capitol Oaks Drive, Suite 400, Sacramento California, 95833. Tel: (916) 431-6959. Fax: (916) 263-1897.

STUDENT RESPONSIBILITIES

Conduct

The following regulations apply to any person who is enrolled as a California Dental College (CDC) student. These rules are not to be interpreted as all-inclusive of situations in which discipline will be invoked. These rules are illustrative, and the College reserves the right to take disciplinary action in appropriate circumstances not set out in this catalog. ***The College reserves the right to exclude at any time students whose conduct is deemed undesirable or prejudicial to the College community's best interest.***

The disciplinary procedure described herein affords procedural fairness to the accused student and flexibility to the administration to sanctions based on the individual circumstances of each case. Students accused of improper conduct shall be given adequate notice of the charges and an opportunity to respond to the charges made against them. Where a student is disciplined for improper conduct, the student may submit a grievance with regard to the decision in accordance with the College's Grievance Policy, which can be obtained from the Dean's Office. While disciplinary action against a student is pending, the student poses a significant threat to the College community. The disciplinary action taken may be reflected in the student's permanent record, as part of the disciplinary punishment. Behavior resulting in disciplinary action may involve, but is not limited to, one or a combination of those listed below:

- Dishonesty in any form, including plagiarism, illegal copying of software, and knowingly furnishing false information to the College
- Forgery, alteration, or misuse of College documents, records, or identification.
- Failure to comply with written or verbal directives of duly authorized College officials who are acting in the performance of assigned duties.
- Interference with the academic or administrative processes of the College or any of its approved activities.
- Theft or damage to property.
- Violation of civil or criminal codes of local, state, or federal governments.
- Unauthorized use of or entry into College facilities.
- Violation of any state policies or regulations governing student relationship to the College.

The disciplinary procedure described herein affords procedural fairness to the accused student and flexibility to the administration to sanctions based on the individual circumstances of each case. Students accused of improper conduct shall be given adequate notice of the charges and an opportunity to present their case to an impartial appeals committee. Written notice of the specific charge(s) made against a student shall be given at least ten days before the student is to appear before the committee. While disciplinary action against a student is pending, the student's status does not change unless it is found that the student poses a significant threat to the College community. Hearings are private. The accused student is afforded the opportunity to rebut all charges. The College establishes the charges by a preponderance of the evidence. The student has the right to appeal the disciplinary action to the Academic Dean, but only on the grounds that fair procedure was not followed by the committee or that the evidence in the record does not justify the decision or the sanction. A record will be kept of the disciplinary action taken, and the basis for this decision. The disciplinary action taken may be reflected in the student's permanent record, as part of the disciplinary punishment. Disciplinary action invoked by the committee may involve, but is not limited to, one or a combination of the alternatives listed below:

Dismissal: Separation of the student from the College on a permanent basis.

Suspension: Separation of the student from the College for a specified length of time.

Probation: Status of the student indicating that the relationship with the College is tenuous and that the student's record will be reviewed periodically to determine suitability to remain enrolled. Specific limitations and restrictions on the student's privileges may accompany probation.

College policy stipulates that a student dismissed from either the college or a course will not receive a refund of tuition or other fees. Students dismissed from the College for disciplinary reasons must exclude themselves from College classes, activities, facilities, and buildings. Any exception must be approved by the President.

Students found culpable of any of the foregoing violations will be subject to disciplinary action. A student who is dismissed may reapply for admission after two quarter's leave.

Students who have not fulfilled their financial obligation to the college are in violation of the college contract. Students may be denied the right to graduate, take examinations, receive degrees, and obtain or request transcripts of their grades.

Student Obligations

For students to remain in good standing at the College, they must:

1. Maintain academic standards, attend classes, and meet all financial obligations.
2. Be courteous and respectful in dealing with faculty, administrators, and fellow students.
3. Adhere to the federal, state, and municipal laws of the U.S., as well as to the rules and policies of the College.

Cheating and Plagiarism Policies

Cheating: The act of obtaining or attempting to obtain credit for work by use of dishonest, deceptive, or fraudulent means.

Plagiarism: The act of taking ideas, words, or specific substances of another and offering them as one's own.

One or more of the following actions are available to any faculty member who suspects a student of cheating or plagiarizing. The choice of action taken is guided by the extent to which the faculty member considers the cheating or plagiarism reflective of the student's lack of scholarship or lack of academic performance in the course.

- Review-no action.
- Oral reprimand with emphasis on counseling aimed at preventing further occurrences.
- Requirement that the work be repeated.
- Assignment of a F grade for the specific work in question.
- Assignment of a F grade for the course.
- Referral to the Academic Dean and/or the appropriate committee.

Students accused of cheating or plagiarism are entitled to and may petition for due process.

Drug, Alcohol, and Tobacco Policies

CDC strongly supports the goals of "Drug-Free Schools and Campuses" and a "Drug-Free Workplace." It is CDC's policy that no person shall manufacture, distribute, possess, or use illegal drugs, a controlled substance, on its premises or as a part of any of its activities. A controlled substance includes, but is not limited to, marijuana, cocaine, cocaine derivatives, heroin, "crack," amphetamines, barbiturates, LSD, PCP, and substances typically known as "Designer Drugs" such as "ecstasy" or "eve." Possession of paraphernalia associated with the illegal use, possession, or manufacture of a controlled substance is also prohibited. The President has designated the Academic Dean to act in all matters pertaining to the enforcement of this policy with regard to students and faculty and the President to act in all matters pertaining to this policy in regard to staff. Whenever possible or reasonable College personnel will counsel offenders and make available sources of rehabilitative services. At the discretion of the administration, the College may impose the following sanctions:

1. A warning to the student, staff member, or faculty member.
2. Administrative suspension of the student or suspension of employment of the staff or faculty member.
3. Administrative dismissal of the student or termination of employment of the staff or faculty member.

College policies concerning the possession and consumption of alcoholic beverages do not contravene federal, state, or municipal law. Gatherings on College premises or as part of College activities, at which alcoholic beverages are to be served, must receive prior approval from the President.

It is the policy of CDC that smoking is prohibited in all College facilities. At the discretion of the administration, outside areas may be set aside within the College facilities to

accommodate students, staff members, and faculty who smoke. Violations of the smoking policy may result in suspension or termination of academic status or employment.

Academic Discipline

Re-admission of dismissed students can be granted only after they file a petition with the Academic Dean and have been on leave for two quarters. Students re-admitted after dismissals are placed on academic probation for the immediate quarter following re-admission.

Refer to Standards of Satisfactory Progress Policies in Section Two, for other conditions which apply to students.

Non-Academic Discipline

Students not conforming to College standards are subject to probation, suspension, or dismissal from the College. Faculty members may initiate proceedings through the Academic Dean, who will refer the matter to the President for a final decision.

Students who feel they have been treated unfairly may petition a grievance review through the Academic Dean.

Faculty members encountering unruly and unmannerly conduct in class will report such instances to the appropriate director or Academic Dean for appropriate action.

Examples of unacceptable conduct requiring non-academic disciplinary action are as follows:

- Lighting a fire on campus
- Possessing or displaying a weapon
- Defacing College property
- Use of obscene language
- Insolence or insubordination toward faculty, administrative personnel or any College employee
- Unauthorized possession of College property
- Cheating, or otherwise duplicating the work of another student
- Excessive absence from class
- Intoxication or being under the influence of a controlled substance
- Hazing, humiliating, or intimidating other individuals
- Offering bribes for special favors from faculty

Students found culpable of any of the foregoing violations will be subject to disciplinary action. A student who is dismissed may reapply for admission after two quarter's leave.

Students who have not fulfilled their financial obligation to the College are in violation of the College contract. Said students may be denied the right to graduate, take examinations, receive degrees, and obtain or request for transmission transcripts of their grades.

STUDENT SERVICES

STUDENT SERVICES

Student services is committed to working closely with students by providing personalized attention and professional services. It seeks to develop a campus climate that brings together students, staff, faculty and the community. It facilitates and supports various activities to assist students in making a successful transition to the College Community and to prepare them for life after graduation.

New Student Orientation

Orientation is held at the beginning of each quarter for new students and is designed to familiarize them with campus facilities, policies and procedures, financial aid, faculty, administrators, and staff.

Guidance Services

California Dental College offers guidance services to every student. The staff and faculty are anxious to assist student in working out solutions to problems they may experience on the path of their education.

Career Development Service

California Dental College offers career development services to all graduates. Our school is operated in Perfect Dental Laboratory that adjoined in a commercial dental laboratory on the premises. Students are well-prepared for the jobs we recommend them for, having had hands-on experience in a working laboratory along with having many various actual models to show prospective employers. The students can earn academic credits for their work in the lab. The college has extensive contacts in the dental field throughout the country and, consequently, California Dental College has an outstanding record of having placed graduates in excellent job throughout the years.

Internship & Clinical Experience

The final phase of study is spent in non-compensated internship or clinical experience. Students will be placed in facilities to continue their training under the supervision of clinical or office professionals. During internship, students are expected to perform in a professional manner and to assist the professional. The internship facility will submit evaluations of the student's performance based upon the standards set by the institute. Students must satisfactorily complete the internship to graduate.

Housing Services

At this time our college is non-residential and, consequently, the full responsibility for providing housing is borne by the students. We provide students with assistance in finding off-campus living accommodations that meet their individual needs and financial resources. Many different arrangements are available. The Wilshire District has heavy concentrations of apartment buildings as well hotels to fit any budget.

Extra Curricular Activities

The College provides table tennis and a student lounge which houses vending machines, and television. Every quarter the College hosts a luncheon for students, faculty, and staff to welcome new students and as a reunion for returning students. Commencement activities are a highlight for students, faculty, and staff who enjoy a gala luncheon following the ceremonies.

STUDENT GOVERNMENT

All students are urged to participate in California Dental College's student government. This organization is recognized by the faculty and administration as important to the student's education and cultural experience. Through their participation, students can provide information that assists both the faculty and administration in strengthening the academic program and improving the collegiate life at CDC.

FACILITIES

The California Dental college facility consists of classroom, laboratories, student lounges, administrative offices, and work area. The college is convenient to both private and public transportation and is located in the heart of downtown Los Angeles. Each program is taught in specially built, well-equipped classrooms and laboratories. The facility it occupies and the equipment it uses comply with all federal, state, and local ordinances and regulations, including those related to fire safety, building safety and health. California Dental College is proud of its carefully selected staff and faculty members who bring varied educational and work experiences from their specialties.

Library

California Dental College (CDC) maintains a library on the premises of reference and other books relevant to the fields of study offered here. The library supports and enriches the curricula of CDC. The library maintains a collection devoted to a variety of books, reference materials, and more and is available to all students of the college with a simple sign-out procedure. It is open from 9:00 a.m. to 6:00 p.m. daily and closed on Saturday and Sunday.

Computer Laboratory

The computer laboratory help students write, rewrite, edit, and debug computer programs. It is equipped with a variety of computers and printers. The computers are connected to one file server using a network operating system. Wireless Internet access is available for notebook computer users. It is open from 9:00 a.m. to 6:00 p.m. daily and closed on Saturday and Sunday.

School of Dentistry

DENTAL TECHNICIAN

EDUCATIONAL OBJECTIVE

The objective of this program is to prepare the student to work as an independent dental technician, with proficiency in all aspects of dental technology, directly with dentists' offices and meeting the demand of both dentists and patients. Highly skilled dental technicians are vital to enable dentists to properly treat their patients. Graduates of the course will be qualified to secure positions in dental offices and dental laboratories.

PROFESSIONAL DUTIES

The graduates of this program are prepared for work in private or group dental practices, dental laboratories, and dental supply companies. Duties may include waxing, plastering, making dentures, or completing porcelain ceramics.

EDUCATIONAL PROGRAM-1000 HOURS

<u>Course</u>		<u>Clock hours</u>
<u>Number</u>	<u>Course Title</u>	<u>Lecture + Lab</u>
DT 101	Orientation & Tooth Morphology	10 + 40
DT 102	Tooth Carving	20 + 180
DT 103	Model Work	10 + 40
DT 201	Waxing, Casting, & Polishing	20 + 180
DT 202	Framework for Porcelain	10 + 40
DT 203	Porcelain Build-up	20 + 130
DT 301	Porcelain Shaping	20 + 130
DT 302	Porcelain Finishing & Internship	20 + 130

On completion of all classroom training, students must participate in a 40 hours internship. Interns work under the direct supervision of qualified personnel and under general supervision of College staff. Students must complete this unpaid internship to graduate. Our school connects with following dental labs for the internship as well as the training.

- Glidewell Laboratories, New Port Beach
- Mr.Crwon Dental Laboratories, Santa Ana
- Benjamin Dental Laboratories, Buena Park
- Perfect Dental Laboratories, Los Angeles

OCCUPATIONAL OUTCOMES

Dental Technicians

Occupations:

- Plaster Manager
- Waxer
- Porcelain Ceramist
- Inventory Supply Clerk
- Delivery Personnel
- Dental Laboratory Manager
- Dental Laboratory Assistant Manager
- Dental Laboratory Secretary
- Dental Laboratory Receptionist
- Laboratory Field Representative
- Dental Supply Salesperson
- Dental Technician
- Assistant Dental Technician
- Billing Clerk

COURSE DESCRIPTIONS

DT 101 Orientation & Tooth Morphology

Students learn to fabricate teeth in order to full out dentist's prescriptions for carious situations. The Forms of different human teeth are introduced. Focus is on the shapes, sizes, contours, and functions of the human tooth.

DT 102 Tooth Carving

In this course, students learn to carve a block of was to match human teeth. Hands-on work is emphasized. The carving skills enable students to understand the shape, size, and contours of the teeth. Students are required to repeat carving of the same teeth until they are able to reproduce a certain tooth by memory.

DT 103 Model Works

Students become familiar with pouring impressions comprised of 3 types of powdery stones in order to make models. Every student has his own models to practice on in class. Students learn to pour models without bubbles, use pindex, i.e., pinning on the model, cut dies, trim dies, and mount articulators after registering the upper and lower arches in their proper positions.

DT 201 Waxing, Casting, & Polishing

In this course students learn how to wax the dies to make artificial teeth and finish with polishing instruments and shining compounds for gold crowns.

DT 202 Frame Work for Porcelain

Emphasis is placed on framework for a crown or bridge to restore a vital tooth that is necessary to support the porcelain. Students learn to design the frame in a manner that produces perfect results both functionally and aesthetically.

DT 203 Porcelain Build-Up

Students learn to build up powdery porcelain in shape of a particular tooth, baking it in the special furnace that is solely designed for dental work. Emphasis is placed on the technique of building up porcelain without cracking, or bubbling after the baking procedure.

DT 301 Porcelain Shaping

In this course, emphasis is placed on utilizing knowledge of tooth forms and functions, as well as the appearance of a patient's face. Students learn to shape smooth, natural-looking artificial crowns.

DT 302 Porcelain Finishing

In this course, students learn to glaze after proper shaping of porcelain work, as well as to polish the metal collar on lingual, occlusal, or metal margins, and clean inside of the crown as a final phase. Students also learn to use all types of rubber wheels, points, and compounds in order to shine a crown to the maximum extent.

TUITION AND FEES

<u>Program</u>	<u>Registration Fee</u>	<u>Equipment & Instruments</u>	<u>Tuition</u>	<u>Total</u>
Dental Technician	\$50	\$300	\$6,900	\$7,250

School of Language

I. E.S.L. (English as Second Language) Program

II. TOEFL Program

EDUCATIONAL OBJECTIVE

The educational objective of the school is to provide a high quality educational experience to each enrolled student. The goal of our English language training program is to have each of our students acquire reading, writing, listening and speaking skills in English and, in the future to provide vocational training programs.

Type of Training:

We provide focused and intensive English language training to assist our students in acquiring English language proficiency. At this time, our program is selected to train students in English as a Second Language.

Student Population:

The school program is open to everyone who would like to receive our English as a Second Language training programs.

Expected Outcomes for Graduates:

The expectation is that each graduate will be able to acquire knowledge and skills to build English Language Skills.

I. ESL Program Overview

■ INTENSIVE ENGLISH PROGRAM (IEP)

The California Dental College, ESL Program is a full-time, year-round study. It provide an intensive program of language training that stresses academic skills and college preparation for students from all around the world. It is primarily designed to give students the language and academic skills necessary for successful college study in the United States. The ESL Program prepares students to enroll in and successfully complete a college degree program. The ESL Program focuses on the academic skills encountered in college classrooms, as well as adjustment to and understanding of U.S. culture.

The 20 hour per week program includes courses in reading and writing, oral communication skills, listening and speaking, grammar, and (at the higher levels) elective courses such as cross-cultural communication or pronunciation.

■ ESL PROGRAM ADMISSION AND PLACEMENT

To be admitted, prospective students must be at least 18 years of age. The ESL Program is designed for students who:

- (1) have completed a high school diploma or its equivalent in their home country or the U.S.
- (2) are preparing to enter a U.S. university;
- (3) have no TOEFL score or whose TOEFL score falls below 500.
- (4) Additionally, Resident Alien students (holders of "green cards"), who have completed high school in a language other than English, may also be admitted into the ESL Program.

Students accepted into the ESL Program are tested for placement in one of three levels: beginning, intermediate and advanced. The ESL Placement Examination is administered on or before the first day of class. The ESL Placement Examination is available in the California Dental College.

■ ADMISSION REQUIREMENT FOR ESL PROGRAM

Application for Admission Form
High School Diploma or its equivalent
One Reference Letter
Declaration of Financial Support
Enrollment Agreement
Placement Test Result

■ PROGRAM COMPLETION AND CALIFORNIA DENTAL LANGUAGE GRADUATE PROGRAM

Students who completed advanced ESL Program by earning a "C" grade or above may enroll in graduate program at California Dental College.

■ **ESL COURSE LENGTH**

The ESL program is divided into 6 separate levels.
Each level is 160 clock hours long.

■ **ESL CLASS SCHEDULE**

Full Time Day Class 9 AM ~ 1 PM (Mon. ~ Friday)
Full Time Evening Class 6 ~ 10 PM (Mon. ~ Friday)

■ **ESL CURRICULUM**

The English as a Second Language Program at California Dental College Language Center provides academic English for international students entering the University. Students attend classes daily for a total of 20 classroom hours per week.

Students also have daily home assignments, weekly assigned work in the computer lab, daily practice in conversation skills, and occasional outings in the community.

Six courses at each level cover the following areas: reading, writing, speaking, listening, grammar, and American culture. Each course is offered at three levels: Beginning, Intermediate and Advanced.

■ **PROGRAM OUTLINE**

<u>Quarter</u> <u>(Course No/Title)</u>	<u>Lecture</u> <u>Credit Hrs</u>	<u>Discussion</u> <u>Credit Hrs</u>	<u>Ext/Int</u> <u>Credit Hrs</u>	<u>Total</u> <u>Credit Hrs</u>
ESL-101, level I	2	2	0	4
ESL-102, level II	2	2	0	4
ESL-103, level III	2	2	0	4
ESL-104, level IV	2	2	0	4
ESL-105, level V	2	2	0	4
ESL-106, level VI	2	2	0	4

**Number of Weeks*

<u>Level</u>	<u>*Morning</u> <u>Classes</u>	<u>Aft./Eve.</u> <u>Classes</u>	<u>Course</u> <u>Number</u>	<u>Credit</u> <u>Hours</u>	<u>Clock</u> <u>Hours</u>
I	8	8	ESL-101	4	160
II	8	8	ESL-102	4	160
III	8	8	ESL-103	4	160
IV	8	8	ESL-104	4	160
V	8	8	ESL-105	4	160
VI	8	8	ESL-106	4	160

** This is a 960 clock hour program of training.*

Morning and evening classes are held four hours each day for five days each week. Each level of instruction includes 20 hours of training each week. Each level is 8 weeks in length for a total of 160 hours per level training.

■ ESL COURSE DESCRIPTIONS

ESL-101 LEVEL 1 4 Credit Hours 160 Clock Hours

Students will demonstrate the ability to speak, read, write, and comprehend the present and future substitute tenses. Students will be able to read and comprehend short idiomatic expressions, definite and indefinite articles, adjectives, nouns, personal and relative pronouns. Students will also demonstrate the ability to count, tell time, recognize days of the week, months of the year and dates: and be able to describe in oral and written work what their position and job descriptions.

ESI-102 LEVEL 2 4 Credit Hours 160 Clock Hours

Students will demonstrate the ability to read, write, speak, and comprehend English in the simple present, simple past, future, future substitute, and present progressive verb tenses. Students will also be able to read and understand short written passages in the same verb tenses. Students will also be able to write grammatically correct and properly spelled and punctuated sentences in the above tenses. Work includes appropriate word banks that relate to the students' jobs; further work continues on oral and written as regards to job descriptions and job duties.

ESI-103 LEVEL 3 4 Credit Hours 160 Clock Hours

Students will demonstrate the ability to speak, read, write, and comprehend verbs used in the five tenses introduced in Levels 1 and 2. Students will learn to use personal, relative, and object pronouns; comparative adjectives; verbs followed by infinitives. Students will be able to read, speak, and comprehend idiomatic expressions with: do, make, and take, and also common American work-place expressions using the structures listed above. Further written and aural work continues with word-banks, job descriptions, job duties, promotions, inter-office communications.

ESI-104 LEVEL 4 4 Credit Hours 160 Clock Hours

Student will demonstrate the ability to speak, read, write, and comprehend verbs used in the five taught at this level: simple present, future substitute, past, future, present progressive, present perfect, and conditional. Students will also learn how to use connectives, tense sequences, auxiliary verbs, gerunds, object gerunds, punctuation rules, grammar rules, idioms, and expressions. Students learn vocabulary and expressions that relate to looking for and finding a job, registering for classes, and writing memos.

ESI-105 LEVEL 5 4 Credit Hours 160 Clock Hours

Student will demonstrate the ability to speak, read, write, and comprehend compound sentences using simple present and future tenses in sequence, and the past continuous tense in sequence with the simple past. Students will be introduced to and learn to apply noun clauses, and rules that apply to spelling, phonics, and capitalization. Student will demonstrate the ability to speak, read, write, and comprehend idioms and expressions appropriate to this level and their job description, including those used in matters relating to banking, traffic tickets, credit, renting an

apartment, the post office, and filing a complaint. Students will also learn writing techniques for creating grammatically correct, well-constructed sentences and paragraphs.

ESI-106 LEVEL 6 4 Credit Hours 160 Clock Hours

Students will speak, read, write, and comprehend all verb tenses introduced thus far in addition to: present perfect progressive, future perfect, and conditional perfect tenses. Students will also become proficient in prefixes, suffixes, Latin roots, synonyms, antonyms, homonyms, homophones, and homographs. Student will also be able to recognize and use cultural protocol, and cultural physical geography regarding the United States. Students will be able to construct grammatically correct paragraphs and business and personal letters. Advanced business communications are also part of this advanced level.

■ **TUITION COSTS**

Tuition: \$ 800.00 per level

Total of all 6 levels: \$4,800.00

Registrations Fee: \$50.00

II. TOEFL Program

1. WELCOME TO CALIFORNIA DENTAL COLLEGE: TOEFL PREPARATION COURSE

Congratulations on taking your first step towards admission to the University of your Choice. You are now ready to prepare yourself for a great advancement in your career. As you know, admission to top business schools is highly competitive; therefore, you must put a lot of work into preparation for the TOEFL.

Our mission is clear and simple: We are here to provide you with the best possible preparation for the TOEFL. Our course will enable you to score your very best on the test!

2. ABOUT CALIFORNIA DENTAL COLLEGE: TOEFL PREPARATION COURSE

California Dental College: TOEFL Preparation Course, founded in 2007 is a multi-national educational services firm, focusing on TOEFL Preparation, as well as Admissions Consulting, and Career Training.

Our TOEFL Courses & Services

- Crash Courses (Major International Cities; 18 hours per week (5days))
- Intensive Courses (28 Hours 1-week for 8 weeks)
- Private Tutoring (Selected Locations)

3. OVERVIEW OF TOEFL PREPARATION

Preparation for the TOEFL requires an investment of time. In our course, we will help you manage your preparation time and supply you with the essential tools necessary to achieve a high score on the exam.

There is no doubt that a high TOEFL Score will greatly increase your chances of attaining admission to the university of your choice.

Originally, our course was targeted exclusively at candidates who had to obtain extremely high scores, because their desired programs were so competitive. Experience has shown, however, that after taking our course even candidates who did not plan to apply to a highly selective program achieved scores well beyond their expectations.

Below you will find a tentative class schedule and a detailed description of the topics covered in the course.

At the end of this document, you will also find answers to frequently asked questions about our course. If you still have any questions after reading this document, please do not hesitate to call us or write us an email.

4. COURSE MATERIALS

The Barron's TOEFL iBT textbooks are designed for TOEFL test takers at all levels to improve their English language skills within a short time period. It provides a well-structured overlay of the basics of the English language. Within the pages of this book the reader will find clear and concise study instructions for the TOEFL iBT and an expansive range of grammar, writing and reading tips. Not only is the guide great for TOEFL test-takers, it also is an excellent resource for any student of the English language who is looking to master his or her linguistic skills. The books' contents cover the following key features:

- *Guidelines for Effective Reading and Writing Strategies*
- *Superior Listening Techniques*
- *An In-depth Look at the TOEFL iBT Test Itself including Essential Tips*
- *A Meticulous Examination of Prepositions*
- *An Extensive Grammar Review*
- *American vs. British Usage of English*
- *Trusted strategies in Accent Reduction*
- *A Comprehensive and Pragmatic Vocabulary List with Ascending Levels of Difficulty*

**Native Korean speakers can use a different book called Hackers: iBT TOEFL, which is in both Korean and English.*

5. TOEFL SNAPSHOT

TOEFL Overview

There are 4 Sections in the TOEFL iBT:

Reading, Listening, Speaking, and Writing

Total test time: about 4.0 hours

Please note:

- TOEFL iBT is not computer adaptive. Each test taker receives the same range of questions.
- Test takers can take notes throughout the entire test. At the end of testing, all notes are collected and destroyed at the test center.
- For the Speaking section, test takers speak into a microphone, and their responses are digitally recorded sent to the ETS Online Scoring Network.
- For the Writing section, test takers must type their responses, which are sent to the ETS Online Scoring Network.
- Human raters, trained and certified by ETS, rate the Speaking and Writing responses.

Scores & Fees

TOEFL iBT provides five scores: four sections scores for Reading, Listening, Writing, and Speaking and a total score. Each section is on a 0-30 scale. The total score is the sum of the four section scores. The range of total scores could be anywhere from 0-120. It is valid for *two years*.

Each section of the TOEFL differs slightly in its scoring method. Speaking and writing sections are done by individual graders not computers.

Each response on **speaking** section is given a score of 0 to 4, with 4 being the highest score, and scored according to how well you addressed the question, used the language, clearly and intelligibly expressed your answer, and how well you developed your response. That cumulative score is scaled from 0 to 30.

Each **writing** response is graded by two individuals and given a score of 0 to 5, with 5 being the highest score. If those graders offer scores that differ by 2 or more points a third grader then decides the score. That cumulative score is also scaled from 0 to 30. The end score report should be available online 15 days after the test. It will provide not only your overall score, but the scores you received on each section. You may take the TOEFL iBT test only once in any seven-day period, even if you took the test and canceled your scores.

The normal fee to take the TOEFL test is US\$110. However, it varies based on country. To register for your test, please visit www.ets.org/toefl. Below is a schedule of representative fees. If you cancel your registration by the deadline, you will receive a refund equivalent to half of the original test fee.

Percentile Ranks for TOEFL iBT Scores (Source: ETS)

Percentile Rank	Reading Score	Listening Score	Speaking Score	Writing Score	Total Score
99	29	29	29	29	116
95	28	28	28	28	112
90	27	27	27	27	108
85	26	26	26	26	104
50	22	22	22	22	88

Format of iBT TOEFL

Topic	TOEFL iBT
Reading	Question Type: 3–5 passages (About 700 words each), 12–14 questions each; Total No. of Questions: About 50 Total Time: 60–100 minutes
Listening	a) 4–6 lectures (3–5 minutes long, about 500–800 words), 6 questions each; 30 questions in total b) 2–3 conversations (about 3 minutes long, about 12–25 exchanges), 5 questions each; 12 questions in total Total No. of Questions: 40+ Total Time: 60–90 minutes
Speaking	a) 2 independent tasks (prep time: 15 sec; response time: 45 sec) b) 2 integrated tasks – Read/Listen/Speak (prep time: 30 sec; response time: 60 sec) c) 2 integrated tasks – Listen/Speak (prep time: 20 sec; response time: 60 sec) Total No. of Questions: 6 Total Time: 20 minutes
Writing	a) 1 integrated task – Read/Listen/Write (20 minutes) (reading time: 3 min; listening time: 2 min; writing: 15 min) b) 1 independent task (30 minutes) Total No. of Questions: 2 Total Time: 50 minutes
Time	Approx. 4.0 hours
Summary	Addition of speaking section and expansion of writing section requires students to communicate in original English. New integrated-skills questions test ability to learn, to integrate information across multiple tests; They are more difficult and more reflective of actual academic English

6. TOPICS COVERED IN THE READING REVIEW

In this section you will read 3-5 passages and answer 12-14 questions about each passage. The section is scored based on the number of correct reading comprehension responses.

Reading Purposes

- a. **To locate information with speed and accuracy**, such as skimming the text for key facts and important information
- b. **To demonstrate basic comprehension**, such as understanding the main idea, key points, passage structure, passage purpose, important facts and details, vocabulary in context, and pronoun references
- c. **To learn from reading**, such as understanding various relationships between ideas (e.g., compare-and-contrast, cause-and-effect, agree-disagree, or steps in a process) and tracing the development of ideas throughout the passage
- d. **To make inferences** about an author's opinion and what is implied in a passage

Reading Section Format

- Length of Passage: Approximately 700 words
- Number of Passages: 3–5 passages
- Questions: 12–14 questions per passage
- Total Time: 60–100 minutes and Avg. Time per Question: 1.5 min
- When Questions will appear: After test takers finish reading through or scroll to the end of the passage
- Screen/Test Details:
 - a) Test takers can view the entire passage while answering.
 - b) They can also review all the previous Reading questions and answers and even fill out the missed answers.
 - c) They can now click on some special purpose words and phrases in the reading passages to view a definition or explanation.

Below is a detailed outline of key topics to be covered in class.

TOEFL GRAMMAR REVIEW

2.1 Noun	2.6 Preposition
2.1.1 Common and Proper Nouns	2.6.1 Preposition Types
2.1.2 Singular and Plural Nouns	2.6.2 Prepositions Frequently Misused
2.1.3 Countable and Uncountable Nouns	2.6.3 Idioms with Prepositions
2.1.4 Collective Nouns	2.7 Verb
2.2 Pronoun	2.7.1 Transitive and Intransitive Verbs
2.2.1 Pronoun Types	2.7.2 Active and Passive Voices
2.2.2 Nominative and Objective Cases	2.7.3 Major Tenses
2.2.3 Possessive Forms	2.7.4 Indicative, Imperative and Subjunctive Moods
2.2.4 Agreement & Reference	2.7.5 Participle
2.3 Adjective	2.7.5.1 Present Participle
2.4 Adverb	2.7.5.2 Past Participle
2.4.1 Adverbial Forms	2.7.5.3 Special Situations
2.4.2 Adverbial Positions	2.7.6 Gerund & Infinitive
2.5 Adverb vs. Adjective	2.8 Conjunction
2.5.1 Position and Meaning	2.9 Helpful Topics
2.5.2 Adverb and Adjective	2.9.1 Punctuation
2.5.3 Adjective Only	2.9.2 List of Irregular Verbs
	2.9.3 Words Frequently Confused
	2.9.4 American vs. British Usage
	2.9.5 Standard vs. Non-standard Usage

TOEFL Reading – Foundational Skills

<p>Vocabulary and Reference</p> <ul style="list-style-type: none"> - Understanding Vocabulary from Context - Recognize Referents <p>Sentences</p> <ul style="list-style-type: none"> - Simplify Meanings of Sentences - Insert Sentences Into the Passage - Find Factual Information - Understand Negative Facts 	<p>Inferences</p> <ul style="list-style-type: none"> - Make Inferences from Stated Facts - Infer Rhetorical Purpose <p>Reading to Learn</p> <ul style="list-style-type: none"> - Select Summary Information - Complete Schematic Tables
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TOEFL Reading – Test-Taking Skills

<p>5.1 Section Overview</p> <p>5.1.1 Reading Purposes</p> <p>5.1.2 Reading Section Format</p> <p>5.1.3 Passage Types</p> <p>5.1.4 Question Types by Format</p> <p>5.1.5 Question Types by Content & Strategy</p> <p>5.2 How to Read</p> <p>5.2.1 Focus on the Main Idea</p> <p>5.2.2 Scan the question and answers</p> <p>5.2.3 Find Key Information</p> <p>5.2.4 Identify Keyword Signals and Locate Specifics</p>	<p>5.3 How to Tackle</p> <p>5.3.1 Paraphrase Internally</p> <p>5.3.2 Do not be over-concerned with technical language</p> <p>5.3.3 Consider answers to the generic question types</p> <p>5.3.4 Effective Note-Taking</p> <p>5.3.5 Use the Process of Elimination</p> <p>5.3.6 Look up the information asked</p> <p>5.3.7 Watch out for Negation questions</p> <p>5.4 General Guidelines</p> <p>5.5 Special Advice</p>
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7. TOPICS COVERED IN THE LISTENING REVIEW

You will listen to 4-6 recorded academic lectures (6 questions each) and 2-3 recorded conversations (5 questions each). Then you will answer questions regarding the information you hear. The more correct responses you give, the higher your score will be.

Listening Purposes

- To demonstrate basic comprehension**, such as understanding the main idea, key points, structure, purpose, conclusion, important facts and relevant details
- To learn from listening**, such as understanding various relationships between ideas (e.g., compare-and contrast, cause-and-effect, agree-disagree, or steps in a process) and tracing the development of ideas or events throughout the recordings. Note any digression during the talk and any side comments.
- To make inferences** about an author's opinion and what is implied in a recording.

Listening Section Format

- **Length of Lecture:** 3–5 minutes long each, about 500–800 words
- **Number of Lectures:** 4–6 lectures
- **Questions:** 6 questions per lecture; 24-36 questions in total
- **Length of Conversation:** about 3 minutes long; about 12–25 exchanges each
- **Number of Conversations:** 2–3 conversations
- **Questions:** 5 questions per conversation; 10-15 questions in total
- **Total Time:** 60–90 minutes
- **Avg. Time per Question:** About 1 min
- **When Questions will appear:** After listening material is finished playing
- **Screen/Test Details:**

- a) Pictures on the screen can help test takers image the setting and the role of the speakers
- b) Test takers will see and hear each question before seeing the answers
- c) Note taking is allowed. After testing, notes are collected and shredded before the test taker leaves the test center.
- d) In some questions a portion of the lecture or conversation is replayed so the test taker does not need to rely on memory of what was said.

TOEFL Listening – Foundational Skills

Basic Comprehension

- Understand the Gist
- Understand the Details

Pragmatic Understanding

- Understanding the Function
- Understand the Speaker’s Stance

Connecting Information

- Understand the Organization
- Understand Relationships

TOEFL Listening – Test-Taking Strategies

6.1 Section Overview

6.2 How to Tackle

6.2.1 Basic Approaches - Locating the Main Idea or Purpose

6.2.2 Basic Approaches - Structure

6.2.3 Basic Approaches – Tone

6.2.4 Basic Approaches – Transitions

8. TOPICS COVERED IN THE SPEAKING REVIEW

For you to earn the highest scores in the Speaking Section, your responses must fulfill the demands of the task given with only minor mistakes or lapses. The test graders are looking for a highly intelligible and sustained conversation. There are three main factors that comprise scoring for the Speaking Section.

Speaking Purposes

- a. **Information Processing** – You need to be able to synthesize and summarize what you have read in your textbooks and heard in and outside of the class.
- b. **Viewpoint Formation** – In some of the speaking tasks, you need to form your own opinion in response to the information you have processed.
- c. **Delivery** - Your speech should be clear and have a well-paced flow with only minor lapses in pronunciation or intonation patterns.
- d. **Language Use** - Your responses should demonstrate effective use of grammar and vocabulary.
- e. **Topic Development** - Your responses should be sustained and sufficient for the task. They should be coherent and well developed with details and examples. A clear progression of ideas is also necessary for a high score.

Speaking Section Format

- **Length of Task:** 1-4 minutes long each
- **Number of Tasks:** 6
- **Questions:** 1 question per task; 6 questions in total
- **Total Time:** 20 minutes
- **Avg. Time per Question:** 45-60 seconds for the speaking part of each question
- **When Questions will appear:** After the test taker is done with reading and listening material
- **Screen/Test Details:**
 - a) Pictures on the screen can help test takers imagine the setting and the role of the speakers and sometimes give hints or ‘key words’ related to the topics that will be covered.
 - b) Test takers will see and hear each question.
 - c) Note taking is allowed. After the test, notes are collected and shredded before the test taker leaves the test center.

TOEFL Speaking – Foundational Skills

<p>Independent Tasks</p> <ul style="list-style-type: none"> - Plan the Free-Choice Response - Make the Free-Choice Response - Plan the Paired-Choice Response - Make the Paired-Choice Response <p>Integrated Tasks (Reading and Listening)</p> <ul style="list-style-type: none"> - Note the Main Points as You Read - Note the Main Points as You Listen - Plan Before You Speak - Make the Response 	<p>Integrated Tasks (Listening)</p> <ul style="list-style-type: none"> - Note the Main Points as You Listen - Plan Before You Speak - Make the Response
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TOEFL Speaking – Test-Taking Strategies

<p>7. Speaking Guide 7.1 Section Overview</p>	<p>7.2 How to Tackle Model 1: What would you prefer? Model 2: 2 Possibilities Model 3: Summarize Opinions Model 4: Summarize and Show Disparity Model 5: Summarize Preference Model 6: Summarize a Lecture</p>
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9. TOPICS COVERED IN THE WRITING REVIEW

What is a good written response on the TOEFL? The essay should effectively address a topic. The response should be well-organized and well-developed using relevant explanations and detailed support. Furthermore, it should also display unity, progression, and coherence. If you want to achieve a high writing score, make sure that you demonstrate syntactic variety and appropriate word choice with minor grammatical errors.

Writing Purposes

- a. **Information Processing** – You need to be able to synthesize and summarize what you have read in your textbooks and heard in and outside of the class.
- b. **Viewpoint Formation** – You need to form your own opinion in response to the information you have processed.
- c. **Delivery** - Your essay should have a clear main idea and a good structure with well-developed ideas supported by coherent evidence. Follow the conventions of spelling, punctuation, and layout.
- d. **Language Use** - Your essay should demonstrate effective use of grammar and vocabulary.
- e. **Topic Development** - Your essay should have the proper length, tone and conclusion. A clear progression of ideas with effective linking words (transitional phrases) is also necessary for a high score.

Writing Section Format

- **Length of Task:** 1 integrated task – Read/Listen/Write (20 minutes)
- (Reading time: 3 min; listening time: 2 min; writing: 15 min)
- 1 independent task (30 minutes)
- **Number of Tasks:** 2
- **Questions:** 2
- **Total Time:** 50 minutes
- **When Questions will appear:** On the same screen above the reading material or just on the left of the screen without reading material
- **Screen/Test Details:**
 - a) Test takers may take notes on the reading passage and the listening passage. Test takers may refer to the reading passage when they write the essay for the integrated task.
 - b) Responses are typed on the computer and sent to the ETS Online Score Network.

TOEFL Writing – Foundational Skills

Integrated Task	Independent Task
<ul style="list-style-type: none"> - Note the Main Points as You Read - Note the Main Points as You Listen - Plan Before You Write - Write a Topic Statement - Write Supporting Paragraphs on Reading Passages - Write Supporting Paragraphs on Listening Passages - Review Sentence Structure - Review Grammar 	<ul style="list-style-type: none"> - Plan Before You Write - Write the Introduction - Write Unified Supporting Paragraphs - Connect the Supporting Paragraphs - Write the Conclusion - Review Sentence Structure - Review Grammar

TOEFL Writing – Test-Taking Strategies

<ul style="list-style-type: none"> 8.1 Section Overview 8.2 Writing Section Guidelines 8.3 Planning Your Essay 8.4 Writing Templates – Integrated Writing Task 8.5 Writing Templates – Independent Writing Task 	<ul style="list-style-type: none"> 8.6 Effective Daily Writing 8.6.1 Guidelines 8.6.2 Process 8.6.3 Learn From Others 8.6.4 Advanced General Writing Tips
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10. TOEFL PREPARATION COURSE SCHEDULE

The most limiting factor in TOEFL preparation for most people is time. It is fairly easy to prepare someone for the TOEFL in 200 hours. However, it takes significantly more teaching experience and techniques to do so in less time. Our preparation is tailored to busy individuals. We will teach you what you need to know in the least amount of time.

The course consists of a mix of lectures and exercises in each session, with ample time allotted for answering sample questions and receiving personalized attention from the instructors. The course is structured so that both the novice and expert test-takers will learn valuable techniques for eliminating wrong answers and choosing correct ones. Each question is discussed in-depth with a step-by-step analysis of the thought processes required to arrive at the correct solution.

An approximate schedule of each of our regular courses is listed below. **The topics of the course are typically sequenced as presented in the test: Reading, Listening, Speaking, and Writing. However, we may mix them based on a variety of factors. We may also make slight adjustments to tailor the course to the needs of the participants based on all the communications exchanged prior to the course.**

Please note: Our courses can sometimes start a bit earlier or later than the published schedule on our website, or be moved from weekend nights to weekend mornings or afternoons. Please check your registration confirmation for the starting time and subject of your course! We may also teach a bit longer on the first sessions if we feel the participants may benefit from this. So please do not make early appointments on your class days.

Before the Course Comprehensive TOEFL Basic Level Vocabulary Review
(Part I: 50+ pages; Part II to be distributed in class in Integrated Study Guide)

Crash Courses (Major International Cities; 18 Hours a Week)

(Suggested Break 1: 15-minute break 2 hours after the start)

(Suggested Lunch Break: 30-minute break 4 hours after the start)

(Suggested Break 2: 15-minute break 6.5 hours after the start)

(More breaks are at instructor's discretion based on the length of the session and students' request.)

(Homework: Writing essays at the end of day one. Due on the second day morning.)

Day 1	Day 2
Reading 1	Practice Test – Reading
Listening 1	Practice Test Review – Reading
Reading 2	Practice Test – Listening
Listening 2	Practice Test Review – Listening
Speaking 1 – Independent Tasks	Practice Test – Speaking
Writing 1 – Independent Tasks	Practice Test Review – Speaking
Speaking 2 – Integrated Tasks	Practice Test – Writing
Writing 2 – Integrated Tasks	Practice Test Review - Writing

Intensive Courses – (27 Hours per Week for 8 Weeks)

(Suggested Break 1: 10-minute break 2 hours after the start)

(Suggested Break 2: 5-minute break 3.5 hours after the start if the session is longer than 3.5 hours)

(More breaks are at instructor’s discretion based on the length of the session and students’ request.)

(Homework: Problems will be assigned by instructor based on the question type and topics covered.)

(Homework: Writing essays at the end of Writing 1. Due at the beginning of Writing 2.)

Session 1	Reading 1 Listening 1
Session 2	Reading 2 Listening 2
Session 3	Speaking 1 – Independent Tasks Writing 1 – Independent Tasks
Session 4	Speaking 2 – Integrated Tasks Writing 2 – Integrated Tasks
Session 5	Practice Test – Reading Practice Test Review – Reading Practice Test – Listening Practice Test Review - Listening
Session 6	Practice Test - Speaking Practice Test Review – Speaking Practice Test – Writing Practice Test Review – Writing
Session 7	Final Practice Test & Review

11. SUPPORT AFTER THE COURSE

Your benefits will not end after attending our course! *California Dental College: TOEFL Preparation Course*’s faculty will always be available to answer questions you may have in our InFocus Forum and share their insights in our InFocus Blog. In addition to various private tutoring and online recording library services, we provide a full range of Admissions consulting services including, but not limited to, Application Strategy Advice, Essay Review, Resume Review, Elite School Dedicated Packages and more. To best prepare you for the upcoming intensive career training and job-searching process and to continue to support you throughout and beyond your standardized exams and school applications, *California Dental College: TOEFL Preparation Course* has also developed a series of career training courses to address your particular needs:

- Smart Business Talk
- Max Your Verbal IQ
- Corporate Finance in Practice
- Managerial accounting in Practice
- Capital Markets & Trading Essentials
- Corporate Law in Practice
- Effective Leadership

Existing In-Person Course/Tutoring Students – Price: 150 USD

Standalone Package – Price: 250 USD

Tutoring

Our tutoring services are arranged individually to tailor to your special needs. You will have an opportunity to speak or meet with a tutor and decide upon a mutually convenient schedule. In general, sessions are 2 hours each to help maximize efficiency and effectiveness. Our course books (Turbocharge your TOEFL) are offered at a 50% discount (75 USD) as a separate purchase for any tutoring students.

In-Person TOEFL Tutoring Packages

(Location: New York, London, Munich, Hong Kong, Singapore, Other Selected European & Asian Cities)

Mini Pack (2-5 hours) – Hourly Rate: 85 USD

Basic Pack (6-10 hours) – Hourly Rate: 80 USD

Advanced Pack (>10 hours) – Hourly Rate: 75 USD

Existing Course Students – Hourly Rate: 70 USD

Essay Review & Resume Review

Our essays and resume review services are also arranged individually depending upon the specific package requested either for one school or many different schools. The turnaround time is generally 2 – 5 days, at most one week. Timing will also depend on the level of revision or review. You will have an opportunity to speak with your reviewer to go over the revisions and our recommendations.

Single Essay Review – Price: 125 USD

Essay Review Mini Pack – Resume/CV & 1 long or 2 short essays - Price: 200 USD

Essay Review Basic Pack – Resume/CV & all essays per school - Price: 450 USD

Essay Review Advanced Pack –Resume/CV & all essays for 2 schools - Price: 800 USD

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