PACIFIC TECH
PACIFIC COLLEGE OF TECHNOLOGY

ESL CATALOG

2023-2024

PACIFIC COLLEGE OF TECHNOLOGY

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COLLEGE DISCLAIMER NOTICE

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TABLE OF CONTENTS

ACCREDITATION AND AUTHORIZATIONS

TRACS

Pacific College of Technology is a member of the Transnational Association of Christian Colleges and Schools (TRACS) [15935 Forest Road, VA 24551; Telephone: (434) 525-9539; email: info@tracs.org], having been awarded Accredited Status as a Category I Institution by the TRACS Accreditation Commission on April 26, 2022. This status is effective for a period of five years. TRACS is recognized by the United States Department of Education (ED), the Council for Higher Education Accreditation (CHEA), and the International Network for Quality Assurance Agencies in Higher Education (INQAAHE).

Transnational Association of Christian Colleges and Schools

15935 Forest Road, Forest, VA 24551

434-525-9539 | www.tracs.org

email: info@tracs.org

GNPEC

Pacific College of Technology is authorized to operate in the state of Georgia by the Georgia Nonpublic Postsecondary Education Commission (GNPEC). This authorization must be renewed annually.

Georgia Nonpublic Postsecondary Education Commission

2082 East Exchange Place, Suite 220

Tucker, Georgia 30084-5305

Phone: 770-414-3300

gnpec.georgia.gov

SEVP

Pacific College of Technology is authorized by the Student Exchange Visitor Program (SEVP) to issue I-20 forms to international non-immigrant students enabling them to apply for F-1 student visas.

Student and Exchange Visitor Program

500 12th Street, SW Stop 5600

Washington, D.C. 20536

Phone: 703-603-3400

ice.gov/sevis

COMPTIA

Pacific College of Technology is an academic partner of the Computing Technology Industry Association (CompTIA). The CompTIA Academic Partner Program prepares today's students to be employable in our global digital economy.

CompTIA

3500 Lacey Road, Suite 100

Downers Grove, IL 60515

Phone: 866-835-8020|630-678-8300

comptia.org

GENERAL INFORMATION

MISSION STATEMENT

Pacific College of Technology, as a Christ-centered institution of higher learning, educates students in urban communities and the general workforce to become competent technology professionals. PCT inspires students to become selfless leaders for the betterment of our society.

INSTITUTIONAL OBJECTIVES

1. Produce graduates with competitive technical, business, and professional skills, along with a Christian worldview.
2. Develop educational programs and services that prepare students for evolving and in-demand occupations.
3. Promote academic excellence by recruiting and developing talented and diverse faculty who are responsive to the changing needs of the college
4. Engage in strategic collaborations with community, business, and academic partners to develop and empower students through service, career, and additional educational opportunities.
5. Exercise efficient and responsible management of the College's financial and physical resources.

CORE VALUES

At Pacific Tech, our daily operations, interactions, and decisions will be guided by our core values:

- **Ethics:** We expect our daily operations and interactions with the students and the community to be driven by the highest standards of honesty, fairness, respect, and professional and scholarly ethics.
- **Intellectual Excellence:** We value intellectual freedom, engagement, critical thinking, creativity, and intellectual integrity in all endeavors.
- **Academic Excellence:** We value high quality education provided via a curriculum that is designed to meet the career and academic needs of our community.
- **Continuous Improvement:** We value and are committed to continuous improvement through the assessment of student learning outcomes, program effectiveness, and our decision-making processes. We use the results of these assessments to pursue improvements in our courses, programs, practices, and student outcomes.
- **Diversity:** We embrace all aspects of human diversity and are committed to providing a college community that is supportive, safe, and welcoming.

- **Student Focused:** We are committed to fostering the professional and personal growth of all students, which is the primary focus of college decisions and activities.
- **Community:** We value and are committed to strengthening and enriching the quality of life of each member of the community by providing access to higher education and success in their chosen endeavors.
- **Collaboration:** We value and are committed to cross-disciplinary collaboration and to working closely with students. This commitment defines the practices of the faculty, administration, staff, and external partners.

STATEMENT OF FAITH

- We believe that the Bible is God's divine word; and trustworthy in all its teachings.
- We believe in the one true, living, eternal, transcendent, omnipotent, and personal God, who exists as the Trinity, possessing three eternal, personal distinctions: God the Father, God the Son, and God the Holy Spirit.
- We believe in the redemptive grace of God through the substitutionary work of Jesus Christ who paid the full price for the sins of the world, through His physical death, burial, and resurrection.
- We believe in a personal salvation provided solely by the grace of God on the basis of the atoning death and resurrection of Jesus Christ.
- We believe that the Church is the body of Christ and that the people of God are called to community, worship, discipleship, mission, and education.
- We believe in the personal and visible return of the Lord Jesus Christ to earth and the establishment of His kingdom.
- We believe the biblical account of creation. We believe that God, by His own special act, created the universe and all that is in it in six days of the creation week.
- We believe that it is our purpose as faithful Christians to imitate Christ, to serve others with love and compassion, to concern ourselves with the well-being of our fellows, and to love and honor God.

FAIR BUSINESS PRACTICES

Pacific College of Technology shall conduct business fairly and sincerely, adhering to ethical principles and refraining from unfair business practices and any form of bribery or corruption, to contribute to sound social and economic development through fair dealings with the competition and the community. PCT shall refuse to work with any group, organization or individual engaged in unlawful activities, and under no circumstances shall we have any relations with anti-social influences. PCT pledges not to engage in the following activities: Claiming

falsely that goods or services are of a particular quality or grade, making false or misleading statements about another business or its products or services, advertising goods or services with the intent not to sell them as advertised, and making false or misleading statements about prices. See the Policy Statement on Ethical Business Practices in the Policies and Procedures Manual for more details.

HISTORY

Pacific College of Technology is an independent postsecondary institution located in Atlanta, Georgia. The College was founded in September 1999 in Henry County, GA under the name Core Technology Solutions Training Institute for the purpose of preparing students with competitive technical, business, and professional skills for direct entry into the job market. To reflect the scope and nature of its academic offerings more accurately, the College later changed its name to Pacific Computer Training Institute, then to Pacific Institute of Technology, and is now called Pacific College of Technology.

- 2002. The College changes its name to Pacific Computer Training Institute and is authorized by the Georgia Nonpublic Postsecondary Education Commission (GNPEC) to operate in the state of Georgia.
- 2010. In September, the College changes its name to Pacific Institute of Technology (Pacific Tech).
- 2013. Pacific Tech graduates its first class of students from its Associate of Science in Information Systems program.
- 2014. Pacific Tech moves to a different location in Morrow, GA, Clayton County. The College is accredited by the Accrediting Council for Independent Colleges and Schools (ACICS). This Accreditation Status is renewed in 2018.
- 2018. Pacific Tech moves a different location in Atlanta, GA, DeKalb County. In August. GNPEC approves the College's certificate program in English as a Second Language (ESL).
- 2019. In September, Pacific Tech hosts a visit from the Transnational Association of Christian Colleges and Schools (TRACS), a US Department of Education authorized accreditor, to discuss plans for applying for Candidate for Accreditation Status.
- 2020. In June, the College is authorized by the Student Exchange Visitor Program (SEVP) to issue Form I-20s to international students and enroll nonimmigrant student F-1 visa holders. In October, Pacific Tech moves to a nearby, larger, and more convenient location in Atlanta, Georgia. In November, the College changes its name to Pacific College of Technology.
- 2021. In October, Pacific Tech is granted Candidate Status as a Category I institution by TRACS.
- 2022. In January, the College launches its ESL program. In April, Pacific Tech is granted Accreditation Status as a Category I institution by TRACS. In June, the College voluntarily withdraws its accreditation by ACICS.

FACILITIES

Pacific College of Technology is housed in a 34,200 square-foot building in DeKalb County, Atlanta, Georgia. The campus is conveniently located on Interstate 85, about one minute from Interstate 285, and within a five-minute walk from a bus route. The facilities contain more than 25 rooms for instruction, office space, library, common area, etc. as well as 133 parking spaces. They are operated in full compliance with federal, state, and local ordinances and regulations, including health, fire, and ADA requirements, allowing the college to provide a safe and healthy environment to support student learning.

Atlanta is the capital city of Georgia, the state's largest city, and the principal trade and transportation center of the southeastern United States. Its international airport is one of the busiest in the world. Atlanta is home to CNN, The World of Coca Cola, Centennial Olympic Park, the Georgia Aquarium, and the National Center for Civil and Human Rights. Other popular attractions in the city include The King Center, Six Flags over Georgia, High Museum of Art, Piedmont Park, Atlanta Botanical Garden, and Fox Theatre.

LIBRARY

The campus library has a vast collection of hardcopy books, journals, and reference materials which are closely tied to the PCT curriculum and support the subject areas covered by PCT's academic programs. Electronic resources, which also support PCT's academic programs, are available 24/7. The library offers students password-access to an online collection of thousands of full texts and abstracts of books, periodicals, articles, and reference materials through its memberships with the Library and Information Resource Network (LIRN) and Georgia's Private Academic Libraries (GPALS).

Membership in LIRN gives access to Gale's and ProQuest's more than 116 databases. Membership in GPALS gives PCT access to interlibrary loans and reciprocal borrowing agreements with other private institutions, as well as public libraries, JSTOR, and a wide variety of other resources, including EBSCOHost. GPALS also gives membership to PCT in Georgia Library Learning Online (GALILEO), an online library portal that allows access to more than 2000 institutional libraries in the University System of Georgia.

In addition, the PCT library currently has an MOU with the library of Underwood University, which is PCT's partner institution, giving PCT students access to all Underwood University's physical resources.

The library also offers:
- A quiet environment for independent and group study.

- Access to Internet-connected desktop computers.
- The services of trained staff who provide instruction in information literacy and can assist students in conducting library research. The trained staff are available five days a week, Monday through Friday.

TUTORING

One-on-one tutoring by instructors is available to all students upon request and without charge. Requests should be made through the student's instructor or through the Program Director.

CAREER SERVICES

The College's primary focus is to produce graduates who fulfill the evolving needs of the communities that the College serves. Students and graduates can take advantage of numerous career services that enhance their educational experience. Career Services helps students and graduates acquire professional development skills that will serve them throughout their careers. Areas addressed include assessing career goals; developing résumés; increasing marketability; building networking and interviewing techniques; and improving salary negotiation skills. Additional assistance is provided through local and national job postings, which identify currently available career opportunities. Students should note that the College cannot and does not guarantee employment.

HOURS OF OPERATION

The administrative services of Pacific College of Technology are available from 9:00 a.m. until 5:00 p.m., Monday through Friday. No classes are held, and no administrative offices are open on the holidays listed on the Academic Calendar.

PROGRAM OVERVIEW

PROGRAM DEVELOPMENT

The program consists of a **Foundational Track**, a **Basic User Track**, an **Independent User Track**, and a **Proficient User Track**. The curriculum is based on the guidelines established by the American Council on the Teaching of Foreign Languages (ACTFL). ACTFL is an organization dedicated to the improvement and expansion of the teaching and learning of all languages at all levels of instruction. The levels in our ESL Program roughly correspond to ACTFL levels, as shown in the table below:

PCT ESL and ACTFL Comparison Table

PCT ESL LEVELS	ACTFL LEVELS	LANGUAGE FUNCTIONS:
FOUNDATIONAL TRACK		
Foundation 1 Low Beginner	Novice Low	Have limited English experience; cannot meet basic admission requirements.
Foundation 2 Low Beginner	Novice Low	
BASIC USER TRACK		
Level 1 Beginner	Novice Mid	Communicate minimally with formulaic and rote utterance, lists, and phrases.
Level 2 High Beginner	Novice High	
INDEPENDENT USER TRACK		
Level 3 Intermediate	Intermediate Low-Mid	Create, initiate, maintain, and bring simple conversations to a close by asking/responding to simple questions.
Level 4 High Intermediate	Intermediate High	
Level 5 Low Advanced	Advanced Low	Narrate and describe in past, present, and future. Deal effectively with an unanticipated complication.
Level 6 Advanced	Advanced Mid	
PROFICIENT USER TRACK		
Level 7 Proficient	Advanced High – Superior	Discuss topics extensively, support opinions, hypothesize. Deal with linguistically unfamiliar situates
Level 8 Proficient	Advanced High – Superior	

ADMISSION REQUIREMENTS

In addition to the general admission requirements, ESL Program applicants must demonstrate an understanding of the alphabet and basic vocabulary by achieving a minimum of 25 on the placement test. A Foundational Track is available for students who cannot meet this requirement. After completing the Foundational Track, students must take another and score at least 25 to progress to the Basic User Track.

NEW STUDENT ORIENTATION

All admitted students must attend a new-student orientation session before classes begin. The session covers academic progress, conduct policies, class schedules, and introduces administrative staff, faculty, and primary administrators. Students can seek advice and assistance from various offices during this session.

PROGRAM LENGTH

Each term lasts 8 weeks, requiring students to attend 9 hours of classroom instruction and complete 13 hours of laboratory work weekly. Full-time students starting in Foundation 1 can complete the program in 10 terms or 20 months.

COURSE SCHEDULE

SESSION	TIME	COURSE
1	9:00am-12:00pm	Grammar & Writing
2	12:30pm-3:00pm	Speaking & Listening
3	3:30pm-6:00pm	Reading & Critical Thinking
4	13 hours/week	Laboratory

PLACEMENT TESTING

All new and transfer students are administered a placement test to determine their individual levels. The placement test covers Listening Comprehension, Grammar, Vocabulary, and Reading Comprehension.

PCT ESL instructors and administrators have sole authority to conduct placement testing and determine placement level. Students may not select their own level of study and must follow the placement committee's decision. However, to ensure correct placement, class performance is observed during the first three days of the session, and placement adjustments may be made.

The evaluation instrument used is the Cambridge Michigan Language Assessments English Placement Test (CaMLA EPT). The CaMLA EPT is designed to quickly and reliably place ESL students into appropriate ability levels. It provides an accurate assessment of a test taker's general language proficiency by measuring performance in the following key skill areas:

1. Listening Comprehension
2. Grammatical Knowledge
3. Vocabulary Range
4. Reading Comprehension

There are 80 questions on the CaMLA EPT: 25 listening items, 20 grammar items, 20 vocabulary items, and 15 reading comprehension items. All questions on the EPT are multiple choice with three options for the listening section and four options for all other sections. It takes around 60 minutes for the test to be completed. Testing Administrators need to allow additional time for administrative procedures (approximately 15 minutes to distribute and collect test materials and to read directions).

PROGRAM OUTLINE

The ESL Program at Pacific College of Technology is a non-degree, non-credit program.

PURPOSE

The purpose of the English as a Second Language program is to provide high quality English language instruction and cultural orientation to nonnative speakers of English seeking to enhance their career opportunities or preparing for academic study in the United States.

PROGRAM OBJECTIVES

The ESL program intends to accomplish its mission by pursuing the following objectives:

1. Offer a curriculum that is based on continuous research, evaluation, and improvement.
2. Develop English language skills by having students engage in a range of communicative tasks and activities.
3. Develop awareness of the cultural aspects of the United States in order to bridge cultural differences and ease the transition into American society.
4. Carefully evaluate students during the recruitment process and provide the necessary guidance and support to enable them to achieve their English language learning goals.
5. Assess and monitor students' academic progress utilizing an ongoing evaluation process.
6. Recruit and maintain highly qualified and experienced instructors who understand students' needs.

PROGRAM OUTCOMES

Upon successful completion of this program, students will be able to:

1. Communicate effectively by speaking clearly and coherently in academic, professional, and social settings.
2. Implement writing skills and grammatical structures accurately and efficiently to produce well-written, well-organized paragraphs and essays.
3. Apply essential reading and vocabulary strategies to comprehend, analyze, and explain ideas in texts.
4. Demonstrate critical thinking and problem-solving skills by applying new language skills.
5. Develop understanding of the various cultures in the United States.

PROGRAM REQUIREMENTS

The ESL program is based on clock hours (contact hours) and does not award any credits. It is composed of 8 core levels, ranging from beginner to advanced/proficient, in addition to 2 Foundational Levels available for students who cannot meet the basic admission requirement. Each term is 8 weeks in length. The program requires a total of 720 contact hours and 1,040 laboratory hours (22 hours per week). A full-time student who joins the program in Foundation 1 will be able to complete the program in 10 terms or 20 months.

CURRICULUM

Foundational Track Levels (Foundation 1 and Foundation 2) are designed for students who have limited or no knowledge of the English language. The goal of instruction is to prepare students to enter Basic User Track levels within two terms by helping them acquire skills in all basic areas.

Basic User Track levels (Level 1 and Level 2) progressively develop English skills for personal, social, professional, and academic purposes. All skills are taught in order of difficulty, allowing students to develop the skills in sequence.

Independent User Track levels (Level 3 – Level 6) progressively develop English skills for personal, social, professional, and academic purposes. All skills are taught in order of difficulty, allowing students to develop the necessary skills in sequence.

Proficient User Track levels (Level 7 and Level 8) were designed for students who are at an advanced to proficient level of English and want to focus on a particular skill or topic.

LEVELS	COURSE NUMBERS	COURSE TITLES
FOUNDATIONAL TRACK		
Foundation 1 Low Beginner	ESL 001	Grammar & Writing
		Reading and Critical Thinking
		Speaking & Listening
		Laboratory
Foundation 2 Low Beginner	ESL 002	Grammar & Writing
		Reading and Critical Thinking
		Speaking & Listening
		Laboratory
BASIC USER TRACK		
Level 1 Beginner	ESL 100	Grammar
		Reading & Critical Thinking
		Speaking & Listening

		Laboratory
Level 2 High Beginner	ESL 200	Grammar
		Reading & Critical Thinking
		Speaking & Listening
		Laboratory
INDEPEDENT USER TRACK		
Level 3 Intermediate	ESL 300	Grammar & Writing
		Reading and Critical Thinking
		Speaking & Listening
		Laboratory
Level 4 High Intermediate	ESL 400	Grammar & Writing
		Reading and Critical Thinking
		Speaking & Listening
		Laboratory
Level 5 Low Advanced	ESL 500	Grammar & Writing
		Reading and Critical Thinking
		Speaking & Listening
		Laboratory
Level 6 Advanced	ESL 600	Grammar & Writing
		Reading and Critical Thinking
		Speaking & Listening
		Laboratory
PROFICIENT USER TRACK		
Level 7 Proficient	ESL 700	Academic Writing
		Current Events
		TOEFL Preparation I (Reading & Listening)
		Laboratory
Level 8 Proficient	ESL 800	Cross-Cultural Communication
		American Literature
		TOEFL Preparation II (Writing & Speaking)
		Laboratory

* Laboratory work gives students the opportunity to develop their English skills outside of the classroom. Laboratory sessions can be both synchronous and asynchronous. They focus on specific skills, such as listening, speaking, reading, etc., and on the practical application of English skills in the real world.

FOUNDATIONAL TRACK (352 clock hours)	**Contact Hours**	**Lab Hours**
ESL 001 Foundation 1	72	104
ESL 002 Foundation 2	72	104

BASIC USER TRACK (352 clock hours)	**Contact Hours**	**Lab Hours**
ESL100 Level 1	72	104
ESL 200 Level 2	72	104

INDEPENDENT USER TRACK (704 clock hours)	Contact Hours	Lab Hours
ESL 300 Level 3	72	104
ESL 400 Level 4	72	104
ESL 500 Level 5	72	104
ESL 600 Level 6	72	104

PROFICIENT USER TRACK (352 clock hours)	Contact Hours	Lab Hours
ESL 700 Level 7	72	104
ESL 800 Level 8	72	104

COURSE DESCRIPTIONS

Academic Writing

This course aims to develop or refine the writing skills that students will need to function within an academic community. It covers the basic structures of term papers and other types of academic writing, with focus on establishing the rationale and purpose of an academic paper. Since academic writing is dependent on the research of others, the course emphasizes the importance of finding, evaluating, and referring to relevant literature. In addition, it provides students with writing and language techniques that are useful in writing a clear, coherent, logical text.

American Literature

This course offers a study of American short stories to advanced level English language learners. Students will learn to appreciate and analyze literature by defining, identifying, and using literary devices, and by interpreting literary work and drawing conclusions from analysis.

Cross-Cultural Communication

This course is based on the idea that the cultural use of English and an understanding of cultural values and attitudes should be incorporated into language programs designed to teach language competence. The purpose of the course is to help students become knowledgeable about and adapt to American culture and understand cultural differences affecting their communication with native speakers.

Current Events

The goal of this course is to develop students' communication and critical thinking skills through open discussions of current events and social issues. Discussions are supplemented by readings, audio, and videos, and focus on authentic news and controversial issues in the U.S. and around the world.

Grammar

These courses are based on the idea that students learn more, remember more, and use language more effectively when they learn grammar in context. The grammar is presented in interesting contexts that are relevant to students' lives. Additionally, the courses point out the connections between grammar and writing, demonstrated through writing models and enhanced by editing practice for relevant application of target points. Students learn how to use English grammar structures accurately in both speaking and writing.

Reading & Critical Thinking

The purpose of these courses is to enable students to develop the essential reading, critical thinking, and

vocabulary skills for academic readiness. The readings tap into students' curiosity about the world, naturally encouraging inquiry and opportunities to synthesize information. Students learn essential skills by performing comprehension activities that cover question types commonly found on standardized tests, and they improve their critical thinking abilities through individualized and cooperative activities.

Speaking & Listening

The purpose of these courses is to help students develop the language skills needed to interact with English speakers in social, professional, and academic settings. Students learn key academic skills as they engage with current and thought-provoking themes through content, images, and video, and learn to become more active and informed listeners in lectures and conversations. Students also develop critical thinking skills and learn to participate more confidently in conversations and group discussions and to give both formal and informal oral presentations.

TOEFL Preparation

In these courses, students receive instruction and opportunity for practice that closely mirrors the actual TOEFL iBT test. This helps them to master the skills necessary to achieve the best possible score. The courses also prepare students for success in an academic setting.

Writing

In these courses, students are provided with clear explanations and extensive practical activities to help them write great sentences, paragraphs, and essays. Each course contains a wide variety of writing models in carefully selected rhetorical styles that provide practice in working with the writing process to develop a final piece of writing. Students perform structured activities that help them to quickly master writing tasks. The courses provide student writing models to help students focus on specific writing skills and multiple rhetorical structures.

2024 CALENDAR

TERM	START DATE	END DATE	EVENTS / HOLIDAYS
Spring I	01/08/2024	03/01/2024	• 01/08/2024 First Week of Class • 01/15/2024 MLK Day • 01/29/2024 Midterm Exam Week • 02/19/2024 Presidents' Day • 02/26/2024 Final Exam Week
Spring II	03/11/2024	05/10/2024	• 03/04/2024 Registration Week • 03/11/2024 First Week of Class • 04/01/2024 Spring Break Week (No classes) • 04/08/2024 Midterm Exam Week • 05/06/2024 Final Exam Week
Summer I	05/20/2024	07/19/2024	• 05/13/2024 Registration Week • 05/20/2024 First Week of Class • 05/27/2024 Memorial Day • 06/10/2024 Midterm Exam Week • 07/01/2024 Independence Day Week • 07/15/2024 Final Exam Week
Fall I	07/29/2024	09/20/2024	• 07/22/2024 Registration Week • 07/29/2024 First Week of Class • 08/19/2024 Midterm Exam Week • 09/02/2024 Labor Day • 09/16/2024 Final Exam Week
Fall II	09/30/2024	11/22/2024	• 09/23/2024 Registration Week • 09/30/2024 First Week of Class • 10/14/2024 Columbus Day • 10/21/2024 Midterm Exams • 11/18/2024 Final Exam Week

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