Dear Students:

WELCOME to our American style college in Dubai, UAE. We believe that our students will greatly benefit from the small classes that afford individual attention and the blend of teaching and learning methods used by our outstanding faculty. The College is founded on the belief that every student will have the freedom to choose their own path to the future with the careful guidance of our faculty and counselors. We further believe that success in the 21st Century requires not just a good career preparation, but even more importantly, a broad higher education background including the arts, sciences, social sciences and personal development.

With this solid academic preparation, our students are very much sought after for admission as third year students at highly rated universities in the U.S., as well as in other countries. Our curriculum is patterned exactly after the first two years of general education requirements of American universities and we have transfer articulation agreements with many of these universities.

In addition to our American model curriculum, we believe the college experience must also include a rich student life program outside of the classroom. This includes student clubs and activities, cultural events, music performance groups, recreation, exchanges with colleges in the U.S., and food services and dormitories catering to diverse cultures and food restrictions. Students will make many new friends that will last a lifetime from America and across the Gulf region.

On behalf of the faculty and administration, we wish you the very best for success as a college student. Your decision to become one of our selected students is one of the most important decisions you will ever make!

Sincerely,

Dr. Christopher Hall,
College President
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# Academic Calendar 2014-15

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<td>December 21-Jan. 1</td>
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<td>January 14-15</td>
<td>New Student Orientation</td>
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<td>March 29-April 9</td>
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OVERVIEW OF THE COLLEGE

In November, the Board was appointed and in turn the Board selected the College’s first President. The Board approved planning for the college campus, which included provisions for leasing a temporary campus until the permanent site could be secured and the new college constructed. Prior to authorizing the application for licensure, the Board approved the Vision, Mission and Goals of the college, the College Catalog, Board By-laws and College Policies and Procedures. Following approval for licensure and accreditation, the first students enrolled in the spring semester, 2013.

COLLEGE HISTORY
International Horizons was founded on July 19, 2011 as a two-year college featuring an American modeled liberal arts curriculum. The founding investors and members of the Board of Trustees envisioned a college that would make more affordable, accessible and available high quality higher education opportunity for students in the broader MENESA region. Their vision was especially focused on building a bridge to the top one hundred universities in the United States after students completed their general education course requirements locally in the first two years of college. The four-year experience that starts with an Associates degree locally, and ends with a Bachelors degree abroad, would be academically seamless because the Dubai-based college is structured completely on the American system of instruction (course content, American faculty and teaching methods, learning resources, and transferability of credits to U.S., etc.).
VISION, MISSION, VALUES AND GOALS

VISION

The College will be known throughout the "MEASA region for our progressive American modeled college education and superior rates of student success.

*Middle East, Africa, South Asia

MISSION

The institution serves high academically performing students from the MEASA region and other parts of the world as a truly global college. IHC provides students general education in arts, sciences and pre-professional studies as required by American universities to which IHC serves as a transfer access bridge as well as to regional institutions. International Horizons College balances specialized and general education in order that our students achieve a strong foundation for widely varying careers in business and industry, the professions, public service, teaching, and fine arts.

VALUES

The educational program at the College is designed around the philosophy that each student will be fully engaged when his or her own interests and curiosity motivate them. The College seeks to differentiate learning to accommodate the individual interests of each student. Methods we use in the classroom emphasize active learning, practical applications, collaboration, development of creativity and critical thinking. Using best education practices to support 21st Century Student Outcomes, the college’s curriculum is delivered according to shared values.
The College's Shared Values

- Develop each student’s fullest social and intellectual potential.
- Achieve high standards of academics in the context of a well-rounded general education.
- Practice innovation and actively encourage students and faculty to engage in collaboration, student-centered learning and ongoing discovery.
- Promote IHC’s global perspective including diversity, inclusiveness, and openness to differing viewpoints.
- Develop each student as a whole person through a variety of curricular and extra-curricular activities.
- Promote trust and develop character through a focus on integrity, teamwork, self-discipline and accountability.
- Implement technology as a key tool for enhancing global inter-connectedness, a highly effective learning environment and environmental responsibility.
- Demonstrate stewardship of our human, financial, physical and environmental resources.
COLLEGE GOALS

1. Through innovative programs and services, continuously improve student learning and achievement.
2. Consistently achieve high rates of university transfer success for IHC graduates.
3. Hire, retain and professionally develop faculty committed to student-centered and technology aided instruction.
4. Use human, fiscal, technological, and physical resources responsibly, effectively, and efficiently to maximize student learning and achievement.
5. Engage all members of the college community in active, continual institutional effectiveness improvement.
6. Engage all members of the college community in an ongoing program of environmental sustainability and resource conservation.
7. Enhance college-wide interaction with, and acceptance of, diverse peoples, cultures, arts, and perspectives.
8. Increase access to higher education of under-served and under-represented demographic groups in the MEASA region and local communities.
9. Establish a Foundation scholarship program based on academic performance or financial need.
LICENSURE AND ACCREDITATION

International Horizons College is officially licensed from November, 2012, by the Ministry of Higher Education and Scientific Research of the United Emirates to award degrees/qualifications in higher education.

The College receives its accreditation from the United Arab Emirates Ministry of Higher Education and Scientific Research Commission on Academic Accreditation.
COLLEGE DESCRIPTION

The College is an independent higher education institution located in Dubai, United Arab Emirates and modeled after the American higher education system.

The initial curriculum offered by the College is the first two years of university course work in general education as well as certain prerequisites for business, engineering, health and liberal arts university majors.

The College offers the Associate of Arts degree. The College is an international college enrolling students from the local communities, MEASA region and the United States through Study Abroad programs with partner universities.

The majority of IHC faculty members hold the Ph.D. degree from the United States. The college prides itself on the quality of the faculty, selectivity of students admitted, state-of-the art learning technologies, small class sizes and individual attention in learning, career and academic guidance.

The college is currently located in temporary facilities until the permanent campus is constructed. The facilities consist of 3 classrooms, administrative offices, library, student services center, classrooms with internet multi-media facilities, meeting rooms equipped with networked collaborative technologies, student workspaces with high-speed wireless networks, and dine-in and quick serve restaurants.
COOPERATIVE RELATIONSHIPS

Mount San Jacinto College (MSJC)

The new American Model Liberal Arts College in Dubai has a select number of general education courses sufficient to provide a core breadth of education, but not comprehensive enough to satisfy all pre-requisites and broader scope of general education of larger institutions. Therefore, the College has entered into a partnership agreement with Mt. San Jacinto College in California, USA to supplement its curriculum with courses taught by MSJC through online/hybrid instruction. In this arrangement, our students may elect to be concurrently enrolled part-time in MSJC during their regular full-time attendance on the Dubai campus.

Not only does this offer our students more options for general education and pre-major courses, it also serves to affiliate themselves with a California Community College for purposes of eventual transfer to either the California State University or University of California. When our students graduate they are eligible for associate degrees from both International Horizons College and Mt. San Jacinto College and all of the benefits thereof.

A team-teaching instructor supports all MSJC on-line/hybrid courses on the Dubai campus. The classes meet regularly with that (local) instructor who mentors their progress in a face-to-face instructional format. The MSJC classes meet all of the standards for distance education in both the UAE and the US. It is important for students to realize that more than 35% of all students studying in the U.S. take at least one on-line class each year and this trend is expanding. Experience with a few on-line courses through the Mt. San Jacinto College partnership is an important aspect of full preparation for success as a transfer student to U.S. universities.

If the student does not intend to transfer to California public universities, and finds the IHC core program sufficient for their education, they need not enroll in the MSJC classes. The-IHC local curriculum is adequate for completing course requirements for the Associate Degree in Dubai.

Other Colleges and Universities

In order to facilitate the seamless transfer of academic credits from the College to all colleges and universities in the U.S., the College has entered into transfer articulation agreements with not only MSJC, but also other institutions including Rutgers University and the University of Vermont, to benchmark its course equivalencies for all U.S. universities as well as those in the UAE.
ADMISSION REQUIREMENTS: NEW AND TRANSFER

Admission to the College is selective with the following minimum requirements:

- High school graduate.
- Show evidence of being able to succeed in college studies according to grades earned in a high school college preparatory curriculum.
- Submit scores of English proficiency if English is not the first language. Required TOEFL scores are as follows: IBT 61; PBT 500; CBT 173. Required IELTS score is 5.5.
- Submission of SAT or ACT college admissions test scores is highly recommended.
- For students coming from UAE schools, A 70% score on the General Secondary Certificate is required.
- Submit an essay handwritten in English stating educational goals and future aspirations.
- Participate in an admissions interview with a college official.

Transfer students must meet the following minimum requirements:

- Submit transcripts of academic work taken at all colleges with minimum cumulative 2.25 gpa. Transfers are accepted only from licensed institution in UAE or a foreign accredited institution. Students must be in good standing at the time of transfer.
- Submit scores on English proficiency if not a native English speaker.

Advanced Standing

The College accepts records of advanced standing from Advanced Placement and International Baccalaureate up to a maximum of 30-semester credits equivalency. Students (studying in the British system) who have completed A-level exams will generally be awarded advanced standing ranging between 6 and 10 credit hours for certain advanced level examinations with a grade of C or better. Advanced standing credits will be awarded after the student enrolls at the College. Students may not receive duplicative credit if they take the same course for which they were awarded Advanced Standing.
ACADEMIC REGULATIONS REGARDING ADVANCED STANDING

Advanced Placement

IHC participates in the Advanced Placement Program (AP) offered by the College Board. Advanced Placement courses are posted to the student’s permanent record and annotated as earned credit.

Students will be awarded semester unit credits as listed below according to the following policies:

1. AP test scores of 3 or higher are considered satisfactory for earning college credit.
2. AP credit can be used to satisfy IHC general education requirements as well as Areas of Emphasis (preparation for major) and electives.
3. AP credit units granted by IHC do not necessarily transfer to other colleges and universities which make separate evaluations depending upon the student’s declared major, colleges within the university and policies for advanced standing found in each university catalog.
4. A maximum of 5.3 semester units is allowed in each of the following combined areas: Art, English, Mathematics, Music and Physics.
   A maximum of 2.7 semester units is allowed for A and AB Computer Science exams.
5. The AP examination will not be accepted to fulfill the English 101 C Critical Thinking and Composition course.
6. Courses taken prior to or after enrolling in IHC and also the transfer university of choice may duplicate the content of AP examinations. Credit will not be awarded for both course and AP exam.
7. The AP examination will not be accepted to fulfill the English 101C Critical Thinking and Composition course.
8. Courses taken prior to or after enrolling in IHC and also the transfer university of choice may duplicate the content of AP examinations. Credit will not be awarded for both course and AP exam.
9. AP credit can be used to meet IHC graduation requirements for AA degrees as listed on the following table:
AP Examination

Art History 3 units GE 3 units elective
Biology 4 units GE 2 units elective
Chemistry 4 units GE 2 units elective
Computer Science 2.7 units maximum

Macroeconomics 3 units GE
Microeconomics 3 units GE
English 6 units maximum
Environmental Science 3 units GE 1 unit elective
History (World) 3 units GE 3 units elective
Geography 3 units GE
Languages (all exams) 3 units GE 3 units elective
Calculus AB 3 units GE
Calculus BC 3 units GE 3 units elective
Music Theory 6 units maximum
Physics B 4 units GE 2 units elective
Physics C Electricity 4 units GE
Physics C Mechanics 4 units GE
Psychology 3 units GE
Statistics 3 units GE
Studio Art 2-D Design 3 units GE
U.S. Government 3 units GE

International Baccalaureate

IHC grants academic credit for the International Baccalaureate (IB) examinations and diploma. The college does not grant credit for subsidiary level examinations. Some higher level examinations may be considered equivalent to freshman level courses in the subject area and may be used to satisfy general education, pre-major or elective course requirements.
1. The college grants 20 semester credits for the IB diploma with a score of 30 or above. Each exam with A grade of 5 or higher is awarded 3 or 4 semester units of credit.

2. IB credit units granted by IHC do not necessarily transfer to other colleges and universities which make separate evaluations depending upon the student’s declared major, colleges within the university and policies for advanced standing found in each university catalog.

3. Students who have earned credit from an IB exam should not take a comparable college course because credit will not be granted for both by either IHC or the transfer university.

4. IB credit can be used to meet IHC graduation requirements for AA degrees as listed on the following table:

**IB Exam GE Area and Elective Credit**

- Biology HL 4 units GE
- Chemistry HL 4 units GE
- Economics HL 3 units GE
- Geography HL 3 units GE
- History (any region) 3 units GE
- Language A 1 (any language) 3 units GE
- Language A 2 3 units GE
- Mathematics HL 3 units GE
- Physics HL 4 units GE
- Psychology HL 3 units GE
- Theatre HL 3 units elective

**Advanced International Certificate of Evaluation (British Council)**

Students (studying in the British system) who have completed A level exams will be awarded advanced standing ranging between 3 and 6 credit hours for certain advanced level examinations with a grade of C or better.
AICE credit can be used to meet IHC graduation requirements for AA degrees as listed on the following table:

<table>
<thead>
<tr>
<th>A Level Exam GE Area and Elective Credit</th>
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<tbody>
<tr>
<td>Accounting 6 units Elective or Business Area</td>
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<tr>
<td>Art and Design 3 units GE</td>
<td></td>
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<tr>
<td>Biology 4 units GE  4 units elective</td>
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<tr>
<td>Business Studies 3 units elective</td>
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<tr>
<td>Chemistry 4 units GE  4 units elective</td>
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<tr>
<td>Computing 3 units elective</td>
<td></td>
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<tr>
<td>Economics 3 units GE  3 units elective or Business/Social Sci. Area</td>
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<tr>
<td>English Literature 3 units GE</td>
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<tr>
<td>Languages (all) 3 units GE  3 units elective</td>
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<tr>
<td>History USA 3 units GE</td>
<td></td>
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<tr>
<td>History Modern European 3 units GE or elective</td>
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<tr>
<td>History International 3 units GE or elective</td>
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<tr>
<td>Marine Science 3 units elective</td>
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<td>Mathematics 3 units</td>
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<tr>
<td>Music 3 units GE</td>
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<tr>
<td>Physics 4 units GE  4 units elective</td>
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<tr>
<td>Psychology 3 units GE</td>
<td></td>
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<tr>
<td>Sociology 3 units GE</td>
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WITHDRAWAL AND READMISSION

Students may withdraw and be readmitted to the College for no longer than a two-year period of absence. In order to be readmitted, the student must at the time of withdrawal obtain the permission for readmission from the Director of Student Services. Students who withdraw without the required permission must re-apply to the college and in no case can they be readmitted if their absence has been for more than two academic years.
FINANCIAL POLICIES

STUDENT FEES

The following are the policies for tuition, fee payment, refunds and scholarships.

Tuition: The Board shall annually set the tuition fees for the ensuing year.

Fee Payment: Payment for Fees shall be on a per semester basis and must be received in full prior to registration for courses.

Refunds: Refunds of Fees shall be permitted only up to the end of the first two weeks of the semester.

Scholarships: IHC offers two scholarships: Academic Honors which requires a minimum GPA of 3.7 from high school and Academic Merit which requires a 3.5-3.69 GPA. The College Foundation will administer student scholarships based on criteria established by the Foundation Board. Applications and procedures for scholarships may be obtained from the Foundation or from the college counselor.

Need Based Financial Aid: Students who demonstrate financial need will receive a grant in aid equivalent to 20% of the annual tuition fee.

COSTS FOR 2013-14

Tuition Fee per semester: AED 32,500
Enrollment fee (deductible from the Tuition Fee): AED 2,000
Technology Fee per semester: AED 1,000
Student Insurance per annum: AED 3,000
Accommodation Cost per semester: AED 15,000 based on three to a dorm suite
Textbooks: AED 1,000 estimated average cost per semester
STUDENT SERVICES

STUDENT CLUBS AND ORGANIZATIONS

Students may organize their own clubs and activities with assistance from the student activities advisor. Student Clubs will have a charter of their purposes and membership approved by the Director of Student Services. Student clubs and activities fall under the jurisdiction of the policies on academic freedom and the Code of Student Conduct, whether the activities take place on the campus or in other locations.

LIBRARY AND RESOURCES

The library is open for student use during normal college operating hours. Students shall adhere to the regulations for library use and policies for copyright and appropriate materials as well as personal decorum when in the library facility.

The library staff will provide orientation every semester to students for the use of reference materials and on-line journals for which the College has a subscription.
COUNSELING SERVICES

Student counseling services are an essential part of the educational mission of the College. The President shall assure the provision of counseling services including academic, career, and personal counseling that is related to the student's education.

Personal Counseling is available for students to receive support with issues of college adjustment, peer relations, emotional stresses, and personal health. Medical and psychological professionals supplement the counseling services, as needed. Appointments for counseling and related health services are made through the counseling office.

Academic Counseling Services are available to the students for supporting their academic, career and social adjustment to college and to prepare them for successful transfer to the University of their Choice. Academic Counseling is available to students seeking assistance with scheduling or clarification of requirements for graduation or transfer. Academic counseling also provides students with information about the requirements for the associate degree majors offered at the College. Since careful course selection is a key to a successful college experience, and is subject to change, it is wise for students to consult with a counselor prior to each registration period.

Academic Counseling shall be required for all first time students enrolled for more than six units, students enrolled provisionally, and students on academic or progress probation.

University Transfer Services are provided for students interested in transferring to 4-year colleges and universities. These services include individual counseling appointments to explore specific universities of interest, transfer workshops on various college’s admission requirements, financial aid, academic programs, transfer process, transfer admission guarantee programs, and housing and articulation for transfer. Through the Guidance Module that can be accessed via on their laptop computer, students have Internet access, a library of college catalogs and brochures, their own planning documentation, information on specific majors and programs, and articulation agreements with 4-year college curriculum.
EDUCATIONAL AND ACADEMIC PLANNING

IHC provides every student his or her own unique education plan. This plan is prepared in consultation with the college counselor and is supplemented by faculty advisors as the students make steady progress toward their goals. At the point of Admission, the student has their academic skills assessed, especially English language and mathematics. It is the student's responsibility to participate in the development of an Educational Plan within 90 days after declaring a specific educational goal. Within 3 months after declaring these goals, the student must meet with a counselor and develop an Educational Plan to outline the required classes for meeting benchmark expectations.

Career Exploration is an important aspect of college for many students. Some have since an early age had a passion for a particular career. Many, however, realize that as they graduate from high school they are not even aware of the many career opportunities for which their talent and interests may be most enjoyably and successfully expressed. In order to provide support in this area, Career Counselors help students evaluate their interests, talents, and personality to develop academic and career goals.

In addition, the College offers seminars in career exploration and brings in well-known leaders from the business community, education, health care and other fields to share their experiences and inspire students. The college president has a College and Community Leadership Advisory Council comprised of outstanding international professionals from Dubai and beyond. These community leaders put the students and faculty in touch with many opportunities for keeping up to date with the changing scene of a rapidly evolving global society and the constantly changing career fields that are emerging.
CAMPUS SERVICES

Recreational activities in Dubai are organized with students at off-campus locations at a wide variety of venues, to include the Dubai Sports Complex pictured above. The Director of Student Services and staff are responsible for the Student Activities Program. The campus recreation area is on the second floor of U-Bora Tower.

College Dining Services are open during normal operating hours on the campus.

Student Health Services are available through the contracted student health services provider. For information on services contact the Counseling Office.

Student News Media are any news, feature, or entertainment publications or productions issued under the name of and funded by the College, and produced by students in connection with an instructional program. College instructional news media are governed by the legal requirements of the UAE Communications regulations. Determinations about specific content are primarily based on instructional needs as assessed by faculty. Secondary considerations for media content or programming involve input from students enrolled in classes connected with the Student Newspaper, audience acquisition and retention, College publicity and events, and local public affairs. Standards of academic freedom apply.

College instructional news media serve the entire college community by presenting publications with selected coverage that includes, but is not limited to college events and activities; by providing a forum for comment and criticism, and encouraging free expression. The editorial and advertising materials published in each college medium, including any opinions expressed, are the responsibility of the student staff or of the general public who may comment as part of a public affairs program or letter to the editor; or of those whose opinions may be voiced in a board meeting or other college gathering and subsequently published; not the faculty, staff, or administration of College; nor of its Board of Trustees as a whole.
Student Rights and Responsibilities

In joining the academic community, students have the right and share the responsibility to exercise the freedom to learn, to express themselves and their opinions in an open academic environment. Students are afforded the rights of free speech, due process, access to their student records and the privileges of admitted and enrolled students of the College.

Like other members of the academic community, students are expected to conduct themselves in accordance with standards of the College that are designed to perpetuate its educational purposes and provide for a safe and supportive learning community. Students must adhere to the Code of Student Conduct and otherwise participate as responsible adults within the College, its programs and services.

STANDARDS OF STUDENT CONDUCT

In joining the academic community, students have the right and share the responsibility to exercise freedom to learn. Students are expected to conduct themselves in accordance with standards of the College that are designed to perpetuate its educational purposes.

Students shall respect and obey civil and criminal law, and may be referred to law enforcement authorities for violation of laws of the city, county, province and nation.

Procedures of the college shall not prohibit the right of students to exercise free expression, including but not limited to the use of bulletin boards designated for such use, the distribution of printed materials that are appropriate to the College campus, and the wearing of buttons, badges or other insignia not otherwise deemed illegal by civil authorities.

Speech shall be prohibited that is defamatory, obscene, or which incites others as to create a clear and present danger of the commission of unlawful acts on College property or the substantial disruption of the orderly operation of the College.
VIOLATIONS OF THE STUDENT CONDUCT CODE

The following conduct shall constitute good cause for discipline, including but not limited to the removal, suspension or expulsion of a student.

• Dishonesty, such as cheating, plagiarism, knowingly furnishing false information to the College.

• Forgery, alteration, or misuse of College documents, records or identification.

• Obstruction or disruption of instruction or other college activities or processes.

• Disrupting the peace of the campus by threatening conduct such as verbal abuse, quarreling, or challenging to fight, or by fighting

• Defiance of the authority of the College personnel or abuse of said personnel.

• Assault, battery, sexual assault, or any other threat of force or violence upon a student or College personnel.

• Any form of harassment of a member of the College community or visitor.

• Creating damage to any real or personal property owned by the College or members of the College community.

• Theft of any property belonging to the College or a member of the College community.

The use, sale or possession on campus, or presence on campus under the influence of alcohol, narcotics or any poison classified as such by Government laws and regulations.
Violations of the Code of Student Conduct (Continued)

The following conduct shall constitute good cause for discipline, including but not limited to the removal, suspension or expulsion of a student.

- Failure to comply with lawful directions of College officials acting in performance of their duties.

- Possession or use of explosive, dangerous chemicals, or deadly weapons on College property or at a College function without prior authorization by College officials.

- Persistent, serious misconduct where other means of counseling and correction have failed to bring about proper conduct.

DISCIPLINARY ACTION

Disciplinary action may be taken as a result of student misconduct. Appropriate College officials may impose the following penalties:

Warning: Oral or written that continuation of wrongful conduct may be cause for additional disciplinary action.

Reprimand: Written statement of violation of a regulation including the possibility of more extreme disciplinary action.

Suspension: Exclusion from classes and other privileges or activities for a specified period of time that may include exclusion from the campus.

Expulsion: Termination of student status for an indefinite period. The conditions of readmission, if permitted, shall be stated in the order of expulsion.
RESOLUTION OF STUDENT COMPLAINTS

The Director of Student Services is responsible for receiving discrimination and other complaints of violation of student or employee rights and for coordinating the investigation. The investigation of complaints may be assigned to other staff or to outside persons or organizations.

The College Board of Trustees has established a grievance policy that helps to ensure that every student has the right to pursue an educational goal in an environment that is supportive, fair, and conducive to learning. It is the policy of the College that all students who believe they have been treated unfairly or inappropriately have the right to pursue a grievance against the employee or employees alleged to have committed the unfair act or acts against the student.

A formal process has been established for student grievance; however, as part of the administrative procedures, a student must first attempt to resolve the conflict with the instructor before the official grievance may be filed and the process initiated.

Items that are grievable include:

• Issues of student access or alleged illegal discrimination
• Sexual Harassment by an employee against a student
• Harassment based upon gender, race/ethnicity, religion/creed, or other areas protected under the law
• Unfair acts by an employee against a student where the act has a negative impact on the student.

Items that are not grievable include:

• Grades except with evidence of:
  Mistake – unintentional error on part of the instructor.
  Fraud – intentional misrepresentation of any or all facts, which lead to a negative outcome.
  Bad Faith – includes fraud and any other intentional act of the instructor, which negatively impacts the grade of the student.
Acts by another student (see Student Code of Conduct).

Acts which, though deemed unfair, do not have a specific negative impact on the student. Included among non-grievable issues are situations that are deemed to be petty or to have no significant negative impact upon the student in question.

Acts that affect another student: Only the student affected by an act may file a grievance. A student may not file on behalf of another student.
ACADEMIC INTEGRITY

STUDENT ACADEMIC INTEGRITY CODE

Faculty members have rights, though somewhat limited, to keep a student out of class when that student is disruptive. In cases of extreme disruptiveness, a student may be summarily removed from class.

Faculty must advise students about class conduct requirements in advance. This occurs in the syllabus that states that repeated or extreme violations of class conduct policies will result in a two-day suspension and possible further disciplinary action by the college. Except in serious disruptive situations, the student should get at least one in-class warning before disciplinary action takes place. In serious cases of disruption, however, the instructor may act on the first incident.

The instructor may suspend the student from the class section in question for a maximum of two class days. Two class days is defined as the day of the infraction plus the next class meeting. However, the student may attend all other classes, including other classes with the same instructor. Use of the two-day suspension should be applied sparingly, and only as a last resort with a prior warning. The student may be allowed to submit work, get notes, and turn in late assignments for credit at the discretion of the instructor.

Filing a Student Academic Conduct Complaint

Faculty must report student code of conduct violations in writing no later than 5 working days after the incident by submitting a “Violation: Student Code of Conduct” form.

For “Good Cause” or extremely serious violations an instructor may request a student be suspended from the entire college for up to 10 days by filing a student code of conduct complaint on the appropriate form. A student may not be permanently suspended from a class or the college without benefit of due process.
CHEATING & PLAGIARISM

Students will be notified in each course syllabus that academic honesty is one of the fundamental bases for the academic community. To this end, the College assists students in defining acceptable standards of academic honesty as they pertain to written work. It is important to acknowledge sources used when writing papers. Plagiarism – to take and submit it as one’s own work or using the work or ideas of another are forms of academic dishonesty.

Plagiarism is any one of the following: • Verbatim copying without proper acknowledgment; • Paraphrasing without proper acknowledgment; • Assembling a “patchwork” paper from diverse sources, without proper acknowledgment of those sources; • Unacknowledged appropriation of information or of someone else’s ideas.

FILING A CONDE OF STUDENT CONDUCT VIOLATION

If a student has committed an act of plagiarism or cheating, instructors should:

a. Complete a “Violation of Student Code of Conduct” form outlining the student’s action.
b. Attach all relevant documentation, e.g. paper, sources, etc.
c. Submit the documents to the Director of Student Services.

It is assumed faculty have already approached the student, cited policy and consequences from the course syllabus and informed him/her the act is a violation of student conduct and has been reported. Students cannot be permanently removed or dropped from a class without benefit of due process. Assigning a failing grade for the class must be based upon the holistic grading procedures of the instructor; academic sanctions for plagiarism and/or cheating that may be applied by the instructor include assigning a failing grade for the assignment or zero points for the assignment.

Once the Director of Student Services receives the above documents, the student will be issued a written warning that includes sanctions for future incidents.
DISCIPLINARY ACTION

Disciplinary action may be taken as a result of student misconduct. Appropriate College officials may impose the following penalties:

Warning: Oral or written that continuation of wrongful conduct may be cause for additional disciplinary action.

Reprimand: Written statement of violation of a regulation including the possibility of more extreme disciplinary action.

Suspension: Exclusion from classes and other privileges or activities for a specified period of time that may include exclusion from the campus.

Expulsion: Termination of student status for an indefinite period. The conditions of readmission, if permitted, shall be stated in the order of expulsion.
DEFINITION OF CREDIT HOURS

A credit hour is assigned for a minimum of 16 class hours not including out of class hours academic work. A credit hour is generally enrolled as one hour of class each week for the 16-week semester.

**Unit:** Courses are assigned a unit value based on one unit of credit for every 70 minutes of lecture or 3.5 hours of laboratory time per week by the student. A student's progress in determined in part by the number of units completed.

**Class Size Policy:** International Horizons College has adopted a small class size policy in order to provide maximum individual attention to students and a sense of collegial community within the class as a group. As a general guideline class sizes shall not exceed 24 students. Exceptions must be approved by the Curriculum Committee and the Provost and must be based on sound educational rationale.
ACADEMIC PROGRESS

Evaluation of Student’s Performance

The student’s performance is assessed on a continuous basis during the semester.

The course grade is divided into three pre-specified parts: semester activities, mid-semester examination and final examination.

A student must repeat the compulsory courses that he/she fails.

A student must repeat the elective courses that he/she fails or substitute them with other elective courses in his/her curriculum.

All the courses that the student has completed must appear in his/her transcript with the corresponding grades.

If a student fails a course and repeats it successfully, the failing grade is not taken into consideration in calculating the grade point average. If he/she fails a course more than once and repeats it successfully, all failing grades are ignored. The maximum grade he/she may attain is C.

IHC will allow students to repeat courses once without receiving approval from IHC. A second repeat requires approval from the Dean of Academic and Student Affairs. Grades are calculated only one time for each course (the best grade).

Repeating even one course is a major concern at IHC. IHC will monitor student performance throughout every term and will require all faculty members to inform the Director of Student Services prior to first course drop date of students receiving a grade of C or below. Counselors will meet with each student receiving a grade of C or below to inform them that transfer to the UC and other elite universities is unlikely with less than a 3.0 GPA. Students may be asked to revise their academic plan to focus on the CSU and other US universities outside of the top 100 if they are in danger of earning a GPA under a 3.0 for any term. Students will sign off to the revised academic plans.
Satisfactory Progress

A cumulative 2.0 GPA is required for status as Satisfactory Progress.

A student whose last completed semester GPA and cumulative GPA are 2.00 or above and whose accumulated units of W(withdrawal), NC (No Credit) and/or I (Incomplete) do not reach or exceed 50 percent shall be in Clear Standing.

Academic Probation

A student who has attempted 12 or more semester units and who then earns a cumulative GPA of less than 2.00 during the Fall or Spring semester shall be placed on academic probation the following semester. A student shall be removed from academic probation when the cumulative GPA reaches 2.00 or above. Any student whose cumulative GPA remains below 2.00 will continue to be on academic probation as long as the GPA is 1.75 or above.

Subject to Academic Dismissal

A student will be subject to academic dismissal when:

- The student has attempted 12 or more units and earns a cumulative grade point average of less than 1.75 for two consecutive semesters.
- The student is in the first semester of attendance after having been reinstated subsequent to dismissal from the College.

Notification of Academic Status

A student who is on academic probation or subject to dismissal shall have such statuses printed on their academic record (transcript).

A student who has attempted 12 or more semester units and who then earns a cumulative GPA of less than 2.00 during the regular semester shall be placed on academic probation the following semester.

A student shall be placed on progress probation if he or she has enrolled in a total of at least 12 semester units and the percentage of all units in which the student has enrolled, for which entries of "Withdrawal," "Incomplete", “No Credit” and "No Pass" were recorded reaches or exceeds fifty percent.
A student who is placed on probation may submit an appeal in accordance with procedures to be established by the President.

A student on academic probation shall be removed from probation when the student's accumulated grade point average is 2.0 or higher. A student on progress probation shall be removed from probation when the percentage of units in the categories of "Withdrawal," "Incomplete", “No Credit” and "No Pass" drops below fifty percent.

**Dismissal**

A student who is on academic probation shall be subject to dismissal if the student has earned a cumulative grade point average of less than 1.75 in all units attempted in each of three (3) consecutive semesters.

A student who is on progress probation shall be subject to dismissal if the cumulative percentage of units in which the student has been enrolled for which entries of "Withdrawal," "Incomplete", “No Credit” and "No Pass” are recorded in at least three (3) consecutive semesters reaches or exceeds fifty percent.

A student who is subject to dismissal may submit a written appeal in compliance with administrative procedures. Dismissal may be postponed and the student continued on probation if the student's semester grade point average during the last three semesters is 2.00 or above. A returning or transfer student on Academic Dismissal who has maintained a 2.00 GPA for three consecutive semesters may petition for reinstatement even if the student’s cumulative grade point average is still below 2.00.

Students also may petition for reinstatement in cases of extreme extenuating circumstances not reflected in the above conditions.
DEFINITIONS OF ACADEMIC TERMINOLOGY

**Advisories:** Advisories are notations at the end of the course descriptions in the Catalog for the purpose specifically of informing students of transfer applicability of the course to University of California (UC notation) and California State Universities (CSU notation). Advisories also indicate General Education categories in which the courses are found in the transfer program.

**Associate Degree:** A degree awarded upon completion of a prescribed program of student in a major field at the College. The Associate of Arts (AA) is degree that may be earned at the College.

**CSU:** California State Universities.

**Class Load:** The number of units a student takes in any given term. A full-time class load is twelve or more units during fall and Spring semesters. A standard class load is fifteen units.

**Clear Standing:** Indicates that a student’s grade point average in the previous semester and cumulative grade point average are C (2.0) or better.

**Credit:** A completed unit of study recorded on the student’s official college record.

**Dismissal:** A status caused by low academic or progress performance.

**Elective:** Any course not required for a major field or general education but applicable to the degree offered by the college or university.

**General Education Requirements:** Required courses satisfying the breadth requirements of a liberal education expected of students who receive an associate (and bachelors) degree.

**Grade Point Average (GPA):** The total number of points earned for all grades assigned is divided by the number of course units taken and the result is the GPA.

**Major:** The program of study leading to the Associate Degree and to university transfer.
Prerequisite: A requirement that must be completed before a certain course can be taken, usually another (preparatory) course or a specific minimum level assessment score.

Registration: The process of signing up for classes at the beginning of the semester.

Transcript: Official copy of a student’s academic records (courses and grades) from the College.

UC: University of California

Unit: Courses are assigned a unit value based on one unit of credit for every hour of lecture or 3 hours of laboratory time per week by the student. A student’s progress is determined in part by the number of units completed.
CURRICULUM AND REQUIREMENTS

COLLEGE-WIDE LEARNING OUTCOMES

The following defines 21st Century college-wide student learning outcomes that will be passed on to every student and serve as foundation of the College’s education program.

Independent and Collaborative Learners. Instilling a belief in one’s own independent efforts and the pursuit of excellence. Promoting classroom collaboration as a learning skill as well as a social benefit. Developing practical skills and knowledge of the workplace and career options through hands-on real life projects.

Responsible and Self-Directed Learners. Recognizing that respect for others and honesty are the standards of the college community. Understanding the positive and negative influences as well as responsibilities associated with life choices. Becoming self-directed in learning and not reliant solely on the teacher.


Effective Communicators. Encouraging self-reliance, student voice, the courage to take a stand, and the ability to express oneself in an effective and responsible manner. Facilitating technological competence and ease of exploring emerging technologies and innovative systems of working and learning.

Citizens of the World. Demonstrating appreciation and tolerance for differences in a culturally diverse world. Encouraging participation in a variety of school and community activities to develop self-esteem, leadership, and self-awareness of ability to affect change in one’s self and their community.
GENERAL EDUCATION CRITERIA AND REQUIREMENTS

College courses that are offered to fulfill the general education and breadth requirements are designed to meet the following Criteria:

The completion of a minimum 29 semester units for university transfer general education requirement represents more than an accumulation of units of college credit. It stems from the dedication of the faculty to lead students through patterns of learning experiences designed to develop certain capabilities and insights:

- The ability to think and to communicate clearly and effectively both orally and in writing;
- The skills to use mathematics and scientific inquiry and analysis
- Developed awareness of one’s own culture and other cultures and times
- Achieved insights gained through discussing ethical and social problems
- Developed capacity for self-understanding and interpersonal communications

General education is aimed at the development of the whole person. It reflects the conviction that college educated persons must be able to use this knowledge when evaluating and appreciating the physical environment, the culture, and the society in which they live. General education should lead students to a breadth of understanding and a broadening of perspectives.

The following presents the **Student Learning Outcomes** for the General Education Curriculum and the Areas of Emphasis for the Associate of Arts degree.

**English Communications**

Courses include both expository and argumentative writing, analytical thinking and communications. Upon receipt of an associate degree from the College a student will be able to:

- Write a well-organized paper in Standard English, which presents a main idea, supported by effective documentation and details.

- Demonstrate the ability to write effectively using correct grammar.
• Choose the appropriate style and method of communication for a variety of contexts.

• Think logically and critically to solve problems, explain conclusions, and evaluate evidence or critique the thinking of self and others.

• Demonstrate the ability to make an effective decision in a variety of settings.

**Mathematics**

Upon receipt of an associate degree from the College a student will be able to:

• Develop the ability to express ideas and reason logically regarding abstract situations

• Synthesize ideas and apply mathematical reasoning and logic to the real world

• Set up and solve problems using algebraic and geometric models

• Write mathematical information symbolically, visually and numerically

**Arts and Humanities**

Courses address the need for the student to develop an aesthetic understanding and ability to make judgments in a measurable and integrative way. Upon receipt of an associate degree from the College a student will be able to:

• Appraise and evaluate the aesthetic elements of the fine and performing arts.

• Analyze the contributions of the fine and performing arts from historical, cultural and theoretical perspectives.

• Appraise the role of the arts, foreign language, literature, philosophy and religion in cultural development.

• Assess the relationships among the arts, the humanities, and the self.
Sciences

Courses shall be designed to help the student develop an appreciation and understanding of the scientific method and encourage an understanding of the relationships between science and other human activities. Upon receipt of an associate degree from the College, a student will be able to:

- Analyze basic concepts of biological and/or physical science to evaluate and debate the validity of scientific information presented in class, the media, and/or other material.

- Use the scientific method to distinguish between science and pseudo-science, analyze data, make observations, draw conclusions, and distinguish between hypothesis and theory.

- Solve scientific problems in a variety of contexts.

Social and Behavioral Sciences

Courses shall be designed to stimulate critical thinking about the ways people act and have acted in response to their societies and should promote appreciation of how societies and social subgroups operate. Upon receipt of an associate degree from the College a student will be able to:

- Distinguish the ways human cultures develop and how people behave within the context of their cultures.

- Demonstrate an understanding and appreciation for social, political and economic institutions within a historical perspective.

- Identify and apply the major theories and methods of inquiry of the social and behavioral sciences to specific cultures and social groups.
Business:

Courses shall be designed to emphasize the integration of theory and practice within the different fields of business and management. Upon receipt of an associate degree from the College a student will be able to:

- Expand knowledge and develop understanding of business and management
- Utilize accounting, marketing, economic, legal and other systems to achieve proficiency in business
- Utilize business information systems for research, organizing and developing legitimate business models
- Communicate effectively through appropriate modes of communication pertaining to business environments
ASSOCIATE OF ARTS DEGREE IN LIBERAL ARTS

The following are the requirements for successful completion of the degree of **Associate of Arts in Liberal Arts**

**Grade Points:** Earn a grade average of at least C (2.0) over the total of 60 semester credits for the AA Degree and at least B (3.0) for transfer to selective universities. To graduate with Honors earn a grade average of at least 3.5.

**Total Units Minimum for AA Degree:** 60 semester units

**GENERAL EDUCATION**

Minimum is 29 units selected from the 6 AREAS and course numbers below:

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**AREA 1:** English Communications (7 units)

*English 101-A, and 101-C*

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**AREA 2:** Mathematics (3 units)

*Math 101, 102, 120, 130, 105, 201, 202*

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**AREA 3:** Humanities (6 units) 2 courses in at least 2 different disciplines including required course in either Arabic or Culture of the Arab and Islam World

*Art 100, 204, Arabic 101A, 101B, English 211 Chinese 101A, 101BB, History 104A, 104B, Music 102, 104 Philosophy 100, 201, Spanish 101-A, 101-B*

*MSJC On-line Courses: Art 102, 104, , History 103, 104, Music 107, Philosophy 103, 111*

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**AREA 4:** Science (8 units)

*Astronomy 101, Biology 101A, 101B 130, 208, Chemistry 110 111, 210, 211 Environmental Science 101, Geography 101, Physical Science 108, 111, 112*

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**AREA 5:** Social Science (6 units) 1 course in U.S. History, 1 in American Government, for transfer to U.S universities; 1 course in Western Civilization, 1 in International Relations for transfer to other universities.

*History 104-A, 104-B, 217-A, 217-B, Political Science 102, 201,*

*MSJC On-line Courses: , History 102, 104,
AREA 6: World Language other than English (0-4 units)
Students whose native language is English are required to have taken a world language course in high school for two years or the equivalent, or they are required to take 1 college semester of a world language (which also meets Area 3 requirement). Students for whom English is a second language may demonstrate proficiency by evidence of course work in a native language other than English. Arabic 101A, 101B, Chinese 101A, 101B, Spanish 101A, 101B

*AREAS OF EMPHASIS 24-28 units
Students will pursue one of the following areas of Emphasis for the AA Degree in Liberal Arts:
*Business: 28 units including accounting, calculus, computer science, ethics and economics
*Arts and Humanities: 24 units including 2 semesters of a world language or college competency
*Math and Science: 24 units including 2 semesters of chemistry, and 2 semesters of either biology or physics and 2 semesters of calculus
*Social and Behavioral Sciences: 18 units with Calculus for Social Sciences and Business recommended as General Education

ELECTIVES (transferable to universities) 2-6 units from any course in the IHC catalog including but not limited to:
Health 101, 202, Personal Development 105, Physical Education 101, 201, 202

RESIDENCY REQUIREMENT
International Honors College has a residency requirement for the associate degree: A minimum of 50% of all course work for the degree must be from IHC and the majority of the final 30 credit hours must be completed at IHC.

PERIODS OF COMPLETION FOR QUALIFICATION
There is no minimum period of attendance for completion of degree qualification other than the residency requirement. However, there is a six-year maximum period of enrollment for completion of qualification. Students in continuous enrollment will meet the Catalog requirements in effect at the time of their initial enrollment. Students whose enrollment in not continuous, must meet the Catalog requirements in effect at the point in time of the onset of their most recent continuous enrollment before graduation qualification.
MAJOR COURSES OF STUDY

ASSOCIATE of ARTS DEGREE IN LIBERAL ARTS

Learning Outcomes

- Assess many different situations, involving diverse people and viewpoints, and compose appropriate responses in writing and speaking.
- Analyze the substance of others’ comments through active listening.
- Evaluate and analyze texts through active reading, writing, and discussion.
- Locate and evaluate information by selecting and using appropriate research methods and tools.
- Propose solutions to problems by thinking logically and critically; explaining conclusions; and evaluating, supporting, or critiquing the thinking of others.
- Identify and analyze real or potential problems and develop, evaluate and test possible solutions and hypotheses.
- Compose an understandable, organized and supported written or spoken explanation of ideas, feelings, and conclusions.

Areas of Emphasis.

In addition to general education courses, a minimum of 18 units is required in one Area of Emphasis listed below. For depth of study, 2 or more courses in one discipline are required. More than one area of emphasis may be awarded. Area of Emphasis courses may also be used to fulfill General Education areas

Arts and Humanities

These courses emphasize the study of cultural, literary, humanistic activities and artistic expression of human beings. Students will evaluate and interpret the way in which people through the ages in different cultures have responded to themselves and the world around them in artistic and cultural creation. Students will also learn to value aesthetic understanding and incorporate these concepts when constructing value judgments.

IHC Courses:
ART100, ART 204, ARB 101-A, ARB 101 B, CHN 101A, CHN 101B, ENGL 211, 280 HST 205, 220, GEOG 102, HIS 104- A, HIS 104- B, MUS 102, MUS 104, PHIL 100, PHIL 201, SOC 110, SPAN 101A, SPAN 101B, SPCH 101, SPCH 103, SPCH 205

MSJC Courses:
ART 102, ART 104, HIS 103, HIS 104, , MU 107, PHIL 103, PHIL 111,

Business

These courses emphasize the integration of theory and practice within the different fields of business and management. Students will develop the ability to understand effective management practices in a context of global business enterprises. Students will demonstrate an understanding of the role of business and technology
in the emerging global economy. Students will critically apply ethical standards to business decisions and practices.

Advisory: Students following this emphasis should identify the transfer core degree requirements for the major and university and select the required courses below.

**IHC Courses:**
ART204, BA 101A, BA 101B, BA 204, BA 216, BA 241, CS 201, ECON 201, ECON 202, MATH 201, 202, 210 PHIL 201, PS 201

**Social and Behavioral Sciences**
These courses emphasize the perspective, concepts, theories and methodologies of the disciplines typically found in the vast variety of disciplines that comprise study in the social and behavioral sciences. Students will study about themselves and others as members of a larger society. Topics and discussion to stimulate critical thinking about ways people have acted in response to their societies will allow students to evaluate how societies and social subgroups operate.

**IHC Courses:**
ECON 201, ECON 202, HST 104A, HST 104B, HST 220, HST 217A, HST 217B, MATH 202, PHIL 201, PS 102, PS 201, PSY 101, PSY 201, PSY 204, SPCH 103, SPCH 205,

**MSJC Courses:**
, HIS 103, HIS 104, SOCI 101, SOCI 110

**Mathematics and Science**
These courses emphasize the natural sciences that examine the physical universe, its life forms and its natural phenomena. This area of emphasis if for general interest in math and science in support of a variety of careers and courses of study but is not primarily intended to fully prepare students who will transfer as majors in engineering or the physical sciences. Courses in mathematics emphasize the development of mathematical and quantitative reasoning skills beyond the level of intermediate algebra. Students will be able to demonstrate an understanding of the methodologies of science as investigative tools. Students will also examine the influence that the acquisition of scientific knowledge has on the development of the world’s civilizations.

Advisory: Additional math and science courses may be required by the transfer core degree requirements for the university major selected for transfer. Certifying for math and science majors may require partial attendance at another college or university to meet all lower division requirements. Consult catalog of transfer university.

**IHC Courses:**
AST 101, BIOL 101-A, BIOL 101-B, CHEM 110, 111, 210, 211, ENVS 101, GEOG 101, MATH 102, 120, 130, 201, 202, 203, 210 PHYS 108, 110 111,
MSJC COOPERATIVE DEGREE OPTIONS

IHC has an agreement of cooperation with Mt. San Jacinto College (USA) whereby students may supplement their education program at IHC with on-line courses from MSJC. Students taking MSJC courses are concurrently admitted and enrolled at both IHC and MSJC. After meeting the residency requirement of MSJC (minimum 12 units with grade C or better), students may be eligible for an Associate of Arts degree at MSJC as well as IHC.

UNIVERSITY TRANSFER

The U.S. higher education system has over 3,400 colleges and universities. The College believes that its students should be prepared to enter the most highly rated universities. Altogether there are six different types of colleges in America:

National Universities. These focus on research and have a full range of degrees including Ph.Ds. 187 such universities receive a rating from the USNWR annual survey.

National Liberal Arts Colleges. These focus on undergraduate studies and 50% or more of the degrees awarded are in liberal arts, most at the bachelor’s degree level. There are also 187 such colleges ranked each year by USNWR.

Regional Universities. These universities offer a full range of bachelor’s degrees and selected masters degrees. None offer Ph.Ds. USNWR ranks 100 of these in each of four regions in the U.S.

Regional Colleges. These colleges tend to be specialized and offer less than 50% of their degrees in liberal arts. Only some offer masters degrees. USNW ranks 100 of these also in each of the four U.S. regions’ Community Colleges. These colleges offer the first two years of university general education and many also offer selected vocational programs that do not count toward university transfer. USNW does not rank these schools.

Private Vocational Colleges and Institutes. These schools are focused on different career field skills and are not ranked.

With the assistance of a counselor, the College students will have their choice upon transfer to the U.S. of any colleges the student prefers according to their academic record at the College and the aptitude shown for their chosen university major. The College cannot guarantee any student that they will be admitted to the transfer school of their choice because the transfer school makes that decision is solely responsible for that decision. However, the
College does assure every student that the curriculum, quality of faculty and teaching methods are in keeping with the academic standards of the best U.S. universities. In order to give the students the best opportunity for university transfer, the College has worked closely with a number of selected universities through Memorandums of Agreement to be certain the transfer credits are acceptable and the College programs align well in other areas of high academic standards.

All IHC Courses are transferable courses to US universities. The course titles and descriptions match those offered by California Community Colleges for transfer to the University of California. Transfer courses are designed to parallel lower-division offerings at four-year colleges and universities. Through the transfer curriculum, IHC students may complete freshman and sophomore requirements in two years and transfer to the university with junior or upper division status. For the California public universities, this requires 60 semester credits of approved transfer courses. A maximum of 70 units may be transferred from IHC to these universities. All IHC courses are approved for California transfer. Students who have not taken the SAT or ACT college admissions test during their senior year in high school MUST have a minimum of 56 transferable units.

The University Transfer Plan includes three components of the AA degree totaling 60 semester units:
1. IHC General Education - 29 units minimum
2. IHC Area of Emphasis -24 units minimum
3. Electives 2-9 units

HONORS PROGRAM

The IHC Honors Program engages students in the regular transfer curriculum in a more enriched and extensive manner providing opportunities for research and in-depth study as well as interdisciplinary seminars. Learning Outcomes for Honors include:

- Improved transfer and career opportunities for student members
- Enhanced development of lifelong skills including scholarly writing, research and presentation skills

Courses marked with the letter H after the course number are honors enrichment classes and carry additional requirements. Students who enter the college with a 3.5 gpa from high school and/or earn a 3.3 gpa in college work may be admitted to the IHC Honors Program. Completion requirements include earning a grade of B or better in a minimum of 4 honors courses and maintenance of a 3.0 minimum gpa in all honors course work including MSJC and IHC honors classes. To apply for the program complete the Honors Program Application at the Counseling Office at any time during the first two semesters of attendance at IHC.
COURSE DESCRIPTIONS

ARABIC

ARB-101A  Elementary Arabic I
72 Hrs. Lecture/ 18 hrs. Lab
Units: 4
This beginning course concentrates on pronunciation, oral practice, basic grammar of the Arabic language and study of the Islamic and Arab cultures.

ARB-101B  Elementary Arabic II
72 Hrs. Lecture / 18 Hrs. Lab
Units: 4
This is a continuation of the beginning course in Arabic language and study of the Islamic and Arab cultures.

ART

ART-100  Art Appreciation
54 hrs. Lecture
Units: 3
In this course, theatre, art and music are explored through discussion, historical review and contemporary issues. The purpose of this course is to increase students’ understanding and enjoyment of the arts.

ART-204  2D Design
36 hrs. Lecture, 72 hrs. Lab
Units: 3
This lecture/lab class will introduce the beginning student to the techniques and concepts related to the organization of two-dimensional imagery. Studio work will include collage, painting, printmaking and drawing.
ASTRONOMY

AST-101 General Astronomy
54 hrs. Lecture, 54 hrs. Lab
Units: 4
This lab science course provides the student with an introduction to the history, principles, methods and fundamentals of astronomy. Lab sections cover methods and fundamentals through inquiry and experiments.

BIOLOGY

BIOL-101 A General Biology I
54 hrs. Lecture, 54 hrs. Lab
Units: 4
This course provides an introduction to biological principles for biology and health profession majors. Topics emphasized: biochemistry, cell structure and function, metabolism, cellular reproduction, Mendelian genetics, molecular genetics, genetics of prokaryotes and viruses, biotechnological techniques and evolution.

BIOL-101 B General Biology II
54 hrs. Lecture, 54 hrs. Lab
Units: 4
Topics emphasized in this lab science course include evolution, systematics, prokaryote and eukaryote diversity, anatomy and physiology of animals, plat structure and function, and ecology.

BIOL-130 Introduction to Biology
54 hrs. Lecture, 54 hrs. Lab
Units: 4
This is a biology course for non-majors and includes cell structure and function, ecology, evolution, genetics, taxonomy and reproduction.

BIOL-208H Ecology
48 hrs. Lecture 48 hrs. Lab
Units: 4
A lab science study of ecological principles with a focus on biodiversity, ecosystem function, and the inter-relationship of the biotic and abiotic components of the environment.
**BUSINESS (PRE-MAJOR)**

BA-101A  Introduction to Financial Accounting  
72 hrs. Lecture  
Units: 4  
This course introduces accounting theory, procedures, and practices related to financial accounting.

BA-101B  Introduction to Managerial Accounting  
72 hrs. Lecture  
Units: 4  
This course is an introduction to managerial accounting including the analysis and interpretation of accounting data to aid management.

BA-204  Computer Applications in Accounting  
36 hrs. Lecture, 54 hrs. Lab  
Units: 3  
This course covers the application of accounting theory on the computer using general ledger accounting and spreadsheet software.

BA-216  Business English and Communications  
54 hrs. Lecture  
Units: 3  
This course reviews the fundamentals of English grammar, punctuation, and sentence structure from a business perspective.

BA-241  Business Law  
54 hrs. Lecture  
Units: 3  
This course is an introduction to law applicable to business including the legal environment of business, ethics, sustainability, contracts, agency and sales law.

**CHEMISTRY**

CHEM-110  General Chemistry I  
54 hrs. Lecture/ 54 hrs. lab
Units: 4
A basic course in the principle of chemistry with special emphasis on atomic structure, stoichiometry, chemistry of aqueous solutions, balancing molecular and oxidation reduction reactions, energy relationships in chemical systems, properties of gases, periodic relationships among the elements, chemical bonding, the geometry of molecules, hybridization and molecular orbital theory. A considerable amount of out-of-class study is required.

CHEM-111 General Chemistry II
54 hrs. Lecture/ 54 hrs. lab
Units: 4
This class is a continuation of Chemistry 101. Special emphasis is given to chemical kinetics and equilibrium, thermodynamics, acid base equilibria, electrochemistry, common reactions of metals and non-metals with an introduction to qualitative analysis. Prerequisite: CHEM-110 (with a grade of C or better).

CHEM-210 Organic Chemistry I
54 hrs. Lecture, 54 hrs. lab
Units: 4
This intermediate level course is the first of a two-semester sequence in organic chemistry. The topics covered include molecular properties, structure and bonding, stereochemistry, reactions and synthesis of alkane, alkenes, alkynes and alkyl halides, NMR and IR spectroscopy, and the chemistry of benzene and aromatic compounds. Prerequisite: CHEM-111 (with a grade of C or better).

CHEM-211 Organic Chemistry II
54 hrs. Lecture/ 54 hrs. lab
Units: 4
This is the second of a two-semester sequence in organic chemistry. The topics covered include a systematic study of the nomenclature, properties, preparation, reactions and uses in synthesis of alcohols, ethers, aldehydes, ketones, carboxylic acids, acid derivatives and amides, and a study of biological molecules. Prerequisite: CHEM-210 (with a grade of C or better).

CHINESE

CHIN-101A Elementary Chinese I
72 hrs. Lecture, 18 hrs. Lab
Units: 4
This course is an introduction to fundamentals of the Chinese Standard Mandarin language through the development of speaking, reading, writing and listening skills. The course is presented in the context of modern Chinese culture.

CHIN-101B Elementary Chinese II
72 hrs. Lecture, 18 hrs. Lab
Units: 4
This course is a continuation of CHIN-101A as an introductory course in grammar, reading, writing, listening and speaking Mandarin Chinese within the context of modern Chinese culture.

COMPUTER SCIENCE

CS-101 Introduction to Computers and Information Technology
54 hrs. Lecture
Units: 3
This course is a general introduction to the area of computer and information technology and is designed for all students. This survey course will examine a broad overview of topics including software, hardware, the networking of computer systems, and information technology and surveys of programming languages as well as implications of this technology for today's information society.

CS-201 Introduction to C++ Programming
54hrs. Lecture
Units: 3
This course introduces the principles of object-oriented programming using the C++ programming language. Students will investigate and evaluate various programming design methodologies and apply them to programming problems in C++. C++ features that will be covered include language syntax, class definitions, control structures, function definitions, and basic data structures. No prior programming experience is required.

ECONOMICS

ECON-201 Introduction to Macroeconomics
54 hrs. Lecture
Units: 3
This is an introductory course in macroeconomics. The topics explored include supply and demand, government spending, taxation, business cycles, fiscal policy, monetary policy, money and banking system, inflation, unemployment, national income, and international economics.

**ECON-202 Introduction to Microeconomics**

- 54 hrs. Lecture
- Units: 3

This is an introductory course in microeconomics. The topics explored include demand, supply, market structure, pricing policies, labor market elasticity and its application, public goods and common resources, and environmental policy.

**ENGLISH**

**ENGL-100 English Writing Fundamentals**

- 54 hrs. Lecture
- Units: 3

This course prepares speakers of other languages for ENGL-101A by providing instructors trained in teaching ESL. The course provides practice in American English composition with an emphasis on the multi-paragraph essay. Grammar, writing mechanics, and paragraphing will also be reviewed with attention given to the unique needs of ESL students. Students will also be introduced to using library resources. Completion of ENGL-100 with a grade of C or better meets the prerequisite for ENGL-101-A.

**ENGL-101A Freshman Composition**

- 54 hrs. Lecture, 54 hrs. Lab
- Units: 4

This course focuses on reading and writing of expository and argumentative works, introduction to research skills and documentation to develop students’ ability to think critically and advocate ideas forcefully and accurately. Students will increase practical fluency by developing sentence, paragraph, thesis and essay skills.

**ENGL 101A-H Freshman Composition with Honors.**

- 54 hrs. Lecture, 54 hrs. Lab
- Units 4

This course provides instruction in writing academic analytic essays. Students will learn to interpret and respond to...
sources analytically, conduct academic-level research and incorporate those sources into a research paper. This course satisfies graduation and transfer requirements for Freshman Composition with additional instruction and opportunities. Prerequisite: Acceptance in the Honors Program.

ENGL-101B   Introduction to Literature
            72 hrs. Lecture
            Units: 4
In this course students will read and evaluate literature in a critical, logical way. The emphasis will be upon critical analysis of literary works (novel, short story, poetry and drama) and upon the students' development of an appreciation for literature.

ENGL-101C   Critical Thinking and Composition
            54 hrs. Lecture
            Units: 3
In this course students will learn critical thinking skills and use them to read and evaluate essays in a precise, logical way. The emphasis will be upon critical analysis and upon the students' development of effective written arguments.

ENGL-211   Introduction to Creative Writing
            54 hrs. Lecture
            Units: 3
This course includes experimentation with creative principles such as fiction, non-fiction, drama and poetry, and a critical analysis of the student’s work.
ENGL-225H    Film and Literature  
54 hrs. Lecture  
Units: 3

This course acquaints students with basic literary and film theory and terminology as tools for the analysis of both narrative literature and film and to explore the interplay between these two types of text. Some attention to genre and literary and film history will contextualize discussions about the translation of literature into film from a multidisciplinary perspective as well. Prerequisite: ENGL-101 A (with a grade of C or better).

ENVIRONMENTAL SCIENCE

ENVS-101    Environmental Science  
48 hrs. Lecture 48 hrs. Lab  
Units: 4

This lab science course explores current environmental issues emphasizing their relationship to the physical, chemical and biological sciences. Students are introduced to the basic principles of scientific study using environmental issues as its main theme and the inter-relationships of biotic and abiotic factors of the biosphere as influenced by human action.

GEOGRAPHY

GEOG-101    Physical Geography  
54 hrs. Lecture, 54 hrs. Lab  
Units: 4

This lab science course will focus on the interaction between humans and their physical environment emphasizing the natural features of weather and climate, landforms, soil, vegetation, earthquakes, and volcanism, water quality and environmental management.
GEOG-102  Cultural Geography
      54 hrs. Lecture
      Units 3
This course focuses on the study of the origin, spread, and regional differences of human cultures as they relate to the use of the earth and how they relate to their physical environments. The course explores how different people use and/or abuse or otherwise change the earth as home of humanity.

HEALTH

HLTH-101  Health Science (Personal Health)
      54 hrs. Lecture, 10 hrs. Lab
      Units: 3
This course promotes personal, family and community well being and includes ways to obtain and maintain optimum personal fitness and wellness.

HLTH-202  Yoga and Meditation
      54 hrs. Lab
      Units: 1
Various meditation techniques will be introduced and practiced with a focus on relaxation and stress reduction.

HISTORY

HIST-104A  Western Civilization with a World Perspective Until 1600
      54 hrs. Lecture
      Units: 3
This course is a survey of the cultural, social and political developments of civilization in the Mediterranean through the beginning of early modern history. This course takes an interdisciplinary approach to the study of Western Civilization before 1600 AD and includes a world perspective.
HIST-104B    Western Civilization with a World Perspective From 1600
35 hrs. Lecture
Units: 3
This course is a survey of the cultural, social and political developments in Western Civilization with a world perspective from the rise of the nation-state through contemporary times.

HIST-217A    History of the United States Until 1877
35 hrs. Lecture
Units: 3
This course surveys the history of the United States from pre-colonial times through Reconstruction (1877).

HIST-217B    History of the United States Since 1877
35 hrs. Lecture
Units: 3
This course surveys the history of the United States from 1877 (end of Reconstruction) to the present day.

HIST-220    Culture and Civilization of the Arab and Islamic World
35 hrs. Lecture
Units: 3
This course is designed to present the student with the cultural, political, economic and social history of the Islamic World, focusing on the countries whose inhabitants speak Arabic as their everyday language. The course is an introductory approach to the nature of Arab, Islamic and Middle Eastern studies. In addition, students will be encouraged in the course to think in an organized and rational manner so as to better comprehend how the past functioned in the shaping of the present.

MATHEMATICS

MATH-101    Math for Liberal Arts
35 hrs. Lecture
Units: 3
This course is designed for liberal arts and education students and uses the concepts learned in Intermediate Algebra. It is a survey course with emphasis on the nature of mathematics, problem solving and thinking patterns. Topic will be selected from the areas of sets and logic, methods of proof, elements of probability and statistics, geometry, systems of numeration, math of finance, basic trigonometry and calculus, math history and linear programming.
MATH 102  College Algebra  
72 hrs. Lecture  
Units: 4  
This course includes fundamental topics in Algebra, theory of functions, graphing, and solving equations. Additional topics include complex numbers, polynomial and rational functions, logarithmic and exponential functions. This is a transfer course in the algebra sequence, and also prepares students for precalculus and trigonometry courses.

MATH-105  Pre-calculus  
72 hrs. Lecture  
Units: 4  
This course is a prerequisite to Math 201- Calculus I. The topics covered include: a review of selected algebra topics, polynomial functions, rational functions, exponential functions, logarithmic functions, analytic trigonometry, applications of trigonometry, functions and their graphs, conic sections, sequences and series, and proof by mathematical induction. This transfer course lays the foundation for success in Calculus for Math, Science, and Engineering majors.

MATH-120  Calculus for Business and Social Science  
72 hrs. Lecture  
Units: 4  
This course includes the concepts of relations, algebraic, exponential and logarithmic functions, differential and integral calculus, functions of several variables, and partial derivatives, with applications to business, finance and social sciences.

MATH-130  Introduction to Statistics and Probability  
72 hrs. Lecture  
Units: 4  
This course examines the elements of probability, binomial and normal distributions, measures of location and variation, hypothesis testing, point and interval estimation, small sample tests, linear correlation, analysis of variance, and use of technology for statistical applications.
MATH-201  Calculus with Analytic Geometry-I  
72 hrs. Lecture  
Units: 4  
This course includes functions and graphs, elements of analytic geometry, limits, continuity, differentiation of algebraic, trigonometric, logarithmic, exponential and inverse functions, derivative and definite integral.

MATH-202  Calculus with Analytic Geometry-II  
72 hrs. Lecture  
Units: 4  
This course includes techniques of integration, related applications, infinite series, and advanced treatment of conics, parametric equations and polar coordinates.

MATH-203  Calculus with Analytic Geometry-III  
72 hrs. Lecture  
Units: 4  
This course includes vector analysis; functions of several variables, partial derivatives, multiple integration, integration of vector valued functions, and applications.

MATH-210  Introduction to Linear Algebra  
54 hrs. Lecture  
Units: 3  
This course includes an introduction to linear algebra including vector spaces, matrices, determinants, linear transformations, eigenvectors, techniques of solving systems of equations, and applications.

MUSIC

MUS-102  Music Appreciation  
54 hrs. Lecture, 18 hrs. Lab  
Units: 3  
This is an introductory course in music for students without formal training in music, listening or performance. It is designed to provide understanding and enjoyment through informed listening, analysis, and discernment of musical elements, forms and repertoire. The material is selected from various styles, periods and cultures.
MUS-104H Music of World Cultures
54 hrs. Lecture
Units: 3
This course is a survey of traditional and contemporary music from different countries including Africa, India, Indonesia, South/Central America, Caribbean, Middle East, Europe, China, Japan and the United States. This course deals with the traditional instruments and ensembles as well as vocal techniques and performance practices.

PERSONAL DEVELOPMENT

PD-105 College Success
54 hrs. Lecture
Units: 3
This course assists students in developing personal and academic skills needed to be successful in college studies and life in general. This course integrates personal growth, learning techniques, academic and career success, problem solving, and critical and creative thinking. Topics include: self-evaluation and assessment, time and financial management, faculty-student relationships, effective writing and communications, health maintenance, stress management, campus resources, learning styles and strategies.

PHILOSOPHY

PHIL-100 Introduction to Philosophy
54 hrs. Lecture
Units: 3
This course is an introduction to philosophy that examines various philosophers and enduring questions such as “what is reality?” and “who am I?” and “what can I know?”

PHIL-201H Ethics
54 hrs. Lecture
Units: 3
This course examines the major ethical systems and contemporary moral issues of society. Ethical theories include Kantianism, Utilitarianism, Virtue Theory, Ethics and Care. Moral issues will include euthanasia, abortion, the death penalty, animal rights, environmental responsibility and obligations to charity.
PHYSICAL EDUCATION

PE-101  Personal Fitness and Exercise
         9 hrs. Lecture, 27 hrs. Lab
         Units:  1
This course enables the student to follow a regular program of fitness and exercise with guidance and understanding of their own physiology, nutrition, flexibility, strength, cardiovascular condition and general wellness.

PE-201  Total Body Conditioning
         54 hrs. Lab
         Units:  1
This course is a complete conditioning program emphasizing muscular strength and endurance, cardio-respiratory endurance and flexibility. Aerobic activities are combined with resistance training exercises and are designed to work out the total body. Step aerobics, aerobic dance, power talking, circuit training and interval training will be introduced.

PE-202  Yoga and Meditation
         54 hrs. Lab
         Units:  1
This course introduces students to the basic principles and practices of yoga including yogic breathing, positioning, and a holistic approach to a healthy mind and body. Various meditation techniques will be introduced and practiced with a focus on relaxation and stress reduction. Cross-reference Health 202.

PHYSICS

PHYS-108  Survey of Physics
          54 hrs. Lecture
          Units:  3
This course is for non-science majors that gives a non-mathematics survey of physics, exploring the basic principles of mechanics, electromagnetism, quantum mechanics, relativity, and recent developments. Demonstrations are used extensively.
PHYS-110 General Physics I
54 hrs. Lecture/54 hrs. Lab
Units: 4
This course is a calculus-based study of statics and dynamics of particles, solid bodies, along with fluid mechanics and wave motion. It is designed primarily for students who plan to major in physics, engineering, chemistry, mathematics or life sciences. It is also designed for pre-medical students. Prerequisite: MATH-101 A & B with grade of C or better).

PHYS-111 General Physics II
54 hrs. lecture/54 hrs. Lab
Units: 4
This course is designed for engineering and physical sciences majors. It covers topics in thermodynamics including temperature, heat, and the laws of thermo-dynamics; and the kinetic theory of gases. Other topics include electricity and magnetism including electric fields and potential; Gauss’ law; capacitance; magnetic fields; Ampere’s law; Faraday’s law and induction; electromagnetic oscillations; dc and ac current; and circuits. Prerequisite: PHY-111 (with a grade of C or better).

PHYS-112 Principles of Modern Physics
54 hrs. lecture/54 hrs. Lab
Units: 4
This is the third semester in the three semester sequence of introductory physics courses offered at IHC. It covers principles and concepts of special relativity, origins of Quantum Mechanics; quantum structure of atoms, molecules, solids; applications to lasers and electronics, nuclear and particle physics and cosmology. Prerequisite: Physics II and Calculus II with grade C or better or Instructor permission. Prerequisite: Physics II and Calculus II with grade C or better or Instructor permission.

POLITICAL SCIENCE

PS-102 American Government
54 hrs. Lecture
Units: 3
This course presents the nature of the constitutional government in the United States and the theory and practices of democracy. It emphasizes problems of individual rights, popular representation, and responsible leadership at the federal, state and local levels.
PS-201H  International Relations  
54 hrs. Lecture  
Units: 3  
This course is an analytical study of the relations between nations. The nation-state system, international ethics, national capability components, the international struggle for power, the international struggle for order, and the future world order scenarios will be discussed.

PSYCHOLOGY

PSY-101  General Psychology  
54 hrs. Lecture  
Units: 3  
This course is an introduction to the study of behavior and mental processes, including psychology as a science, perception, motivation, intelligence, learning, memory, development, personality, mental health and the biological and social bases of behavior.

PSY-103  Human Development  
54 hrs. Lecture  
Units: 3  
This course is a life span course that looks at the psychological, intellectual, physical and social development of individuals from conception to the end of the life journey. Contemporary developmental theories and research methods will be introduced. The focus of this course will be in presenting an ecological and a multicultural approach to human development. Parenting skills and personal development will be emphasized throughout the course.

PSY-201  Child Development  
54 hrs. Lecture  
Units: 3  
This course examines the development of children from conception until just prior to adolescence. The course includes the study of prenatal, physical, cognitive, linguistic, social and emotional development. The course examines many of the concerns and complex issues involved in this developmental period and considers the contexts in which they occur.
PSY-240H  Social Psychology: Problems of a Diverse Society
   54 hrs. Lecture
   Units: 3
This course explores multicultural issues utilizing basic behavioral science research methods. It is designed to provide a multidisciplinary approach to investigating and understanding the various facets of culturally diverse relationships, families, communities and societies.

SPANISH

SPAN 101A  Elementary Spanish I
   72 hrs. Lecture, 18 hrs. Lab
   Units: 4
This course is an introduction to fundamentals of Spanish grammar through the development of speaking, reading, writing and listening skills. Course material is presented within the cultural context of Spanish-speaking countries.

SPAN 101B  Elementary Spanish II
   72 hrs. Lecture, 18 hrs. Lab
   Units: 4
This course is an introduction to fundamentals of Spanish grammar through the development of speaking, reading, writing and listening skills. Course material is presented within the context of Spanish-speaking countries. The course is a continuation of SPAN-101A.

SPEECH COMMUNICATIONS

SPCH-101  Introduction to Public Speaking
   54 hrs. Lecture, 18 hrs. Lab
   Units: 3
This course involves practice with public speaking, including techniques of organization and research methodology and the use of standard English in oral communications.

SPCH-103  Interpersonal Communication
   54 hrs. Lecture
   Units: 3
This course involves the study and practice of the principles of relational communication in intrapersonal and interpersonal relationships at home, college and work.
SPCH-205H Intercultural Communication
54 hrs. Lecture
Units: 3

This course studies the diversity of styles of verbal and non-verbal communications in different cultures. Emphasis is on communicating effectively across cultures, particularly Asian, Middle-Eastern and Western societies.
KATHERINE GREEN, PH.D.

Dr. Katherine (Kate) Green has been working in education for over 25 years with experiences ranging from preschool to doctoral levels. Her work has focused on Research Methods, Child and Infant Development, Early Childhood Education, and Learning Theories and Philosophy. Dr. Green has recently been highly focused on developing distance programs and best practices in online learning. She assisted in creation of a large teacher certification master’s degree and a master’s in Early Childhood Education. She has an associate’s degree in journalism, bachelor’s degree in psychology, master’s degree in education and a PhD in human ecology from the University of Tennessee. She also did post-doctoral work at Harvard University looking at parenting practices in the UAE.

Dr. Green enjoys assisting students with research and has mentored many doctoral students and undergraduates including presenting and publishing work with them. Her own research interests stem around best practices in online learning, international/global learning for the 21st Century, cross-cultural parenting practices, and various aspects of human development. She has also worked as a consultant and writer for Disney Publishing and assisted in the development of English Language schools in Asia, consulted and written curriculum for Scholastic, and is the co-leader of the Attachment Parenting International Research Group which disseminates current research to media and the general public.

She is most proud of being the mother to 5 amazing children who teach her new aspects of life every day.
HANS MATTINGLY, PH.D.

Hans Mattingly is an assistant professor of English at International Horizons College. He holds a Ph. D. in English from the University of Pittsburgh, where he wrote a dissertation on nineteenth-century British literature. His teaching experience includes courses in composition, in English language literature, and in Russian and Slavic literature and culture. Dr. Mattingly has also served as a writing center tutor and as an instructor for the writing module of a Freshman Engineering course.

Dr. Mattingly has written an essay published in Thomas Carlyle Resartus: Reappraising Carlyle’s Contribution to the Philosophy of History, Political Theory and Cultural Criticism (2010), published by Fairleigh Dickinson University Press. He has also contributed annotations to the Routledge Annotated Bibliography of English Studies.

Furthermore, he has written on contemporary popular music for online music journals. His interests include writing, literature, and cultural history.
MARK LEON, PH.D.

Mark Leon originally hails from Denver, Colorado, USA. He currently maintains residences in Hawaii and San Francisco. Most recently he taught Mathematics to the United States Navy, and prior to that he was on the Mathematics faculty for Zayed University in Abu Dhabi, UAE.

Dr. Leon has a Ph.D. in Philosophy and an M.A. in Mathematics, both from the University of Texas at Austin. He also holds a B.S. in Physics from the University of San Francisco. His interests include Epistemology, Mathematical Physics, and new applications of rapidly evolving Information Technology. He has worked as a technology journalist covering enterprise software for several leading technology publications in the United States such as InfoWorld, Computer World, and Bank Technology News. Dr. Leon looks forward to joining the IHC faculty in January 2013.
PASAD KULATUNG, PH.D.

Dr. Pasad Kulatunga joins the International Horizons College’s academic team as a Professor of Physics. Originally from Colombo, Sri Lanka, Dr. Kulatunga has studied and worked in United States for more than two decades and maintains his residence in Wisconsin, as well as in Sweden and Sri Lanka. By training an experimental atomic physicist specializing in ultra-cold physics, Dr. Kulatunga received his PhD from Old Dominion University in 2003, investigating quantum optical phenomena associated with coherent multiple light scattering in ultra-cold atomic gasses. After completing his Ph. D. he received a postdoctoral research fellowship at University of Wisconsin-Madison to develop the first ever-neutral atom quantum logic device.

Dr. Kulatunga followed his passion to teach physics at the undergraduate level at Hobart & William Smith Colleges in Geneva, NY and later continued his teaching career at Lawrence University in Appleton, WI until August of 2013. Still keeping his true passion of research, he has been actively researching work in atomic physics, solid state physics, biophysics, and optics with his work being published in Physical Review Letters, Physical Review A and B, Optics Communications, and PLOS One.

He takes great interest in engaging with students in physics through active learning and research. He has mentored graduate students and undergraduate research students in conducting cutting edge research, publishing and presenting this work in international and national conferences and peer reviewed journals.
THERESA MASSoud, PH.D.

Dr. Theresa Massoud comes to International Horizons College from Los Angeles, California. She received her BSc in Chemistry from Dalhousie University in Nova Scotia, Canada, where she worked on the design and synthesis of nicotinamide analogs as a potential solution for epilepsy. She pursued her post-graduate career at the University of California, Riverside where she obtained her MS and PhD in Chemistry with an emphasis in organic, bioorganic, and medicinal chemistry. Her research focused on the synthesis of insulin mimics as a possible treatment for diabetes, as well as the development of small molecules as a potential therapy for Alzheimer’s Disease and Traumatic Brain Injury. She has received numerous awards for her research, including the Eli Lilly Grant from the American Chemical Society. She has also been recognized for her humanitarian efforts in Southern California and internationally. In 2010 she received the Marguleas/Weiman Humanitarian of the Year Award.

Dr. Massoud joins IHC’s dynamic faculty as an Assistant Professor of Chemistry after holding professorships at top American schools such as UCLA, SMC, and Cal State. She believes that knowledge has no limits and looks forward to continuing her work in shaping today’s young minds into tomorrow’s future scientists.